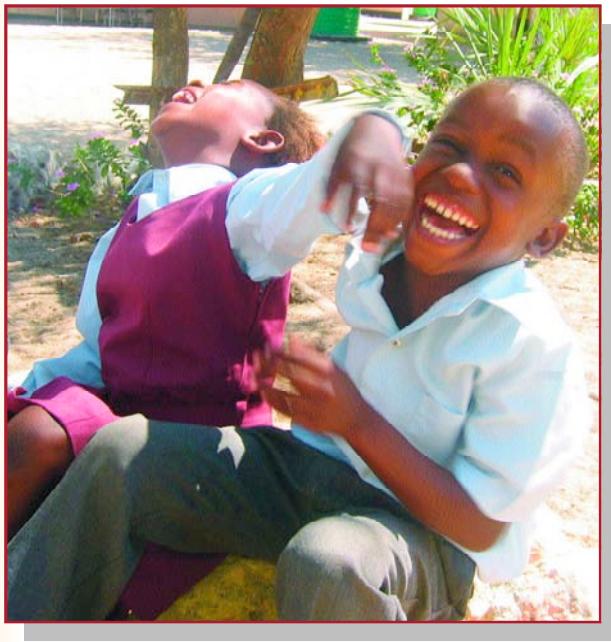




Living



*Skills for Life:
Botswana's Window of Hope*
Standards 3-4
Teacher's Guide



Living



*Skills for Life:
Botswana's Window of Hope*

**Standards 3-4
Teacher's Guide**



Standards 3-4 Teacher's Guide

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FOREWORD

The *Botswana's Window of Hope: Skills for Life* material was developed to support HIV and AIDS Education in schools. Prior to the development of the material, a needs assessment conducted in selected primary and secondary schools revealed that most schools were using materials that were not appropriate for young learners.

The material was developed with the assistance of the Centers for Disease Control in Botswana through the BOTUSA Project that had approached the Ministry of Education to find out how it could assist in providing an enabling environment for teachers to talk about HIV and AIDS issues. It was then decided that the development of materials for both learners and teachers would address the situation.

The main objective of the materials is 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 material to achieve a skills-based health education. This enables learners to be actively involved in their learning process with minimal supervision and guidance from teachers. It is hoped that skills provided will help to develop attitudes and practices necessary in curbing the spread and improving 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 develop the individual but should also develop cultural and national identity as well as inculcate attitudes and values which nurture respect for one's self and for others.

On behalf of the Ministry of Education, I would like to thank the teachers, officers, lecturers and consultants for the enthusiasm they demonstrated in developing and pilot-testing the material. This is in line with the Ministry's approach of involving teachers and other stakeholders to ensure that the materials we develop are relevant to the teaching/learning process.

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INTRODUCTION

The materials in this package are designed to support the Ministry of Education's Primary Curriculum Blueprint. It is the stated goal of the Blueprint to build an education system that "nurtures, promotes and sustains skills that will enable young Batswana to meaningfully participate in nation building". These materials are designed to contribute to this goal.

Any discussion about the future of Botswana must confront the issues of HIV and AIDS. Infection rates are close to 38% among certain populations of young adults, and the burgeoning number of people who are becoming sexually active means that an increasing number are at risk. A rise in orphan-hood and emotional trauma are some of the issues facing the nation.

The Botswana Ministry of Education sees a "window of opportunity" because a quarter of the Botswana population are between the ages of 5 and 14, and infection rates are low within this group. With proper interventions and support, the Ministry believes that it can achieve an AIDS-free generation. Therefore, schools have the ability to reach the majority of youth at an age when knowledge, attitudes, and behaviours regarding the prevention of HIV infection are developing.

The materials in this package are tools in the battle against new HIV infection. Many, if not all, schools have HIV education materials. However, few of the materials were specifically designed for young learners in Botswana. Most materials address HIV without providing a context for the message that is concordant with the lives of young learners in Botswana. Furthermore, most materials were made for the general public, and teachers find it difficult to adapt them for classroom use.

The global wealth of experience in dealing with HIV prevention education over the years has led to consensus among educators, researchers, and international agencies about the components of effective HIV education. Experts agree that it should be broad-based, covering both facts and the skills needed to clarify one's values and negotiate or avoid sexual situations (Aggleton, Peter. *Success in HIV Prevention: Some Strategies and Approaches*, 1997). In other words, students need to understand the nature of the infection and its spread; know what behaviours reduce risk; adopt attitudes of self-worth, respect for themselves and others, and human rights; and, crucially, develop the skills to put their knowledge and attitudes into practice (UNAIDS International Task Team on Education, *HIV/AIDS and Education: A Strategic Approach*, 2003).

Skills-based (or life skills) education refers to a set of skills that include problem solving, critical thinking, communication, decision making, creative thinking, relationship building, negotiation, self-awareness, empathy, and stress management. UNICEF defines skills-based education as "an interactive process of teaching and learning that enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviours", while WHO defines it as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". At its core, skills-based education is an approach that stresses *behaviours*, rather than simply knowledge acquisition, as a desired outcome.

The materials in this package are the foundation of a larger strategy that begins with Standard One and continues through to Form Five and uses participatory methods to achieve skills-based health education. Specifically, the objective is to impart knowledge, develop healthy attitudes, and instil skills for healthy decision making. The messages and skills will be reinforced over the 12-year span of the school career.

The Ministry of Education convened a task team of teachers, college lecturers, and education officers representing all levels of school and all regions of the country to decide what learners needed to learn in order to stay healthy and how they needed to learn it. The general objectives they agreed upon are as follows:

1. *Self-awareness*

- Learners should be aware of who they are and what they can do.

2. *Values*

- Learners should be able to develop and uphold a personal value system.

3. *Goal setting*

- Learners should be able to set measurable and achievable short- and long-term goals.

4. *Communication*

- Learners should be able to communicate effectively.

5. *Decision making*

- Learners should be able to make informed decisions.

6. *Managing stress*

- Learners should be able to recognize, understand, and effectively deal with stressful situations.

7. *Sexuality*

- Learners should be able to understand their own sexuality.

8. *Facts and myths*

- Learners should be aware of the facts and myths associated with HIV and AIDS and make healthy decisions that are based on facts.

9. *Risk reduction*

- Learners should be able to identify situations as low- or high-risk and demonstrate how to deal with or manage such situations.

10. *Benefits of relationships*

- Learners should be able to understand the benefits of relationships.

11. Dilemmas

- Learners should know about and understand dilemmas associated with HIV and AIDS.

12. Social responsibility

- Learners should understand their responsibility towards society, especially in light of the HIV pandemic.

13. Healthy living

- Learners should develop healthy practices.

Many people in Botswana are either infected with or affected by HIV. They know first-hand the devastating effects of the epidemic, which has infiltrated all aspects of their lives and challenged the moral and traditional fabrics that have held the culture together for centuries. Botswana has a strong tradition of community support and pride. The populace is well-educated, and the leadership is committed to fostering a public will to persevere.

As the Ministry of Education has stated, there is a “window of opportunity”. These materials are designed to access this opportunity. If the youth of Botswana can be in a school environment that is supportive and protective and builds skills to prevent HIV infection, Botswana will achieve its goal of no new infections by 2016.

NOTE TO TEACHER

HOW TO USE THE TEACHER'S GUIDE

The Teacher's Guide is meant to help with teaching HIV and AIDS issues and Life Skills across all subjects in the curriculum. (Specific ways of doing this are mentioned in the section titled **Infusion and Integration of HIV and AIDS.**)

These lessons are designed to build the skills of learners; therefore, they should be used as a whole in order to fulfil the objectives of the activities. Teachers are encouraged to take every opportunity to use them.

The lessons contained in this guide should be used to address objectives relating to HIV, AIDS and Life skills issues across the subjects in the curriculum.

These materials use several participatory methods, such as role-play, brainstorming, and class discussions. For the purpose of these materials, we use the term "role play" to mean both situational re-enactment and scripted stories, which are sometimes called "drama".

Since these materials are learner-centred, learners have to be encouraged to discover things on their own. The teacher is a facilitator rather than a keeper of knowledge. Individuals should not impose their values or beliefs onto others. Teachers should not impose judgement but rather give learners information to base their decisions on.

The activities advise teachers to divide their class into groups. The teacher is free to decide how many groups and how many students per group are necessary.

The lessons in the materials are for Standard Three and Standard Four and may be used in any class, depending on the learners' level of understanding. The lessons at the beginning of each chapter form the basis for the chapter, and activities towards the end of each chapter build on the previous lessons and conclude the chapter. Teachers may find it better to use earlier activities with Standard Three and the later ones with Standard Four. Lessons may also be repeated, as it will take time for learners to acquire the different skills the lessons address and learners tend to bring up different issues as they grow up.

The materials are based on the development of certain characters, who appear at all levels—that is, from Lower Primary to Senior Secondary. As such, the learner will meet these characters and grow with them till the end of Form Five. The names used in the role plays and stories are based on fictitious characters. Any resemblance to people of the same names or situations is purely coincidental.

These materials should not be limited to classroom use only. The lessons contained in the materials may be used during co-curricular activities such as Drama, Debate and AIDS clubs discussions.

THE STRUCTURE OF THE TEACHER'S GUIDE

The Teacher's Guide provides information for the teacher's needs. The activities provided are meant to assist with the planning of both theoretical and practical work for all the subjects at the Lower Primary School.

The activities may be used as they are or modified to suit the level of the learner and the subject and topic being taught.

Each of the 13 chapters has an Introduction, which includes the following sections:

- **Background:** This is information on what the topic is about, why the topic is important to teach at that level, and how it is going to be addressed. Teachers are encouraged to do some research and additional reading on the topic to support the information given here.
- **Purpose:** This statement explains the overall goal of the activities.
- **Learning Objectives:** These are the objectives being addressed by the individual activities in the chapter. Each activity in the chapter addresses one or more of the objectives listed.
- **Points to Keep in Mind:** This section makes the teacher aware of sensitive issues that may arise during the lesson. It also points out things the teacher will need to do ahead of the lesson. It is therefore important that the teacher reads this section before addressing any of the activities.
- **Definition of Terms:** This lists new words used or referred to in the activities. Make sure that learners fully understand all new terms, words and concepts. Always ask learners to explain concepts in their own words to reduce the risk of learners parroting the definitions given under Key Terms in their workbooks. For some learners, it may appear as if the new words come easily, but this should not be taken for granted by the teacher.
- **Methods:** This is a list of teaching methods that are recommended for the activity. Teachers are free to modify the methods and use ones suitable for their learners, as long participatory methods are maintained.
- **Materials:** This lists the teaching aids or resources needed to perform the activities. Teachers are encouraged to make sure that these materials are collected well in advance. The materials are not exhaustive and teachers are free to substitute them with their own. Audio-visual materials promote participatory methods therefore they should be used whenever possible.
- **Time:** The time given is estimated for each activity. The teacher may find that the activities take longer than that and therefore should feel free to divide the activities into the number of lessons suitable.

Each individual activity has the following information:

- **Learning Objectives, Materials, Methods, and Time** (as explained above).
- **Procedure:** This lists the steps the teacher can follow in conducting the activity. As mentioned under **Time**, the teacher may divide the procedure into two or more lessons. However, it is important that the teacher follows the procedure as closely as possible so that the skill being targeted is addressed effectively.
- **Concluding statement:** This is meant to tie up what has been addressed in the activity; the teacher should find a way to say the statement that learners can understand at their level. Learners must be made to understand why they have gone through the activity.

INFUSION AND INTEGRATION OF HIV AND AIDS

The Ministry of Education sees a window of opportunity among children who are of school-going age. It is for this reason that the Ministry has adopted a policy to infuse and integrate HIV and AIDS into all subjects across the school curriculum.

Below are some aspects of infusion and integration that may be of assistance to teachers in the use of these materials.

- **Infusion:** This entails the incorporation of HIV and AIDS issues into the content of other subjects such that they blend well with the lesson. This method allows for HIV and AIDS issues to be spread across as many subjects as possible to provide learners with frequent encounters of the issues being addressed. Infusion therefore allows for HIV and AIDS issues to be part of every aspect of the curriculum, such as programmes and instructional materials. As infusion does not require strong affinity between the subjects, as in the case of integration, it results in easy mention of the concepts being infused.
- **Integration:** This entails the combination of two or more subjects to form a single discipline, for example, Environmental Science, Cultural Studies, and Creative and Performing Arts (CAPA). It may also take the form of incorporating a minor or carrier subject into common or strongly related topics. Naturally there are subjects that can cater for a lot of HIV and AIDS objectives, for example Environmental Science and Cultural Studies, these are known as the main carrier subjects. Subjects that allow for fewer issues to be incorporated are known as the minor carrier subjects. Though integration is not as pervasive as infused curriculum, it is very useful in AIDS education in that it enables the teacher to ensure that HIV and AIDS issues are addressed when they appear in the teaching objectives, especially since these issues become examinable.

Please note that infusion and integration are not meant to diminish the importance of HIV and AIDS by relegating it to secondary status within the existing curriculum or co-curricular activities. Rather, this approach is meant to supplement and reinforce health education.

EXAMPLES OF HOW THE MATERIALS CAN BE USED TO ASSIST IN TEACHING THE LOWER PRIMARY SCHOOL SYLLABUS SUBJECTS.

SELF-AWARENESS

Activities in this chapter may be used to teach the Cultural Studies module on exploring relationships, topic: Myself, that looks at developing an understanding and appreciation of learners as worthwhile individuals. These activities may also be used to teach Guidance and Counselling module on Personal Guidance. Setswana and English also look at awareness of one's self therefore some activities, especially the Bio-poems may be used to teach such topics.

VALUES

Activities in this chapter may be used to teach the Cultural Studies module on exploring relationships, topic: Interrelations within my family on showing respect within the family.

These activities may also be used to teach the following objectives in Cultural Studies; module on Authority Structures: Acquire knowledge and understanding of the value of family rules, module on Culture: Develop an understanding of cultural values module on Rights and Responsibilities that looks at gaining knowledge on the concept of a good citizen under. Setswana also has a module on culture and objectives on recognising polite ways of greeting and showing respect, tolerance and consideration for others. Guidance and Counselling lessons may also use some of the activities in this chapter to address personal and social guidance.

GOAL SETTING

Activities in this chapter may be used to teach Guidance and Counselling module on personal, educational and vocational guidance.

COMMUNICATION

Activities in this chapter may be used to teach Setswana and English topics on using appropriate forms of oral expression in different situations. Some activities may also be used to teach Creative and Performing Arts module on communication that looks at learners making drawings of any subject of their choice and the module Listening, Composing and Performing that looks at using facial expressions and gestures to communicate stories and tales. Guidance and Counselling also addresses communication under Social and Personal Guidance.

DECISION-MAKING

Activities in this chapter may be used to teach Guidance and Counselling module on Personal and Vocational Guidance.

STRESS MANAGEMENT

Activities in this chapter may be used to teach Cultural Studies module on exploring relationships under the objective that looks at exploring family problems and to identify community intervention. Activities may also be used to teach Guidance and Counselling lessons on personal guidance.

SEXUALITY

Activities in this chapter may be used to teach Cultural Studies module on rights and responsibilities under the objective: acquire knowledge on child abuse. Some activities may also be used to teach Environmental Science module on health and safety under the objective that looks at the practice of proper personal hygiene. Guidance and Counselling lessons on personal and social guidance may also use these activities.

HIV AND AIDS: FACTS, MYTHS AND PREVENTION

Activities in this chapter may be used to teach Cultural Studies modules on exploring relationships, objective: demonstrate an understanding of the need to care for others and for the module on rights and responsibilities under the topic human rights and HIV and AIDS may also benefit from. These activities may also be used to teach Environmental Science module on health and safety under the objective that looks at acquiring knowledge on diseases. Guidance and Counselling lessons on Personal and Social guidance may also use these activities.

RISK REDUCTION

Activities in this chapter may be used to teach Creative and Performing Arts module on health and safety under the objective that looks at demonstrating good health practices.

BENEFITS OF RELATIONSHIPS

Activities in this chapter may be used to teach Cultural Studies module on exploring relationships under objectives that talk about exploring relationships within their families, examining interrelations within their families, exploring ways of making and sustaining friendship and demonstrating an understanding of the need to care for others.

DILEMMAS

Activities in this chapter may be used to teach Cultural Studies module on exploring relationships for objectives on exploring ways of making and sustaining friendship. These activities may also be used to teach Personal and Social Guidance.

SOCIAL RESPONSIBILITY

Activities in this chapter may be used to teach Setswana Module on Culture for objectives on appreciating good social habits, e.g. showing respect, tolerance and consideration for other children. These activities may also be used to teach Cultural Studies module on exploring relationships under the objective developing an understanding and appreciation of roles and responsibilities of family members. The module on Authority Structures for the objective on exploring the concept of rules and their role in the community may also use these activities. Some of these activities may be used to teach Environmental Science module on Our Surroundings for the objective that looks at keeping the surrounding clean.

HEALTHY LIVING

Activities in this chapter may be used to teach Environmental Science module on health and safety for objectives that look at practising proper personal hygiene, practising healthy habits, describing proper care of the body, demonstrating healthy eating habits and comparing eating habits with a balanced diet. Creative and Performing Arts may also use some of these activities to address the module

Activities on matching and identifying true and false may be used to address the topic Problem solving in Mathematics. Bio-poems, stories and role-plays may be used to teach Setswana and English.

TESTIMONIAL

THE STORY OF KGALALELO NTSEPE

Kgalalelo Ntsepe has HIV. This is the virus or germ that causes AIDS. In 1998, before she found out that she has the virus, she had a terrible headache that would not go away. A friend advised her to go for an HIV test. She was afraid to do so. She thought that if she had the HIV, it meant that she was going to die after a very short time. She tried to go for a test two times but each time she did not reach the voluntary counselling and testing centre. Later on, she read a pamphlet on HIV and AIDS. After reading this, she decided to do the test. On the 3rd of July 2001, she went for the test and she was found to be HIV positive.

She received counselling and support from her friends and the church. This helped her to accept that she was HIV positive. For a long time, her family refused to believe that she was HIV positive. They believed that she was bewitched. Now they have accepted her status.

Kgalalelo is coping well with HIV. She now works as a trainer for the Centre for Youth of Hope (CEYOHO). Ever since she tested, she leads a very healthy life. Kgalalelo started treatment for HIV on the 10th of August 2001. Her blood was very weak when she started and she was very thin. Now her blood is much stronger and she has gained a lot of weight.

Kgalalelo advises young people not to have sex until they are married.



I: Self-Awareness



Background

Self-awareness is knowing who we are and what we can do. This includes, among other things, our likes and dislikes, our limitations, and our strengths.

It is important to know ourselves so that we can improve our limitations and build on our strengths. This helps us build our self-esteem and become better people.

In this chapter, learners will express their likes and dislikes regarding some basic concrete things, such as food, shelter, clothing, chores, and hobbies. This will help them build a foundation for understanding who they are and what they can do as they grow and become more complex individuals.

Purpose

To help young learners think about themselves constructively and to understand that individuals are unique and that differences among people are acceptable.

Learning Objectives

Learners should be aware of who they are and what they can do.

Learners will:

- Identify their own likes and dislikes
- Recognise other people's likes and dislikes
- Compare their likes and dislikes to those of others
- Identify their own strengths and limitations
- Compare their strengths and limitations to those of others
- Express their own uniqueness

Points to Keep in Mind

The teacher should be aware of learners' reactions when addressing the issue of their uniqueness, as this discussion may evoke emotions among learners with regard to their individual attributes, abilities, or physical appearance. The teacher should prohibit ridicule and promote an environment where learners are comfortable talking about themselves, for example, by reminding them that we are all different and that we all have things we like and dislike about ourselves.

Methods	Materials	Time
<ul style="list-style-type: none"> • Brainstorming • Individual work • Class discussion • Pair work • Presentation • Group work 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pencils ✓ Paper ✓ Crayons 	One activity at 30 minutes; four activities at 60 minutes each

Activity 1.1

Listing Likes and Dislikes

Learning Objectives

Learners will:

- Identify their own likes and dislikes

Methods

- ❖ Brainstorming
- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners what they ate recently.
3. Ask learners to brainstorm a list of fruits.
4. Write their answers on the blackboard or paper.
5. Ask learners to make two columns: one labelled “Likes” and one labelled “Dislikes”.
6. Ask learners to put the fruits on the blackboard (or piece of paper) in the columns, according to their likes and their dislikes.
7. End the activity with a class discussion about choices that centre on the following questions (refer to Worksheet 1.1):
 - a. Which fruits do you like? Why?
 - b. Which fruits do you dislike? Why?
 - c. Do you have the same likes and dislikes as anybody else?

Materials

- Worksheet 1.1
- Pencils
- Paper

Time

30 minutes

Conclude by saying:

It is normal for everyone to have likes and dislikes in their food choices. It is important for each of us to recognise our own likes and dislikes and to remember that not everyone shares the same likes and dislikes.

Activity 1.2

Looking at Everyday Likes and Dislikes

Learning Objectives

Learners will:

- Identify their own likes and dislikes
- Recognise other people's likes and dislikes
- Compare their likes and dislikes to those of others

Methods

- ❖ Individual work
- ❖ Pair work
- ❖ Presentation
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Remind learners that they discussed food likes and dislikes and learned that different people have different preferences. Tell learners that they are now going to discuss other things that people have different preferences about.
3. Ask learners to individually list some clothes, subjects, duties, and animals they like and dislike (refer to Worksheet 1.2a).

Materials

- Worksheets 1.2a and 1.2b
- Pencils
- Paper

Time

60 minutes

	LIKE	DISLIKE
Clothes:		
School Subjects:		
Duties:		
Animals:		

4. Ask learners to work in pairs to interview each other about their likes and dislikes (refer to Worksheet 1.2b).

	LIKE	DISLIKE
Clothes:		
School Subjects:		
Duties:		
Animals:		

5. Ask pairs to compare their likes and dislikes by discussing the things they like and dislike and explaining why they like or dislike them.
6. End the activity by asking learners to report to the class what they learned about their neighbour's likes and dislikes.

Conclude by saying:

There is nothing wrong with people liking different things. People should not be judged based on what they like or dislike.

Activity 1.3

Exploring Strengths and Limitations in Personal Abilities

Learning Objectives

Learners will:

- Identify their own strengths and limitations
- Compare their strengths and limitations to those of others

Methods

- ❖ Presentation
- ❖ Class discussion
- ❖ Individual work
- ❖ Pair work

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to describe themselves to the class.
3. Discuss strengths and limitations based on what learners have said. (Note: Be sensitive to how learners feel about their strengths and limitations. Be positive when using examples.)
4. Ask learners to list their strengths and limitations (refer to Worksheet 1.3a).

Materials

- Worksheets 1.3a and 1.3b
- Pencils
- Paper

Time

60 minutes

	I am good at:	I am not good at:	I want to get better at:
Games			
Duties/ Work			

5. Ask learners to work in pairs and to discuss and write down their neighbours' strengths and limitations and the things they want to get better at (refer to Worksheet 1.3b).

	My neighbour is good at:	My neighbour is not good at:	My neighbour wants to get better at:
Games			
Duties/ Work			

6. Ask the pairs to discuss the following with their neighbours:
- What does this tell you about your neighbour?
 - How can you help your neighbour with his or her weaknesses?
 - How can his or her strengths help you?
7. End the activity by asking learners to tell their neighbours something they learned about the differences between their own strengths and limitations and their neighbours'.

Conclude by saying:

We are all unique, with different strengths and limitations. Our limitations do not mean that we are not able; rather, they tell us where we need to improve. Our strengths enable us to help others as well as ourselves. Therefore, we should not be discouraged when we are not able to do something. Instead, we should find ways to improve on our limitations.

Activity 1.4

Looking at How We See Ourselves and Others

Learning Objectives

Learners will:

- Express their own uniqueness

Methods

- ❖ Individual work
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recap how learners described themselves in the previous activity.
3. Ask learners to make self-portraits and underneath to list things they like about themselves (refer to Worksheet 1.4a).
4. Ask learners to draw a picture of their neighbour and to list things they like about that person (refer to Worksheet 1.4b).
5. Ask pairs to look at and discuss each other's pictures and lists. The discussion should centre on the following questions (refer to Worksheet 1.4b):
 - a. How are your pictures and descriptions different?
 - b. How are they the same?

Materials

- Worksheets 1.4a and 1.4b
- Pencils
- Paper
- Crayons

Time

60 minutes

Conclude by saying:

We all see ourselves in different ways. We may see things we like and dislike. Some things that we don't like about ourselves, others may like about us. Let's appreciate ourselves as we are.

Activity 1.5

Expressing Ourselves

Learning Objectives

Learners will:

- Express their own uniqueness

Methods

- ❖ Individual work
- ❖ Group work
- ❖ Presentation
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Explain that a Bio-poem is a way to describe oneself using poetry. Refer to the following example (refer to Worksheet 1.5a):

My name is . . .

I like . . .

I'm good at . . .

I want to . . .

I would like to be better at . . .

When I grow up, I want to become . . .

3. Ask learners to make Bio-poems about themselves.
4. Divide learners into groups.
5. Ask groups to discuss their Bio-poems and what makes people different from one another (refer to Worksheet 1.5b):
 - a. Are any of your Bio-poems the same?
 - b. If your poems were all the same, would they be interesting to hear? Why?
 - c. What makes people different?
6. Ask for some volunteers to read their Bio-poems to the rest of the class.
7. End the activity by asking learners to express some things they did not know about their classmates.

Materials

- Worksheets 1.5a and 1.5b
- Pencils
- Paper

Time

60 minutes

Conclude by saying:

The differences between our likes and dislikes, our strengths, and our limitations should not make people feel bad about themselves or others. Each person is unique, and we can all express that uniqueness in creative ways.

II: Values



CHAPTER II VALUES

Background

A value is a belief we hold that is important to us, influencing how we guide our lives and relate to other people. There are individual values, family values, community values, and national values.

Values shape our goals and influence the way we make decisions. Values build not only the individual but also the society at large. Therefore, for learners to treat people respectfully and be treated with respect, the values of loyalty and, most especially, honesty are very important.

In this chapter, learners are introduced to the concept of values by talking about the importance of telling the truth and respecting others. They also explore what it feels like to be lied to. Values for children centre on honesty and dishonesty with their friends and family members, as well as respect and disrespect. It is essential for the teacher to dwell on the positive aspects of one's values so that learners are encouraged to establish and uphold values.

Purpose

To equip learners with skills that will assist them in clarifying the personal values that guide their actions, attitudes, judgements, and decisions.

Learning Objectives

Learners should be able to develop and uphold a personal value system.

Learners will:

- Describe honesty
- Explain why honesty is important
- Explain how they can be honest in their relationships with friends, family, and others
- Explain why respect is important
- Demonstrate the concept of *Botho*

Definition of Terms

- **Values:** Beliefs held by a person or a group in which there is an emotional investment.
- **Honesty:** Not disposed to cheat or defraud.
- **Loyalty:** Unwavering devotion to a friend, vow, cause, or course of action.
- **Respect:** Courteous regard for people's feelings.
- **Personal space:** The immediate area around a person that should not be invaded or entered by others without that person's permission.

Points to Keep in Mind

The work of defining Vision 2016 began in August 1996 with a nine person Presidential Task Group. They produced a booklet entitled "A Framework for a Long Term Vision for Botswana". The Vision 2016 described below is a national manifesto for the people of Botswana. It reflects the views of many different parts of our society. It is a statement of long term goals that identifies the challenges implied by those goals, and proposes a set of strategies that will meet them.

The development plans of Botswana have always been based upon the four national principles, which are Democracy, Development, Self-reliance and Unity. These principles are still valid today, and must be re-focused to embrace change and relate to Botswana's current level of development.

The fifth principle for Botswana will be *Botho* (Setswana word for respect, good manners). *Botho* as a concept must stretch to its utmost limits the largeness of the spirit of all Batswana. It must permeate every aspect of our lives, like the air we breathe, so that no Motswana will rest easy knowing that another is in need.

The Seven Pillars of Vision 2016 are as follows:

1. An educated and informed nation.
2. A prosperous, productive, and innovative nation.
3. A compassionate, just, and caring nation.
4. A safe and secure nation.
5. An open, democratic, and accountable nation.
6. A moral and tolerant nation.
7. A united and proud nation.

- The teacher may want to refer to Vision 2016 (www.logos-net.net/ilo/150_base/en/init/bot_3.htm) for a complete description of *Botho*.

Methods	Materials	Time
<ul style="list-style-type: none">• Class discussion• Story telling• Role playing• Group work• Brainstorming• Presentation• Individual work	<ul style="list-style-type: none">✓ Worksheets✓ Pencils✓ Paper✓ Blank flash cards	Four activities at 30 minutes each; two activities at 60 minutes each

Activity 2.1

Describing Honesty

Learning Objectives

Learners will:

- Describe honesty

Methods

- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to discuss their experiences with lies and stealing. The discussion should centre on the following questions (refer to Worksheet 2.1):
 - a. Has anyone ever told you something that wasn't true?
 - b. How did it make you feel when you found out that the person told you a lie?
 - c. Has anyone ever taken something from you that wasn't theirs?
 - d. How did it make you feel?
3. Ask learners to discuss their thoughts and feelings about lying and stealing. How does it make them feel when someone is dishonest or steals? What do they think of such a person?
4. Ask learners to create their own definition of honesty by describing what it means to them.
5. End the activity with learners sharing how they will behave regarding lying, stealing, and dishonesty.

Materials

- Worksheet 2.1
- Paper
- Pencils

Time

30 minutes

Conclude by saying:

We have discussed how lying and stealing can make others feel bad and can hurt us. Therefore, it is important to value honesty to avoid these bad feelings.

Activity 2.2

Describing Honesty

Learning Objectives

Learners will:

- Describe honesty
- Explain why honesty is important

Methods

- ❖ Story telling
- ❖ Class discussion
- ❖ Role playing

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the definition of honesty in Activity 2.1.
3. Read the following story (refer to Worksheet 2.2a):

Story: "The Honest Taxi Drivers"

In 2002, three taxi drivers in Gaborone, Botswana, found a lot of money. They had heard on the radio that there was a bank robbery. They discussed keeping the money, but they finally decided to take the money to the bank where it belonged. The bank manager was very thankful. The people of Botswana admired the taxi drivers' honesty, and they became famous.

4. Discuss the story with the class, using the following questions (refer to Worksheet 2.2b):

- a. Were the three men clever to have given the money back?
- b. What do you think they should have done?
- c. Do you think that honesty pays?
- d. What would you do if it happened to you?
- e. Why would you do that?

Materials

- Worksheets 2.2a and 2.2b
- Paper
- Pencils

Time

60 minutes

5. Ask learners to role-play the story. Assign roles: three taxi drivers, the bank manager, and some Batswana.

-
6. End the activity by discussing with the class what they learned about the importance of honesty. Tell the class that the president thanked the three men and that they were given some reward money through contributions from the public.

Conclude by saying:

The three taxi drivers valued honesty. Because of this value, they made the decision to return the money to the bank. When you find something that does not belong to you, you can show that you value honesty by returning it to the owner.

Activity 2.3

Explaining Honesty and Dishonesty

Learning Objectives

Learners will:

- Explain why honesty is important

Methods

- ❖ Group work
- ❖ Brainstorming
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the story of the taxi drivers and the honesty they showed from Activity 2.2.
3. Divide learners into groups.
4. Ask groups to brainstorm examples of honesty and dishonesty (refer to Worksheet 2.3).
5. Ask groups to write down five examples of honesty and five examples of dishonesty on flash cards, without labelling them as honesty or dishonesty. For example:

Keeping someone's property that you found.

Reporting lost and found property.

6. Ask groups to exchange their flash cards with another group.
7. Ask each group to separate the cards into two piles: honesty and dishonesty.
8. Ask each group to choose one example from each pile and discuss the benefits of the honest action and the consequences of the dishonest action. Have them report what they discussed to the class.
9. End the activity by discussing the importance of honesty and the dangers of dishonesty.

Materials

- Worksheet 2.3
- Pencils
- Paper
- Blank flash cards (10 per group)

Time

30 minutes

Conclude by saying:

We have discussed ways to be honest and why honesty is important. We have also seen that being dishonest has negative and harmful consequences. Therefore, honesty is an important value to uphold.

Activity 2.4

Honesty in Relationships

Learning Objectives

Learners will:

- Explain how they can be honest in their relationships with friends, family, and others

Methods

- ❖ Class discussion
- ❖ Group work
- ❖ Presentation
- ❖ Role playing

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on the times that people have been dishonest.
3. Divide the class into groups.
4. Ask groups to discuss how to be honest in their relationships with others, using the questions on the worksheet (refer to Worksheet 2.4).

What are some ways you can be honest with:

- a. People in your family?
- b. Your friends?
- c. Other people you know?

5. Ask each group to report what they discussed to the class.
6. End the activity by having each group role-play one example of honesty in a relationship.

Materials

- Worksheet 2.4
- Pencils
- Paper

Time

30 minutes

Conclude by saying:

When you value honesty, you are able to have strong relationships with your friends, your family, and others because you encourage them to be honest with you. If you want good relationships, be honest with your friends, your family, and others.

Activity 2.5

Respect

Learning Objectives

Learners will:

- Explain why respect is important.

Methods

- ❖ Brainstorming
- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class on actions that show politeness.
3. Ask learners to complete the following by placing a tick (✓) next to behaviours that are polite (refer to Worksheet 2.5a):

- _____ "Please, teacher, may I go out?"
- _____ "Bring that cup here; I want to drink water."
- _____ "I want to go out."
- _____ "You know that I could slap you for taking my note book."
- _____ "Give me your pen."
- _____ "May I use your cup to drink water?"
- _____ "May I please use your pen, Tinah?"

Materials

- Worksheets 2.5a and 2.5b
- Pencils
- Paper

Time

60 minutes

4. Ask learners to complete the following by putting a cross (X) next to statements that show disrespect and by putting a tick (✓) next to statements that show respect (refer to Worksheet 2.5b):

- _____ Receiving things from other people with just one hand
- _____ Receiving things from other people with both hands
- _____ Bending your knees when greeting an adult
- _____ Facing away from someone when talking to him or her
- _____ Making noise while others are concentrating

- _____ Using another person's property without permission
- _____ Standing in someone's personal space
- _____ Addressing elders by saying 'rra' or 'mma'
5. Ask learners to answer the questions below (refer to Worksheet 2.5b):
 - a. When you act politely, what does it say about you to the people around you?
 - b. Why do you think people should be polite to one another?
 6. Discuss with learners their responses to the worksheet. Explain why a particular behaviour is considered polite or impolite, respectful or disrespectful.
 7. End the activity with a class discussion of what being polite and respectful says about a person.

Conclude by saying:

Treating others with politeness and respect is a reflection of who you are. Therefore, if you want to show that you are a good person, treat others with politeness and respect.

Activity 2.6

Botho

Learning Objectives

Learners will:

- Demonstrate the concept of *Botho*

Definition of Terms

Botho: Setswana word for the possession of attributes associated with being a good person, including good manners, kindness, compassion, helpfulness, consideration for others, respect for older people, and humility.

Points to Keep in Mind

Vision 2016 provides a complete description of *Botho*.

Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Role playing
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to brainstorm what they think *Botho* is.
3. Define *Botho* and provide an example:

For example: well mannered, disciplined, caring, patient, helpful, understanding, fair, respectful.

4. Divide the class into groups and ask them to develop and perform a role play that demonstrates the concept of *Botho*. (If learners can't think of an example, you might suggest helping an elderly person, giving up one's seat on the bus to a pregnant woman, or giving food to someone who is in need.) (refer to Worksheet 2.6)
5. End the activity by discussing the examples of *Botho* the groups role-played and how learners can demonstrate *Botho* in their daily lives.

Materials

- Worksheet 2.6
- Pencils
- Paper

Time

30 minutes

Conclude by saying:

The choices we make often show what values we hold. Basic human values, such as the values of *Botho*, can guide us in making good choices.

III: Goal Setting



CHAPTER III **GOAL SETTING**

Background

Goal-setting is planning for what you want, who you will become, and where you want to go. As children grow, they depend less on their parents or guardians as they begin to meet their own physical, emotional, and economic needs regarding freedom and self-direction. They then begin to take personal responsibility for their own lives. Therefore, they need to learn to set their own goals.

Children need to start setting smaller goals at a tender age in order to build their confidence. This, in turn, will help them get used to setting and attaining larger goals.

In this chapter, learners begin to understand that careful planning will bring them more success and less frustration.

Purpose

To assist young learners in developing their ideas of what they want to do in life and to create a plan for achieving their dream.

Learning Objectives

Learners should be able to set measurable and achievable short- and long-term goals.

Learners will:

- Define “goals”
- Describe the importance of personal goals
- Set personal goals

Points to Keep in Mind

- A goal is something a person wants to accomplish. Having personal goals helps us make the best choices and decisions in our lives.
- Short- and long-term goals give us direction and move us towards our vision. Achievable short-term personal goals should be:
 - specific
 - measurable
 - realistic
 - positive
- As young children grow and develop, they must first realise that they have the ability to influence who they are and what they can become. They can then realise their full potential by taking charge, planning, and taking important actions towards making their dreams come true.
- In the process of setting goals, a number of elements often interfere with success. Young children should be made aware of these barriers and realise which ones apply to them individually.

Methods	Materials	Time
<ul style="list-style-type: none"> • Brainstorming • Role playing • Group work • Class discussion • Pair work 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pencils ✓ Paper 	One activity at 30 minutes; one activity at 60 minutes

Activity 3.1

Defining Goals

Learning Objectives

Learners will:

- Define “goals”
- ❖ Brainstorming
- ❖ Role playing
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class on what goals are and give examples.
3. Read through the following role play with the class (refer to Worksheet 3.1a):

Role Play: “Mmaonyana and Thabo”

MMAONYANA: Why are you always glued to the mirror?

THABO: Mmao, I want to look nice.

MMAONYANA: I think you are wasting time. What is your goal in life?

THABO: My dear, my goal is to look like the people in the magazines.

MMAONYANA: Oh, girl, my goal is to pass my exams.

THABO: Why do you care so much about passing your exams?

MMAONYANA: I want to do well in school so that I can get a good-paying job and build my mother a big house.

4. Ask two learners to do the role play for the class.

Materials

- Worksheets 3.1a and 3.1b
- Pencils
- Paper

Time

30 minutes

-
5. Divide the class into small groups and ask them to discuss the following questions (refer to Worksheet 3.1b):
 - a. What are Mmaonyana's goals in life?
 - b. How does she plan to achieve her goals?
 - c. Does Thabo have goals?
 - d. How does she plan to achieve her goals?
 6. Discuss the worksheet answers with the whole class.
 7. End the activity with a class discussion that centres on these questions:
 - a. If you don't have goals, what might happen?
 - b. If you don't have plans for achieving your goals, what might happen?

Conclude by saying:

A goal is something a person aims for. If you want to succeed in life, you must set goals and work towards them.

Activity 3.2

Setting Personal Goals

Learning Objectives

Learners will:

- Describe the importance of personal goals
- Set personal goals

Methods

- ❖ Role playing
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the definition of a goal based on the discussion from Activity 3.1.
3. Divide learners into pairs to do the following role play (refer to Worksheet 3.2a):

Role Play: "Thuso and Tshepo"

THUSO: You are always reading!

TSHEPO: T-boy, my goal is to pass all my tests so that I can become a doctor when I grow up.

THUSO: Wow!! That's cool, girl!

TSHEPO: I want to go to school and finish.

THUSO: I would like to work hard too, so that I could start my own business.

TSHEPO: What kind of business?

THUSO: My dream is to become a dress-maker.

4. Ask pairs to discuss the questions on the worksheet (refer to Worksheet 3.2a):
 - a. What would Tshepo like to do when she grows up?
 - b. How does she plan to achieve this goal?
 - c. What help does she need in order to achieve her goal?

Materials

- Worksheets 3.2a and 3.2b
- Pencils
- Paper

Time

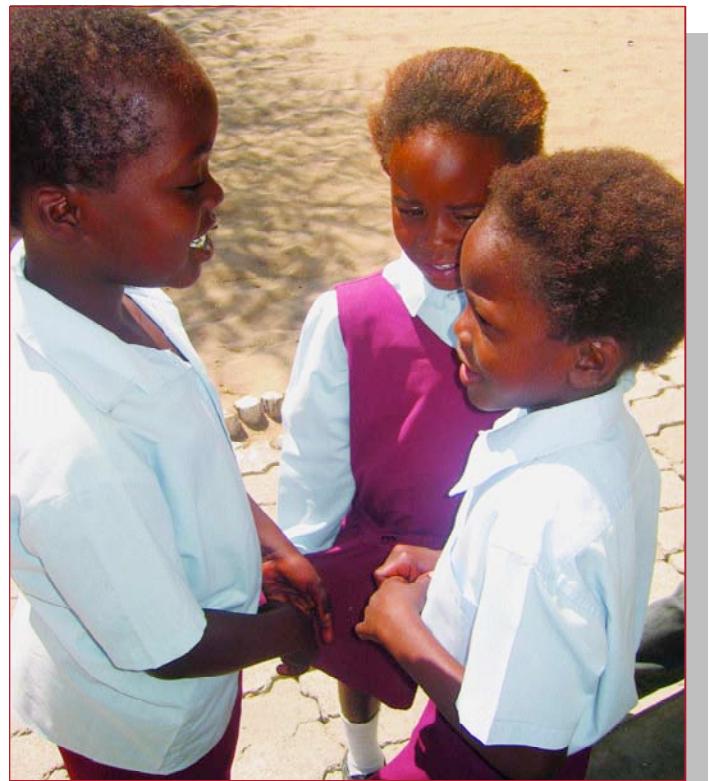
60 minutes

-
5. Discuss with the class the importance of setting goals and making plans for achieving them.
 6. Ask pairs to create a short role play that answers the following questions about their personal goals and plans (refer to Worksheet 3.2b):
 - a. What would you like to be when you grow up?
 - b. How do you plan to achieve that?
 - c. What help do you need to achieve this goal?
 7. End the activity by having pairs volunteer to present their role plays.

Conclude by saying:

Setting personal goals will help us become who we want to be.

IV: Communication



CHAPTER IV **COMMUNICATION**

Background

Communication involves one person imparting or exchanging information, ideas, or feelings to or with another person. Communication requires speaking, listening, observing, understanding, and responding. Communication can be verbal, non-verbal, or both. Verbal communication is when one communicates using words; non-verbal communication is when one uses gestures or body language to communicate.

Children need to be able to clearly express their feelings and needs as well as to understand and be sensitive to the feelings and needs that others express. Poor communication can cause misunderstandings and lead to feelings of anger, mistrust, or frustration in relationships with teachers, friends, family, and others.

In this chapter, learners develop and practice a range of communication skills (speaking, listening, and observing). They learn communication strategies, such as following directions and initiating and maintaining conversations, as well as how to communicate both verbally and non-verbally.

Purpose

To enhance good communication skills in learners so that they can communicate effectively and express themselves freely.

Learning Objectives

Learners should be able to communicate effectively.

Learners will:

- Define communication
- Give examples of how people communicate their feelings, wants, needs, etc.
- Demonstrate acceptable ways of communicating their own feelings, wants, and needs, both verbally and non-verbally
- Demonstrate effective ways to communicate refusal, i.e., to say “no” and mean it, both verbally and non-verbally

Points to Keep in Mind

- “Communication” refers to the transfer of information between people.
- People communicate in a variety of ways:
 - a. *Non-verbally*, by using symbols, signs, or body language to convey messages. Non-verbal cues provide additional information that can help clarify the verbal message. Sign language is a form of non-verbal communication used by the Hearing Impaired.
 - b. *Verbally*, by using words and language to convey messages.

- Acceptable communication practices should be emphasised, for example, “Mummy, may I please have some water?” or “Please pass me the milk.” Verbal and non-verbal communication can be misunderstood or misinterpreted, or might mean different things to different people. NB: If you are not clear, seek clarification.

Methods	Materials	Time
<ul style="list-style-type: none"> • Brainstorming • Guided learning • Group work • Class discussion • Game playing • Individual work • Presentation • Role playing • Pair work 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pencils ✓ Paper 	Four activities at 30 minutes each; two activities at 60 minutes each

Activity 4.1

Communicating Feelings

Learning Objectives

Learners will:

- Define communication
- Give examples of how people communicate their feelings, wants, needs, etc.

Methods

- ❖ Brainstorming
- ❖ Guided learning
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to brainstorm feelings they want to convey to others (hungry, happy, angry, excited, etc.). (refer to Worksheet 4.1)
3. Ask learners to brainstorm ways of telling people how they are feeling (talking, smiling, crying, etc.). (refer to Worksheet 4.1)
4. Explain that all these ways of telling people how you are feeling are ways of communicating.
5. Tell learners that there are two ways to communicate: verbally and non-verbally. Verbal communication involves speaking. In non-verbal communication, you share information by using gestures or body language to communicate.
6. Divide learners into groups and ask them to take turns telling others how they are feeling—without speaking.
7. End the activity by having groups report some of the ways they conveyed their feelings without speaking.

Materials

- Worksheet 4.1
- Pencils
- Paper

Time

30 minutes

Conclude by saying:

It is important to know how to express your feelings and to understand what others are trying to express to you about their feelings so that we can avoid frustration, anger, and sadness.

Activity 4.2

Communicating Feelings, Wants and Needs

Learning Objectives

Learners will:

- Give examples of how people communicate their feelings, wants, needs, etc.

Methods

- ❖ Class discussion
- ❖ Game playing

Procedure

1. Introduce the objectives of the activity to the class.
2. Discuss with the learners the list of “feeling” words (refer to Worksheet 4.2).
3. Tell learners that they are going to play a game called “Name Buzz”. Ask learners to stand in a circle and, in turn, to say their names in a way that reflects how they are feeling. Use the list of words below as a guide:
 - a. For example, if Opelo feels shy, he might whisper “Opelo” in a tiny voice.
 - b. If Tshepo feels very confident, she might say “TSHEPO” in a loud, strong voice.

- Shy
- Happy
- Scared
- Sad
- Lonely
- Brave
- Surprised
- Angry
- Bored

Materials

- Worksheet 4.2
- Pencils
- Paper

Time

30 minutes

4. Ask the class to repeat each name three times, imitating the speaker.
5. End the activity by asking some of the learners to explain what their feelings were and how they think that their way of saying their names showed how they were feeling.

Conclude by saying:

The way you speak can communicate how you are feeling.

Activity 4.3

Non-Verbal Communication

Learning Objectives

Learners will:

- Give examples of how people communicate their feelings, wants, needs, etc.

Methods

- ❖ Individual work
- ❖ Group work
- ❖ Presentation
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the list of “feeling” words that learners discussed in Activity 4.2.
3. Ask learners to circle the faces on the worksheet that reflect the feelings they themselves have at that moment (refer to Worksheet 4.3).

Materials

- Worksheet 4.3
- Pencils
- Paper

Time

30 minutes

Pictures of faces:

a



b



c



Bored

Cold

Happy

d



e



f



Sick

Thoughtful

Surprised

g



h



i



Frightened

Sad

Lonely

NB: Allow learners to interpret the pictures the way they see and understand them.

-
- 4. Ask volunteers to share why they have chosen a particular picture.
 - 5. Divide learners into groups, and ask them to discuss what feelings the faces seem to show.
 - 6. Ask learners to share with their group an example from their own lives of someone using gestures and body language to communicate.
 - 7. Ask a volunteer from each group to demonstrate an example to the class.
 - 8. End the activity with a class discussion of ways that people can use gestures and body language to communicate their feelings.

Conclude by saying:

Good communication includes being able to use gestures and body language to express one's feelings, wants, and needs, and being able to understand when others express their feelings in this way.

Activity 4.4

Acceptable Ways of Communicating (Part 1)

Learning Objectives

Learners will:

- Demonstrate acceptable ways of communicating their own feelings, wants, and needs, both verbally and non-verbally.

Methods

- ❖ Class discussion
- ❖ Group work
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a discussion on the appropriate ways of asking for something.
3. Divide learners into groups to work on choosing the most appropriate ways of asking for something (refer to Worksheet 4.4):
 - a. How would you ask an uncle for water?
 - Uncle, may I please have water?
 - Uncle, I need water.
 - Uncle, give me some water.
 - b. Why did you make that choice?
 - c. How would you ask a friend to lend you a pencil?
(Write it here.)
 - d. Why would you say it like that?
 - e. How would you ask a teacher for help with your homework?
4. Ask groups to report their choices.
5. Offer some additional statements for the class to consider.
6. End the activity with a class discussion on why learners think the chosen statements are appropriate ways of communicating, whereas other statements are not.

Materials

- Worksheet 4.4
- Pencils
- Paper

Time

30 minutes

Conclude by saying:

If you are not respectful when you ask for things, your request may not be well-received, and you are not likely to get what you want.

Activity 4.5

Acceptable Ways of Communicating (Part 2)

Learning Objectives

Learners will:

- Demonstrate acceptable ways of communicating their own feelings, wants, and needs, both verbally and non-verbally.

Methods

- ❖ Role playing
- ❖ Class discussion
- ❖ Pair work

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall appropriate ways of asking for something.
3. Read through the following role play with the class (refer to Worksheet 4.5a):

Role Play: “A Cell Phone”

TSHEPO: Mama, I want a cell phone. My friend has one.

MUM: But Tshepo, the last time we talked about this, I told you we cannot afford it because I have to buy your school shoes. Besides, just because your friend has a cell phone doesn't mean that you also need one.

TSHEPO: But Mama, I can still use the shoes I have.

MUM: Tshepo, we still have to buy food and pay your school development fees.

TSHEPO: Okay, Mama, I understand, but when should I expect the cell phone?

4. Ask two learners to present the role play.
5. Lead a class discussion that centres on learners' responses to the first three worksheet questions (refer to Worksheet 4.5b):
 - a. How does Mum communicate what she is thinking?
 - b. How does Tshepo communicate what she wants?
 - c. Does Tshepo understand? Does Mum understand?

Materials

- Worksheets 4.5a and 4.5b
- Pencils
- Paper

Time

60 minutes

-
6. Ask learners to work in pairs to answer the last two worksheet questions (refer to Worksheet 4.5b):
 - d. How could Mum better communicate her point of view?
 - e. How could Tshepo better communicate her point of view?
 7. End the activity by having learners role-play their responses to questions d and e in Worksheet 4.5b.

Conclude by saying:

Asking for things in an acceptable manner is not only polite, but also the most effective way to get what you are asking for. However, sometimes, even if you ask politely, you may not necessarily get what you are asking for at that particular time.

Activity 4.6

Communicating Your Refusal

Learning Objectives

Learners will:

- Demonstrate effective ways to communicate refusal, i.e., to say “no” and mean it, both verbal and non-verbal communication.

Methods

- ❖ Class discussion
- ❖ Pair work
- ❖ Brainstorming
- ❖ Individual work
- ❖ Role-playing
- ❖ Guided learning

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on how sometimes other people may ask learners to do things they know are not right.
3. Ask them to choose a partner and discuss the questions on the worksheet (refer to Worksheet 4.6):

Sometimes people may ask you to do things that you know are not right.

- a. What are some of these things?
- b. How do you refuse them?
- c. What would you say?
- d. What would you do?
- e. What faces (non-verbal communication) would you make?
- f. With your neighbour, practice communicating that you won't do something.

Materials

- Worksheet 4.6
- Pencils
- Paper

Time

60 minutes

4. Ask the class to brainstorm a list of actions that children should avoid (for example, inappropriate touches, running errands to the bars, taking off their clothes when someone makes them uncomfortable, washing and touching someone's blood without gloves, going to a neighbour's/someone's house without your parent's consent, keeping secrets).

-
- 5. Lead a class discussion of ways to refuse to participate in these behaviours.
 - 6. Ask learners to write down how they would refuse one of the behaviours—what they would say and do.
 - 7. Lead a class discussion that centres on what learners would say and do.
 - 8. Ask pairs of learners to practice communicating refusal by role-playing situations chosen from the brainstormed list.
 - 9. End the activity by emphasizing the importance of practicing how to say “no” to things that are not right.

Conclude by saying:

Saying “no” when you are asked to do things that you know are not right is an important communication skill. Constant practice of both verbal and non-verbal ways of communicating will help you express yourself effectively and freely, which will lead to better inter-personal relationships. Pay attention to how you express yourself and to what others are expressing.

V: Decision Making



CHAPTER V DECISION MAKING

Background

A decision is a position one takes after considering possible actions or solutions to an issue. There are two types of decisions: simple (such as what to have for breakfast) and complex (such as what kind of job one should choose).

Decision making enables learners to take proper control of their own lives and to accept responsibility for their own decisions.

At this level, learners can get into the habit of making informed decisions on simple issues, such as the type of food they want to eat, which shirt or blouse they want to wear, or whether to go out and play or do their homework.

In this chapter, learners practise the skill of making good decisions and learn how to become effective decision-makers.

Purpose

To sensitise learners to the importance of making informed decisions at an early age and to empower young people to take responsibility for their decisions and the resulting consequences.

Learning Objectives

Learners should be able to make informed decisions.

Learners will:

- Define decision making
- Identify a range of consequences that result from certain decisions
- Explain why it is important to make decisions
- Demonstrate that they can consider the consequences when making decisions

Methods	Materials	Time
<ul style="list-style-type: none">• Poetry reading• Class discussion• Role playing• Pair work• Individual work• Group work	<ul style="list-style-type: none">✓ Worksheets✓ Pencils✓ Paper	Three activities at 30 minutes each

Activity 5.1

Defining Decision-Making

Learning Objectives

Learners will:

- Define decision making

Methods

- ❖ Poetry reading
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Read aloud the following poem as learners read along (refer to Worksheet 5.1):

Poem: "Mokunkuru"

Ke lephoi mokunkuru
Ke tsogile bogologolo
Ke badile dingwaga tsame
Ka digela sedikadike
Nna lephoi wa khutsanyana
Ga ke rate basimanyana
Ke tlhoile bana ba ba batho
Ka ba rata go mpolaya
Ke tsheletse go sia-sia
Ke agetse go boba-boba
Ke tlhalefa ba mpolae
Ka ga bana pelo-tlhomogi.

Materials

- Worksheet 5.1
- Pencils
- Paper

Time

30 minutes

3. Discuss the following questions with the class (refer to Worksheet 5.1):
 - a. What is this poem about?
 - b. What is a decision?
 - c. What are the decisions that Mokunkuru makes?

-
- 4. Ask learners to share examples of times when they had to make a decision. Ask if the decision was easy or difficult to make, and why.
 - 5. End the activity by discussing how learners made their decisions.

Conclude by saying:

In life, there are many decisions we have to make, some easy and some difficult. Decision making is a process we can learn so that making decisions becomes easier for us.

Activity 5.2

Decision-Making Consequences

Learning Objectives

Learners will:

- Identify a range of consequences that result from certain decisions

Methods

- ❖ Role-playing
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the different decisions that learners commonly make.
3. Ask learners to break into pairs and role-play “Biki and Mosetsana” (refer to Worksheet 5.2a):

Role Play: “Biki and Mosetsana”

BIKI: Hello, Mosetsana.

MOSETSANA: Hi, Biki.

BIKI: You look sad.

MOSETSANA: Oh, Biki! I have been spending too much time playing around, and now I am failing my classes! What should I do?

BIKI: What do you want to do?

MOSETSANA: I would like to work hard at school so that I can pass my next tests.

BIKI: Ha ha! Mosetsana, school work is a waste of time.

MOSETSANA (*thinking to herself*): I want to work hard at school, but Biki is my friend; if I work hard, he will laugh at me and even stop being my friend. Oh God, what should I do?

Materials

- Worksheets 5.2a and 5.2b
- Pencils
- Paper

Time

30 minutes

-
4. Ask pairs to discuss the questions below (refer to Worksheet 5.2b):
 - a. What problem does Mosetsana have?
 - b. What choices does Mosetsana have?
 - c. What would be the consequences (the results) of each choice?
 - d. What will happen if she does not make a choice?
 5. Reconvene the class to discuss their answers from the worksheet. Ensure that learners understand that Mosetsana is failing because she is playing too much.
 6. End the activity by having learners give an example of a decision they made and its result.

Conclude by saying:

For every decision there is a consequence, which can be good or bad. To be good decision-makers, we should be aware of the possible results of our decisions.

Activity 5.3

Considering Consequences

Learning Objectives

Learners will:

- Explain why it is important to make decisions
- Demonstrate that they can consider the consequences when making decisions

Methods

- ❖ Individual work
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to recall the meaning of “consequence” and provide examples.
3. Ask learners to work individually to answer the questions on the worksheet (refer to Worksheet 5.3):
 - a. What are some of the decisions you have made since yesterday?
 - b. What were your reasons for making those decisions?
 - c. What were the consequences of those decisions? Were the consequences positive (good) or negative (bad)?
4. Divide the class into groups to discuss their decisions, reasons, and consequences.
5. Ask each group to report two examples of decisions, reasons, and consequences to the class.
6. End the activity with a class discussion of the positive and negative consequences that can result from decision making, and how learners can be responsible decision-makers.

Materials

- Worksheet 5.3
- Pencils
- Paper

Time

30 minutes

Conclude by saying:

Sometimes we have a reason to make a decision that results in a negative consequence. When making decisions, we must always be aware of what the consequences are, and take responsibility for our decisions.

VI: Stress Management



CHAPTER VI STRESS MANAGEMENT

Background

Stress results from difficulties that cause strain, emotional tension, or worry. Stress management, then, is the process of coping with the strain and tension.

Stress management is an important technique for keeping ourselves healthy and happy.

Learners are likely to encounter stress that is related to the community, school, family, or friends especially in the advent of HIV and AIDS, where some children have become caregivers and/or orphans at an earlier age and are living in poverty.

In this chapter, learners understand how to recognise stress and learn some coping strategies for managing stress.

Purpose

To equip learners with stress-management skills.

Learning Objectives

Learners should be able to recognise, understand, and effectively deal with stressful situations.

Learners will:

- Define “stress”
- Recognise stress-causing situations
- Recognise signs of stress
- Discuss ways to avoid or manage stress, i.e., coping strategies
- Demonstrate how to use coping strategies to avoid or manage stress

Points to Keep in Mind

Some of the issues discussed in this chapter are very emotional and sensitive. Teachers need to be careful when discussing these issues by being observant to learners' reactions so as not to make them more stressed. The objective is to help learners manage stress, not to cause or increase it. Some of the activities in the chapter have illustrations as part of the worksheets. Teachers need to encourage learners to interpret the pictures the way they understand them. For Activities 6.1 and 6.3, teachers are encouraged to bring more illustrations or ask learners to draw.

Definition of Terms:

- *Stressful*: 1) A state of mental or emotional strain or suspense
2) Difficulty that causes worry or emotional tension
- *Stress management*: Come to terms or deal with mental or emotional strain

Methods	Materials	Time
<ul style="list-style-type: none">• Class discussion• Guided learning• Individual work• Group work• Visualisation• Pair work• Role playing	<ul style="list-style-type: none">✓ Worksheets✓ Pencils✓ Paper	Three activities at 30 minutes each; one activity at 60 minutes

Activity 6.1

Defining Stress

Learning Objectives

Learners will:

- Define “stress”
- Recognise stress-causing situations

Methods

- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on what stress is and common stressors.
3. Ask learners to study the pictures (refer to Worksheet 6.1):
 - a. Reading a book
 - b. Watching bad news on T.V.
 - c. Crying
 - d. Visiting in the hospital
 - e. Relaxing at home
 - f. Talking with a relative
4. Ask the class to identify the situation in the pictures.
5. Ask the class to classify the pictures as stressful or not stressful and to explain their reasoning.
6. Ask learners to list and discuss other stressful situations and to explain their reasoning.
7. End the activity by coming up with a class definition of stress.

Materials

- Worksheet 6.1
- Paper
- Pencils

Time

30 minutes

Conclude by saying:

Stress is an unpleasant fact of life. It is important to identify what causes us stress so that we can learn to manage it.

a.**Reading a book****b.****Watching bad news on T.V.****c.****Crying****d.****Visiting in the hospital****e.****Relaxing at home****f.****Talking with a relative**

Activity 6.2

Signs of Stress

Learning Objectives

Learners will:

- Recognise signs of stress

Methods

- ❖ Guided learning
- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class
2. Recall the definition of stress and the examples of stress-causing situations from Activity 6.1.
3. Tell the class that an important sign of stress is a negative change in behaviour, for example, when someone loses interest in school activities, loses his or her appetite, or becomes aggressive and difficult.
4. Ask learners to individually select phrases from the worksheet, which show signs of stress and put them into the “stress cloud” (refer to Worksheet 6.2):
 - a. Losing interest in school activities
 - b. Sharing ideas
 - c. Not paying attention in class
 - d. Crying in class
 - e. Passing jokes with friends outside class
 - f. Being untidy
 - g. Performing well in class
 - h. Fighting with other students
 - i. Taking part in class discussions
 - j. Falling asleep in class
 - k. Wetting oneself in class
 - l. Insulting someone
5. Ask learners to explain their choices. Why did they choose these phrases as signs of stress?

Materials

- Worksheet 6.2
- Pencils
- Paper

Time

30 minutes

-
- 6. End the activity by asking learners why they think it would be important to recognise signs of stress in their own behaviour and in the behaviour of others.

Conclude by saying:

Stress can sometimes affect us without our knowing it. Therefore, it is important to be able to recognise signs of stress in ourselves so that we can get help when we need it.

Activity 6.3

Feelings in Stressful Situations

Learning Objectives

Learners will:

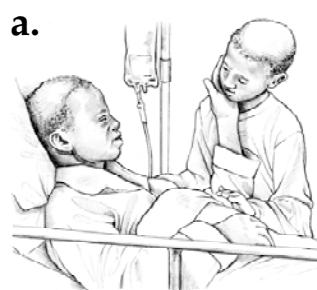
- Recognise stress-causing situations
- Discuss ways to avoid or manage stress, i.e., coping strategies

Methods

- ❖ Class discussion
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on how to recognise different signs of stress.
3. Divide the class into groups to discuss their feelings in response to each situation depicted on the worksheet (refer to Worksheet 6.3):



Parent who is ill



A bush fire



Parents arguing



Crying

Materials

- Worksheet 6.3
- Pencils
- Paper

Time

30 minutes

For each situation:

- a. Discuss what you do when you are hurt, angry, or sad about something.
- b. Discuss how those around you are affected by what you do when you are hurt, angry, or sad.
- c. Discuss ways in which you can avoid hurting yourself and others in stressful situations.

4. Reconvene the class and have each group report their responses. Explain that the strategies that help people cope with or avoid stress are called “coping strategies”.
5. End the activity by compiling a class list of coping strategies for managing stress.

Conclude by saying:

There are situations where stress is unavoidable—when a parent is ill, for example. But there are many strategies for dealing with this stress, and learning some of them can help you manage and reduce the amount of stress you feel.

Activity 6.4

Dealing with Stress

Learning Objectives

Learners will:

- Discuss ways to avoid or manage stress, i.e., coping strategies
- Demonstrate how to use coping strategies to avoid or manage stress

Methods

- ❖ Visualisation
- ❖ Class discussion
- ❖ Guided learning
- ❖ Pair work
- ❖ Role-playing

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall signs of stress and stress-causing situations.
3. Explain that you are going to read a list of signs of stress to the class. As you read, learners should close their eyes and think about a time when they felt or did any of these things. Read the following list:

- Always being tired
- Being impatient
- Not being able to sleep
- Crying easily
- Not wanting to go to school
- Not wanting food
- Getting bored easily
- Eating too much
- Behaving badly
- Often getting headaches
- Not being able to pay attention
- Wanting to be alone all the time
- Having stomach aches
- Not wanting to talk to people

Materials

- Worksheet 6.4
- Pencils
- Paper

Time

60 minutes

4. Ask learners to share some of their thoughts in response to these signs of stress.
5. Ask learners to discuss the following pictures of coping strategies and say which method they would like to use (refer to Worksheet 6.4):



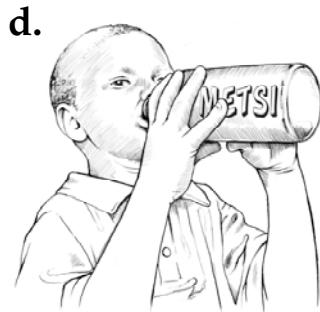
Exercising



Playing a sport



Gardening



Drinking a lot of water



Hugging peers



Screaming



Laughing



Listening to music



Scribbling with crayons



Waving to friends



Talking to adults



Eating fruits

-
- 6. Explain how these coping strategies can help people manage or avoid stress.
 - 7. End the activity by asking learners to work in pairs to role-play a stress-causing situation and how they might use a coping strategy from this list (or one of their own) to avoid or manage stress.

Conclude by saying:

There are many ways to deal with or avoid stress. Managing stress is an important component of good health.

VII: Sexuality



CHAPTER VII SEXUALITY

Background

As children grow, they undergo certain body changes, which are a normal part of the growth process. These changes are different for boys and girls. Children should be made aware of these changes so that they are not surprised when they happen. This awareness will help them know their bodies better. It will also help them differentiate between the ways that people touch them—what touches are acceptable and what touches are not acceptable.

In this chapter, learners become aware of the changes occurring in their bodies and learn how to take care of themselves.

Purpose

To enable learners to understand their anatomy so that they know the difference between good and bad touches as well as how to take care of their own body parts.

Learning Objectives

Learners should begin to understand their own sexuality.

Learners will:

- Identify body parts and their functions
- Describe how they can take care of their body parts
- Differentiate between good and bad touches
- Describe what they should do if they experience bad touches

Points to Keep in Mind

This chapter deals with sensitive issues concerning sexuality. Some learners may be uncomfortable with discussing and labelling certain parts of the body. As such, the teacher needs to encourage and guide the learners to be comfortable with discussing their body parts.

The chapter also deals with issues related to good and bad touches. This might evoke emotions in any learners who are experiencing abuse at home. The teacher should be ready to address the situation by referring learners to relevant authorities or agencies.

Definition of Terms

- *Anatomy:* The structure of the human body and its elements.
- *Sexuality:* 1. The condition of being characterized by sex. 2. Concern with or interest in sexual activity. 3. The quality of having a sexual character or potency.

Methods	Materials	Time
<ul style="list-style-type: none"> • Singing • Group work • Class discussion • Brainstorming • Pair work • Individual work • Drawing 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Paper ✓ Pencils ✓ Body poster ✓ Crayons 	Two activities at 30 minutes each; three activities at 60 minutes each

Activity 7.1

Parts of the Body

Learning Objectives

Learners will:

- Identify body parts and their functions
- Describe how they can take care of their body parts

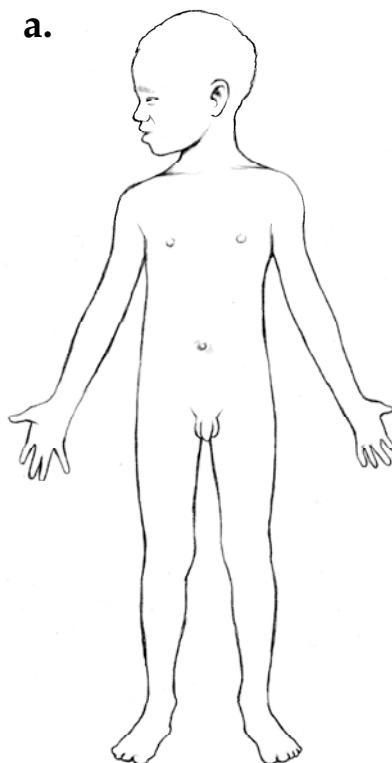
Methods

- ❖ Singing
- ❖ Group work
- ❖ Class discussion

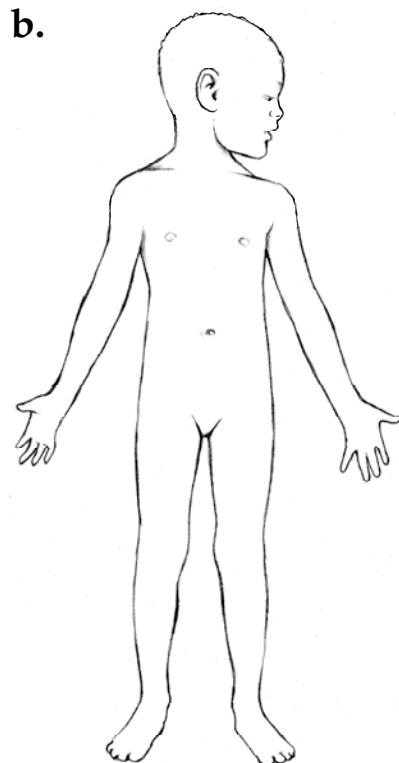
Procedure

1. Introduce the objectives of the activity to the class.
2. Introduce the body parts to the learners by singing “Simon Says” or “Heads and Shoulders”.
3. Divide learners into groups and ask them to label the body parts pictured on the worksheet (refer to Worksheet 7.1a):

a.



b.



Materials

- Worksheets 7.1a and 7.1b
- Paper
- Pencils

Time

60 minutes

4. In groups, ask learners to name the function of each body part they labelled.
5. Ask group members to discuss which body parts differentiate boys from girls.

6. Ask group members to describe the function and how to take care of the body parts listed (refer to Worksheet 7.1b):

Tell how you take care of the listed body parts.

BODY PART	FUNCTION	CARE
Teeth		
Face		
Nose		
Eyes		
Armpits		
Nails		
Genitals		
Toes		
Hands		

7. End the activity by having groups report their results and discussing any questions and ideas that came up during the group work.

Conclude by saying:

We need to know how the different parts of our bodies work in order to care for each properly.

Activity 7.2

Taking Good Care

Learning Objectives

Learners will:

- Describe how they can take care of their body parts

Methods

- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the different ways of taking care of the body parts.
3. Divide learners into groups to discuss ways of caring for their bodies.
4. In groups ask learners to classify statements as good or bad ways of taking care of their bodies (refer to Worksheet 7.2):

Read the phrases below and decide whether they are good or bad ways of taking care of your body.

Materials

- Worksheet 7.2
- Paper
- Pencils

Time

30 minutes

PHRASE	GOOD OR BAD CARE
Brush your teeth after meals	
Wash your face once per week	
Wipe your nose on your shirt	
Rub your eyes with your fingers	
Wash your armpits every day	
Keep your nails short	
Put things in your genitals	
Clean between your toes	
Wash your hands after using the toilet	
Wash your hands before eating	

-
- 5. Ask groups to explain why they said that a statement was good or bad.
 - 6. End the activity by emphasising good ways of taking care of one's body.

Conclude by saying:

Taking good care of our bodies is essential to healthy living.

Activity 7.3

Good and Bad Touches

Learning Objectives

Learners will:

- Differentiate between good and bad touches
- Describe what they should do if they experience bad touches

Points to Keep in Mind

- Good touches are touches that make you feel loved and cared for; they don't make you feel uncomfortable. Bad touches are touches that make you feel uncomfortable.
- Regarding who can touch learners, teachers should bear in mind that there are learners who are cared for by people other than their parents. Good and bad touches can come from anyone, including parents.
- If a poster cannot be found for Activity 7.3, use the pictures on Worksheet 7.1.

Methods

- ❖ Brainstorming
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Review with learners the differences between a boy's and a girl's body.
3. Ask the class to brainstorm parts of the body that should not be touched by other people.
4. Ask learners to work in pairs to respond to the items on the worksheet (refer to Worksheet 7.3):
 - a. Good touches are touches that make you feel loved and cared for; they don't make you feel uncomfortable. Give some examples of good touches.
 - b. Bad touches are touches that make you feel uncomfortable. Give some examples of bad touches.
 - c. Which parts of your body do you not want other people to touch? Point to them on the poster.

Materials

- Worksheet 7.3
- Body poster
- Paper
- Pencils

Time

60 minutes

-
- d. What is the difference between good and bad touches?
 - e. What would you do if someone touched you on a part of your body where you do not want to be touched?
5. End the activity by developing a class statement about the difference between good and bad touches, and discuss strategies that learners will use if they ever experience bad touches.

Conclude by saying:

Touches by people close to us (parents, step-parents, grandparents, etc.) are almost always good touches; however, sometimes they can feel like bad touches. We should talk to an adult we trust if we are confused about whether a touch is good or bad.

Activity 7.4

Whom to Tell

Learning Objectives

Learners will:

- Describe what they should do if they experience bad touches

Methods

- ❖ Individual work
- ❖ Drawing
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recap the difference between good and bad touches and the strategies that learners will use if they ever experience bad touches.
3. Ask learners to respond to the instruction on the worksheet (refer to Worksheet 7.4a):

On your own, draw and colour the people you would tell if someone did something that hurts you or touches you in a way that makes you feel uncomfortable.

4. Ask learners to work in pairs to respond to the questions on the worksheet (refer to Worksheet 7.4b):

Complete the following sentences:

Materials

- Worksheets 7.4a and 7.4b
- Paper
- Pencils
- Crayons

Time

60 minutes

a. If my uncle or aunt touches me badly, I can tell _____.

b. If my teacher gives me a bad touch, I can tell _____.

c. If the person who helps at home touches or brushes me where I do not want to be touched, I can tell _____.

d. If my sister or brother touches me badly or wants me to play a bad game, I can tell _____.

e. If my mother or father touches me badly or wants me to play a bad game, I can tell _____.

-
5. End the activity with a class discussion of whom learners can talk to about bad touches.

Conclude by saying:

It is important to talk to somebody about things like bad touches that make us feel uncomfortable. It is not easy to talk to anyone about these things; therefore, we need to identify people whom we can open up to. People who are related to us are usually good choices, but other people who are not related to us, like teachers or social workers, might be good to talk to as well.

Activity 7.5

Shoulds and Should Nots

Learning Objectives

Learners will:

- Describe what they should do if they experience bad touches

Methods

- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recap whom learners can tell and what they can do about bad touches.
3. Divide learners into groups to complete the worksheet (refer to Worksheet 7.5):

Complete the sentence in the table below with either “I should” or “I should not”.

Materials

- Worksheet 7.5
- Paper
- Pencils

Time

30 minutes

If someone touches me when I do not want them to I should or I should not:	Statements
	blame myself.
	tell my teacher immediately.
	tell an adult whom I trust.
	keep quiet about it.
	report the bad touch to the police.
	tell my mother.
	run away from home.
	accept it.
	tell a social worker.
	tell a friend.
	run away from school.

-
- 4. Ask groups to share their responses with the class.
 - 5. Ask groups to discuss their responses.
 - 6. End the activity by having learners come up with a class list of other “should” and “should not” statements on the topic of bad touches and explain each one.

Conclude by saying:

It is important for learners to know and understand their body parts, how to take care of them, and what to do about bad touches. If learners do not know these things, they might fall into unhealthy or harmful situations.

VIII: HIV and AIDS: Facts, Myths, and Prevention



CHAPTER VIII HIV AND AIDS: FACTS, MYTHS, AND PREVENTION

Background

AIDS is an incurable disease that has an impact on everyone's life. It scares people, which causes them to believe and spread misinformation, simply because they are desperate to protect themselves. Over the years, several myths about AIDS have become well-known, such as "AIDS is widowhood (boswagadi)."

Myths confuse young learners and block proper information from reaching them. It is important for youth to know the facts and to differentiate them from myths before they become sexually active, as this will help them make healthy choices and prevent themselves from becoming infected with HIV.

In this chapter, learners understand the difference between HIV and AIDS and learn to critically examine new information, rather than blindly accepting myths.

Purpose

To provide learners with knowledge of facts and myths about HIV and AIDS in the context of real-life situations.

Learning Objectives

Learners should be aware of the facts and myths associated with HIV and AIDS and make healthy decisions that are based on facts.

Learners will:

- Define HIV and AIDS
- Differentiate between facts and myths about HIV and AIDS
- Recognise how HIV and AIDS are different
- Identify ways to support those who have lost a loved one to AIDS

Definition of Terms

- **Myth:** Information that is generally known but not true. Myths can hinder people's ability to learn the facts about HIV and AIDS.
- **Fact:** A statement or assertion that is true and has been verified.
- **HIV:** Human Immunodeficiency Virus, the virus that causes AIDS. This virus damages the body's immune system.
- **AIDS:** Acquired Immune Deficiency Syndrome, which is a result of HIV. AIDS occurs when an HIV-positive person becomes ill and cannot fight off diseases.
- **ARVT:** Anti-Retroviral Therapy, the act of treating the symptoms and monitoring the health condition.

- **ARV:** The drug that treat symptoms of HIV infection.
- **HAART:** Highly Active Anti-Retroviral Therapy, a combination of ARV drugs used to treat HIV infection.

Points to Keep in Mind

The teacher will need to make sentence strips for Activity 8.2, using the statements from Worksheet 8.1.

Myths are untrue statements that people use to separate themselves from others, hide the truth, and make themselves feel better, ultimately. When HIV and AIDS first appeared, there was very little understanding of their causes and effects, so people's fear and ignorance spurred myths. Some people developed and believed in myths to make sense out of the disease. For example, some people might say that they were not infected with HIV but rather were bewitched, because they fear the stigma and discrimination associated with being HIV positive.

Today, we know much more about the disease, and we know that myths will only spread it further. In Botswana, we have the advantage of the provision of ARVT, which improves the quality of and prolongs life for those infected. This has also spurred the myth that ARVT is a cure for AIDS. However, it should be known that ARVT is not a cure, it is treatment; there is currently no cure for AIDS.

It is time to correct myths with accurate information so that we can move forward as a society, care for those infected with and affected by HIV and AIDS, and prevent new infections.

Methods	Materials	Time
<ul style="list-style-type: none"> • Guided learning • Group work • Class discussion • Individual work • Game playing • Story telling • Pair work 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Paper ✓ Pencils ✓ Sentence strips 	Two activities at 30 minutes; one activity at 60 minutes

Activity 8.1

Fact and Myths

Learning Objectives

Learners will:

- Define HIV and AIDS
- Differentiate between facts and myths about HIV and AIDS
- Recognise how HIV and AIDS are different

Methods

- ❖ Guided learning
- ❖ Group work
- ❖ Class discussion
- ❖ Individual work

Procedure

1. Introduce the objectives of the activity to the class.
2. Introduce the subject of HIV and AIDS by defining each and pointing out that many people are confused about what is true and what is false.
3. Divide the class into four groups and provide each with two sheets of paper. Have learners label one sheet “Facts” and one sheet “Myths”. Ask learners to separate the facts and myths listed on the worksheet by placing each on the appropriately labelled sheet (refer to Worksheet 8.1a):

Note to the teacher: Facts are the odd-numbered statements, and myths are even-numbered.

Materials

- Worksheets 8.1a and 8.1b
- Paper
- Pencils

Time

60 minutes

1. You can get HIV by handling someone else’s blood when you have a cut.
2. HIV is spread by people sharing eating utensils.
3. HIV is spread by sharing skin piercing or tattooing instruments, e.g., needles.
4. HIV is spread by people sharing the same toilet.
5. HIV is the virus that causes AIDS.
6. HIV is spread by people shaking hands.
7. AIDS is a disease caused by HIV.
8. HIV is spread by people hugging each other.

-
- 9. An HIV test is the only sure way to tell if someone is HIV positive.
 - 10. HIV is spread by people swimming in the same pool.
 - 11. HIV can be transmitted through breast milk.
 - 12. You can get HIV by sitting next to a person with HIV or AIDS or a person who looks ill.
 - 13. HIV stands for Human Immunodeficiency Virus.
 - 14. AIDS is widowhood.
 - 15. AIDS stands for Acquired Immune Deficiency Syndrome.
 - 16. You can tell by looking at someone if he or she is HIV positive.
 - 17. There is no cure for AIDS.
-
- 4. Ask groups to present their lists to the class.
 - 5. Ask groups to discuss each statement, using the questions on the worksheet (refer to Worksheet 8.1a):
 - a. Why do you think this is a fact or myth?
 - 6. Correct each incorrect entry, briefly explaining why it's incorrect.
 - 7. Ask learners to complete the worksheet individually (refer to Worksheet 8.1b):

Acquired, Human, Virus, Syndrome, Immunodeficiency, Deficiency, Immune

Word

H _____

I _____

V _____

A _____

I _____

D _____

S _____

-
8. Ask learners to discuss the difference between HIV and AIDS in their groups (refer to Worksheet 8.1b).
 - b. What is the difference between HIV and AIDS?
 9. End the activity by asking, "What facts do you now know about HIV transmission? What do you want to tell people who do not know these facts?"

Conclude by saying:

People can get infected with HIV, which leads to the disease AIDS. HIV can be prevented. It is important for us to know the facts so that we will know how to protect ourselves.

Activity 8.2

HIV and AIDS

Learning Objectives

Learners will:

- Differentiate between facts and myths about HIV and AIDS
- Recognise how HIV and AIDS are different

Points to Keep in Mind

The teacher will need to make sentences strips for this activity using the statements from Worksheet 8.1. Sick should be understood to mean physical and mental illness and not necessarily inability to function or to be bedridden.

Methods

- ❖ Class discussion
- ❖ Game playing
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on the difference between facts and myths about HIV and AIDS, and provide some examples.
3. Distribute the sentence strips among the learners.
4. Ask each learner who is holding a statement to read it aloud. If the statement is a fact, the whole class should yell "BINGO!" If not, the class should remain quiet.
5. Divide learners into groups to complete the worksheet (refer to Worksheet 8.2):

Materials

- Worksheet 8.2
- Sentences from Worksheet 8.1a, cut into strips
- Pencils
- Paper

Time

30 minutes

Note to the teacher: The correct word is underlined.

Complete the following sentences by choosing the correct word in brackets:

- a. HIV is a _____ (bacteria, virus, disease).
- b. HIV infects _____ (plants, people, animals).
- c. AIDS is a _____ (bacteria, virus, disease).
- d. You can get HIV from _____ (body fluids, food, water).

-
- e. You can get HIV by sharing _____ (utensils, toilets, razors).
 - 6. End the activity by having groups share how they answered the questions, with the teacher clarifying any misunderstandings.

Conclude by saying:

A person with HIV has the virus but may not be sick, whereas a person with AIDS has the virus and is sick. Understanding the difference between HIV and AIDS and knowing the facts about each helps us make informed choices and give correct information to our family and friends.

Activity 8.3

Supporting Friends

Learning Objectives

Learners will:

- Differentiate between facts and myths about HIV and AIDS
- Identify ways to support those who have lost a loved one to AIDS

Methods

- ❖ Story telling
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to recall key words, such as HIV, AIDS, virus, and disease.
3. Ask learners to read Thuso's story (refer to Worksheet 8.3):

Story: Thuso

Thuso, a Standard 4 learner, tested negative for HIV. He recently lost a parent who died from AIDS. His classmates suspect that he also has AIDS. They refuse to share pens, pencils, cups, and plates with him. They even refuse to sit next to him.

Materials

- Worksheet 8.3
- Pencils
- Paper

Time

30 minutes

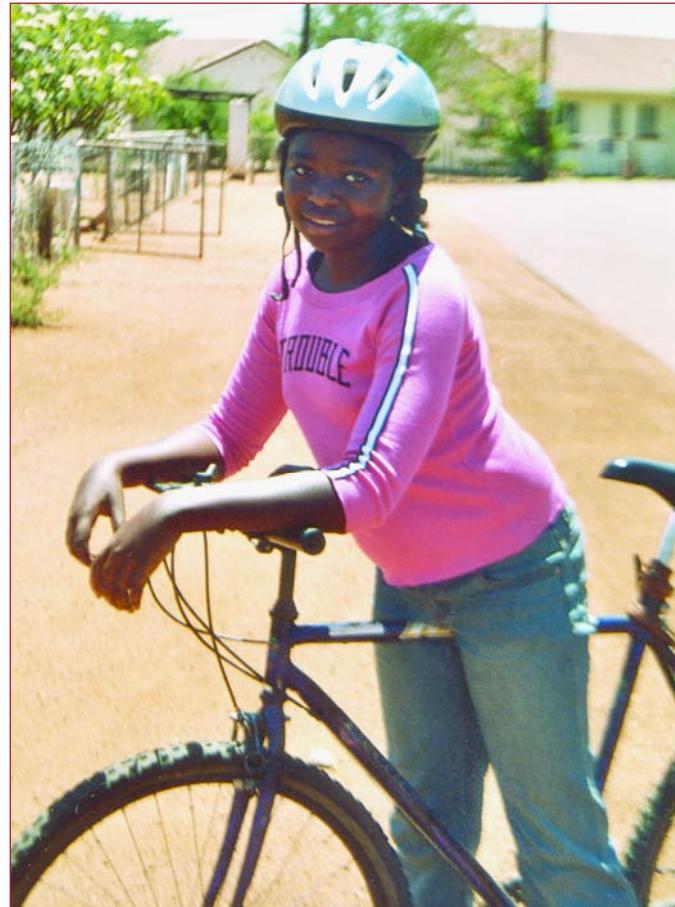
4. Ask learners to work in pairs to answer the questions on the worksheet (refer to Worksheet 8.3):
 - a. Do you agree with Thuso's classmates that he has AIDS? Why or why not?
 - b. Do you think you can get HIV by sitting next to Thuso? Why?
 - c. How do you think Thuso feels about the myths that surround him?
 - d. Is it right to stay away from someone who has AIDS? Why?
 - e. How does a person get HIV?
 - f. What kind of support would you give to someone in Thuso's situation?

-
5. Ask the class to discuss their responses to the questions.
 6. End the activity by working with the class to create a list of ways to support Thuso.

Conclude by saying:

When somebody loses a parent to AIDS, it does not always mean that they themselves have the disease. That is a myth. People in this situation need support and to be shown love.

IX: Risk Reduction



CHAPTER IX RISK REDUCTION

Background

Risk reduction is our ability to avoid or minimise situations that may harm us or potentially expose us to suffering. For example, not playing with sharp instruments is an example of risk reduction—you are reducing your risk of getting cut.

We must know and understand certain behaviours and activities that can put us at risk of endangering our lives so that we can avoid them. For example, it is not who you are that puts you at risk of contracting HIV infection, it is what you do.

In this chapter, learners understand how to identify risky behaviour and how to be safe in different situations.

Purpose

To assist learners in developing their awareness of risky situations and behaviours that might jeopardise their lives.

Learning Objectives

Learners should be able to identify situations as low- or high-risk and demonstrate how to deal with or manage such situations.

Learners will:

- Define “risk” and “risky situations”
- Discuss safety precautions they can adopt in order to keep healthy
- Practise risk reduction through safety precautions

Definition of Terms

- **Taking a risk:** To proceed with an action without regard to the possibility of danger.
- **Risky:** A strong possibility of danger.
- **Risky situation:** An activity or event that exposes one to danger or loss.
- **Safety precaution:** Something one does to minimise risks in a particular situation, for example, taking vitamins or wearing safety belts.

Points to Keep in Mind

Different individual behaviours carry different degrees of risk. Likewise, individuals will have different comfort levels with degrees of risk, though all learners at this age should avoid high-risk situations and behaviours.

Methods	Materials	Time
<ul style="list-style-type: none"> • Class discussion • Individual work • Group work • Pair work • Role-playing • Brainstorming 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Paper ✓ Pencils 	Three activities at 30 minutes each

Activity 9.1

Defining Risk

Learning Objectives

Learners will:

- Define “risk” and “risky situations.”

Methods

- ❖ Class discussion
- ❖ Individual work
- ❖ Group work

Procedure

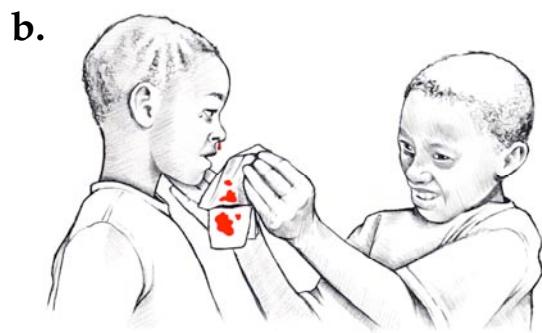
1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on danger, risk, and risky situations.
3. Ask learners to think about what might happen to the child in each picture (refer to Worksheet 9.1):
 - a. A child playing rough with another child
 - b. A child helping another child with a nose bleed, without wearing gloves
 - c. A child using a razor blade
 - d. A child riding a bike without a helmet
 - e. A child smoking tobacco
 - f. A child playing on the road
 - g. A child inhaling or sniffing glue or spirit
 - h. A child drinking alcohol
4. Divide learners into groups. Assign each group two pictures, and ask them to predict what might happen to the child in each picture.

Materials

- Worksheet 9.1
- Paper
- Pencils

Time

30 minutes



-
- 5. Ask groups to report what they think will happen to the child in their pictures.
 - 6. End the activity by asking the class to come up with definitions of “risk” and “risky situations”.

Conclude by saying:

Being able to predict when something might go wrong helps us minimise risks to ourselves.

Activity 9.2

How to Be Safer

Learning Objectives

Learners will:

- Discuss safety precautions they can adopt in order to keep healthy

Methods

- ❖ Individual work
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to think about the pictures they looked at in the previous activity and what they could do to make the child safer in each picture (refer to Worksheet 9.2).
3. Ask learners to return to their groups from the last activity, and ask them to share their ideas for making the child in their two pictures safer.
4. Ask groups to discuss the relationship between being safe and healthy living.
5. End the activity by asking the class to come up with a definition of “safety precautions” and discussing how safety precautions are part of healthy living.

Conclude by saying:

Knowing how to apply safety precautions to a risky situation keeps one safer and healthier.

Materials

- Worksheet 9.2
- Pencils
- Paper

Time

30 minutes

Activity 9.3

Practising Safety

Learning Objectives

Learners will:

- Practise risk reduction through safety precautions

Methods

- ❖ Pair work
- ❖ Role playing
- ❖ Class discussion
- ❖ Brainstorming

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to review their definitions of “risk”, “risky situations”, and “safety precautions” from the previous activities.
3. Ask learners to work in pairs to demonstrate how they might use safety precautions to avoid risk in one of the situations shown in the worksheet (refer to Worksheet 9.3):
 - a. Handing a pair of scissors to your friend
 - b. Crossing the road
 - c. Picking up a razor blade
 - d. Helping a friend who is bleeding
 - e. Someone offering you a cigarette
 - f. Someone offering you alcohol
 - g. Playing with matches

Materials

- Worksheet 9.3
- Pencils
- Paper

Note: Teachers should freely adapt the role-play situations to local conditions and risks that their learners might encounter.

Time

30 minutes

4. Ask pairs to present their role plays to the class. Follow each role play with a class discussion of the safety precautions presented.
5. Ask the class to brainstorm a list of risky situations.
6. End the activity by asking learners to come up with safety precautions for each risky situation they listed.

Conclude by saying:

Taking risks or engaging in risk-taking behaviours, such as swimming alone, not wearing a safety belt, smoking, drinking, or picking up used sharp instruments, can affect our personal health and have very negative consequences. It is important to think about the possible consequences of any behaviour before doing it.

X: Benefits of Relationships



Background

We all need positive relationships that provide us with support. Most of the time, this support comes from our immediate family, who make us feel loved and cared for. But we can also get positive support from people outside our immediate family, such as our neighbours, friends, teachers, and pastors. These are people we trust to make us feel secure. Strong relationships are built on trust, honesty, and commitment.

It is said that “a problem talked about is a problem half solved”. We need people to talk to when we are feeling lonely or depressed, or are dealing with a problem that we cannot handle ourselves.

In this chapter, learners discover how to establish and maintain positive relationships.

Purpose

To equip learners with the skills needed to establish and maintain positive relationships that reflect honesty, respect, and trustworthiness.

Learning Objectives

Learners should be able to understand the benefits of relationships.

Learners will:

- Define “relationships”
- Explain how to establish relationships
- Identify elements of positive relationships: honesty, respect, and trust
- Discover how they can be honest, respectful, and trustworthy in their relationships
- Define “commitment”

Definition of Terms

- **Relationship:** 1. The state or fact of being related. 2. Connection by blood or marriage. 3. A particular state of affairs among people related to or dealing with one another.

Methods	Materials	Time
<ul style="list-style-type: none"> • Drawing • Class discussion • Brainstorming • Group work • Individual work • Role-Playing 	<ul style="list-style-type: none"> ✓ Crayons ✓ Pencils ✓ Paper ✓ Worksheets 	Four activities at 30 minutes each; one activity at 60 minutes

Activity 10.1

Family Members

Learning Objectives

Learners will:

- Define “relationships”

Methods

- ❖ Drawing
- ❖ Class discussion
- ❖ Brainstorming
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to draw pictures of their family members and to label each one (refer to Worksheet 10.1).
3. Lead a class discussion on the different types of family, e.g., foster family, biological family.
4. Ask learners to brainstorm what they think is meant by the word “relationship”.
5. Divide learners into groups to share their pictures and discuss what it means to be related to someone.
6. Ask learners to report what they decided.
7. As a class, discuss the following question: “Can you have a relationship with someone you are not related to?”
8. End the activity by defining relationships and giving examples within the family.

Conclude by saying:

A relationship is a close personal connection between people. The first relationships we form are with people we live with.

Materials

- Worksheet 10.1
- Crayons
- Pencils
- Paper

Time

30 minutes

Activity 10.2

Relating to Relatives

Learning Objectives

Learners will:

- Explain how to establish relationships

Methods

- ❖ Class discussion
- ❖ Individual work
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a discussion on how we treat people who are related to us and how these people treat us.
3. Ask learners to use the worksheet to identify the people they live with (refer to Worksheet 10.2):

Make arrows to show the people you live with:

Aunt

Brother

Sister

Father

Foster parents

Neighbour

Myself

Friend

Grandparents

Cousin

Mother

Teacher

Uncle

Classmate

Materials

- Worksheet 10.2
- Pencils
- Paper

Time

30 minutes

4. Divide learners into groups to discuss what their relationships with their relatives are like.

5. Ask groups to report what they had in common and what some of their differences were.

6. Ask:

- Do any of you wish that you had a closer relationship with some of your relatives?
- How might you develop such a relationship?

7. End the activity by coming up with a class statement of how to establish positive relationships with one's relatives.

Conclude by saying:

People you are close to are people you have a strong relationship with. If you are not close to someone, it does not mean that he or she is a bad person or that you can't have a close relationship with that person in the future; it just indicates that the current relationship is not strong.

Activity 10.3

Relating to People Outside the Family

Learning Objectives

Learners will:

- Explain how to establish relationships

Methods

- ❖ Individual work
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to recall the people they live with.
3. Ask learners to use the worksheet to identify the people they do not live with (refer to Worksheet 10.3):

Make arrows to show the people you do not live with:

Aunt

Brother

Sister

Father

Foster parents

Neighbour

Myself

Friend

Grandparents

Cousin

Mother

Teacher

Uncle

Classmate

Materials

- Worksheet 10.3
- Pencils
- Paper

Time

30 minutes

4. Divide learners into groups to discuss what their relationships with people outside their family are like.

-
- 5. Ask groups to report what they had in common and what some of their differences were.
 - 6. Ask for a few volunteers to describe how some of their non-family relationships were formed.
 - 7. End the activity by developing a statement of how to establish positive relationships with people outside one's family.

Conclude by saying:

We can feel very close to and have strong relationships with people outside our home as well as within our home.

Activity 10.4

Friends

Learning Objectives

Learners will:

- Identify elements of positive relationships: honesty, respect, and trust
- Discover how they can be honest, respectful, and trustworthy in their relationships

Methods

- ❖ Brainstorming
- ❖ Individual work
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall what a relationship means.
3. Ask learners to work individually to answer the questions on the worksheet (refer to Worksheet 10.4):
 - a. How did you meet your friends?
 - b. Where did you first meet your friends?
 - c. Why did you become friends with those people?
 - d. Write the names of your friends and how each of your friends treat you in the spaces provided:

Name of friend	How he or she treats you

Materials

- Worksheet 10.4
- Pencils
- Paper

Time

30 minutes

4. Divide learners into groups to share stories of their reasons for becoming friends with the people they listed on the worksheet.
5. Have groups report and discuss the reasons that people become friends.

-
6. End the activity with a class discussion on how to treat friends. Match the learners' examples from Questions c and d on the worksheet to the words "honesty", "respect", and "trust".

Conclude by saying:

Honesty, respect, and trust are very important in friendships. When building a relationship, these are things that you should work for and expect from other people.

Activity 10.5

Commitment

Learning Objectives

Learners will:

- Discover how they can be honest, respectful, and trustworthy in their relationships
- Define “commitment”

Methods

- ❖ Role playing
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall aspects of strong relationships.
3. Read through the role play with the class (refer to Worksheet 10.5a):

Role Play: “Ngeve and Mosetsana”

NGEVE: Why do you always run home after school?

MOSETSANA: I made a promise to my brother and parents that I will help my brother pass his tests.

NGEVE: But you can still make it if you give yourself 30 minutes to play with us.

MOSETSANA : With those 30 minutes, I could help my brother with his math.

NGEVE: You think like an adult. Give yourself time for playing!

MOSETSANA : I made a promise, and I want to stick to it. Remember, “A promise made is a promise kept”. I will play when my goal has been achieved and I can celebrate his success in the exams.

Materials

- Worksheets 10.5a and 10.5b
- Pencils
- Paper

Time

60 minutes

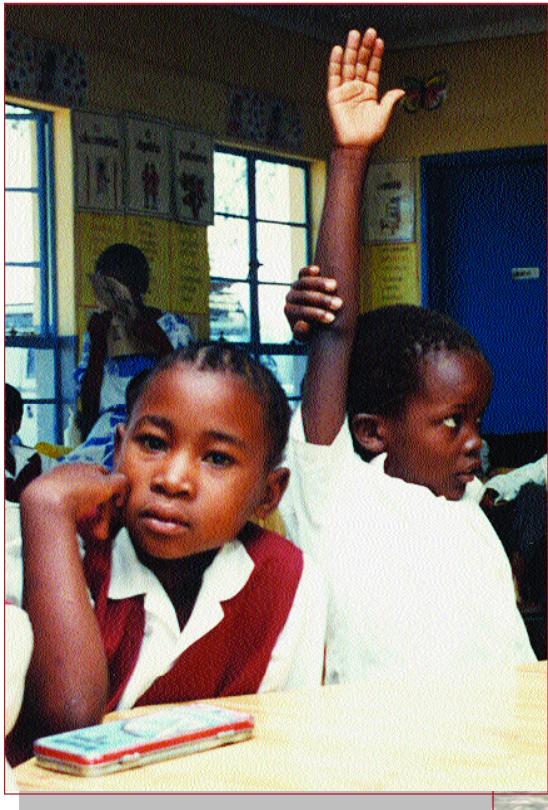
4. Ask a pair of volunteers to role-play the scenario for the class.
5. Divide learners into groups to talk about how Mosetsana showed commitment to her brother.

-
6. In their groups, ask learners to answer the following questions (refer to Worksheet 10.5b):
 - a. How do you show commitment, trust, honesty, and respect in your relationships?
 - b. What are some examples?
 7. Ask groups to report their examples, and discuss the examples as a class.
 8. End the activity by coming up with a class definition of “commitment”. Write down the definition and display it in the classroom.

Conclude by saying:

A relationship is a close personal connection between people. The first relationships we form are with family members, but as we interact with other people outside our family, we learn to trust and open up to them. As a result, positive relationships are established. Honesty, respect, trustworthiness, and commitment are integral elements of strong, healthy relationships.

XI: Dilemmas



CHAPTER XI DILEMMAS

Background

In life, we are all faced with predicaments that require us to make choices. Sometimes the choices available to us will all have bad results. These situations are called dilemmas.

Making decisions in these times is difficult. In this era of HIV and AIDS, young people are faced with a lot of dilemmas, for example, choosing between their responsibilities as caregivers and being young children.

Young learners need to be made aware of these dilemmas. In these situations, they will be called upon to apply stress-management and decision-making skills in complex, and sometimes morally ambiguous, circumstances.

This chapter is designed to introduce learners to dilemmas in an effort to prepare them to apply their skills in difficult situations.

Purpose

To make young learners aware of dilemmas they may face in the era of HIV and AIDS so that they can develop coping mechanisms and strategies for applying stress-management and decision-making skills.

Learning Objectives

Learners should know about and understand dilemmas associated with HIV and AIDS.

Learners will:

- Identify situations that appear to be dilemmas regarding care-giving
- Suggest ways of dealing with the dilemmas they have identified
- Identify situations that appear to be dilemmas regarding orphan-hood

Definition of Terms

- **Dilemma:** A state of uncertainty or perplexity; a situation that requires a choice between equally unfavourable options.

Points to Keep in Mind

Teachers should be aware that some students might currently be experiencing some of these dilemmas; hence, particular sensitivity is needed in these activities. Teachers should be aware of students' reactions and find ways of helping students who are in need through the Guidance and Counselling Program. The teacher should define an orphan as stipulated in the Short Term Plan on care of Orphans in Botswana. An orphan is a child under 18 years who has lost one single parent or both married parents. Parent(s) can be either biological or adoptive.

Methods	Materials	Time
<ul style="list-style-type: none"> • Class discussion • Story telling • Role-playing • Group work • Guided learning 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Paper ✓ Pencils 	Two activities at 60 minutes each

Activity 11.1

Dealing with Dilemmas: Care-Giving

Learning Objectives

Learners will:

- Identify situations that appear to be dilemmas regarding care-giving
- Suggest ways of dealing with the dilemmas they have identified

Methods

- ❖ Class discussion
- ❖ Story telling
- ❖ Role-playing
- ❖ Group work
- ❖ Guided learning

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on situations where learners have had to make difficult choices, e.g., having to help a sick mother when they want to go out and play.
3. Read the following story to the class (refer to Worksheet 11.1):

Story: Thuso, a Care-Giver

Materials

- Worksheet 11.1
- Paper
- Pencils

Time

60 minutes

Thuso is a 10-year-old boy in Standard 4. He lost his father to AIDS, and now he is looking after his sick mother who has just been put on medication to make her live longer. He also has to look after his three younger sisters. Thuso likes to play football and is outgoing at school. He is faced with a choice: to look after his mother or to stay on after school to practise football.

4. Divide the class into groups and ask them to role-play the story.

-
5. Ask each group to discuss the following questions (refer to Worksheet 11.1):
 - a. What is the dilemma that Thuso is facing?
 - b. What would you do if you had the same dilemma as Thuso? Why?
 - c. Do you know of any place where Thuso can go to ask for help?
 - d. Without saying any names, do you know anybody like Thuso? How can you help that person?
 6. Ask each group to report what they discussed.
 7. End the activity by providing information on services and programmes that are available to children who are care-givers, such as counselling services from the Department of Social Welfare.

Conclude by saying:

When you are in a dilemma, it is very important to talk to somebody who cares, for example, a teacher or a friend. We all need support at these times, because it is difficult for us to make decisions when we feel overwhelmed by the dilemma we face.

Activity 11.2

Dealing with Dilemmas: Orphan-hood

Learning Objectives

Learners will:

- Identify situations that appear to be dilemmas regarding orphan-hood
- Suggest ways of dealing with the dilemmas they have identified

Methods

- ❖ Class discussion
- ❖ Story telling
- ❖ Role playing
- ❖ Group work
- ❖ Guided learning

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the meaning of dilemmas.
3. Brainstorm dilemmas related to orphan-hood.
4. Read the following story to the class (refer to Worksheet 11.2):

Story: Kedisaletse

Materials

- Worksheet 11.2
- Paper
- Pencils

Time

60 minutes

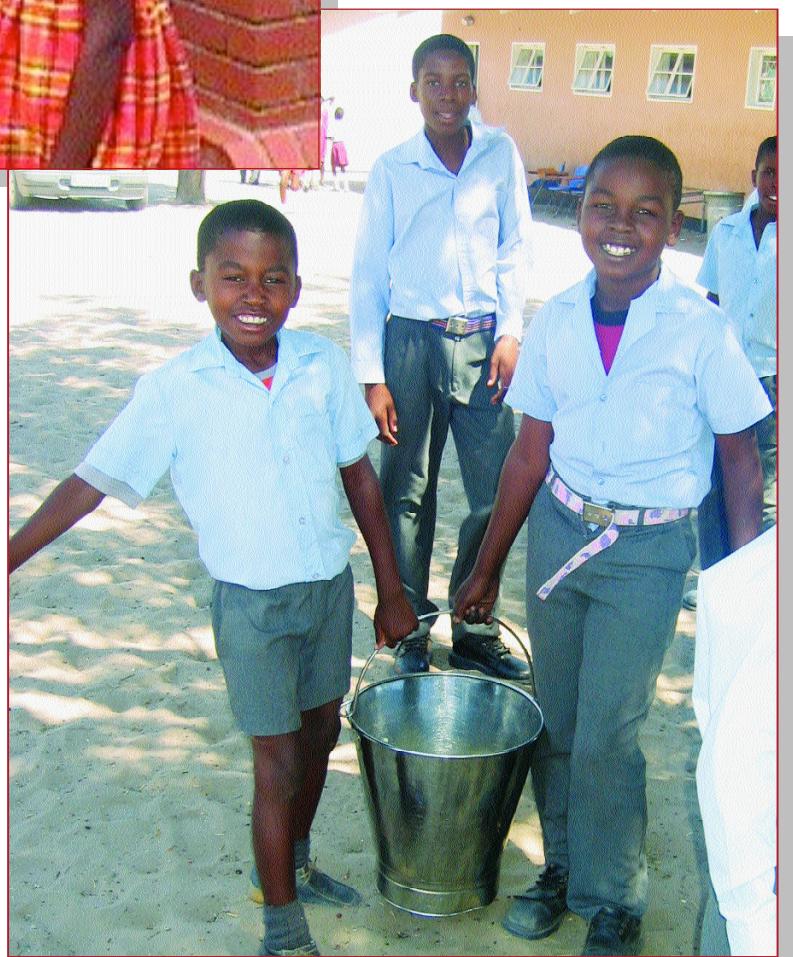
Kedisaletse is a 10-year-old girl in Standard 4. Kedisaletse has three brothers. Their parents died a year ago after being ill for a long time. Now Kedisaletse takes care of her brothers. Kedisaletse and her brothers do not feel safe staying alone. They worry that relatives and other people are always trying to take their food. They also worry about how they will get money for school uniforms and school fees. Kedisaletse knows an older man who can help her with money, but the man wants to have sex with her.

-
5. Divide the class into groups and ask them to role-play the story.
 6. Ask groups to discuss the following questions: (refer to Worksheet 11.2)
 - a. What would you do if you were Kedisalelse? Why?
 - b. Do you know of any place where Kedisalelse can go to ask for help?
 - c. Without saying any names, do you know anybody like Kedisalelse? How can you help that person?
 7. Ask each group to report what they discussed.
 8. End the activity by providing information on services and programmes that are available for children who are orphans, such as the Orphan Programme in the Department of Social Welfare.

Conclude by saying:

When we are in a dilemma, it is very important to think about the long- and short-term consequences of our decisions. Kedisalelse needs money, but she also takes a risk if she decides to go with the man. Talking with teachers or friends allows us to find out about programmes and services that can help keep us healthy and build our future.

XII: Social Responsibility



CHAPTER XII SOCIAL RESPONSIBILITY

Background

Each member of our community is connected in some way to every other member. Our actions affect others. To maintain the health and happiness of each member of society, we must behave in a way that promotes and protects our shared values as Batswana. This is our social responsibility.

In this chapter, learners begin to understand *Botho* as the basis for socially responsible behaviours and actions at both the family and the community levels, especially in light of the HIV epidemic.

Purpose

To help learners understand the concept of *Botho* so that they apply it to their daily activities and behave as socially responsible citizens.

Learning Objectives

Learners should understand their responsibility towards society, especially in light of the HIV pandemic.

Learners will:

- Define social responsibility
- Discuss the concept of *Botho*
- Identify ways in which individual actions may hurt others
- Identify ways in which individual actions may help others
- Show ways in which they can be socially responsible

Definition of Terms

- ***Botho:*** Setswana word for the possession of attributes associated with being a good person, including good manners, kindness, compassion, helpfulness, consideration for others, respect for older people, and humility.
- **Social responsibility:** Promoting and protecting the shared values of a community, such as health, happiness, and respect.

Points to Keep in Mind

The Vision 2016 booklet (www.logos-net.net/ilo/150_base/en/init/bot_3.htm) provides a complete description of *Botho* and social responsibility.

Optional activity: Take learners out of the classroom to inspect their surroundings, pick up any litter they find lying around, and place it in the waste bins. Ensure that learners have gloves and litter bags.

Methods	Materials	Time
<ul style="list-style-type: none"> • Class discussion • Group work • Guided learning • Individual work • Writing • Presentation • Story telling • Role-playing • Brainstorming • Singing 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pencils ✓ Paper ✓ A copy of the National Anthem 	Four activities at 30 minutes each; two activities at 60 minutes each

Activity 12.1

Defining Social Responsibility

Learning Objectives

Learners will:

- Define social responsibility
- Discuss the concept of *Botho*

Methods

- ❖ Class discussion
- ❖ Group work
- ❖ Guided learning

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on respect, society, and responsibility.
3. Read aloud the following scenario:

It is a family/Kgotla setting. Two children are going into the yard/Kgotla. One child is greeting adults, and the other is standing in a rude or arrogant manner: blowing bubbles with chewing gum, wearing a cap, and greeting adults with his hands in his pockets and saying, "Dumelang". The first child greets the adults by bending the knees and saying, "Dumelang Bomma le Borra". Label the first child as Xuma and the second one as Kabo.

4. Ask learners to break into groups to discuss the questions on the worksheet (refer to Worksheet 12.1):

- a. What are the differences between the two boys?
- b. How does Xuma show respect to adults?
- c. How does Kabo show disrespect to adults?
- d. What is the importance of showing respect to adults?

Materials

- Worksheet 12.1
- Pencils
- Paper

Time

60 minutes

5. Ask groups to report on their responses.

6. Review the concept of *Botho*, and discuss how it relates to Xuma and Kabo.

7. Ask learners to share some ways that they demonstrate *Botho* in their daily lives.

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- 8. Tell learners that *Botho* is an important component of social responsibility.
 - 9. End the activity by coming up with a class definition of “social responsibility”.

Conclude by saying:

Botho, particularly in terms of showing respect, is an important aspect of taking social responsibility and living with others in harmony. Our elders have experience in supporting and building society. When we respect our elders, it shows that we appreciate what they have done for us.

Activity 12.2

Recognising Respectful and Disrespectful Behaviour

Learning Objectives

Learners will:

- Discuss the concept of *Botho*

Methods

- ❖ Guided learning
- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recap what was discussed in Chapter Two, Values, about respect.
3. Ask learners to complete the table on their worksheets (refer to Worksheet 12.2):

Materials

- Worksheet 12.2
- Pencils
- Paper

Time

60 minutes

Behaviour/Action When in Public	Type of Behaviour/Action
• Speaking to someone with your hands on your waist	
• Looking away when talking to someone	
• Extending both hands when giving something to someone	
• Helping someone with his or her homework	
• Helping someone cross the road	
• Giving your seat to a pregnant woman or elderly person	
• Touching someone where the person does not want to be touched	
• Keeping your seat when an older person or pregnant woman is standing	
• Disturbing others	
• Stopping someone from teasing another person	
• Throwing rubbish anywhere	
• Helping a neighbour shop when asked	
• Grabbing something from another person	

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- 4. Ask learners to report how they labelled each of the behaviours.
 - 5. Lead a class discussion on respect as an important element of *Botho*.
 - 6. Ask learners to each write a short story on how they will show respect and practise *Botho* in their daily lives.
 - 7. Ask a few learners to describe their stories.
 - 8. End the activity by reminding the class that it is our social responsibility as members of our community to respect one another.

Conclude by saying:

Respect is something we show not only to elders, but also to the people and property around us. There are many ways to show that we respect ourselves, others, and the community. When we show all these types of respect, we are upholding *Botho* and being socially responsible.

Activity 12.3

Caring as an Aspect of Botho

Learning Objectives

Learners will:

- Identify ways in which individual actions may hurt others
- Identify ways in which individual actions may help others

Methods

- ❖ Class discussion
- ❖ Story telling
- ❖ Group work
- ❖ Role playing

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on caring for needy friends.
3. Read aloud the following story (refer to Worksheet 12.3):

Story: "Nxau and His Classmates"

Nxau is a Standard 3 child who is staying alone in the village. His parents are at the cattle post. Nxau often arrives late at school, and he wears dirty and old clothes. His classmates do not want to sit next to him or even play with him, because they think he is poor and comes from a dirty home. The only person who cares about him is his classmate Tanyala. Tanyala always brings extra food so that he can share with Nxau during break time. Tanyala has also told his mother about Nxau's situation. Tanyala's mother has promised that she will buy a new school uniform for Nxau.

Materials

- Worksheet 12.3
- Pencils
- Paper

Time

30 minutes

4. Divide the class into groups to discuss the following questions (refer to Worksheet 12.3):
 - a. What do you think Nxau is feeling?
 - b. How does Tanyala show that he cares for Nxau?
 - c. How do Nxau's classmates show that they do not care about his feelings?
 - d. What do Tanyala's actions teach us about how to behave with other classmates?

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- e. If you were in Nxau's class, would you behave like Tanyala or the other classmates? Why?
 - 5. Ask groups to report on their responses to the questions.
 - 6. As a class, discuss why Nxau's classmates behaved as they did and how they themselves might intervene to prevent others from hurting someone like Nxau.
 - 7. End the activity by having some learners role-play how they would intervene in a similar situation.

Conclude by saying:

Care and support is another aspect of *Botho*. There may be times when each of us needs care, and in those times we would not like to be denied it. Therefore, the socially responsible thing to do is to provide care to those who need it, regardless of what they look like and without any other discrimination. That is *Botho*.

Activity 12.4

National Anthem

Learning Objectives

Learners will:

- Discuss the concept of *Botho*

Methods

- ❖ Brainstorming
- ❖ Singing
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class on what they know about the National Anthem.
3. Write the National Anthem on the board, and ask learners to copy the anthem for themselves (refer to Worksheet 12.4).
4. Lead learners in singing the National Anthem.
5. Divide the class into groups, and ask them to circle each word on their copy of the anthem that signifies *Botho* (refer to Worksheet 12.4).
6. Ask groups to report on the words they circled, and discuss any differences.
7. End the activity by singing the National Anthem once more.

Materials

- Worksheet 12.4
- A copy of the National Anthem (if needed by the teacher)
- Pencils
- Paper

Time

30 minutes

Conclude by saying:

Our National Anthem reminds us of who we are, and *Botho* is a big part of being a Motswana.

Activity 12.5

Respect for the Environment

Learning Objectives

Learners will:

- Show ways in which they can be socially responsible

Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Individual work

Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm a list of ways that learners can be socially responsible.
3. Divide the class into groups. Ask each group to look at the picture on the worksheet and answer the questions that follow (refer to Worksheet 12.5):



Materials

- Worksheet 12.5
- Pencils
- Paper

Time

30 minutes

- a. What do you see in the picture?
- b. How would throwing litter everywhere affect people?
- c. Why is it important to keep the surroundings clean?
- d. Who is responsible for keeping the surroundings clean?
- e. What could you do to help keep the surroundings clean?

4. Ask groups to report their responses.

-
- 5. Ask each learner to write down what he or she will do to help keep the surroundings clean.
 - 6. End the activity by asking some learners to share what they wrote.

Conclude by saying:

Litter is a health hazard for us all. To keep our surroundings clean, we all need to do our part—it is our social responsibility.

Activity 12.6

Helping as a Sign of Respect

Learning Objectives

Learners will:

- Show ways in which they can be socially responsible

Methods

- ❖ Guided learning
- ❖ Group work
- ❖ Role-playing
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Recap ways that learners can be socially responsible.
3. Divide the class into groups, and ask groups to design a role play for how learners can help in one of the following settings (refer to Worksheet 12.6):
 - a. At home (e.g., watering plants, making a fire for cooking)
 - b. In the community (e.g., caring for a sick person)
 - c. At school (e.g., sweeping the compound)
4. Ask groups to perform their role plays for the class.
5. End the activity by discussing all the ways the class mentioned of how to be socially responsible.

Materials

- Worksheet 12.6
- Pencils
- Paper

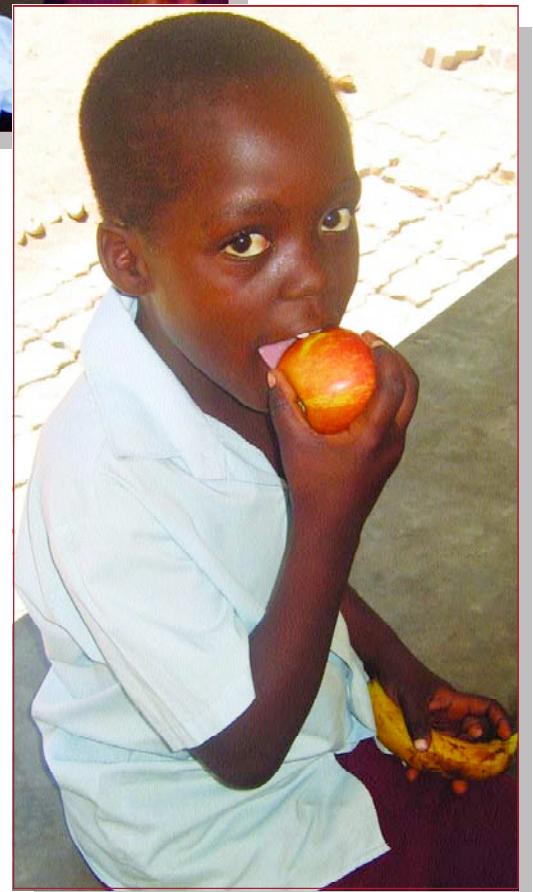
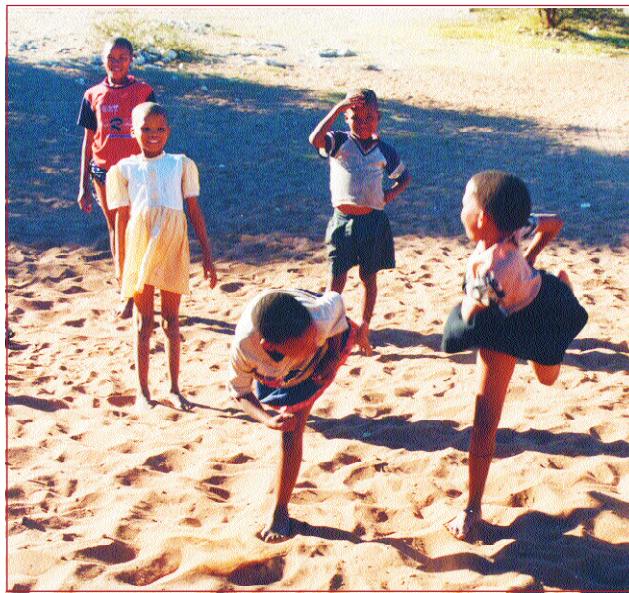
Time

30 minutes

Conclude by saying:

Helping at home, in the community, and at school is part of our social responsibility. We have discussed several things that each of us can do; through these practices, we will help our friends, family, neighbours, and others in the community to live healthier and happier lives.

XIII: Healthy Living



CHAPTER XIII

HEALTHY LIVING

Background

There are steps we can take to help our bodies stay healthy and to prevent disease. For example, we can eat nutritious foods, get enough rest and exercise, and keep our bodies and clothes clean.

Sometimes our living situations make it difficult for us to practise healthy habits. But if we understand the importance of healthy living, regardless of our living situation, we may find ways to look after our health or change the things that affect our health in a negative way.

In this chapter, learners identify healthy practices and develop their own healthy living plans.

Purpose

To sensitise learners to the importance of practising healthy living habits in order to stay healthy.

Learning Objectives

Learners should develop healthy practices.

Learners will:

- Define “healthy practices”
- Identify examples of healthy practices
- Discuss the importance of keeping healthy
- Discuss ways of keeping healthy through nutrition, hygiene, exercise, and safety
- Develop a plan for healthy living

Definition of Terms

- **Healthy living:** Living without illness caused by disease, stress, or poverty. Healthy living includes practising good hygiene, exercising, eating nutritious foods, and living safely.
- **Hygiene:** Conditions and practices that serve to promote or preserve health.

Points to Keep in Mind

When discussing health issues, the teacher should focus on how the following negatively affect one’s health and lead to an unhealthy living situation:

- Lack of physical fitness
- Poor nutrition
- Dirty environment
- Poor hygiene

The teacher should encourage learners to eat balanced foods regularly; wash their hands before handling food; keep their bodies, clothes, and surroundings clean; exercise regularly; and engage in school activities in order to avoid unhealthy living situations.

Methods	Materials	Time
<ul style="list-style-type: none">• Brainstorming• Group work• Class discussion• Individual work• Drawing	<ul style="list-style-type: none">✓ Worksheets✓ Pencils✓ Paper✓ Crayons	Two activities at 30 minutes each; two activities at 60 minutes each

Activity 13.1

Healthy and Unhealthy Practices

Learning Objectives

Learners will:

- Define “healthy practices”
- Identify examples of healthy practices

Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to brainstorm things that people need to do in order to stay healthy.
3. Divide learners into groups to complete the worksheet (refer to Worksheet 13.1):

Fill in the blank spaces below with additional examples of healthy and unhealthy practices.

HEALTHY PRACTICES	UNHEALTHY PRACTICES
Washing your hands before eating	Not washing your hands before eating
Eating fresh fruit	Eating lots of sweets

Materials

- Worksheet 13.1
- Pencils
- Paper

Time

30 minutes

-
- 4. Ask groups to report on what they listed on their worksheets.
 - 5. End the activity by creating a class list of healthy and unhealthy practices.

Conclude by saying:

Healthy practices include eating well; getting enough rest; keeping our bodies, clothes, and surroundings clean; exercising regularly; and living safely.

Activity 13.2

Healthy Actions

Learning Objectives

Learners will:

- Discuss the importance of keeping healthy
- Identify examples of healthy practices

Methods

- ❖ Class discussion
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Recap the previous activity by asking the class to provide examples of healthy and unhealthy practices.
3. Lead a class discussion on the importance of keeping healthy.
4. Divide learners into groups to complete the worksheet (refer to Worksheet 13.2):

Look at these examples of activities/actions that you might see happening in your neighbourhood. Put a tick (✓) beside the ones that you think are healthy practices:

Materials

- Worksheet 13.2
- Pencils
- Paper

Time

30 minutes

Example	Tick
Children putting things in their ears, noses, etc.	
Children playing football or netball	
Children eating a lot of sweets	
Adults drinking alcohol	
Someone taking a bath	
Someone eating a bowl of mixed fruits	
Children playing in a pool of dirty water	

-
- 5. Ask groups to report on which examples they thought were healthy practices and ask learners to describe the consequence of each activity or action.
 - 6. End the activity by emphasising the importance of keeping healthy.

Conclude by saying:

In order to be healthy, it is important to choose healthy practices, such as taking regular baths and eating the right kinds of foods.

Activity 13.3

Keeping Healthy

Learning Objectives

Learners will:

- Discuss ways of keeping healthy through nutrition, hygiene, exercise, and safety

Methods

- ❖ Class discussion
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a discussion on ways of keeping healthy.
3. Divide learners into groups to complete the worksheet (refer to Worksheet 13.3a):

Place a tick (✓) next to the healthy behaviours in the spaces provided on the left:

- COMBING HAIR
- EATING BREAKFAST
- GETTING GOOD REST
- EATING LOTS OF SWEETS
- HANDLING DIRTY OBJECTS
- SLEEPING VERY LATE
- WASHING YOUR BODY
- BRUSHING YOUR TEETH
- EXERCISING REGULARLY

Materials

- Worksheets 13.3a and 13.3b
- Pencils
- Paper

Time

60 minutes

4. Ask groups to classify the healthy practices noted above, using the following table (refer to Worksheet 13.3b):

Nutrition	Hygiene	Exercise	Safety

5. Ask groups to add a few more healthy practices to their worksheets.
6. Ask groups to report on their additions. As a class, decide whether each addition is part of the nutrition, hygiene, exercise, or safety category.
7. End the activity with a class discussion on the health benefits of each of the four categories.

Conclude by saying:

There are a number of ways of keeping healthy through nutrition, hygiene, exercise, and safety. Healthy living encompasses each of these four categories.

Activity 13.4

Making a Healthy Living Plan

Learning Objectives

Learners will:

- Develop a plan for healthy living
 - ❖ Class discussion
 - ❖ Individual work
 - ❖ Group work
 - ❖ Drawing

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on the importance of developing a plan for healthy living.
3. Assist learners in developing individual plans for healthy living (refer to Worksheet 13.4):

Develop a plan for healthy living. Make sure that your plan includes exercise, nutrition, hygiene, and safety.

Exercise:

Nutrition:

Hygiene:

Safety:

Materials

- Worksheet 13.4
- Pencils
- Crayons
- Paper

Time

60 minutes

4. Divide learners into groups to discuss their individual plans.
5. Ask learners to add to their plans a list of what they will *not* do because it is unhealthy.
6. Ask learners to add drawings to their plans that demonstrate how they will follow their plans.
7. End the activity by having the class create a list of rules for healthy living.

Conclude by saying:

To remain healthy and avoid disease, we all must eat nutritious foods; exercise regularly; care for our bodies, clothes, and surroundings; and get enough rest. Getting enough sleep and rest helps our bodies cope with stress and illness. Eating well provides our bodies with the nutrients we need to have energy and grow strong. Bathing regularly and properly helps us resist diseases. Healthy living encompasses all of these practices.

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