

Approved
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Ministry of Education

Teacher's Guide for Sexual and Reproductive Health Life Skills for ADOLESCENTS



United Nations
Educational, Scientific and
Cultural Organization



Government of
Azerbaijan

Teacher's Guide for Sexual and Reproductive Health Life Skills for ADOLESCENTS

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- Games adapted from 'Games for Adolescent Reproductive Health', produced by Program for Appropriate Technology in Health (PATH), 2002

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Linking these materials to the life skills curriculum

The materials deal with six themes:

- HIV and AIDS and sexually transmitted infections
- Drug and substance abuse
- Negative children's norms
- Stigma/discrimination
- Gender-based violence
- Life skills.

Issues of self-esteem, respect, learning to make decisions, dealing with emotions, peer pressure, adolescence and change, puberty, healthy relationships, the role of the media in influencing teenage behaviour and learning to make good choices, and gender-based violence are all covered by the material. Hence the materials cover content related to science, biology and social studies. In that sense they go beyond the current life skills curriculum. Below we identify specific aspects of each topic in the material that link *directly* with the specific objectives and content in the life skills curriculum. We hope this is helpful, but remember to use the material in other contexts of your teaching as well.

Level 1

Topic 1		
Materials	In life skills curriculum	Comments
Self-awareness Integrity: honesty with self	STD 7: 2.1; 2.2 (a); 3.2 (i) and (vii); 5.2	Material also emphasises self-reflection
Friendship and respect	STD 7: 5.2	
Peer pressure	STD 5: 9.1 and 11.1 STD 6: 8.0; 9.0; 9.0; 10.0; 11.0	Although this is dealt with at a lower standard, the content is relevant for the upper primary pupils too
Risky behaviour		
Changes in your body (puberty)	Form 1: 2.2; 2.3	
Knowing about HIV and AIDS		

Topic 2

Materials

In life skills curriculum

Self-esteem

STD 8: 2.0

Negotiating peer pressure

STD 6: 9.0; 10.0

Level 2

Topic 1

Materials

In life skills curriculum

Changes in the body during adolescence

Form 1: 2.2; 2.3

Building empathy

STD 5: 6.2 Form 1: 6.0; 8.0

HIV and AIDS and STIs

Empathy

STD 8: 6.2 Form 1: 8.0

Topic 2

Materials

In life skills curriculum

Harmful cultural practices

STD 8: 1.2; 11.0

Good relationships

Form 2: 5.0

Empathy

Form 1: 6.0; 8.0 Form 2: 7.0

The role of media in promoting risky behaviour

Level 3

Topic 1

Materials

In life skills curriculum

Decision making

Form 2: 10.0

Self-awareness

Form 3: 1.0

Adolescence

Form 3: 1.0; 1.1; 1.2

Friendships and relationships

Form 3: 4.0; 6.0

Coping with stress

Form 3: 3.0

Assertiveness and negotiation

Form 3: 5.0; 7.0

Media influence

Topic 2

Materials

In life skills curriculum

Decision making

Form 1: 10.1 Form 2: 10.0 Form 4: 9.0

Issues arising from drug abuse

Form 1: 12.0

Identity

Form 2: 1.0; 2.0

Peer pressure and influence

Form 2: 5.0; 5.2; 5.3; 5.4

Coping with emotions

Form 4: 2.0

1.

Introduction

This guide is different from other teacher's guides. You can decide how to use it. You can use it to teach your pupils/students about staying safe, having healthy relationships, building confidence and strong self-esteem, and learning to deal with difficult issues. Although the content of this guide is linked to life-skills, it can also be used in language lessons (look at the comprehension questions that are good for building critical thinking, analytical skills and the imagination) as well as social studies classes.

1.1. Why do we need this guide and materials?

At this time, your pupils/students are going through a lot of changes. You are an important part of your pupils'/students' lives. This guide deals with the changes that youth experience: physical changes, emotional changes, and in terms of their identities as young people. It also talks about the pressures that young people face as they develop and how they might be able to resist or counter those pressures. We hope you see it as a support to your work and not as yet another set of instructions.

1.2 When do I have time to teach this?

We have tried to bring your busy schedule and the pupils/students' needs together in this guide. The suggested activities target more than one part of the curriculum: they provide information, but also help build a set of skills. They get the pupils/students to work together as a group and help to bring the community closer to what they do at school. The activities offer suggestions for how they can resist negative pressure, come together to support each other, and act together to make their lives and community better. Hence, the materials and activities will serve more than one purpose. Read through the guide and then choose what you find useful for you.

2.

What does this guide do?

The guide covers sexual and reproductive health (SRH) and life-skills related to SRH. It also covers biological information that pupils/students need to understand, to help them make healthy life choices. It recognises that growing up does not just involve biological changes but also involves: emotional growth; sexual awareness; contradictory pressures; emotions and behaviours; a growing importance of the role of peer groups; and much more. Using the guide, pupils/students learn about these issues through stories, role-plays, leaflets, posters and proverbs, radio scripts, drama scripts and games, and through the actions that they take together.

The guide gives you step-by-step support on how to get the most out of the materials. The materials are designed for use with pupils/students at three levels:

- Level 1 10-12-year-olds
- Level 2 13-14-year-olds
- Level 3 15-19-year-olds

The guide also:

- Explains the links to the life-skills, science and language curriculum
- Explains (in the 'Additional information for the teacher' section) why activities like group work, storytelling, songs, or visual aids are important, and how they help learning in general.
- Provides activities for different age groups, because classes often contain more than one age range. You can give the children additional questions or things to do, so no one is sitting idle 'waiting' for others but instead they are exploring the topic further.
- Divides the comprehension questions into categories that enable you to develop the pupils'/students' imagination, critical

thinking skills and their ability to apply what they learn by linking it to their daily experiences. You can ask the questions orally and ask for oral answers, or you can get pupils/students to write down the answers. The 'suppose if' questions also can be used for creative writing exercises.

- Closes each level with some action that the pupils/students can take. This allows them to feel they are not just learning, but are able to do something to bring about change.
- Makes suggestions on how to engage the community in which the children live. Each 'activities' section ends with ideas for what the children should/can do at home, and this means you are not working alone.
- Provides a section that is left blank. This is for you to record anything that you want about your lesson, or your thoughts or your experience of using this guide. These can be shared with other teachers and/or with the creators of the materials as well, if you want to.

3.

About sexual health

Sexual health is about more than just the physical relationships between girls and boys. It is about choosing healthy lifestyles. It is also about knowing how to keep safe and protect the body from harm. Equally important, it is about self-esteem, about respecting oneself and other people, about developing healthy relationships, about giving and seeking support. And it is about behaviour change in an environment where young people are often exposed to risky behaviour. So the issue of sexual health also involves some important life skills. These are skills that help young people to resist tempting, but ultimately dangerous, situations and behaviours by teaching them to think for themselves, to reflect (not easy when you are a teenager) and to think before they act. Hence, skills such as critical

thinking, negotiation, and mutual support are embedded in this guide.

All this will take time: behaviour change is not something that will happen overnight:

- It needs a lot of discussion and group work
- It is a time to observe young people identifying issues
- It touches on character, values, making the right choices and decisions
- It is something we work on all the time, in whatever subject we are teaching
- It needs role modelling from you, the teacher
- It requires practice

Using this guide and these materials with your pupils/students will not automatically change their behaviour or instantly build their skills, but it will definitely contribute to these changes.

4.

How can I use this guide?

The choice is yours. You can choose to use this guide and the accompanying material in many ways, for example:

- If you are a life-skills teacher, or a teacher of biology or science, or a language or social studies teacher, you can use all or a part of this guide and the materials.
- You could come together as science/social skills/social studies/language teachers and jointly plan the lessons. This would reinforce the messages more comprehensively and emphatically across your subjects.
- If you are a teacher of language or social studies, you can use the stories and materials with the comprehension questions and with the activities that encourage different kinds of writing and debating, to enhance pupils'/students' literacy skills.
- Or you could choose to develop the stories into drama scripts and use them in a drama class.

Please also use the blank pages in the guide to record your thoughts, experiences, impressions and suggestions which can be shared with your colleagues and with us, to help us make a better guide next time.

5.

Working within and beyond schools

This guide on sexual health can also be used outside the school. It is crucial that children take back what they learn in school into the community and that we remember that they bring into the classroom the values of the community.

You as the teacher, are the greatest ‘lesson’ and the best role model that the children can learn from. How you behave, respect them, listen to them, resolve issues between them, is all a part of the curriculum: it is the hidden curriculum which is often more powerful than the actual curriculum we teach. Resilience, social pressure, conflicting pulls on our lives is something we ‘live’ as well as ‘learn’ about.

6.

The materials

The materials are a combination of stories, leaflets, booklet, posters, a radio script and a drama script.

‘Turning inside out’

This is a story aimed at what we call ‘level 1’ (ages 10-12). It deals with discrimination and bullying, which is a big part of school-based violence. It is also about peer pressure and self-esteem. In the story, Mark struggles, and almost fails, to do the right thing/ behave in the right way in the face of peer pressure; and Lisa finds that her attempt to accommodate peer pressure has left her with a dilemma when an

adult is asking more of her than she is ready to give. These are themes that run through all of the materials in one way or another.

‘Aunt Martha’

This is a story for pupils/students at what we call ‘level 2’ (ages 13-14). It deals with the issues of negative traditional practices on girls and the resulting medical problems, and with early marriage and early pregnancy and making the right choices. The story features a sensitive conversation between a mother and daughter, Agnes. The daughter learns about her aunt who has passed away, about empathy and about good relationships. Agnes’s father is supportive and is a positive male role model, although he remains in the background. Aunt Martha’s story helps Agnes to make the right choices in her own life.

‘Andrew and Esther’

This is for ‘level 3’ students (ages 15-19). Here, a young man finds his life – with all its promise of a golden future and a beautiful relationship – is shattered when he falls prey to substance abuse and puts himself, his mother and his girlfriend through the trauma of a life falling apart. He seems to be following in his father’s footsteps, despite fighting so hard to be different from his father. However, a letter that he finds from his father to him changes all that. The story also explores masculinity and femininity as well as gender-based violence, and it allows the reader to explore gender relations and challenge gender norms. We have addressed the issues related to boys as well as girls, because most current material does not deal with the issues of young boys growing up and the peer pressure they face.

Leaflets on HIV and AIDS, STIs and puberty

These are designed for use in schools and in the community. They provide information that young people need about these issues, and help them see the ‘why’ of the messages that are embedded in the stories. The leaflets are straightforward and use forthright language, with the belief that sometimes it is important to state facts as they are, to help young people to understand the consequences of their

behaviours. The leaflets also dispel the myths and misconceptions about HIV and AIDS and help pupils/students to learn about safe sex practices, such as delaying sexual activity. They can be used with the stories or on their own.

The 'Check It, Beat It'

Booklet aims to ensure that young people have the right information about practices that can harm them. It is a straightforward booklet with direct language (rather than using euphemisms) to ensure the messages get through. The booklet encourages young people to "check it" out or understand the risk of HIV and STI infection in relation to multiple concurrent partners, transactional sex (sex for money), intergeneration sex (sugar daddies) and alcohol use. Providing this type of information also helps young people in making a choice to delay sex to a later age.

Posters

The posters are also designed for use in and beyond the school. They are graphic and pithy so that the messages remain in the minds of those who simply glance at them. They serve as good reminders of the dangers in what appears to be 'cool' behaviour. The posters can be used to stimulate debate about the influence of media advertising and to get pupils/students to think critically about the persuasive marketing tactics used to sell products. Pupils/ students can be encouraged to produce posters that use the same tactics to sell healthy behaviour and counter harmful behaviour messages. Several other posters with African proverbs that portray various themes (peer pressure, stigma and discrimination, bullying, gender based violence, masculinity and femininity, among others) have been provided for the pupils/students to illustrate so that the pupils /students will become part of the process of material generation.

Radio script

The radio script is a departure from the usual kind of radio lessons in the life-skills programme. Here in a panel discussion, a team of people, including four young people and a medical expert, are brought together

to discuss the various issues that form the themes of this material. The script can be used at all three levels, although you will want to emphasise different aspects of it at each level. It focuses on drug abuse, alcohol abuse and the effects of peer pressure. Its main message is also that young people can take charge of their own lives, make sound decisions (even if they are painful ones) and bring meaning into their lives.

The script allows insights into the realities that young people face every day as they go through adolescence and as they are shaping their identities. Engaging in critical thinking, and learning to think for themselves, is the final step in good self-esteem and in entering the adult world. If used in the community, the script ends with a call for action on the part of everyone, with its take-away messages.

'Friendship' drama script

This explores how a young girl is stigmatised and isolated as a result of her parents dying of HIV and AIDS, and the misinformation surrounding the disease. Two friends, one a bit stronger than the other, finally overcome their fears to go to see the young girl, and they end up giving her moral as well as material support.

The range of materials provided seeks to cover the factual side of sexual and reproductive health as well as the emotional and psychological aspects. The intention of the stories/scripts is to show young people that they can change things and that they can act so that they are not portrayed as passive victims with no hope. Action is not confined to school, but moves into the community as well. The scripts are designed such that they can be put on the radio as a broadcast as well as acted out as a play.

The materials seek to build self-esteem, empathy and understanding amongst young people. They have been created to provide variety, as well as to engage pupils/students in the process of exploring their own growing up.

It is important to remember that the materials are inter-linked. The 'friendship' drama script should be used with the leaflet 'HIV and AIDS myths and facts'. 'Check it, beat it' (for older students) and the 'Cool and fool posters' can be used with the radio script. The puberty leaflets can be used with 'Aunt Martha' and 'Turning inside out', and so on. Some materials may have multiple uses. For instance, the 'Cool and fool' posters are used at level 1 but also at level 2 and level 3. Some parts of the leaflets that are suitable for the STI and 'Check It, Beat It' activities can also be used at level 1.

7.

Topic plans using stories and activities

Sexual health is not a 'subject', so what follows is not a series of lesson plans but rather 'topic plans' which might spread over two or three lessons. You can decide how many activities you want to do, which ones will suit your class depending on whether it is multi-grade or not, and how long will it take to cover the topic.

Questions following the stories

The questions after the stories are important. They are designed not just to test the pupils'/students' comprehension skills, but also the other language skills of being able to read between the lines of a text, to analyse a text, and to apply the messages to real lives. The questions are grouped in these categories to help you see which type of question will elicit which type of thinking in the children.

There are deliberately a lot of questions for each story. You do not have to ask them all! See if you can ask at least two of each type of question. If some children finish quickly, use some more of the questions for them to write answers to. That way they are practising their language as well as their analytical skills. You are, of course, free to come with more questions under each category for your pupils/students.

The 'at home' sections

The 'at home' activities are important because they bring the community into the school through the children and what you ask them to do at home. Again, you can choose which activities to focus on. The commentary at the end of each activity tells you why it is important and what skills are being built through the activity.

The teaching and learning materials

Level 1: Learning about yourself

Topic 1

Topic objectives

- To explore the ideas of friendship and support
- To reflect on pupils'/students' own feelings, behaviours in relation to peer pressure
- To come together to act in ways that are positive to contribute to the anti-bullying policy in the school
- To begin to understand the changes their bodies undergo during puberty
- To explore the myths and facts about HIV and AIDS.

Materials and preparation needed

Activity 1

- **'Turning inside out'** story
- Decide beforehand whether you want to group the pupils for the focused reading (see below)
- Choose the comprehension questions for the story. Choose at least two from each category so that the knowledge and the skills are both covered. Remember that the questions can be points for discussion as well.

Activity 2

- Make sure the head teacher and other teachers agree about strengthening the anti-bullying policy before you go into Activity 2, and that they know pupils/students will interview them. In this session you will get pupils/students to do the preparation for the interviews. The interviews themselves may happen later.

Activity 3

- The leaflets on **'HIV and AIDS myths and facts'** and puberty for boys and girls
- Choose a series of statements from all three leaflets that you will read out. Make sure you choose some from each leaflet.

Activity 1

- Divide pupils/students into three groups (you could ask them to call out numbers 1,2,3, so they know which group they belong to). They do not need to move from their seats. They just need to know their numbers.
- Tell group 1 that when they read the story they have to look out for all the **feelings** in the story. Group 2 has to work out how many **decisions** have to be made by the characters in the story. Group 3 has to look out for 2 **'good' things** in the story and 2 **'bad' things**.
- These tasks help the pupils/students to focus as they read. The group work gives them a sense of working together, even though they are sitting apart, and will enrich the discussion later.
- Now read the story with the children. You may want to assign character roles and choose a narrator to read the story.
- Ask the children if they liked the story. What did they like about it or what did they not like about it?
- Discuss what each group 'found' from their tasks. List these on the board. Ask the other children to say if they missed anything. Add these points to a list.
- Then go to the comprehension questions (see below) and ask the children to respond orally or by writing in their books. Remember to choose at least two questions from each category. You do not need to cover all the questions: there are many questions so you have a wide choice. If you are the language teacher, the 'suppose if' questions make good story titles for pupils/students to write about in creative writing activities.

Comprehension/discussion questions

Understanding the story

- What do you think the story is about?
- What does the title 'Turning Inside out' mean, do you think?
- What did Mark first think about David when he saw him? Did he change his mind about him?
- What is David able to do? What is he not able to do?
- Why did Mark's friends call him a 'baby'?
- Who did his friends think were 'proper' girls? Why did the 'proper' girls look at Mark with pity? How did that make him feel?
- Why did Mark not like having David sit next to him?
- Why does David go to school alone and sit alone after the first few days?
- Why did he agree to do what the bullies asked him to do?
- Why does he ask what they are going to do to David? Why does he want to sound 'cool and unconcerned'? How is he really feeling?
- Mark thinks he is a part of the gang. Do you agree with him? Why? Why not?
- Why does Mark's heart sink when David agrees to go to the river with him?
- David's look is 'sharp and hurt'. Why do you think this is so?
- How does Mark's mother know what happened?
- What does Mark's mother mean about 'wanting to do more than hold hands' and 'urges'?
- Why is Mark's mother disappointed in him?
- What does she tell Mark? Does she tell him what to do?
- What does Mark's mother think about David? Why?
- Why does Lisa go with the older man?
- What does Mark think about that?
- Why does she think Mark can't help her? Is she right?
- How do the three friends solve the problem?
- Who helped?
- What does Mark learn about himself in the story?
- What does Lisa learn in the story?
- What does Mark learn about David and about disabilities in the story?

Reading between the lines

- What does Mark mean when he says about David ‘No one in his family seemed to notice’?
- How do you think David felt when he heard Mark say ‘He’s not my friend’? How do you think Mark felt when he knew that David heard his comment?
- What does David mean when he says, ‘I am a person with a disability, not a disabled person. . . it makes a difference.’ What difference do you think he is talking about? Why does David, and later Mark, think the difference is important?
- Why did David not respond to the bullying? Why did his turning away upset the bullies?
- What dilemma is Mark facing when the bullies ask him to take David to the river? What does he do in the end? What would you have done?
- Why does he take David to the river ‘in silence’? What do you think he is feeling?
- Why did Mark say, ‘I suppose I deserved it,’ when David spits at him? Why does he think that? Do you agree?
- What does Mark’s mother mean when she says, ‘David is strong and brave’?
- Why could Mark not look at David when he took him down to the river?
- Why is Mark not able to look at his mother when she’s talking to him after the fight?
- Mark’s mother says, ‘And because he (David) does not let a friend down, he does not let himself down.’ What do you think she means?
- She also says, ‘More importantly you need to think about who you are and who you want to be on the inside. Can you be brave and stand up for what is right? Or will you be like a sheep that always follows someone else? Was this a bad mistake on your part that you can learn from and put right or is this who you are?’ What does she mean? What does she want Mark to do or think? Why? Why do you think she does not tell him to go make friends with David?
- Why does Mark say ‘I knew what I should do but I was afraid to do it’?
- Mark says ‘you are my best friend’. What did David do or say that made Mark think that?
- Why is Lisa rude to Mark to begin with? Why does she call him ‘fresh field’? Why does she apologise?
- Why does Mark stay and not go away when Lisa is so rude? Why does he say nothing when she calls him names?

- What does the older man want from Lisa?
- What is the plan that the friends use to find out more information and to find out who else feels like them?
- Mark says, ‘Don’t get me wrong. It is hard sometimes to resist our feelings. But as David says, “Think before you act”: a passing pleasure or a lost future. What are you going to choose? I say, “it’s important to bring your true inside, out”’. What do you think this means?

‘Suppose if’ questions

- Suppose Mark had not agreed to take David to the river. How do you think the story would have unfolded then?
- Suppose Mark had not seen Lisa with the man. How would things have worked out for Lisa then?
- Suppose the bullies had killed David that day. What would have happened to them and to Mark?
- Suppose Lisa had not asked the questions to the biology teacher? How else could the friends have found the information they needed?

‘Linking to life’ questions

- Have you heard people with disabilities being called names?
- Do you know anyone with a disability or with other issues who is treated unfairly? How do you think they feel? How do you feel and act around that person?
- Do you have pupils/students with disabilities in your class? How do you help them? How do they help you?
- Have you ever done something you were ashamed of? How did you deal with it? Who helped?
- Have you ever defended a friend even though you were afraid yourself? How did you feel?
- Have you had to do things to ‘fit in’ with the crowd? Do you always agree with what the crowd does?
- Have you done something brave and courageous recently? How did it feel?
- Do you have to deal with teasing or bullies in your school? How do you deal with it?
- Do you think if enough of you work together you can change something in the school? Or amongst your friends? For example, can you all agree to keep the school cleaner or agree not to tease girls who come back to school after having a baby? What are the other kinds of things you think you can change?

Note: some of these questions are also good 'class discussion' questions and you may want to use them that way.

Core messages

- It is unacceptable to bully someone because of their appearance, a disability, circumstances (such as poverty), or for any other reason.
- Bullies are really cowards in disguise.
- It is important to stand up for what you believe and do what is right, even if that is not popular and even if it is hard to do.
- Being brave is when you do something that is hard to do but is right to do.
- Young people often follow a crowd, but they do not always believe in what the crowd is doing.
- You can act to support each other and to stand up against what is wrong.

Activity 2

- This activity can be done as a class discussion so that there is agreement on what to do. There should be a student-led, agreed definition of what bullying is, (e.g. Is name-calling bullying? Is mimicking someone who can't walk or talk properly bullying?). Tell the pupils/students that, together, you are going to make suggestions to add to the school's anti-bullying policy, to help make it stronger. Make sure you have talked this through with the head teacher and involved the student council as well. In many schools there is already an anti-bullying policy, but here the pupils/students will contribute new ideas, so you can say to them that their policy ideas will add to and strengthen the existing anti-bullying policy.
- Divide the class into four groups. Tell them they are going to find out what people think about an anti-bullying policy, so they have to prepare questions that they will ask and then reply back. Tell them this is called doing research. They will ask their questions later in the week/month (you will have decided on the timing with your head teacher). Tell them that the current activity is about doing important preparation. Give each group a task they have to prepare for:
 - **Group one will interview the head teacher, four teachers from different classes in the school, and two members of the student's council** about bullying. The group needs to ask them what they think about the existing anti-bullying policy and what else they want to add to the policy. The pupils/students in group one can come up with five questions that they will ask. One of the questions is how to stop the bullies. Remind them that they have to think of punishments for the bullies and ways in which other children can stop the bullying (e.g. by refusing to act with the bullies and making sure they tell other children so that they can support each other).
 - **Group two will talk to other children.** Remind them to be careful how they ask questions to the children, especially the younger ones, because they may be afraid to answer. Ask them to try to talk to five children in each class to see how many got bullied, how many times, how recently. They can make a chart of what they find.
 - **Group three may be able to talk to parents in their neighbourhood.** They could talk to three families each, and then compare and add together their results. They need to come up with five questions that are important to ask. The questions can include: 'What would you do if your child was bullied? What would you do if you knew your child had bullied someone?'
 - **Group four can think about what the new stronger anti-bullying policy will look like and where to put it in the school.** For instance, should it go in all classrooms or in the corridor; should it be seen when people come into school? Will it be on paper or on a bigger flipchart size paper? Will they write it and illustrate it? Who should sign it? How will they publicise it? Will there be an announcement in the school? Will the school tell the community? How?
- Once the pupils/students have had time to plan in their groups, ask each group to elect one person to speak for them and to tell the others their plans. Other pupils/students from other groups can add to these plans.
- When they have all presented their plans to each other, you can help them as a class

to work out when they will conduct their activities and in what order. Ask them to set themselves deadlines for reporting back. The reporting back could be to the whole school in an assembly.

- The class can make notes on what they want in the policy once they have presented their findings to the school. Once the new improved anti-bullying policy has been set up, the class can use the posters with African proverbs on bullying (see pg 55) and decide where they want to display the posters within the school to highlight the issue of bullying and school-based violence.
- The new policy has to be written and endorsed by the school authorities and must reflect the children's ideas and findings.

Note: This activity will need the co-operation of the head teacher and the whole school so that the pupils/students (including the bullies) know that this is serious work. The whole project helps pupils/students to develop research skills, questioning skills, to work in teams, to be sensitive when they talk to community members and younger children, and to plan and act together. It is powerful in making students believe they can act together for the good of all the school and that the adults will support them in their work.

The teachers and head teachers need to take the pupils'/students' suggestions, discuss them, and agree on what needs to be added to the existing anti-bullying policy to strengthen it. What is considered bullying should include name-calling for other reasons than having a disability, and all name-calling and violence should be covered by the policy. If the school agrees, local media can be used to publicise what this school is doing, and the contributors of the new policy can be interviewed.

Activity 3

- Remind the pupils/students of what Lisa said about the people telling them things that are wrong (see Activity 1). Play a game of 'whispers'. One person whispers a short message to another person. They say it just once and then the listener has to whisper the message to the next person, and so on. When the last person in the circle or room receives the message, they need to speak it out loud. Usually the message that is spoken at the end is very different from the message whispered by the first person. The game helps to demonstrate what can happen when information is passed from person to person.
- Explain that sometimes people believe information that is wrong. These beliefs are called 'myths'. They are different from lies because when someone tells a lie they intend to speak what is not true. A myth is something people genuinely believe, but which is not true. Give the pupils/students an example. Centuries ago people truly believed that the earth was flat. They also believed that the earth was the centre of the universe. This was not true, but at that time it was also not a lie that someone had made up knowing it to be untrue. It was a strongly held belief until someone sailed around the world and proved that the earth was not flat (you could not fall off the edge) but was indeed a sphere.
- Take the leaflet on 'HIV and AIDS myths and facts' and the two leaflets on 'puberty' and tell the pupils/students that you are going to read out certain statements. At this stage only you should have the leaflets. You will give the pupils/students the leaflets later. Tell the pupils/students that after you have read out the statements you will ask them: 'who agrees with this statement?' 'who disagrees?' and then 'who doesn't know for sure?'. They should put their hands up to indicate if they agree, disagree or don't know. Tell the pupils/students that it is fine to say 'don't know'. This is not a test.
- Divide the board into three sections with the headings 'agree', 'disagree' and 'don't know'. Appoint two pupils/students to count the hands that go up, and a third pupil/student to write the scores on the board, after each statement has been read out.
- Read out the statements one at a time. Make sure to read out statements that refer to boys and to girls (use both leaflets) to ensure that no-one feels singled out. Ask the pupils/students to raise their hands if they agree with a statement, and wait for the counters to count and the writer to put the score on the board. Then do the same by asking who disagrees, and then who doesn't know.
- Afterwards, give each pupil/student a leaflet. Ask them to read it to themselves and work out how far they were right or wrong in agreeing or disagreeing with the statements. They do not need to share their answers (you don't want them to feel humiliated by making a 'public' admission of which statements they correctly agreed or disagreed with). This is not a test. The aim is to make sure that the myths are not carried on, so you want the pupils/students simply to know the truth about HIV/AIDS and puberty myths and facts.
- Ask the pupils/students to think about how they got any information which they now realise was wrong. Who told them that information? Put their responses on the board (e.g. 'friends', 'the boy next door', 'my cousin', 'the radio', etc.). Again, don't ask them to share which information they got wrong. Add 'advertisers' to the list if they do not come up with it themselves.
- Ask them to tell you, in general, where they get their information from for all of the issue mentioned in the leaflets. Ask them to raise their hands if it is from friends, from family, from the television or advertisements. They can raise their hands more than once. Talk about the source of the information. Does the person who gives them the information really know about the issue (such as a nurse) or did someone else tell them? How can they find out the truth? Should they trust one source of information only, or should they go to more than one source to check things out?

At home

- Ask the pupils/students to read or tell the story 'Turning inside out' at home. They can talk to their parents or siblings about whether they know someone who has a disability and what happened to them; how they feel about people with disabilities; and whether they ever felt isolated and unaccepted and rejected by other members of the community. The pupils/students can ask what helped to change the situation.
- Ask the pupils/students to discuss the school's anti-bullying policy. Ask them to tell their parents that someone may come to talk to them about it, so they might want to think about what they would want to add to the existing policy. Can the parents see how the community can help in stopping such bullying outside of school?

Some suggestions for level 2 and level 3 pupils/students

- Ask the pupils to read the story 'Turning inside out' on their own.
- Divide them into groups and ask each group to create a role play that extends parts of the story. Give the pupils/students time to prepare their role plays. The scenarios can be chosen from the following:
 - Role play the conversation between Lisa and the older man and bring it to a good ending.
 - Role play the same conversation but bring it to a bad ending.
 - Role play the conversation between Mark and David's mothers about the fight (see if the students end up having the two women as enemies or whether they can bring the two women together to agree on what should be done with Mark).
- Role play the conversations that the three friends have with other students. Make the conversation go well.
- Role play the conversation that the three friends have with the other students who are the friends of the bully boys. How will that conversation go?
- When they have finished preparing, the pupils/students can present their role plays to the whole class. After each role play, ask the other pupils/students to comment on:
 - Whether the role play was realistic. If so why, if not how would they change it?
 - Whether the positive outcomes of some of the role plays are possible.
 - Whether the situation could be handled differently.
 - What strategies (explain that this means what methods or ways) do they think were needed and used in the role play (to persuade the other person in the role play to change their minds).
- Level 3 students can push the idea of consequences further by discussing or writing a story about Lisa's future if she is not able to resist the older man's advances.
- The students at levels 2 and 3 can also contribute to the anti-bullying policy.

Topic 2

Topic objectives

- To explore the idea of self-awareness and self-esteem further
- To introduce the skills (language) of negotiation.

Materials and preparation needed

Activity 1

- Cut out the **Self-esteem** cards (pg 46) and the **Feeling** cards (pg 47) and have them ready for the pupils/students.

Activity 2

- Take the list of statement cards entitled **Pressure** and **Possible responses** (pg 19). Cut out the statements and mix them up ready for the pupils/students.

Activity 3

- You will need the **Cool or fool** posters, large sheets of paper and coloured markers or pencils for drawing posters, if the pupils want to.

Activity 1

- Put the word **self-esteem** on the board and ask the pupils/students to tell you what they think this means. Remember to accept all their answers. Remind them of the story 'Turning inside out' and ask them to think about whether David and Mark had good self-esteem. Ask them to give you examples from the story that show self-esteem.
- Add (if they have not done so) ideas like 'being confident', 'being sure of oneself', 'not being afraid to ask', or 'to offer an opinion respectfully'. Remind them that being confident is different from being arrogant. Can they give you an example of each? They can take examples from 'Turning inside out' if they like. When can they see arrogance in that story and when can they see confidence in it? Add 'sticking to what you feel is right' and 'being ready to listen and re-think about your words or actions' as a sign of strong self-esteem. The latter shows you are willing to admit and correct mistakes. Again refer them to the story if you want.
- Now tell them they are going to learn a bit more about self-esteem in this topic.
- Tell the pupils/students that they will be working in pairs for this exercise. Give each pair a set of cards. Put them face down on the table and ask them to divide the cards between them, still face down.
- Ask them to individually look at their cards and answer the questions on them, with each pupil/student writing on a separate sheet of paper.
- When they have finished, ask them to swap cards and once again answer the questions, writing on their own piece of paper.
- They should not show each other their answers. Ask them to put the whole set

of twelve cards together and shuffle them (face down), then turn one card over. They can read the question and share their answers. Let them discuss their answers in their pairs. If there are some answers they do not want to share that is fine. They simply take a new card and turn it over. The exercise is on self-reflection and so they are allowed to keep some things to themselves if they want to.

- Ask the pupils how they felt about a) answering the questions individually and b) sharing their responses. Did they find that some things they had never thought about? Did they find that they learnt something new about the person they were paired with? Did they want to re-think some of their own responses after sharing the information? Now do the same with the set of 'feeling' cards (see pp. 55) that ask pupils for their opinions on various things.

Note: This game allows pupils to reflect on things about themselves that are positive. It contributes to self-awareness when they have to do this. You do not need them to do more at this stage. You may want to use the term 'self-awareness' and tell them it is a part of their self-esteem and that they will continue to learn about that in the next topic. But if you feel the term will confuse them, then just use self-esteem. Also this is the first time that pupils have been allowed to keep some things to themselves.

This is something that tells them that you respect their privacy and it also sets an environment of safety in the class. As you work with more of these materials you will see why it is so important to create that feeling of trust, respect and safety in your classroom.

Activity 2

- Remind the pupils of the story 'Turning inside out'. One of the things that Lisa and Mark needed to learn was how to assess, think critically and negotiate a situation which they did not like or want to be in, but which they found themselves in. It is about peer pressure and ways to cope with it. Ask the students if they remember a time or an incident when they were put under pressure by peers or adults. Tell them they do not need to share the information if they don't want to, but they need to keep the situation in mind while they do the activity.
- Ask them to work in groups of four. They need to create a script for a role play in which:
 - An older man wants a young girl to be intimate with him. She has received gifts from him but she does not want to do what he wants. How will he try to persuade her, and how will she try to say 'no'?
 - A young girl is invited by a matatu driver to sit next to him. He asks her what music she wants to hear and says he'll play it just for her if she sits next to him. She knows this will lead to other things and wants to say 'no'. How will she do it?
 - A young boy is being persuaded by an older boy to drink alcohol and try drugs. He knows this is not a good idea. How does he say 'no' and how does the older boy try to persuade him?
 - A young boy is asked by an older man to take a 'package' to someone else in the town. The young boy is worried about what is in the package and wants to say 'no'. The older man tries to persuade him.
 - An older girl and her boyfriend are trying to persuade a younger girl to have sex with another boy. What will they say and how will she try to avoid it?
- When the groups are ready, ask them to choose two actors from their group and perform the role play. Ask the rest of the class to write down: a) the words used to say 'no'; and b) the words used to persuade the person to do what s/he does not want to do.
- Discuss the words used. Tell the pupils that there are strategies (a strategy is a planned way of talking or persuading other people in this case) that are used by people to persuade other people to do things, and other strategies to refuse. Explain that a strategy is a like a plan.
- Tell them you now want them to work as a whole class (so that the discussion involves them all together).
- Write on the board the words: 'argue,' 'no problem,' 'make you feel small and stupid,' 'threaten,' 'divert your attention from an important issue'. Explain that these are ways in which people exert pressure on us to persuade us to do things we may not want to do. Put an example of each type on the board, e.g.
 - 'Come on it can't hurt, you'll love it' (persuade)
 - 'Don't worry if you don't like it you can stop' (no problem)
 - 'Oh you're just a coward/a baby' (put you down)
 - 'You either listen to me or I'll find someone else' (threaten)
 - 'You know that dress really suits you (throw you off topic/side-tracking).
- Ask them to give you some of the words used in the role play that fit under these headings. Ask them which heading and why.
- Now write these headings on the board with examples:
 - Delay – 'I need to think about it

- Negotiate – ‘No, I don’t want to come to the party but why don’t we go with the others to watch the bike race?’
- Straightforward/assertive refusal – ‘No I really don’t want to do that.’
- Explain that these are ways that we can resist the pressure. We try to delay, offer alternatives, be assertive and firm. Ask the students to add to the words used in the role play that fit under these headings.
- Now read them the statements below (which you have previously cut up on cards and mixed up). Ask them to fit these statements into the headings of ‘argue’, ‘threaten’, ‘put you down’, ‘no problem’, ‘side tracking’, and ‘refuse’, ‘delay’, ‘negotiate’.

Pressure statements

- “You’re just afraid.”
- “Aren’t you grown up enough to do this?”
- “Why not? Everyone’s doing it!”
- “What do you think can happen?”
- “What do you know about...anyway?” (to make you feel stupid or ignorant or not ‘cool’ enough)
- “Do it, or goodbye.”
- “I’ll find someone else who will.”
- “I can hurt you if you don’t.”
- “Nothing will go wrong. Don’t you trust me?”
- “Don’t worry. Trust me. I know about these things.”

- “I’ll take care of everything.”
- “I’ve got it all handled.”
- “But we’re getting married anyway.”
- “You can’t get pregnant if you just have it once.”
- “You owe me.”
- “You’re old enough now.”
- “You have nice eyes.”
- “I like you when you’re angry.”
- “You know that I love you.”

Possible responses

- “Please let me finish what I am saying.”
- “Please don’t stop me until I’m finished.”
- “That’s fine, but please listen to what I have to say.”
- “I know you think... , but let me finish what I was saying.”
- “Thank you, but...”
- “No, no, I really mean no.”
- “No, thank you.”
- “No, no — I am leaving.”
- “I am not ready yet.”
- “Maybe we can talk later.”
- “I’d like to talk to a friend first.”
- “Let’s do ... instead.”
- “I won’t do that, but maybe we could do ...”
- “What would make us both happy?”

Discuss the strategies and the language. Do the pupils/students know other ways of persuading and of refusing?

Activity 3

- Ask the pupils/students to think about the negative peer pressure that Mark and Lisa both felt. How did they resolve the problems? What can an individual person do to resist such pressure? What can a group do? Remind them of the anti-bullying policy they have worked on. How else can a group support and help each other through difficult situations? Ask the pupils/students to work in groups of six to discuss this and then present their ideas to the whole class. The class can decide which of the ideas can actually be put into practice. This encourages them to support each other. Make sure you ask them after a couple of weeks, how the idea is working out.
- Show the pupils the posters entitled **Cool or fool (pp50-52)**. Remind them that many things may look cool at first, but actually are really harmful to us, and this is what the posters show.
- Can the pupils think of other messages that could go in the series? Ask them to work in groups of four. They need to use the story 'Turning inside out' and the leaflets to find important messages that they may want to make posters about. Prompt them to think about:
 - Bullying someone may look cool because you are in the big gang, but it is actually just what cowards do.
 - Going with an older man may look cool, but actually gets you into trouble.
 - Drinking alcohol looks cool, but actually makes you lose control.

They may come up with other examples related to stealing (which looks clever but is actually bad to do) or even drug taking if they bring that up.

At home

- Ask the pupils to take the **Cool or fool** posters home and discuss where in the community they can be put up (church, market, sports clubs).
- Can their families suggest other messages that can be added to the **Cool or fool** series? Can a local artist help to create the posters?

Some suggestions for levels 2 and 3

- Activity 2 can be used with both levels. They do not need to do the role play or to read 'Turning inside out'.
- Pupils/students can have a general discussion about peer pressures they are aware of or can talk about. If they do not do this, then tell them about Lisa's dilemma where peer pressure made her go with an older man so that she would be considered 'cool', and now he is asking for sexual favours from her. Ask them to think about how she can get around his request.
- Talk about the language that she might use and then introduce the 'pressure' and 'response' activity.
- Can they add to the 'pressure' and 'response' statements?

Note: The skill of recognising persuasive techniques used by others and having a repertoire of ready responses is important for young people. It would be useful to repeat this activity at intervals and to encourage young people to look out for other such statements to help them negotiate difficult situations.

Level 2: Growing up

Topic 1

Topic objectives

- To help the pupils/students understand the changes in their bodies
- To help the pupils/students discuss and come to terms with their changing emotions
- To help the pupils/students understand some of the dangers of early sex (HIV and AIDS, STIs).

Materials and preparation needed

Activity 1

- Six folded pieces of paper on which you have written: 'I want you to lead this person so that they bump into things. Make sure they don't get hurt though.'
- Six folded pieces of paper on which you have written: 'I want you to lead this person carefully, so that they don't fall over anything at all.'

Activity 2

- The 'Check It, Beat It' booklet, and the HIV and AIDS myths and facts sheets
- The STI booklet
- Small cut up pieces of paper for pupils/students to write their quiz questions on.

Activity 3

- The game show cards (pg 48)
- Materials to make their own game show.

There are some more activities at the end of the Check it, Beat It and the STI leaflets that you can use directly after the pupils/students have looked at the material. The activities are also there for when the leaflets are distributed in the community.

Activity 1

- Ask the pupils in pairs to discuss what 'acting grown up' means and to think of two or three statements that describe 'acting grown up'.
- When they have finished, put their responses on the board. Together look at the list of responses and ask if everyone agrees, or whether there is something that has been left out.
- If it is not already there on the board, talk about the fact that 'acting grown up' sometimes means doing what you know is right, rather than what you want to do. Start with the easy choices, such as wanting to go fishing but knowing it is important to go to school, and lead the discussion to the feelings of attraction between young people.
- Divide the pupils into pairs. Choose six pairs (you can choose how many pairs according to how big your class is and how much time you have). In each pair, one person has to be blindfolded while the other can see. Using signs which the blindfolded people cannot see, ask the sighted people to silently read the folded piece of paper you give them. Then you need to say aloud: 'can you take your partner's hand and lead her/him to the front of the classroom. I want three pairs to do this at one time. Those who are not leading or following just need to watch and observe. You can write down your observations and share them with your partner. All of this must be done in silence. No one can talk or the exercise will not work'.
- When all the chosen pairs have done the leading and following, ask the pupils/students to sit down. Ask the 'watchers' to say what they saw (they will say some blindfolded people were led well and others were not). Ask them why they think this was so. Then ask the blindfolded pupils/students to say how they felt. Finally ask the leaders how they felt.
- Talk about the issues of trust, of following blindly where someone leads, and of the importance of knowing and having information. Ask them to think about what they just did and, in pairs, to relate it to what happens when they are asked to have early sex or take drugs or take alcohol. Help them to start by telling them that agreeing to early sex is like letting someone lead you blindfolded when you do not know where you are going or what is in the way as a barrier. Ask them to have similar reflections on the other two possibilities (taking drugs and alcohol). The message you want to convey is that when you let someone else lead you and take control of you, it can lead to good things, if the leader is a good leader, or it can get you into trouble. You need to think and act using your own intelligence and judgement.

Activity 2

- Tell the pupils they are going to learn about why they should not have unprotected sex early in their lives. Create the right, serious atmosphere by telling them that you know they are intelligent young people and so you are going to speak to them openly and ask them to think about things. This is not a 'lecture' nor is it something trivial.
- Divide the pupils into three groups. Give them the **Check it, beat it** booklet and the **HIV and AIDS Myths and Facts** sheets and the **STI** leaflets to read. Each group reads all of these materials. There is a lot of information, so let them know beforehand that after reading they will do something interesting with the information. Give them time to read and absorb the information. Do not tell them yet that they will be creating a quiz.
- Guide them through any difficult words or concepts and discuss the materials.
- When they have finished reading and you are sure they have understood the information, ask group 1 to use the information in **Check it, beat it**. Ask group 2 to work on the **STI** leaflet. Group 3 can focus on **HIV and AIDS Myths and Facts**. Each group has to create a quiz on their area of focus. Each quiz question must be written on a separate piece of paper that is folded up and handed to you.
- When the groups have finished creating the quiz, divide the class into two groups and play the quiz. Make sure the pupils/students are mixed up from the previous three groups. You can mix up the papers they have given you and ask one person from each group to come forward, pick up a paper and read the question. The group that gets the most answers right wins. Make sure you explain that the objective is not to win but to learn about the danger signs of these diseases, and about how they affect our bodies and minds, and how we might avoid getting hurt by them.
- If you think there is too much information in the three materials, then let all the pupils/students work on one document at a time and create the quiz that way. Each student can give you two questions on the document you have chosen.

Note: getting the pupils/students to create the quiz means they have to know the information themselves or else they will not know whether the answers to their quiz questions are correct. This is another way to get young people to absorb and retain information which is important to their lives.

Activity 3

- Give pupils/students the **Cool or fool** posters. Ask them to work in groups to create some more posters in the series. They can decide which of the things they have learnt so far, they want to use to make posters, and what messages they want to send through the posters.
- Return to the **STI leaflet** and to **Check it, beat it**. Tell the pupils/students again that this is important information that they have to know. This time, ask them to read the leaflet individually and to test each other in pairs by asking questions.
- Once they have done this and are confident of the information, then play the game show game (see p43) and see who wins. Remind the pupils/students that this is not about winning in reality, but is about making sure they are well informed when they make their life choices about the dangers and consequences of certain behaviours.
- Ask the pupils/students to create their own game show. They can work in groups and decide which of the cards and leaflets and booklet they have looked at, do they want to focus on and what marks to award.

At home

- Ask the pupils/students to take the **STI leaflet** and the **Check it, beat it** booklet and the **HIV and AIDS Myths and Facts** home and discuss what they learnt (if that is appropriate within their families).
- Do their families know people who are affected by HIV and AIDS?
- Did their families know some of the myths in the leaflets?
- Can their families tell them African proverbs that relate to the right choices or behaviour or other community wisdom?

Some suggestions for level 3

- Activities 2 and 3 can be done with level 3 as well. It is surprising how many young people are not aware of STIs, do not know whether they have them, and what impact they can have on their health.

Topic 2

Topic objectives

By the end of this topic the pupils/students will be able:

- To understand the consequences that negative traditional practices (female circumcision and forced early marriages) and early pregnancies have on girls
- To develop empathy for those experiencing the consequences of having HIV and AIDS, female cutting or early marriages/pregnancies
- To begin to understand what comprises a good relationship.

Materials and preparation needed

Activity 1

- The drama script, the empathy squares.
- Make 6 or 8 copies of the sheet on pg 49 (the 15 empathy squares). Cut up the empathy squares on each sheet and mix them up. Then make 6-8 piles of 15 squares each. Remember each pile contains 5 situations, 5 empathetic responses, and 5 responses that are non-empathetic.

Activity 2

- The 'Aunt Martha' story.

Activity 3

- The list of proverbs on pg 53.
- Large paper and drawing materials for any posters that the pupils/students want

Activity 1

- Remind the pupils/students about what they learnt in the last topic, about some important aspects of risky behaviour and the consequences. Remind them also that sometimes people of their age, who find themselves in difficult situations, are pushed further into that situation because they have no support, no true friends, no real help. Ask them to think about their own lives. Have they ever done something they are sorry about? They do not have to share the answers but just think about it. Would they have liked, at that time, for someone to understand them and to guide them? Would it have helped? How? Give them time to think about it. Ask them to speak if they want to share their thoughts and feelings, but give them the option of being silent. Sometimes it helps if you use an example that you are aware of yourself.
- Put the word empathy (uelewa) on the board and ask the pupils/students to tell you what they think this means. Tell them you are going to read a drama script and that may help them to decide what 'empathy' is.
- Read the drama script with the pupils/students. Ask them some quick questions to make sure they have understood. For example, you could ask: why did Lucy not want to go to see Naomi? What myths did Lucy's mother and other people believe about HIV/AIDS? Who and what helped Mshai to learn more about HIV/AIDS? Could the pupils/students, having read the leaflets they read in the last topic, have told Lucy about any more myths?
- Now move to the 'feelings' aspect of the story. Would the pupils/students say the two friends had empathy for Naomi?
- What did they do that makes the pupils/students think they were empathetic?
- Who do the pupils/students think is the braver of the two friends: Lucy or Mshai? Why?
- Remember to accept all their answers and to add (if they have not done so) words like 'not judging people', 'being a good listener', 'being there for your friend in difficult times', etc. If they do not mention it, then also include bravery. Lucy is brave because even though she is unsure, she is willing to go with Mshai.
- Tell the pupils that empathy is not about doing what your friend might want you to do. For example, if a friend says he/she needs you to lie for them or cover for them because they are in trouble, then you need to think if doing what they want is really the right thing to do. How can you help your friend better? Of if your friend asks you to do their homework for them because they have been out with their friends in the evening, then doing it for them is not really helping them to succeed at school. The pupils/students may want to discuss these situations before they are ready to work on the cards you have prepared for them.
- Remind them also of how important it is to support (and not judge or keep away from) people with HIV and AIDS.
- Ask the pupils to work in groups on the cards you have cut up and mixed up. Tell them there are two responses to each situation. They have to work out which response is empathetic and really helpful and which, although it might look helpful, actually makes the situation worse.

Note: See the table on 'empathy' (pg 49).

Activity 2

- Tell the pupils/students they are now going to learn about some traditional practices that can be harmful to the body, and about making good choices in relationships.
- Read Aunt Martha's story. You may want to pick two pupils to do the voices of Agnes and her mother as they talk. A third student can be the narrator.

Comprehension/discussion questions

Some of the questions below can turn into discussions which will help you to know what the pupils/students are thinking and feeling. Some can be turned into writing exercises (especially the 'suppose if' questions).

Understanding the story

- Did you like the story? Why? Why not?
- What were Agnes and her mother thinking as they shelled beans?
- Agnes says 'young people (her) age did not talk to their mothers.' Did you think that is true?
- What is Agnes worrying about?
- What does her mother want to talk to her about?
- What does Agnes think her mother is talking about to begin with?
- What are the 'these things' that Agnes's mother is referring to?
- Did Agnes come to a decision about what to do about her problem? What/who helped her to decide?
- Why did some parents think it was a good idea to get girls married when they were still young?
- Do Agnes's mother and father agree with that idea? How does she expect Agnes to stay pure and clean?
- What do Agnes and her mother think about the importance of school? How do you know?
- What happens to girls' bodies when they get pregnant too early?
- Why was it all even harder for Aunt Martha?
- What does Agnes's mother tell her about Aunt Martha's husband? How do Agnes and her parents feel about violence against women/about what he did?
- What happened to Aunt Martha when she was 9?
- What effect did it have on her health? (make sure they cite all the effects, including losing the baby and the fistula) What other effects could she have had? (e.g. more risk of HIV and STI infections)
- Why did Aunt Martha not live with Agnes's family?
- Why did Agnes's mother and Agnes not get cut?
- What does Agnes's mother tell her about tradition and the community? Do you agree?
- What do Agnes's parents think of how the tradition of cutting came about?
- What was George asking Agnes to do? What arguments did he give her?
- What decision did Agnes make?

Reading between the lines

- Why do you think Agnes's mother used the story of Aunt Martha to tell Agnes something?
- What kind of relationship do Agnes's parents have? How do you know?
- Why are the slippers important in the story? What does Agnes's action when she puts them on, mean?
- Does Agnes have good role models for how to behave? Who are they? What do you think is their role in her life?
- What does Agnes's mother mean when she says 'I would like to think that whatever your feelings, you would not act on them.?'
- What is the thing that Agnes's mother is

finding hard to tell her daughter? Why do think she finds it hard to do so?

- Why does Agnes's mother say 'Don't interrupt Agnes' and why is she suddenly impatient?
- Why do you think Agnes puts Sam in her mother's lap?
- How did Aunt Martha feel about school? How does she make Agnes's mother feel okay about going to school when Aunt Martha herself can't go?
- How does Agnes's mother know what she expects her to do with her feelings of attraction to boys?
- From the story, can you tell what kind of a person Agnes is? What about her mother? And Aunt Martha?
- How did Aunt Martha feel about school?
- Why does Agnes put on Aunt Martha's slippers?

The 'suppose if' questions

- Suppose Agnes and her mother had not had the conversation that they did have. Might that have affected Agnes's decision about her problem? Why? How?
- Will George understand Agnes's decision? Suppose he does not. What do you think Agnes will do?
- Think about the kind of person that Agnes

is. What kind of a boyfriend would she have? What kind of a person is George in your mind? Describe him physically and his character.

- Look ahead to the time when Agnes grows up. What profession do you think she will choose to follow? Will she marry George? What kind of a life will they have?

The 'linking to life' questions

- Do you have good role models in your life? Who are they and why are they your role models?
- Agnes's mother describes what it is like to be 13 and have the changes going on in your body and your mind. Do you recognise her description? Is it how young people feel at that time?
- Agnes's mother refers to a 'trusted adult'. Do you know anyone like that in your life? Can you tell them absolutely anything you want to?
- Do you know anyone who had been cut the way Aunt Martha was? What happened to them?
- Have you been in Agnes's position? What did you do? (pupils/students do not have to share this answer and you can ask the question in another way for example 'what do you think will happen to Agnes and George?' and see what they come up with).

- Ask the pupils/students to imagine the conversation between Agnes and George. Ask them to write a small play or a story about it.
- When the stories or plays are done (this may take two or three lessons), see if the pupils/students want to make them into books which they can illustrate and share with the younger pupils in level 1. Perhaps the pupils/students can lead a lesson with the level 1 pupils. If this is not possible, make sure the books are put in the school library and that this is announced in assembly so that pupils/students wanting to read the books can do so.

Core messages

- Female genital cutting can be dangerous and result in young girls experiencing pain in that area for the rest of their lives.
- There are other ways of helping girls to avoid early sex and pregnancies. Negotiating with a partner is one of them.
- Early marriages and early pregnancies can be harmful for young girls whose bodies are not yet ready to bear a child and deliver a baby successfully.
- Certain traditional values are good and important. It is also sometimes alright to question other values that lead to (unintended) harm.
- Violence against women or girls is never alright or justified.
- Parents know a lot more about what goes on in young people's lives than young people think.
- It is good to talk things through with a trusted adult: a parent or an aunt or someone else in or outside the family whom you can trust.

Activity 3

- Tell the pupils/students that they are going to work on feelings and on relationships with other people, friends, the community, etc. Tell them that in a community there are many sayings that talk about these relationships between friends or just other important aspects of life, and that you are going to work on those.
- Get the pupils/students to work in groups of 4 and give them the following proverbs:
 - Copying everybody else all the time - the monkey one day cut his throat.
 - A friend who frowns is better than an enemy who smiles.
 - The skin of a leopard is beautiful, but not its heart.
 - If you don't stand for anything, you will fall for everything.
 - Even the lion, the king of the forest, protects himself against the flies.
 - Not to know is bad; not to desire to know is worse.
- Ask the pupils in their groups to take some time to decide which two proverbs they would like to work on. Try to make sure that, between all the groups, all the proverbs are covered. It is okay for two groups to work on the same proverb.
- Ask them to create either a scenario or a poster that illustrates their chosen proverb.
- Discuss their work with each group: why did they choose that particular proverb, and why did they choose to depict it in this scenario or poster.
- Ask if they want their posters to be displayed in the school and in the community.

At home

- Ask the pupils/students to get some more proverbs about relationships between people and in the community, from their parents. Do they have any proverbs about leadership and courage and taking action? You may want to use what they bring in, to talk more about the things learnt in this topic.
- Ask the students to discuss the story of Aunt Martha at home. Do their families have similar experiences? How do/did they feel about the issue?

Some suggestions for level 1 and 3

- Activities 1 and 3 can also be done with level 1 pupils, since they are talking about friendship and empathy and also about thinking and making decisions for themselves.
- Activities 1 and 2 could be done with level 3, since they will be parents at some stage in their lives. It is important here to make sure the boys are engaged with the topic as well. They may have sisters and mothers who have had to endure this custom, and given that men are often the ones in leadership positions, things will only change if both boys and girls feel that this practice needs rethinking. Remind the boys that they have sisters and may one day have daughters about whom they will have to make decisions.

Level 3: Being grown up

Topic 1

Topic objectives

By the end of the topic the students will be able:

- To identify risky behaviours
- To understand the push and pull factors that determine their risky behaviours
- To begin to understand the overt (obvious) and covert (hidden) pressures exerted by media and advertising on their lives that can cause risky behaviours
- To identify ways in which they can act to counter peer and social (media) pressure.
- To understand that they can find opportunities to turn things around for themselves and for others through their actions.

Materials and preparation needed

Activity 1

- Some local advertisement leaflets for tobacco, drinks and juices, clothes and make-up
- Flipchart paper to give to groups making a poster
- The Cool or fool posters, to use as reference examples (pg 51-52).

Activity 2 and Activity 3

- The radio script
- If it is possible to invite a local radio person to attend the sessions involving the radio script, that would be a bonus and a way to include the community.

Activity 1

- Introduce the words 'overt' (obvious or direct) and 'covert' (subtle or indirect or hidden). Make sure the students understand the terminology by giving them examples of each type of pressure and asking them to come up with examples of their own. One example of overt pressure is a boy telling a girl: "it is time we had sex". Covert pressure is more indirect, for example one girl telling another girl: "you haven't had sex yet? Really? But you are almost years old now?" (You, as the teacher, can choose what age you want to insert here.)
- Tell the students you are going to explore the covert or subtle pressures put on them by the media in particular. Divide them into four groups. Ask each group to look at the advertisement that you have brought in and handed out. Ask them to think about the language and the picture in the advertisement. What is it trying to tell them? How is the message passed to them? You can help them by analysing one advert yourself. Use something neutral like an advert for a car that often shows a picture of a woman admiring the owner of the car. What is the message really saying? It is saying that if a man wants a woman, then he has to have a good car. You can use any other example you choose.
- When the students have identified what they think to be the message in the advert, discuss the 'overt' messages (the obvious message usually conveyed through the writing) and the 'covert' message (usually conveyed through the picture).
- Discuss why people give out multiple and 'hidden' messages. For example, people who sell clothes will tell you that the shirt or dress looks very good on you. Do they really think so, or do they want to sell you something? The same is true of people who sell you alcohol or drugs or tobacco. Do they really want to help you to feel better, or do they have another reason for wanting you to take these substances? In other words, do they have an 'agenda' that is not in your interest?
- Use the Cool or fool posters and the adverts again to remind students about the agendas of the people who sell them drugs and alcohol and tobacco. Remind them that in certain countries, smoking is restricted to private areas only (not allowed in restaurants, railway stations, on buses, on aeroplanes, in airports etc.). In a lot of countries, it is illegal to sell tobacco or alcohol to children under 18 years of age. Children are asked to provide proof that they are over 18 years old in order to buy these products. Ask them to think about how the tobacco companies feel about these rules.
- Ask them to imagine they are a part of a big tobacco company. A meeting has been called because the rules are making it difficult to sell tobacco in certain countries. At the meeting are a finance officer, a communication officer, the CEO (chief executive officer – the top boss), the marketing person, and a lawyer. Divide the class into five groups; they will be teams working under these 'senior staff members/leaders'. The groups must create plans for how to make more tobacco sales.
- The assigned leaders of each group can then hold a 'board meeting' and decide on the final plans to get more sales.
- The students can write a play about this, and perform it for the whole school.
- Ask the students to create Cool or fool posters relating to the media to show how the media gives us 'overt' and 'covert' messages? They can plan the poster(s) as a whole class and discuss the messages with you. They should choose about three or four messages to begin with. They can also discuss the images and who might create them. They can do two or three posters on one topic if they choose.
- Ask them where they will put the posters. Remind them that it would be good to have them in the community spaces as well as in schools.

Activity 2

- Tell the students that media itself is neutral. It is how it is used that is good or bad. Tell them they are now going to act out a radio script that shows how media can be used positively. If someone from the radio station is available, ask them to sit in and listen to the session, and later give comments on the script.
- Assign the characters to students and read the script together.
- Ask the students what they thought of the radio script? Did it talk about things that they found familiar? Allow them time to pick up on various aspects of the script, and answer any questions they have.
- Then ask them to think about:
 - What new information did they learn?
 - Did any of the reasons seem familiar to them from their own experiences?
 - What did they think of Florence's friends?
 - Have they either been persuaded by their friends or, in turn, persuaded their friends to take drugs?
 - What information about drugs did they have when they did that?
 - Could they think of other reasons why young people might take drugs, that the programme did not talk about?
- Finally, ask the radio person whether s/he would use this kind of script in his/her show. Let the students ask him/her questions about how to write a script or how to put on a radio show.

Activity 3

- After the visitor has gone, ask the students to work in groups of six, and tell Florence's story. The script does not talk about why she took drugs or how she died. The students can make up their own version and turn it into a story or a radio script or a drama. They can add her story as 'part 2' of the radio script and continue it as a series of shows.
- The young people in the story spoke out because they wanted to protect other young people from making the mistakes they had made. They wanted to show other young people that things could change. Can the students, in groups of six, think about other ways in which young people can help and support each other from getting into harmful habits? (Examples could be: being a good friend and telling a friend when you notice a change in his/her behaviour; creating a support group where young people can talk safely and anonymously about their issues.)
- Tell the students that these are things that are not just discussed in the classroom. Are they able to think about how they would create such support? What would it need? Who should they involve? How should they tell other people about the support system they are creating? Now that they are older students, can they organise themselves and allocate tasks to each other to get this done? Tell them that it is now time for them, as young adults, to take action and that they need not tell you all the details of how they will do it. They just need to report to you if they are successful. Remind them that you are there for them if they ever want to discuss any issue that is too 'big' for them.

Note: This task gives students a sense of responsibility and power over their own lives, and a sense of helping others, which enhances self-esteem. Your trust in their abilities to organise this is important. They do not need to tell you all their plans because teenagers have their own networks. But they need to know that you and the school as a whole (head teacher, other teachers) are backing what they want to do.

At home

- Ask the students to talk about the radio script and the messages in it, at home. Do their parents know anyone who got into trouble through drug taking or other risky behaviour and then turned their lives around? What happened?
- The students may want to contact the local radio station, if they want to create a radio show of their own on other issues affecting young people. The station could help them to create the scripts/characters to feature in the shows, and there could be a panel discussion afterwards.

Some suggestions for levels 1 and 2

- Activity 1 and 2 can be done with level 2 pupils/students
- If you think it is appropriate, the radio script and the questions that follow can also be introduced to level 1 pupils. They can simply be asked what they thought of the script and whether they know anyone who has been affected by drug and substance abuse, including sniffing glue. They do not have to give names publicly, but just to think about it and have a general discussion about the effects of drug and substance abuse on the person, their family and the community.

Topic 2

Topic objectives

By the end of the topic the students will be able:

- To explore and understand what makes good relationships
- To feel that they can take charge of their own lives, even when it feels like it is too late
- To know how to act to help others to counter pressure and stigma
- To explore and question gender roles and gender relations.

Materials and preparation needed

Activity 1

- The story of Andrew and Esther.

Activity 2

- All three stories in this resource, plus the drama and radio scripts, the leaflets and the Check it, beat it booklet.

Activity 3

- Flipchart paper in case the students want to create more posters or draw something for See Think, Act, Remember and Remain Safe: STARS
- The story of Andrew and Esther
- Flipchart paper in case the students want to create more posters.

Activity 1

- Ask the students to read the story of Andrew and Esther. Ask them, as they read, to look out for ideas in the story that talk about feelings and ideas about good and bad relationships. They should note these down as they read.
- When they have finished reading, ask them what they think about the story. If they had to choose another title for the story, what would it be? Make sure that they understand that the story is not saying men are weak or bad. It is really saying that the strong man thinks about his actions and his responsibilities, and tries to make things better for the people he has hurt: just as Andrew's father did right at the end of his life, and as Andrew himself does even when he is in the rehabilitation centre. That is real strength: not the violence or having many girlfriends.

Comprehension / discussion questions

Some of the questions below are useful for starting discussions on the issues in the story and to give you an insight into where students stand on certain issues themselves.

- How has Esther tried to help Andrew?
- Do you think Andrew will be able to put his life back together again? Why or why not?

Understanding the story

- Why is Andrew so angry with his father?
- What are Andrew's plans for the future?
- What made Andrew change? Describe the changes as they occurred.
- How did the drug dealers get Andrew to take drugs?
- Why did he go to prison? Describe the events that took him there.
- How do Esther and Andrew really feel about each other, even though their relationship is broken?
- What was their relationship like before it is broken? Describe the relationship.
- Why did Andrew's mother say 'I am not your mother. Just leave'?
- What does his father tell Andrew about strength?
- What does he tell him about being a man?
- What does he tell him about women?
- What does he tell him about certain practices such as violence that is based on gender?
- What does he mean when he says, "men and women are opposite sides of the equation that makes us whole"?
- Why does Andrew find it hard to use the word 'weak' for himself?

Reading between the lines

- Why do you think Andrew's mother does not share his anger?
- What kind of a relationship did Andrew and Esther have? How do you know?
- What kind of a relationship did Andrew have with his mother before he got mixed up with people who went drinking in bars?
- Andrew's mother asks him how he thinks there is food on the table. What do you think a poor woman like her would do to bring money to the home?
- Why does Andrew say to his mother 'it's your fault' (there is no money)? He knows that is not true, so what is he trying to do in saying that?
- Why do you think Andrew's mother does not speak to him when he is in prison?
- Why do you think Esther looks after Andrew's mother, even though she and Andrew have broken up?
- Andrew's father says 'Don't mistake strength for force'. What do you think he means?
- He also says 'we are better men when we have greatness of spirit'. What do you think that means?
- Do you think that Andrew's mother and Esther are strong? How? Give examples and relate them to his father's comments in the letter.

- Are Andrew's father and Andrew himself strong to start with? Does this change for either of them?
- Why does Andrew's father tell him that if he must fight, it should be without anger? What does anger make us do or not do?
- What does Andrew's father mean by 'the only true strength is the strength that people do not fear'? Do you think that kind of strength exists? Can you give examples?
- What does Andrew's father mean when he tells Andrew, 'your generation has the chance to show a new kind of manhood'?
- What is Andrew's father trying to say when he reminds him of the proverb 'if you think you are too small to make a difference, then you have not spent a night with a mosquito?'

The 'linking to life' questions

The 'suppose if' questions

- Suppose Andrew had gone to his Uncle Robert for money. How would the story unfold then?
- Suppose Andrew's father had not died but had come back to the home. What would have happened then?
- Suppose Andrew had talked to Esther about what went on in the bar. How would the story be different then?
- Suppose Esther had not gone to find Andrew's mother when Andrew was in prison. What would have happened then?
- Suppose the drug dealers had given Andrew some very strong drugs to sell. What would have happened then?
- Do you know anyone who has good relationships with their boyfriend or girlfriend? Or married people with good relationships?
- What are the important aspects of a good relationship? List them.
- Andrew's father says, 'you can do many more things with the strength inside your heart and not inside your hands'. What does he mean? Do you know people with 'strength inside their hearts'?
- Do you know relationships that have broken down because of violence, or drug abuse, or alcohol drinking? What happens to the family or the couple involved?
- Do you know people who have got into trouble but then managed to put their lives back together again? How did they do it?
- Andrew's father uses some interesting words to describe strength. He says it is gentle, secret, quiet. Do you agree? Do you ever see people with that kind of strength in your community?
- What does 'the axe forgets what the tree remembers' mean? Can you give an example?

Core messages

- It is possible to get into risky behaviour, even when you have been clear of it for a long time, but also to come out of it with help and support.
- Sometimes our circumstances push us in a certain direction: we need to be alert to these circumstances and to be clear about what we are actually choosing to do.
- It is possible to have good, strong relationships between two people without having to have sex.
- Strength is not a show of physical force: it is internal and a part of one's character.
- Men and women are different but they are also equal in their strength and relationships.
- Domination of women does not make someone a man.

Activity 2

- Divide the students into five groups and ask them to work on the stories that are included in this set of materials. The friendship story and the radio script are included here to make five 'stories'. Each group can work on one story. Give them time to read the stories if they have not read them before.
- Ask each group to write out what they think are the main messages of the story they are looking at. This must be their own work, although you may want to add something from the core messages in the teacher's guide, if you think that is necessary. This task is more about finding out what the students think is important, than being accurate about all the core messages from the stories. When they have finished, ask each group to come to the board and write the messages from their story. Now give them the posters, the proverbs, the leaflets and the booklet. Check it, beat it and ask them to think about the main messages in those media as well.
 - Can they find common messages?
 - Which messages give them information?
 - Which messages talk about their 'inside' feelings and thoughts?
 - What do they think is the function of the proverbs and the posters?
- The students need to see that the materials work together and that when we talk about sexual and reproductive health, all aspects of us – body, mind, emotions and senses – are engaged. Give the students the slogan Stop, Think, Act, Remain Safe: STARS and ask them to which of the materials would they apply that saying? Why?

Activity 3

- Ask the students to look at the list of messages that they created in the last activity. Remind them that they are young adults now and that younger people look up to them as role models.
- Working in pairs, ask them to think about what they might do to help younger people stay away from harmful behaviours? Ask the students to consider some of the strategies that they have come across in the materials and in the activities in class. Can they use any of that to try to make a difference in the community? Encourage them to think about drama scripts, stories, presentations, dialogues, radio programmes, theatre including puppet theatre, use of music such as rap music or a song or oral poetry, role plays, posters, etc. Remind them of the mosquito proverb. They can start small but they can do much in the end. Ask them to think about this and to come to you with a plan.
- Remind them that they can use the stories to create radio scripts and can also turn them into dramas.
- Can they do some work now under the banner of STARS? They can create their own acronym if they want. At home and in the community: bringing it all together
- Ask the students if they would like to get the script performed on the radio for the school to hear. This script covers drug and substance abuse. Would they like to bring other messages to the school from the other topics that they have covered? Can they turn the Andrew story into a drama or a radio script? Would they like the local radio to work with them to produce the scripts, not just for the school but the whole community? They could talk about human rights, good relationships, as well as some of the dangers of risky behaviours.
- Alternatively, they could set up a 'radio programme' in the school in which they discuss these things with the whole school. A panel of students could discuss the issues just like a radio talk show. They could ask other students in the school to suggest topics. Their first topic could be about bullying, for example.
- If these mock 'radio shows' are well received, they can take them to other neighbouring schools as well.
- The students can set up interviews with members of the community about various issues, once they have gained confidence in what they are doing.

Additional information for the teacher

A. Knowledge to Action

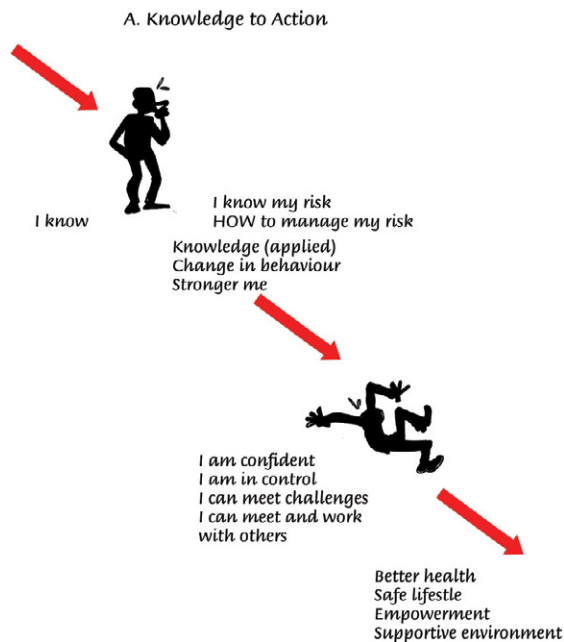


Illustration showing knowledge to action process

B. Teaching and learning media

Using stories

Ever since we can remember, stories have been used to teach us life's lessons. Each culture can find its store of traditional stories, and Kenya is rich in such treasures. There is a variety of story 'types' or genres: moral stories/teaching stories, fantasy stories, myths, legends, 'reality' stories, tragedies, comic stories, and so on. Each genre has its uses.

Stories can be used in a variety of ways:

- **To allow children to examine 'difficult' or painful aspects of life at a distance, so that they can come to terms with things better:** You, as a good teacher, will guide them through the 'made-up' story they see on the page, to reflect on the realities in their own lives. The questions we suggest you ask, will help you to lead them from the page to their lives. In creating these materials, measures taken to help student who face difficult issues, but that they always leave the story with some positive emotions so that they are encouraged in their search

to build strong and united communities (social cohesion) and resilience (be able to face and survive challenges) as they become more inclusive in their classrooms and lives.

- **To introduce a new topic:** Stories, if they are good ones, are well remembered and are a good way to make sure that what is learnt stays with the student. For example, you can give students the facts about a butterfly's life cycle or you can let it be a story that the butterfly egg tells of how it becomes a larva, what dangers it must be careful about, how it turns into a pupa and then a butterfly. Which do you think the children will remember better?
- **To help children connect with their own and with other people's feelings in a safe way:** Stories help to make us feel that we are not the only ones who become sad, get angry, feel lonely, are sometimes unkind, and that there is hope at the end of the darkness. They also sometimes help children to unlock certain feelings or to talk about things they might not otherwise find easy to talk about. For example, if children know of relatives or friends who suffer under peer pressure or from unscrupulous adults, then reading stories about how young people can live, support each other and make wise decisions with the help of others, can be a refreshing ray of hope. Such stories may encourage children to talk about their real-life relatives or friends, because they will feel safer to bring up the topic.
- **To help them develop the ability to see things/events from more than one perspective:** This is an essential life-skill that students need to develop. Stories are a good way of doing this. If our young people are to live well in a diverse society, become good leaders, good citizens and well-adjusted people who celebrate diversity, they need to be able to feel empathy, to 'understand' other perspectives even if they

don't agree with them, to put themselves in other people's shoes. This is particularly important for inclusion and for dispelling myths about other people. If children learn to put themselves in the position of other people, they are less likely to become prejudicial or judgemental about others. Stories help them to build these feelings, connections and perspectives and also how to negotiate them.

- **Stories feed the imagination:** The readers of stories have to imagine the living places of the characters, the urban city, the action, etc., and this enriches their ability to transport their minds into different locations and situations. Also, because some things are left unexplained, students have to create their own 'mini stories' to fit with the one they are reading. They can also take the stories further and look at what might happen to the characters in a few years' time or look at what life was like for the characters before the events in the story happened.
- **Stories can help us heal sometimes:** By helping us to explore emotions or situations which are painful and which we have successfully buried deep within ourselves, stories can help us to come to terms with our emotions and experiences.
- **Many stories hold up a mirror to us:** Sometimes we have felt like the characters or maybe we have faced similar situations or even behaved badly like the villain of the story.
- And all stories are also great fun.

Stories are a great way of helping children to:

- **Develop a love for reading.** If they are younger learners, then the repetitive language and illustrations help them to 'tell' and 'retell' the story even if they can't read all the words. They become confident readers and can often hold a whole story in their memory before they can actually

C. Asking questions

The oldest way of teaching and learning is through asking questions. It sounds simple enough, yet the questions we ask can open or close a discussion or exploration of ideas, opinions and feelings. We ask questions for a variety of reasons:

- To get information
- To check if something has been understood (the 'Understanding the story' questions in this guide do that)
- To elicit opinions or thoughts from the person we are questioning, and to engage in a discussion
- To explore an idea or a concept
- To share thoughts
- To get students to infer meaning (the 'Reading between the lines' questions in this guide do that)
- To check our own knowledge or the validity of our thoughts.
- To stimulate the imagination (the 'suppose if' questions in this guide do that because they invite the students to think beyond what is presented in the text and to imagine different possibilities)
- To open up new or alternative or different possibilities
- To push the other person to think deeper, explore further, engage with their feelings a bit more, to draw parallels with their own lives (the 'Linking to life' questions in this guide do that).

The way we ask questions can open up or cut off a discussion. Closed questions are ones that close off responses.

For instance, 'Do you like the story' can elicit a simple 'Yes' or 'No' response, and that is the end unless we ask another question. Similarly, 'shall we draw or sing?' would probably elicit a one-word answer.

However, if we ask the same question in a slightly different way, then we open up more possibilities.

For instance, if we ask 'Did you think that was a good book? Why or why not?' then the response has to be explained: 'Yes because...'. Similarly, if we ask 'I wonder what we can do today?' we may open up a number of possible choices/responses. These are the more 'open' questions and they usually, but not always, begin with words like 'why', 'what' and 'how'.

This guide uses a lot of questions, usually open-ended ones, even when it is checking for comprehension. The questions are grouped under different headings to help you work out why they are being asked. You will, of course, have questions of your own and your own reasons for asking them. Are you checking if the children have understood the story? Do you want them to work something out, or to express and justify an opinion? Do you want to probe their feelings or get them to use their imagination?

It is important, when asking questions, not to reject unusual answers or answers that you had not expected. For instance, you might have a book that is about food, but when you ask the students what they think the book might be about, they answer 'animals', because there is a picture on the cover of animals eating food. Accepting all answers puts children at their ease. When you read the book they will realise that the story is not what they thought it was about, and they will change their opinion if you ask the same question later. The important thing is that they have done the thinking and the correcting themselves, and they will not feel discouraged from guessing what a book might be about next time. However, if you say 'no, it is not about food, it is about...'. then you have taken away the opportunity for them to find out for themselves, and they might be discouraged from guessing again in future, in case they are 'wrong'.

Another tactic that works well with questions is to ask for another opinion from the rest of the students. For example, if one student says,

'I think Ben stole the bread,' but in the story it is actually another character who stole the bread, rather than saying, 'no, you are wrong,' you could instead ask the other students, 'do you agree with that?' or 'does anyone have a different idea?' In that way, students develop confidence in their own ideas rather than being worried about always giving you the answer they think you 'want'.

It is okay to sometimes say, 'I don't know why she was so mean in the story. Can you/anyone think why that might be so?' Again this gets the students to speculate and use their imagination or their knowledge of human behaviour to offer a response.

Questions are often your first entry into the topics you are teaching. But be aware of what the students are giving back to you and listen to the answers carefully. Sometimes their answers can give us a hint about an issue or problem that a child may have.

Encourage students to make up their own questions and ask each other. This is a good way to get them to really know a subject/topic or story. They cannot make up questions if they do not know the answers beforehand. Therefore, in order to find questions to ask, then need to re-read the story or the topic, and in doing so they are learning more, but finding it 'fun' because they are 'being teachers' and making the questions.

You can decide when to ask questions. This is important in a number of ways.

Questions can be used to:

- **Get students to do 'focused listening/reading':** You might give them certain things to look out for in a story (pre-reading questions), so that they pay close attention to the story. For example, 'see how many excuses Jane comes up with so that she does not have to do the work'; or 'this is a story about how two boys deal with conflict. As

we read it, see if you can work out how many different kinds of conflict they have to deal with.' You can also divide the class into groups and create a question for each group to think about or work out while they listen/read.

- **Check how much students have learned** during the topic/lesson. For this you ask questions right at the beginning and then ask the same questions at the end of the topic/lesson to see if the students answer differently. For example, you may ask 'what do you think a good relationship' means?' Take the students' answers at the beginning of the topic, then read with them the story of [Andrew and Esther](#), and then ask the question again to see if messages from the story are added to their answers.
- **Check comprehension and encourage on-going thinking.** Some questions may come right at the end of the whole topic, particularly those that you want the students to continue thinking about. For example, you could ask 'what do you think this story tells us about trust?' There is no simple answer to this question, and you don't really want a 'quick' response. Instead, you want them to continue thinking about the question for some time.
- **Create quizzes** to check comprehension. Dividing students into teams can make questions/quizzes fun and competitive, but make sure there is not too much emphasis on 'winning' and 'losing'. Some friendly competition is healthy, but you want your class to work co-operatively rather than competitively, so emphasise the fact that participating in asking or answering questions is what matters most.

Asking questions is the most common and natural thing in the world. By thinking a little about what we ask, we can better judge when and for what purpose we can turn this natural activity into a stimulating and important teaching and learning tool.

D. Role play

Role plays are different from plays in two important ways. They may not tell the full story, just one or two episodes of the story. They are not fully formed dialogues learnt by heart and recited, but instead are improvisations written up simply to give an idea of the event or character or feeling.

Doing a role play helps students to:

- Identify with other people, because they have to imagine themselves being the people in a story and then ‘acting’ the character, which is more than simply empathising or identifying with a character. They have to ‘be’ that person and ‘walk around in their shoes.’
 - Develop creative and analytical skills, because they have to think and act as if they are another person, and so they have to work out or create an idea of how that person might think and act.
 - Develop language and be creative and imaginative. Not all of the lines in a role-play are scripted in advance. In fact, usually in a role-play the students have to make up half of the lines and the scenes themselves from the story.
 - Gain confidence in public speaking and projecting their voices and personalities. This is excellent training for students without it being the pressure of public speaking. The role play is within the safe setting of their classroom and happens among friends. If they forget their lines they have to improvise, or if they make a mistake they have to somehow pick up the story again. They may then be ready to then perform in front of the school or community, if they have done enough role plays in the classroom first.
 - Gain insight into the characters they are playing, and helps to develop a deeper understanding of the plot of the story, as well as the background setting. For example, if a story is set in a court, or in a city, or in a forest, or in another country, the students have to gain some idea of what it is like in that place in order to act their parts properly. In the process, they are learning about things beyond the story itself, such as how another culture conducts its festivals (if the role play is about a wedding); or what people eat (if the role play it is set in a restaurant or at home in a different country); or what people wear (if it is set in a cold country), and so on.
- Practise language and writing, as they create and write the dialogue and change narrative text into speech. For example, a line from the story might be ‘John went away puzzled’. In the role play, students would need to turn this into dialogue for John speak, such as ‘I wonder why he is doing that?’ or ‘I must say I don’t understand his actions’. These are two ways to indicate that John was feeling ‘puzzled.’
 - Act out feelings, fears and hopes that they are unable to express directly in their ‘own’ voice. It is often easier to show our true feelings by acting out our issues indirectly through a fictional character. This is particularly true for shy or quiet students who, to begin with, should be encouraged to take on small roles and then do bigger and bigger ones as their confidence increases.
 - Use their imagination to ‘pretend’ that they are holding a cup of tea, or cutting hair in a salon, or riding a horse, or digging a field, or spinning thread on a wheel. None of these objects are with them in the classroom, but the actors’ actions help them and the audience to believe the objects are there.
- Role playing can be fun. As students get used to doing it, you can introduce other surprise elements into the role play. You can stop a role play to discuss an idea, or you can add or take away a character, and see how the actors cope with the new situation. You may have to guide the students a lot to begin with, but soon you will find that they are able to do most of the work themselves, and it will give you some interesting insights into your students’ existing and emerging skills.

E. Doing research

We often assume that research is an 'adult' activity, but children can engage in research as well. For example, you can ask young children to find out (research) how many stories their grandparents know, or how much maize grows in their field, or how many eggs their hen lays in a week. Doing research enhances their observation skills, their mathematical skills, their record-keeping/note-taking skills and they are fully engaged in the process.

Doing research also involves planning and thinking through the right question(s) to ask. For example, if students are doing a survey, the questions have to be 'yes' or 'no' type questions, or if there are other options they need to be set out in a way that makes it possible for answers/data to be collected, recorded, collated and displayed. This may sound complex, but children as young as eight year olds can do all of this and present the data in the form of a chart or diagram. They can engage in the entire process of finding out, recording, collating, analysing and displaying the results.

Some research is experimental; for example, asking students to put three items (a cork, a stone and a piece of cotton wool) in water and then watch and record what happens. This enhances observation skills, descriptive skills and analytical skills as well as feeding children's natural curiosity – the best way to develop a scientist or an artist. Research is a way of getting students actively engaged in their own learning as they search, find out, think about what they found out, and think about what their findings mean.

Research also involves collaborating with others, working in a team, and exchanging information. Good communication is an important part of research too, and students

learn to present things in clear, precise language.

Research skills enable the gathering of information using appropriate language and communication skills, and stimulate students' natural curiosity to dig deeper into the subject they are exploring.

F. Using games

Games are a very useful way of teaching. Like stories they can have multiple purposes depending on what you want to achieve. There are many types of games and they are easy to adapt and use.

Games can:

- Help students remember facts: for example, through a quiz game.
- Allow students to develop a relationship with each other as they work in a team or find out more about each other (trust games, follow-my-leader games, for example).
- Help them memorise rules or values: for example, a 'snakes and ladders' game about the environment or the effects of risky behaviour can be a fun way of reinforcing key messages.
- Enable students to approach difficult or delicate subjects in a 'safe' way: for example, simulation games can help them talk about family conflicts in an 'indirect' way, if it is done through puppets or role play.
- Help students to bond with each other and increase social cohesion.
- Encourage participation, self-regulation and autonomy: students choose to accept and follow the rules of the game.

- Teach students the skill of negotiation when a dispute arises about who did what and whether that was 'fair' or not. Games provide opportunities for students to learn to compete, as well as to be gracious winners and losers.
- Help everyone to participate and learn from each other rather than from one adult teacher.
- Take students' minds off their troubles for a while.
- Build thinking skills as students strategise to win (for example in card games or a game like chess).
- Help to make the learning environment lighter and more fun.

There are a lot of games that can be adapted to suit our purpose. For instance, write sentences on pieces of paper and cut them up. Give some students one part of a sentence and ask them to find the person who has the other half. This sort of game can be used for improving language, for remembering facts about STIs, or even for maths problems.

Games are also a good opportunity for the teacher to observe students without being seen to do so, and to identify anyone needing extra help or counselling. The teacher can then quietly follow up this need.

Materials for activities

Self-esteem

Name 2 things that you like about yourself

What do your friends like about you?

Name 3 things you like to do

In your opinion, what are the 2 best and 2 worst things about school

Describe someone who has had a great influence on your life

I feel embarrassed when....

Describe the years to reach your dream job or career. What could you do over the years to reach that goal?

Talk about how many children, if any, you want to have – and why

What are your thoughts about marriage? Describe your ideal partner

When I feel sad or down, I

Some say that when a person gets angry, it is best to talk about it. Others say you should walk away and forget it. What do you think?

Two things I do to keep healthy are

Feelings

How do you show your favourite people that you love them?

What is your reaction to people drinking alcohol or smoking cigarettes?

Describe the ideal parent

What are some of the reasons why people have abortions? What are your thoughts about those reasons?

If you see a classmate being cruel to someone else, what do you do?

How do you know the difference between right and wrong?

Why do some people agree to have sex when they don't want to? Are the reasons the same for males and females?

What is your reaction to the statement: "If you love me, you will have sex with me."?

What chores do you do at home? Are they "masculine" or "feminine" chores? What makes them "masculine" or "feminine"? Do you agree with this?

What are 2 problems a person might have if he/she becomes a parent while in school?

What are 3 possible connections between unsafe or unplanned sex AND alcohol and drugs?

How do you feel about the shape of your body?

What are 3 reasons that people say "no" in a sexual situation, even though they want to continue?

What do you think about teenagers having babies?

What is your reaction to this common explanation for unplanned pregnancy: "Things just happened..."

What are 3 reasons teenagers have sex?

What is your reaction to someone who pressures their partner to have sex, when the partner doesn't want to? What should the partner who is being pressured do?

Name 2 things that stop young people from discussing sex with their parents or teachers.

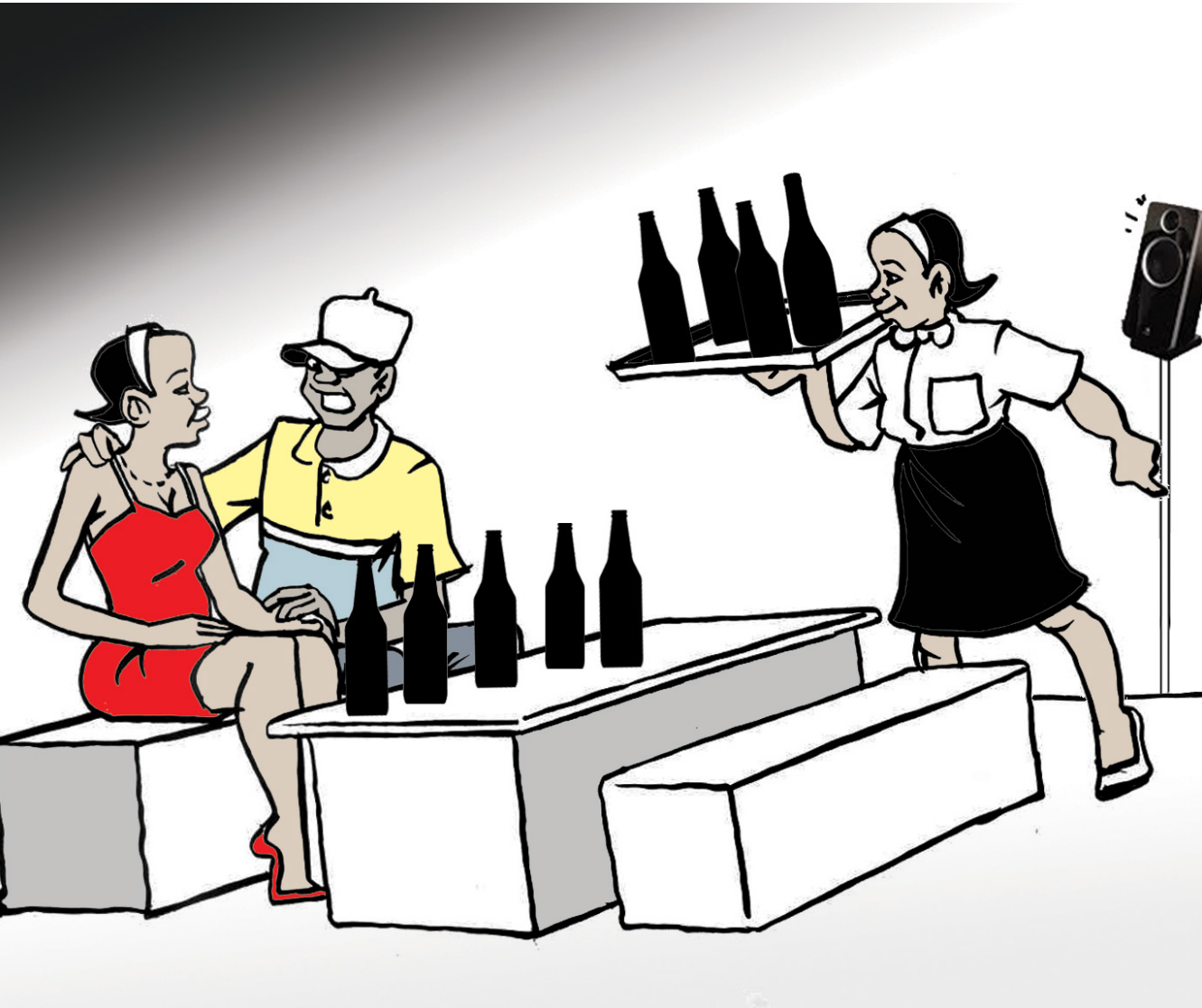
Game show

Reproductive health	Sexual and gender-based violence	STIs / HIV/AIDS
<p>10 points</p> <p>What is reproductive health?</p>	<p>10 points</p> <p>Is it all right for a man to beat his wife?</p>	<p>10 points</p> <p>True or false: You can get HIV from eating food prepared by a person who has the disease.</p>
<p>20 points</p> <p>Does a woman have the right to say "NO" if a man wants to have sexual intercourse with her?</p>	<p>20 points</p> <p>State 3 possible consequences of sexual violence</p>	<p>20 points</p> <p>List 3 symptoms of STIs</p>
<p>30 points</p> <p>Describe the changes that occur during puberty (for a boy or a girl)</p>	<p>30 points</p> <p>State 2 things that should be offered to assist a woman who has been raped</p>	<p>30 points</p> <p>What advice can you give a person who thinks they have an STI?</p>
<p>40 points</p> <p>State 2 reproductive health services available locally</p>	<p>40 points</p> <p>State 2 types of sexual violence</p>	<p>40 points</p> <p>Name the germ that causes HIV</p>
<p>50 points</p> <p>Why is it not healthy for a young girl to start having babies?</p>	<p>50 points</p> <p>What can be done to protect a woman from violence?</p>	<p>50 points</p> <p>Name the 4 body fluids that can transmit the HIV germ from one person to another.</p>

‘Empathy’ or ‘not empathy’

Situation	Empathy and help	Apparent help, but does not really help
Your friend tells you she is pregnant after you told her not to enter a relationship with an older person	‘I’m sorry this happened. What can I do to help? Have you had a check-up to make sure the baby is okay?’	‘I told you not to do it! What will you do now? I will help you to find out where you can have an abortion.’
Your friend has been acting strange recently, not coming to spend time with you. S/he comes to you suddenly looking desperate and asks for some money: ‘I need it right now please’	‘I don’t have that kind of money on me. Can you tell me what you need it for? Why so suddenly? Is there anything else you would like to tell me? I’m your friend, I’ll try to help but I can’t give you money at the moment.’	‘You look awful! What do you need the money for? You are not on drugs are you? Here I don’t have all of it but here is some of it.’
Your friend’s boyfriend wants her to sleep with him. She is not sure: ‘I love him but I am not sure about this’ she says	‘Oh, tell me more about it. Why does he think this is important now? Have you talked about the dangers with him?’	‘Oh no you must not. Promise me you won’t. Let’s go tell your mother/brother, etc.’
Your friend is worried because her family wants to carry out the practice of genital cutting for her younger sister. ‘I don’t know how to stop it’ she says	‘Would it help to show your mother some of the leaflets we had at school about what can happen? Should we try to talk to the health nurse, do you think, and ask how to minimise the risk of infection etc.?’	‘Oh no, does your family really do that? Perhaps we should tell the authorities. They will stop it. I will support you. Thank God we don’t do that in my family.’
Your friend has HIV and no-one will go near her in school	‘Sit next to me. There are so many myths about this. Do you think it is a good idea if we ask the teacher to give us all a lesson on this? If it is hard for you, you can perhaps miss the lesson but we can at least inform the other students about what is the truth.’	‘I know it is not infectious but it will be hard at school. I tell you what, I will come back to your house each day to tell you what we did at school so you don’t miss out. No one will know I am coming to you so it will be okay.’

Cool or Fool?



“Why not? Every one is doing it”

Cool or Fool?



“I will take care of everything”

Cool or Fool?



I never knew cigarettes had harmful chemicals
that could make me lose my fingers

Poster proverbs

Peer pressure

- Copying everybody else all the time – the monkey one day cut his throat.
- When trouble knocks on your door and you say there is no seat for him, he tells you not to worry because he has brought his own chair.
- You are beautiful, but learn to work, for you cannot eat your beauty.
- A friend who frowns is better than an enemy who smiles.
- The skin of a leopard is beautiful, but not its heart.
- If you don't stand for anything, you will fall for everything.
- If there is character, ugliness becomes beauty. If there is none, beauty becomes ugliness.
- Only your real friends will tell you that your face is dirty.

Stigma / discrimination

- People who have bread to eat do not appreciate the harshness of the famine.
- It is the one who lives in the house who knows where the roof leaks.

Bullying

- One camel does not make fun of another camel's hump.
- A flea can trouble a lion more than a lion can trouble a flea.
- The axe forgets but the tree remembers.
- Talk with your mouth, not with your hands.

Masculinity

- You are not great just because you think you are.

Gender-based violence

- A man who uses force is deficient in reasoning (a man who uses his hands to harm is not using his brain).
- Anger and madness are brothers.
- An elephant who kills a rat is not a hero.
- Strategy is better than strength.
- When the knife falls on the melon or the melon on the knife, the melon suffers.

Protection against risky behaviour

- Even the lion, the king of the forest protects himself against the flies.
- Not to know is bad; not to want to know is worse.

Self esteem

- If you think you are too small to make a difference, you haven't spent the night with a mosquito.

