



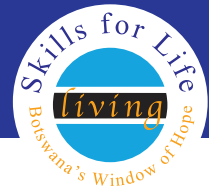
Living



*Skills for Life, Botswana's Window of Hope
Usage Guidelines*

Primary

Guidelines for Using
Living: Skills for Life, Botswana's Window of Hope



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Introduction

Guidelines for Using Living: Skills for Life, Botswana's Window of Hope, has been designed to help teachers use the *Living* materials in the classroom. They are in response to comments from teachers regarding the lack of clarity on (1) how to use the materials 'as is' and (2) how to use them to infuse life skills and HIV and AIDS topics in different subjects.

Specifically, these guidelines seek to address two objectives. To help teachers to:

1. Use materials 'as is' and through infusion to build life skills
2. Articulate and apply the requirements for effective life skills education in the classroom

How to Use the *Living* materials

The *Living* materials are designed to be used in two main ways:

1. Using the materials 'as is' to build life skills:

This takes place in the teaching of subjects which lend themselves to skills-based health education (e.g. Guidance and Counselling, Religious and Moral Education, and Cultural Studies). With these subjects, the activities in the materials can be used as they have been designed. The teacher will be able to achieve the objectives of the syllabus or curriculum guidelines by following the procedures that have been given in the *Living: Skills for Life, Botswana's Window of Hope Teacher's Guide* for all the levels.

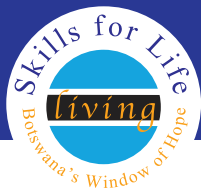
2. Using the materials for infusion of life skills and HIV and AIDS topics in various subjects:

This takes place in the teaching of subjects which do not lend themselves completely to skills-based health education. With these subjects, life skills and HIV and AIDS issues can be infused by including part of an activity from the Teacher's Guide in the lesson.

Each of these methods is explained in detail below:

Using the Materials As Is to Build Life Skills

"The main objectives of these materials are to impart knowledge, develop healthy attitudes, and instil skills for healthy decision making, since the survival of learners depends on the acquisition of such skills. Participatory methods are used in the materials to achieve a skills based health education. This enables learners to be actively involved in their learning process with minimal supervision and guidance from their teachers." S. Makgothi, Living: Skills for Life, Botswana's Window of Hope Std 5-7 Teacher's Guide, p. V, 2005.



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The process of using the materials to build life skills entails taking an entire activity from the Teachers' Guide, which has been divided into chapters and then further subdivided into activities. The activities should be addressed in this way:

- Each activity has procedures which should be followed by the teacher to help learners acquire the intended life skill or increase their knowledge on the specific topic.
- The last procedure of each activity helps the teacher determine the extent to which the objectives of the activity have been achieved.
- Every activity has a concluding statement for the teacher, which can be read as is or can be summarized or paraphrased by the teacher.

Using the materials in this way is highly encouraged by the Ministry of Education and Skills Development.

*"It is hoped that skills provided will help to develop attitudes and practices necessary to curb the spread and improve the management of HIV and AIDS in order for Botswana to achieve the goal of no new infections by 2016. Furthermore, the skills acquired should not only improve the individual but should also develop the cultural and national identity as well as inculcate attitudes and values that nurture respect for both oneself and others." S. Makgothi, **Living: Skills for Life, Botswana's Window of Hope Std 5-7 Teacher's Guide**, p. V, 2005.*

Procedures for Using the Materials to Build Life Skills

When using the materials to build life skills, the teacher must use an activity in the materials as a whole, that is, from the beginning of the activity to the end.

In order to use the activities 'as is', the objectives of the syllabus should be the same as, or similar to, the objectives of the activities in the *Living* materials.

In this instance, the teacher uses the activity from *Living* to develop a lesson that will help him or her to achieve the objectives of his or her syllabus or curriculum guidelines. This is possible for most topics across subjects; however, the following subjects are best suited for using the activities as they have been written:

- Guidance and Counselling
- Cultural Studies
- Religious and Moral Education

To use the *Living* materials to build life skills follows these steps:

- a. Select an objective from the syllabus or curriculum guidelines.
- b. Go to the table of contents in the Teacher's Guide and select the chapter that addresses the topic you plan to teach.



- c. Select an activity from that chapter which addresses the objective you have chosen.
- d. Develop a lesson plan based on the activity:
 - i. In the Student Activity section of the lesson plan, record the learner-centred approaches you will use.
 - ii. In the Teacher Resources section of the lesson plan, record the *Living* activity number.
- e. Conduct the lesson.
- f. Please refer to sample lesson plans in this document for further assistance.

Using the Materials for Infusion of Life Skills and HIV and AIDS Issues

Infusion is another way of using the *Living* materials, and one which is also highly encouraged by the Ministry of Education and Skills Development. With infusion, the teacher incorporates HIV and AIDS issues into the content of other subjects, ensuring that they blend well with the lesson. This results in the following:

- HIV and AIDS topics are spread across as many subjects as possible, providing learners with frequent encounters with these issues.
- Life skills and HIV and AIDS topics become part of every aspect of the curriculum, such as programs and instructional materials. Infusion does not require strong similarity between the subjects.

Infusion also supports the overall goal of the Curriculum Blueprint for Primary and Secondary Education of an Education System that “nurtures, promotes and sustains skills that will enable young Botswana to meaningfully participate in nation building” **Ministry of Education Primary Curriculum Blueprint.**

In the context of the *Living* materials, it should be noted that infusion includes using interactive teaching methods in all subjects to increase the students’ understanding of life skills.

The concept of infusion is an important aspect of HIV and AIDS education around the world. The idea is that by infusing HIV and AIDS topics into a number of subjects, it is possible to achieve comprehensive coverage. According to UNESCO, infusion has the possibility to:

- a. Enable teachers to complement one another with their skills and competencies
- b. Share responsibilities for delivering the various aspects of the topic and foster collaboration among teachers
- c. Enable learners to see the significance of HIV and AIDS education from different perspectives and approaches

Infusion of HIV and AIDS topics can be used with all subjects and without altering the objectives of the subject lesson. As a result, learners’ exposure to issues relating



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to life skills and HIV and AIDS is maximised without additional work for the teacher. Although infusion may require more time to plan in the beginning, this will improve with practice and will actually enhance the achievement of syllabus objectives.

Procedures for Infusion

To use infusion method with the *Living* materials, follow these steps:

- a. Select an objective from the syllabus.
- b. Identify the methods and key aspects of a lesson that are needed to achieve that objective.
- c. Select a corresponding activity from the Teacher's Guide to align to the method you have identified.
- d. Choose procedures or worksheets that will help you to achieve the objective of your lesson.
- e. Prepare a lesson plan accordingly:
 - i. In the Student Activity section of the lesson plan, record the learner-centred approaches you will use.
 - ii. In the Teacher Resources section, record the Living activity number you will use.
- f. Remember that your lesson and the conclusion should be in line with your objective from the syllabus.
- g. Please refer to the sample lesson plans in Annex 2 of this document for further assistance.

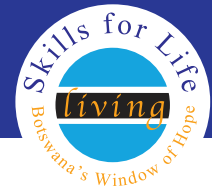
Life Skills Education and Interactive Methods

Using interactive methods which actively involve learners in their own learning is an effective way of supporting infusion. Irrespective of the subject area, these are some of the methodologies that you can use to successfully develop skills:

- Role plays
- Pair work
- Fishbowl
- Debate
- Group discussions
- Drama
- Storytelling
- Case study
- Research
- Brainstorming

Interactive teaching methods do the following:

- **Promote self-discovery:**
 - By involving learners in the learning process, the materials enable the learners to discover solutions for themselves.
- **Promote peer learning:**
 - Interactive methodologies allow learners to learn from each other.



- **Reinforce life skills:**
 - Interactive methodologies help learners to practise skills such as communication, decision-making, assertiveness, self-awareness, and stress management.

Listed below are principles of Living which PROVE to be essential to life skills education:

Promote inclusion because *Living* is for all people, regardless of their HIV status, to live positive and healthy lives.

Require yourself and your learners to **challenge gender stereotypes** so that males and females learn to protect themselves and others.

Organise your class around **learner-centred and participatory methods** so that learners can practise developing skills.

Validate learners' self-discovery so that they can apply positive healthy behaviours to their own unique lives.

Encourage mutual respect in the classroom so that learners can express themselves without fear of being shamed.

Reinforcement and Support

Strategies for Monitoring and Assessment

The *Living* monitoring process is driven by the Ministry of Education and Skills Development and involves stakeholders throughout the education system in Botswana. This includes, teachers, deputy school heads, regional and national officers. It is designed to ensure accurate, complete, and comprehensive implementation of the *Living* materials. The *Teacher On-Going Monitoring Tool* to track implementation of *Living* materials is central to the process. It should be completed by teachers who have used *Living* in the classroom and shared with deputy school heads and education officers. Note that the last section of the tool may be used to assess the class as well as individual learners. This monitoring process will allow teachers to reflect on their teaching and its effect on learners.

Please refer to the Teacher On-Going Monitoring Tool for complete instructions and forms.

How will teachers be supported?

Specific personnel at the school, regional, and at headquarters levels will provide teachers with support in using the *Living* materials to build life skills.

Deputy School Heads



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Deputy School Heads are members of the school administration who are the designated focal persons of the *Living* project at the school level. They will support teachers by working with Master Trainers and Trainer of Trainers in the school to ensure that teachers are trained in the use of the materials.

Trainers

- Master Trainers are trained directly by Project Officers. They in turn train teachers in their school. At the primary level, Master Trainers train selected teachers from all schools in their Inspectoral Areas.
- Trainers of Trainers are teachers who are trained by Master Trainers to train ALL teachers in their schools.
- Trainers provide on-going support to teachers in their school and region through refresher sessions and consultations.

Principal Education Officers

Principal Education Officers from the Ministry of Education and Skills Development are constantly support the implementation of *Living*. Their support includes facilitating the ordering of materials, monitoring the usage of the materials, and providing ongoing technical assistance to teachers.

How can teachers collaborate to reinforce and support implementation?

- Teachers can organise *Living* support groups to meet before or after school to discuss timing, lessons, and strategies.
- Teachers can combine two classes together or can collaborate with each other in planning infused lessons.
- Teachers can form *Living* clubs or support groups, where teachers can share experiences related to infusion.
- Teachers should plan lessons together when possible.



Annex 1
Sample of Matching Syllabus
Objectives with *Living: Skills*
for Life, Botswana's Window
of Hope

Agriculture



Agriculture Standard 5

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|--------------------------|---|--|---|
| 3.2 Vegetable production | 3.2.1 Appreciate the importance of vegetables | 3.2.1.2 Discuss the nutritional value of vegetables | Activity 13.3 Healthy Living Plans. Pg 165 |
| | | 3.2.1.3 Explain the importance of vegetables to HIV and AIDS infected people | |

Agriculture Standard 6

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|----------------------|--|--|---|
| 3.2 Fruit production | 3.2.1 Acquire skills in the management practices of fruit production | 3.2.1.1 Identify at least five indigenous fruits | Activity 2.3 -Loyalty to the community Pg 22 |

Agriculture Standard 7

| | | | |
|------------------|--|---|---|
| 2.2 Soil Erosion | 2.2.1 Acquire knowledge and understanding on soil erosion and measures taken to conserve the soil. | 2.2.1.10 Suggest at least three soil erosion control measures | Activity 12.1 Vision 2016. Pg 151 (specifically procedure 2 and 3) |
|------------------|--|---|---|

Creative and Performing Arts



CAPA Standard 2

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|---------------------------|---|--|--|
| 1.2 Good Health Practices | 1.2.1 demonstrate an awareness of good Health practices | 1.2.1.5 discuss how regular exercises can improve health | Activity 13.1 Healthy and unhealthy practices. Pg 95 (specifically procedure 2 and 3) |

CAPA Standard 3

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|------------------------|--|---|---|
| 1.1 Safety Precautions | 1.1.1: demonstrate safety measures in the school workshop and the sports field | 1.1.1.1: list safety precautions that are applicable to the school workshop and the sports field. | Activity 9.2 How to be safer, pg 114 |

Cultural Studies



Cultural Studies Standard 1

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|--|---|--|---|
| 1.3 Interrelations within my family | 1.3.1 examine interrelations within their families. | 1.3.1.1 describe how they respect one another within their families. 1.3.1.2 describe how they show respect for elderly people. | Activity 12.1 Defining social responsibility. Pg 143 |

Cultural Studies Standard 3

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|-------------------|---|---|--------------------------------------|
| 1.4 Friendship | 1.4.1 explore ways of making and sustaining friendship. | 1.4.1.1 list characteristics of a good friend. 1.4.1.2 discuss obstacles to friendship 1.4.1.3 state what they have in common with their friends 1.4.1.4 state ways of maintaining friendship 1.4.1.5 explain the value of friendship | Activity 10.4 Friends. Pg 126 |

English



English Standard 2

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|---------------------|--|---|--|
| 3.7 Visual literacy | 3.7.1 Understand information presented graphically | 3.7.1.1 Distinguish specific details in drawings and pictures | Activity 6.1 Stress causing situations. Pg 45 |
| | | 3.7.1.2 Relate drawings, pictures and diagrams to written text. | |

English Standard 4

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|------------------------|--|---|---|
| 1.9 Moods and emotions | 1.9.1 Distinguish between the moods and emotions conveyed by a speaker | 1.9.1.1 Deduce changes in a speaker's tone - e.g. commanding, reluctant, etc. | Activity 4.2 Wants and Needs Pg 45 |

English Standard 5

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|-------------------|-----------------------------------|---|---|
| 1.1 Conversations | 1.1.1 Listen without interrupting | 1.1.1.1 Listen attentively with interest | Activity 10.2 Relationships and commitment. Pg 129 |
| | | 1.1.1.2 Identify speaker's point of view | |
| | | 1.1.1.3 Process information received | |
| | | 1.1.1.4 Show familiarity with the subject discussed | |

English Standard 7

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|-----------------------|---|--|-----------------------------------|
| 3.4 Stories and Drama | 3.4.1 Understand and appreciate stories and drama | 3.4.1.1 Follow events in their logical order | Activity 2.1 Loyalty Pg 18 |

Environmental Science



Environmental Science Standard 1

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|------------------------------|---|--|---|
| 1.2 Care of the Surroundings | 1.2.1 demonstrate proper care of the surroundings | 1.2.1.3 discuss the need to have a clean environment | Activity 13.2 Healthy Actions. Pg 95 |

Environmental Science 2

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|----------------------|---|---|---|
| 4.1 Personal hygiene | 4.1.1 demonstrate proper care of the body | 4.1.1.5 investigate how diseases are spread | Activity 7.2 Taking good care of our bodies. Pg 55 |

Mathematics



Standard 1

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|-----------|--|--|---|
| 1.5 Money | 1.5.1 Carry out addition and subtraction involving money | 1.5.1.1 identify and name Botswana coins | Activity 10.1 Relationships with family members Pg 77 |

Standard 3

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|------------------------------|--|--|---|
| 1.2 Addition and Subtraction | 5.1.1 acquire knowledge on pictographs | 5.1.1.1 collect and record information in tabular form | Activity 1.1 -Listing likes and dislikes. Pg 5 |

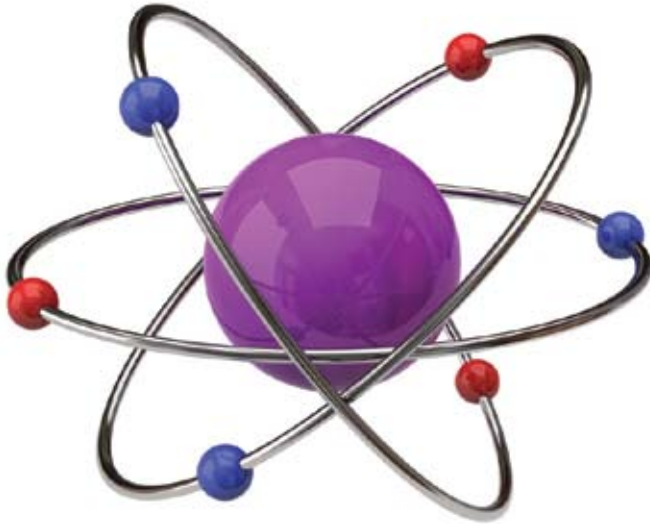
Standard 5

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|----------------------------------|--|---|--|
| 5.3 Data collection and analysis | 1.5.1 apply the four basic operations on money | 1.5.1.8 make purchases of and change for items up to P100 | Activity 9.1 Drugs substance use and risk, pg 111 |

Standard 7

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|---------------|--|---|---|
| 1.4 Fractions | 5.1.1 acquire knowledge on data display and interpretation | 5.1.1.1 read and interpret line graph representing information on everyday life | Activity 1.1 Things we are good at, pg 5 |

Science



Science (addition) Standard 5

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|------------------------|---|--|--|
| 6.1 Food and Nutrition | 6.1.1 Know about foods and their importance to the body | 6.1.1.1 Identify the main food groups as bodybuilding, energy giving, protective and supplementary | Activity 13.1 The importance of keeping healthy. Pg 161 |

Science Standard 6

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|------------|--|--|--|
| 3.2 Energy | 3.2.2 Show understanding of the different methods of heat transfer | 3.2.2.1 Describe the three methods of heat transfer. | Activity 9.5 Multiple Sexual Partners. Pg 120 |
| | | 3.2.2.2 Demonstrate heat transfer by conduction | |

Setswana



Setswana Standard 2

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|-------------------|--|--|---|
| Social Habits | 5.1 Practice good social etiquette | 5.1.1 conduct themselves courteously at home and school | Activity 4.2 Verbal Communication. Pg 31 |
| | | 5.1.2 show due respect to everybody including peers and elders | |
| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
| Stories and Plays | 2.3 Use appropriate spoken language in stories and plays relating to objects, surroundings, their experiences or feelings. | 2.3.3 ask and answer questions about the details of a story that they have read or heard | Activity 8.3 Supporting friends. Pg 104 |

Setswana Standard 4

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|-------------------|--|--|---|
| Stories and Plays | 2.3 Use appropriate spoken language in stories and plays relating to objects, surroundings, their experiences or feelings. | 2.3.3 ask and answer questions about the details of a story that they have read or heard | Activity 8.3 -Supporting friends. Pg 104 |

Setswana Standard 7

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|----------------|--|--|------------------------------------|
| 3.5 Literature | 3.4.1 Understand aspects of a novel or drama | 3.4.1.1 Determine the following aspects of a novel/ drama: <ul style="list-style-type: none"> · plot. · theme. | Activity 2.1 Loyalty. Pg 17 |
| | | 3.4.1.3 Identify the main character or main characters. | |
| | | 3.4.1.4 Say why they like or dislike a certain character or certain characters. | |

Social Studies



Social Studies Standard 5

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|------------|--|---|--|
| 1.1 Family | 1.1.1 Appreciate the importance of marriage. | 1.1.1.5 Evaluate the importance of marriage | Activity 8.4 Prevention, Transmission, and Living with HIV Pg 105 |

Social Studies Standard 7

| Topic | General Objective | Specific Objective | Activity from <i>Living</i> |
|----------------|--|---|--|
| 4.1 Governance | 4.1.1 Understand governance in Botswana. | 4.1.1.4 Determine the relationship between Vision 2016 and the national principles. | Activity 2.5 Loyalty to the Country Pg 26 |



Annex 2

Sample Lesson Plans for Infusion with *Living: Skills for Life*, Botswana's Window of Hope

Agriculture

| | |
|-------------------|--|
| Standard: | 5 |
| Topic: | Vegetable Production |
| Objective: | 3.2.1.3 - Explain the importance of vegetables to HIV infected people |
| Reference: | <i>Prescribed text</i> <i>Living: Skills for Life, Botswana's Window of Hope</i> Teacher's Guide, Std 5 – 7 |

| Content | Activities | Teaching Learning Aids |
|--|--|--|
| <ul style="list-style-type: none"> • The importance of vegetables to HIV infected people. • Vegetables produce minerals and vitamins, which boost our immune system. | <ol style="list-style-type: none"> 1. Learners to recall healthy practices in regard to nutrition. 2. Group discussing the importance of vegetables to HIV infected people. 3. The class presents findings. 4. Discussion on the importance of vegetables to our immune system whether or not we are infected. 5. Learner's asked to do worksheet focusing on nutrition only. 6. Volunteers share their plans on types of vegetables they are going to eat for each meal. 7. Conclusion of lesson | <ul style="list-style-type: none"> • Worksheet 13.3 from <i>Living</i> • Pencils • Pens • Manila paper chart |

Comments on Infusion

This lesson has infused healthy living in a similar way that the lesson on fruit production has done. In this case, while the lesson is aimed at teaching learners the importance of vegetables to HIV infected people, the use of the worksheet emphasizes to learners the importance of vegetables to everyone - infected or not.

Agriculture

| | |
|-------------------|---|
| Standard: | 6 |
| Topic: | Fruit Production |
| Objective: | 3.2.1.5 - Discuss the nutritional value of fruits |
| Reference: | <i>Prescribed text</i> <i>Living: Skills for Life, Botswana's Window of Hope</i> Teacher's Guide Std 5 - 7 |

| Content | Activities | Teaching Learning Aids |
|--|--|--|
| <p>The nutritional value of fruits:</p> <ul style="list-style-type: none"> • They give us vitamins • They give us minerals • They give us fiber | <ol style="list-style-type: none"> 1. Ask learners what they ate yesterday 2. Brainstorm the nutritional value of fruits (group work) 3. Group presentations 4. Class discussion on including fruits in daily meals 5. Complete Worksheet 13.3 - the section on Nutrition 6. Conclusion of lesson focus on nutritional value of fruits | <ul style="list-style-type: none"> • Worksheet 13.3 from <i>Living</i> • Paper Cards • Fruits |

Comments on Infusion

This lesson is focused on the nutritional value of fruits. Using the worksheet from Living helps learners apply the information on nutritional value to their own lives. They are able to see the importance of eating fruits on a daily basis for their health. This builds on subsequent lessons on fruit production in then subject. Note that due to the nature of the topic, the lesson only uses part of the worksheet - nutrition.

Creative and Performing Arts

| | |
|-------------------|--|
| Standard: | 3 |
| Topic: | Safety Precautions |
| Objective: | 1.1.1.1 - List safety precautions that are applicable to the school workshop and the sports field. |
| Reference: | CAPA STD 3 |
| Living: | <i>Skills for Life, Botswana's Window of Hope</i> Teacher's Guide, Std 3 - 4 |

| Content | Activities | Teaching Learning Aids |
|--|--|---|
| Safety precautions in the school workshop: <ul style="list-style-type: none"> • Do not play with sharp objects • Do not run in the workshop • Do not eat in the workshop • Do not play in the workshop • Do not push others in the workshop • Always wear protective clothing • Always tell the teacher if there is an accident | <ol style="list-style-type: none"> 1. Define safety precautions 2. Games to identify safety precautions on the sports field. 3. Discussions on what not to do in the workshop and school field 4. Group Work - Worksheet 9.2 How to be Safer. 5. Group presentations 6. Class discussion on how the pictures in the worksheet can apply to situations in the workshop using a chart showing safety precautions. 7. Class Exercise as homework | <ol style="list-style-type: none"> 1. Worksheet 9.2 from <i>Living</i> 2. Ball 3. Chart showing safety precautions |

Comments on Infusion

This lesson has used a worksheet from Risky Situations to infuse safety issues in daily life into the lesson. This has worked well because the topic has to do with safety in a specific environment which also addresses some of the situations discussed in the worksheet. Note that while the topic of the lesson may appear to be similar to the topic in Living, the objectives are different and the lesson has not used all of the procedures of the activity in Living.

English

| | |
|-------------------|---|
| Standard: | 4 |
| Topic: | Moods and Emotions |
| Objective: | 1.9.1.1 - Determine a speaker's tone of voice - e.g. gentle, rough or sads |
| Reference: | <i>Prescribed text</i> <i>Living: Skills for Life, Botswana's Window of Hope</i> Teacher's Guide Std 3 - 4 |

| Content | Activities | Teaching Learning Aids |
|--|--|---|
| Moods and Emotions: <ul style="list-style-type: none"> • Sad • Angry • Happy • Surprised • Furious Discussion of Emotions: <ul style="list-style-type: none"> • Meaning of emotions mentioned • How people show these emotions • The tone of voice that is used to express the emotions mentioned. | <ul style="list-style-type: none"> • Brainstorming different gestures that depict feelings • Learners to work in groups and do the questions in Worksheet 4.1 (STD 3-4, Communicating Feelings) • Learners to present what they discussed. • Reading of poem brought by the teacher • Determination of the tone of voice read by the teacher • Identifying moods and emotions expressed in the poem • Summary | <ul style="list-style-type: none"> • A poem • Worksheet 4.1 from <i>Living</i>. |

Comments on Infusion

This is a lesson that lends itself well to infusion. The topic ties in very well with Activity 4.1 which is about communicating feelings. However, the lesson is focused on verbal communication while Activity 4.1 focuses on both verbal and non-verbal communication. Therefore, the lesson has used procedures 1 and 2 which use the Worksheet 4.1 to introduce the concept of communicating feelings. This helps them to identify moods and emotions from the tone of voice that used by the teacher when reading the poem.

Mathematics

Standard: 1
Topic: Money
Objective: 1.5.1.1 - Identify and name Botswana coins
Reference: *Dipalo Workbook 1*
Living: Skill for Life, Botswana's Window of Hope
Teacher's Guide, Std 1&2

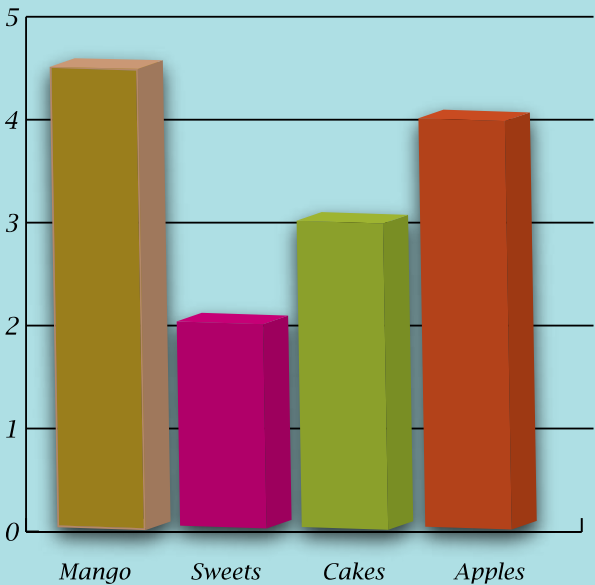
| Content | Activities | Teaching Learning Aids |
|----------------|--|--|
| Botswana Coins | <ol style="list-style-type: none">1. Learners will sing the song: " Ke tswa go reka," and the teacher will ask learners questions from the song.2. Learners will name Botswana Coins3. Learners will identify Botswana coins in their workbooks4. Learners will draw their family members and give them coins by writing the amount under each member.5. Learners will volunteer to share their drawings with the class.6. Learners will do an exercise of matching coins with their names. | <ul style="list-style-type: none">• Worksheet 10.1 from Living• Coins• A chart of family members |

Comment on Infusion:

This lesson has used the worksheet on Relationships with Family Members to help learners to identify and name Botswana coins. The worksheet is used to expand on the coins they have identified in applying their knowledge by using the worksheet to allocate coins. This also helps them to show which family member they value most by the amount of money they give to them.

Mathematics

Standard: 2
Topic: Pictographs
Objective: 1.5.1.1 - Collect and record information in tabular form
Reference: *Mathematics Pupils Book Pg. 125*
Living: Skill for Life, Botswana's Window of Hope
Teacher's Guide, Std 1&2

| Content | Activities | Teaching Learning Aids | | | | | | | | | | |
|---|------------------|------------------------|-------|---|--------|---|-------|---|--------|---|--|--|
| <p>Items liked by Pupils</p>  <table border="1"><caption>Items liked by Pupils</caption><thead><tr><th>Item</th><th>Number of Pupils</th></tr></thead><tbody><tr><td>Mango</td><td>5</td></tr><tr><td>Sweets</td><td>2</td></tr><tr><td>Cakes</td><td>3</td></tr><tr><td>Apples</td><td>4</td></tr></tbody></table> <p>What they like:</p> <ol style="list-style-type: none">1. How many children like sweets?2. What's the difference between those who like mango and apples?3. What is liked by only a few? | Item | Number of Pupils | Mango | 5 | Sweets | 2 | Cakes | 3 | Apples | 4 | <ol style="list-style-type: none">1. Explanation of reading a graph using the example given.2. Work on Worksheet 1.1 listing their likes and dislikes. Recording their information in a bar graph in groups.3. Group presentation4. Discussion based on the presentations made. | <ul style="list-style-type: none">• Chart with bar graph• Worksheet 1.1 |
| Item | Number of Pupils | | | | | | | | | | | |
| Mango | 5 | | | | | | | | | | | |
| Sweets | 2 | | | | | | | | | | | |
| Cakes | 3 | | | | | | | | | | | |
| Apples | 4 | | | | | | | | | | | |

Comment on Infusion:

In this lesson plan, the infusion comes through when the lesson uses the worksheet from Living to get learners to practice recording information in a bar graph. The example given at the beginning of the lesson also uses some items that are in the worksheet so learners are able to relate to the work easily.

Mathematics

| | |
|-------------------|--|
| Standard: | 6 |
| Topic: | Graph |
| Objective: | 5.1.1.4 - Read and analyze information given in a graph |
| Reference: | <i>Teaching Math in Primary Schools</i> <i>Living: Skills for Life, Botswana's Window of Hope</i> Teacher's Guide, Std 5 - 7 |

| Content | Activities | Teaching Learning Aids |
|---|---|--|
| 1. Enter information into a graph 2. Read and Analyze Information in a graph | 1. Asking pupils to do worksheet 1.1 as individual work. They should concentrate on 'a' and 'd'. 2. Recording information in a table as a class 3. Explaining how a bar graph is done. 4. Enter information from the table into a graph. 5. Group work on reading and analyzing information given from the graph. 6. Group work and presentation of their findings. 7. Summarize the information from the graph.. | <ul style="list-style-type: none"> • Blackboard • Worksheet 1.1 from <i>Living</i> |

Comments on Infusion

The lesson has used only part of a worksheet to infuse 'abilities and weaknesses' into the mathematics lesson. This is because the lesson needs quantifiable data and 'a' and 'd' in the worksheet can be used to provide that. By using 'things you are good at' and 'things you are not good at' the teacher is infusing self awareness in the lesson and at the same time focusing on the objective of the lesson

Setswana

| | |
|-------------------|---|
| Standard: | 3-4 |
| Topic: | Stories and plays |
| Objective: | 2.3.3 – Ask and answer questions about the details of a story that they have read or heard |
| Reference: | <i>Prescribed text</i> <i>Living: Skills for Life, Botswana’s Window of Hope</i> Teacher’s Guide Std 3 – 4 |

| Content | Activities | Teaching Learning Aids |
|--|--|--|
| <p>The story of Thuso:</p> <p>Thuso, moithuti wa mophato wa bone, o thatlhobilwe a fitlhelwa a sena mogare wa HIV a sena go tlhokafalelwa ke motsadi ntateng ya bolwetsi jwa AIDS.</p> <p>Tlhaloso ya mafoko</p> <ul style="list-style-type: none"> • HIV • Mogare • AIDS • Bolwetse | <ul style="list-style-type: none"> • Sing a song to introduce the lesson. • Ask oral questions from the song. • Read new words from the word cards. • Reading of the story by the pupils Worksheet 8.3. • Class discussion about the story through oral questions. • Individual written exercise. Pupils summarize what they read. | <ul style="list-style-type: none"> • Worksheet 8.3 from Living • Word cards • Pens • Pencils • Chart with questions |

Comments on Infusion

This lesson has infused facts and myths of HIV and AIDS by using the story from Living to achieve its objective. Learners are presented with a story they can respond to which is at the same time making them think about discriminating against others who may have HIV. Note that the lesson does not use the questions in the worksheet in the lesson. The important part for this lesson is the story itself.

Setswana

| | |
|----------------------------|--|
| Standard: | 5 |
| Topic: | Translation |
| General Objective: | Translate paragraphs from Setswana to English and vice versa. |
| Specific Objective: | 4.7.1.1 Translate simple messages from English to Setswana. 4.7.1.2 Translate simple messages from Setswana to English. |
| Reference: | <i>Prescribed text</i> <i>Living: Skills for Life, Botswana's Window of Hope</i> Teacher's Guide Std 5-7 |

| Content | Activities | Teaching Learning Aids |
|----------------------------|--|--|
| Translation of a paragraph | <ol style="list-style-type: none"> 1. Oral questions on the procedures at the clinic, when visiting the doctor who doesn't know Setswana. 2. Discussion on translation. Oral translation of simple sentences. 3. Reading the paragraph from Worksheet 8.3a. 4. Individual translation of the paragraph. 5. Teacher marks the work in class as the learners complete it. | <ul style="list-style-type: none"> • Worksheet 8.3a from Living • Sentence strips • CDS • Cassettes. |

Comments on Infusion

This lesson has infused facts and myths of HIV and AIDS by using the story from Living to achieve its objective. The lesson starts with a discussion on clinical procedures in the context of a doctor who does not understand Setswana. This is a good lead into a discussion on translation and later, the worksheet. While the focus of the lesson is on translation, the lesson has brought in issues on how to take care of an AIDS patient in a way that blends well with the lesson.

Social Studies

| | |
|-------------------|--|
| Standard: | 7 |
| Topic: | Governance and Citizenship |
| Objective: | 4.1.1.4 -Determine the relationship between Vision 2016 and National principles. |
| Reference: | <i>Social Studies Upper 7</i> <i>Living: Skills for Life, Botswana's Window of Hope</i> Teacher's Guide Std 5-7 |

| Content | Activities | Teaching Learning Aids |
|--|---|--|
| Vision 2016 Pillars <ul style="list-style-type: none"> • An Educated and informed nation. • A safe and secure nation National Principles: <ul style="list-style-type: none"> • Botho • Democracy | <ul style="list-style-type: none"> • Introducing the objectives with a song. • Asking leading questions from the song • Discussing the relationship between the principles and vision 2016 • Listing the 2016 pillars. • Reading the story from the worksheet • Class discussion on the story • Answering questions in groups • Individual exercise | <ul style="list-style-type: none"> • Word Cards • Worksheet 2.5 from <i>Living</i> |

Comments on Infusion

The lesson has infused the concept of values by using the worksheet from Living. The lesson is looking at the pillars of Vision 2016 as well as the concept of Botho which is one of the National Principles. The worksheet helps to bring these concepts closer to the learners' lives by presenting a situation which they can relate to. Note that the questions following the story are not necessarily used in the lesson.

Social Studies

| | |
|-------------------|---|
| Standard: | 5 |
| Topic: | Family |
| Objective: | 1.1.1.3 - Discuss how different forms of marriage encourage or discourage the spread of HIV and AIDS infection. |
| Reference: | <i>Prescribed text</i> <i>Living: Skills for Life, Botswana's Window of Hope</i> Teacher's Guide Std 5-7 |

| Content | Activities | Teaching Learning Aids |
|--|---|---|
| <p>Types of marriages:</p> <p>Monogamous</p> <ul style="list-style-type: none"> • Polygamous • How they encourage the spread of HIV and AIDS <p>Monogamy: one partner being unfaithful</p> <p>Polygamous:</p> <ul style="list-style-type: none"> • Multiple partners being unfaithful | <ul style="list-style-type: none"> • Recap • Class discussion on the different types of marriage • Group work on worksheet focusing on 'a' and 'b' only. • Art Project • Summary | <ul style="list-style-type: none"> • Worksheet 8.4 from Living • Manilla • Magazines • Scissors • Bostik |

Comments on Infusion

This lesson lends itself well to the infusion of facts and myths of HIV. The lesson looks at different types of marriage in the context of HIV and AIDS. By asking learners to do the worksheet, the lesson is helping learners to understand facts about HIV and AIDS which will help them to discuss the types of marriage with a good understanding of how HIV is transmitted and how it can be prevented. Note that the lesson asks learners to focus only on 'a' and 'b' of the worksheet as these are the relevant sections for the lesson at hand.