

Making Good Decisions

SUPPLEMENTARY MANUAL

9TH GRADE BIOLOGY



USAID | **ETHIOPIA**
FROM THE AMERICAN PEOPLE

This supplementary manual is part of a series of 12 separate guides prepared for grades 9th to 12th for English, Civic and Ethical Education, and Biology Courses.

The overall objective of the series is to strengthen students' *Life Skills* so that they lead safe, healthy, and successful lives.

Each manual is prepared so teachers can integrate the participatory skill-building activities either:

- Directly into the class lesson without any additional time
- Or carry out as a complementary “energizer” to the lesson, in approximately 10 minutes.

We believe that students and teachers will find each activity an engaging, fun approach to developing *Life skills*.

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BUILDING LIFE SKILLS OF HIGH SCHOOL STUDENTS

I. Note to the Teacher

This Supplementary Manual is designed to strengthen 5 Fundamental *Life Skills* of 9th grade high school students. The manual is part of a series developed by the Federal Ministry of Educations for all 9th – 12th grade students studying Civic and Ethical Education, English, and Biology. The manual contains 4 participatory activities that are directly linked to lessons you will teach during the course of the academic year.

II. Five Fundamental Life Skills

Each exercise promotes the development of one of the following 5 *Life Skills*:

1. **Making Good Decisions:** learning to make responsible personal decisions takes practice.
2. **Being More Assertive:** Being assertive is about being positive and confident. It is knowing that everyone deserves respect. In Ethiopia culture, this skill is especially important for women. Women must learn to assert themselves when men press them to have sex before they are ready or to have sex without a condom. Men must learn to respect women.



3. **Setting Realistic Goals:** students who have thought through their personal priorities and have a plan for the future are more likely to use contraceptives and remain at low risk. Changing personal behavior is also directly related to a student's ability to set realistic, achievable goals.
4. **Boosting Self-Confidence:** in general high schools students are eager to boost their self-confidence. Self-confidence is a foundation skill because it underpins the other 4 skills and makes each one easier to carry out.



5. **Resisting Peer Pressure:** Giving into peer pressure is one of the leading reasons students get involved in risky situations. Fortunately there are techniques that allow students to strengthen their ability to resist following the crowd, stand their ground, and say “No” to risky situations.

III. Why Do Students Need to Strengthen Their Life Skills?

Review the 5 *Life Skills* Again. Every adult uses these skills regularly. Perhaps yesterday you had to make an important decision about the family budget or you were in a situation where self-confidence was required. The Ministry of Education believes that students who complete high school should be equipped with adequate knowledge and understanding of important issues, concepts and facts and that they should also possess the necessary skills to lead healthy, happy and prosperous lives.

IV. Skill-building Exercises Lead Toward 3 Action-Oriented Goals

In total there are 71 skill-building exercises in the 3 subjects from 9th to 12th grade. The average number of exercises per semester is 3. As a group, the 71 exercises contribute to achieving the following 3 action-oriented goals:

- **Promote** a delay in sexual debut and be faithful.
- **Enable** high school students to maintain a zero or low risk of unwanted pregnancy, STIs or HIV.
- **Create** an environment where students support each other to maintain zero or low risk.

V. Strengthening Life Skills Differs From Regular Course Work

By definition the only way to develop a skill is to practice it. Take dribbling a football, learning to play chess or drawing a picture. It is impossible to give students a written exam to see how well they dribble a football. They must demonstrate their skill in a way that others can *observe* and evaluate their level of competence. When football coach *sees* a player dribble a football he can judge his skill level immediately.

Each student must practice *life skills* for herself. There are no shortcuts. If Eshetu watches Solomon dribble a football he will *not* develop that skill. Eshetu must dribble the football *himself* if he wants to strengthen his skill.

Often students think they know how to protect themselves from pregnancy or an STI because they have received a high mark on their biology test. However, an excellent grade on a test is of little use to a young woman Friday night when she is being encouraged by friends have a few drinks, smoke some shisha and then pressured to have sex.



VI. Short, Participatory Exercises

The activities in this manual are student energizers as well as skill builders. Each activity only takes 10 – 15 minutes to carry out. They are linked to the lessons that are most appropriate. For example **Activity 1: Sexually Transmitted Infections /STIs** is linked to **Integration Point: Unit 4, Microorganisms and Diseases, Subunit 4.2, STDs, pages 148 – 153.** Teachers will quickly learn that carrying out the activities is a win-win situation.

- **The students** win because they participate in a practical, fun way to remember the contents of their lesson while they strengthen their skills. *and*
- **The teacher** wins because the students are refreshed and eager to learn more.

VII. Special Attention to Young Women

- **One** of the most important reasons women drop out of high school or university is that they become pregnant.
- **Women** are 2 times more likely to be infected with HIV than men. For every 5 male students in Ethiopia who become HIV+, 10 women will become HIV+.
- **Sugar daddies** and some teachers use money and promise better grades to exploit women.
- **It is** common in Ethiopia for men to pressure women to drink more so they can have sex without a condom.

Therefore, we ask each teacher using this manual give priority to the young female students during the exercises and discussions.

VIII. Support from Friends

Behavior change for any group is difficult, but especially for students when the issue is peer pressure or sexual activity. Since it is challenging to build skills such as assertiveness and self-confidence, each exercise encourages students to rely on support from their friends. Group support or positive peer pressure is frequently the key to success.

IX. How to Use this Supplementary Manual

Each Civic and Ethical Education, English, and Biology teacher using the Supplementary Manuals should participate in a 1-day orientation to learn how to carry out the exercises in a participatory manner.

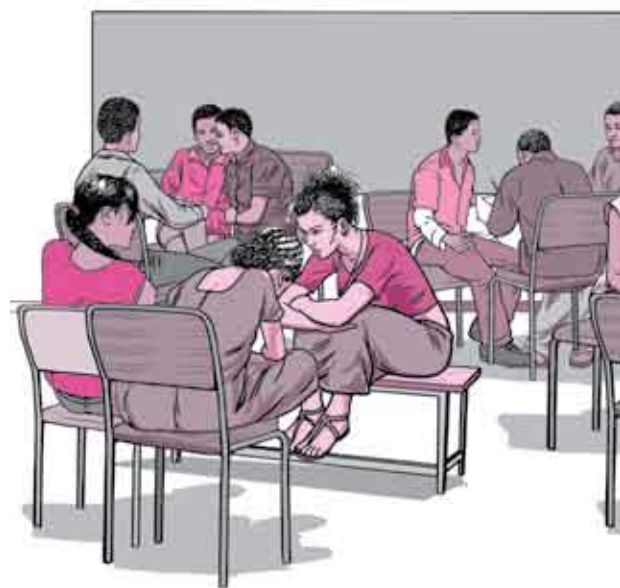


1. The table below summarizes the exercises and indicates which lessons they are most directly linked to.

Unit	Sub Unit	Page in the Text Book	Integrated Activity	Page in Supp. Manual
4	4.2	148-153	Activity 1: Sexually Transmitted Infections	9
4	4.3	158-160	Activity 2: Why HIV Spreads Among Young People	15
4	4.3	161-162	Activity 3: HIV Attacks	21
4	4.3	163-164	Activity 4: Abstinence, Help from Friends and Peer Pressure	27

2. Each exercise has been developed, extensively field tested and revised. In many cases learning is dramatically diminished if the activity is altered. Teachers should stick with the steps of the activity as they are designed.
3. **Remember:** the exercises are designed to engage all the students.
 - **This** may mean moving desks around or going outside to insure there is enough room.
 - **Occasionally** teachers think that it is sufficient if 2-3 students demonstrate the activity. In reality, this means that only 2-3 students actually practice the *life skills*. Every student who participates will develop skills. Every student who only observes will not develop skills.

4. **Important Note:** Most exercises work best with 20 students. In class you may have to have one group of students carry out the exercise and then after class ask a peer educator carry out the exercise one or two additional times with the other students.
5. You may find opportunities to use the same exercise more than once. **Remember,** since each exercise is designed to build skills every practice session will help students.



X. How to Carry Out Skill Building Exercises Effectively

1. **Start** your session by reading the key Messages and *Life Skills* for the exercise which is designed to spark students' interest in the activity.
2. **The goal** of each activity is to involve all students – not just a few.
3. **Be careful** not to speak too much. These activities are designed for students to learn by doing.
4. **Your own** enthusiasm is the best way to motivate students.
5. **Take care** not to exceed the allowed time for each activity. An exciting activity becomes boring if it goes on too long.
6. **Do not** assume that the topic is clear, instead ask the participants.
7. **Wrap up** each activity with the summary and assignment which is designed to challenge students to incorporate what they've learned into their own lives.



THE REALITY

10 Facts About High School Students' Attitudes and Actions

1. **Have had sex:** 10% of 9th grade students and 20% 12th grade students have had sexual experience.
2. **Risky Behaviors:** 1 out of 10 students think “it is OK to receive gifts or money for sex.”
3. **Risk Assessment Results:** about 1 in 4 students have watched sexually loaded films.
4. **Alcohol and khat:** Almost 1 out of 5 students would **not** be able to “say “**NO**” if a friend offered me a drink of alcohol, khat, shisha or other substance.”
5. **Multiple partners:** 1 out of 7 students who are sexually active had 3 or more partners during the last year. This is a principle driver of the epidemic in Ethiopia.
6. **Condom use:** 40% of students who are sexually active did not use a condom the last time they had sex.
7. **Attitude towards condom:** Almost 1 out of 3 students say that they **could not** “refuse if someone wanted to have sex without a condom.”
8. **Low empowerment:** almost 1 out 4 students say that they would **not** be able “to say to my boyfriend or girlfriend that we should use a condom.”
9. **Red Card:** close to 50% of the women who received a Red Card have used it.
10. **Sugar Daddies:** 1 out of 3 women who received a Red Card used it to say “**No**” to sugar daddies.

Source: Baseline Assessment carried out in 35 high schools and 18 universities/colleges in Ethiopia in May 2014 by the USAID/In-School Youth HIV Prevention Program.

1

ACTIVITY

SEXUALLY TRANSMITTED INFECTIONS (STIs)

1. Introduction

Sexually transmitted infections (known as STIs) are spread through sexual contact. **Gonorrhea**, **syphilis**, **chancroid** and **HIV** are the most common STIs in our country. Currently AIDS, which develops from an HIV infection, has no known cure. STIs cause great harm if they are not detected and treated early. They often prevent students from pursuing their goals. A person with an STI puts their partner at high risk if they have sex without a condom. Young people with STIs are often afraid to get tested at a clinic. This, of course, just prolongs the infection and the risk of transmission to others. An STI increases the chance of being infected with HIV. Treatment kits, for people who test positive for an STI, are available across Ethiopia at no or very low cost.

The most common risk factors for STIs are behaviors that lead to unprotected sex. Alcohol use often leads to sex without a condom. Sugar daddies use their age and influence to have sex with young women without a condom.



Integration Point: *Unit 4, Microorganisms and Diseases, Subunit 4.2, STDs, pages 148 – 153.*

Dear Teacher, This activity is relevant to what you teach about STIs in Unit 4, Microorganisms and Diseases, Subunit 4.2, STDs, on pages 148 to 153 of the grade 9 Biology textbook. On these pages you will be teaching about the symptoms, control and prevention of three STIs, namely, gonorrhoea, syphilis and chancroid. You can conduct this Life Skills activity at the end of your first or second lesson on STIs as a summary activity.

2. Learning Outcomes

At the end of this activity, Students will:

- **Describe** how STIs are transmitted.
- **Identify** the risk factors that increase the likelihood of STI transmission.

3. Key Messages

- **STIs** spread through unprotected sex, that is, sex without a condom.
- **Students**, please be aware that abstinence is the best way to avoid STIs,
- **Students**, if one decides to have sex, he/she has to discuss openly with his/her partner about using condoms before they are intimate.

4. Life Skills: Making Good Decisions

5. Materials

- Paper
- Plaster
- Marker



6. Planning Ahead: For the STI Matching game you need to:

- On the separate pieces of paper write names of the 3 STIs and the most noticeable symptom from student text book page 148 – 152.

Symptoms of STIs***Gonorrhea***

- Burning sensation while urinating
- Yellowish-white discharge from penis

Chancroid

- *Sore ulcerations on the genitals, particularly the penis*
- Sores cause swelling and pain in the genital area

Syphilis

- Painless sores on penis or vagina as the first symptom
- Fever, headaches, loss of appetite , swollen glands

On 5 other pieces of paper write the following ***“Ways to avoid STIs:”***

- Abstain from sex
- Be faithful
- Do not drink alcohol
- Use a condom every when you have sex
- Be Assertive

7. Time Required: 10 – 15 minutes**8. Methodology:** Game

Note to the teacher

The methodology you are going to use in this activity is “game”. Games are one of the active learning methods, which will help your lesson to be interesting and build the Life Skills of students. The analogy of “STI matching” will help you to summarize the lesson.

9. Activity Procedure: STI Matching

Step 1: Explain:



1. **Ask** for 11 volunteers and tell everyone to face the wall.
2. **Put** the names of STIs on the backs of 3 volunteers. On 3 other volunteers put the symptoms of STIs.
3. **For** the rest of the students, put the: “Ways of avoiding STIs.”

4. **Explain:** Now we will play “STI Matching”.

- **In** this game the teams match the STIs with their symptoms.
- **When** I say start, you will go around and match the STIs with their most noticeable symptom.

Note: The “STIs” and “Symptoms” must question each other until they match up correctly.

- **Also** in the group are students who have “Ways to avoid an STI on their back.
- **Since** no one knows what sign is on their back at the start of the game you must ask the other participants?
- **At the end** of the game each STI and its most noticeable symptom should stand together.
- **The** “Ways to Avoid an STI” should also stand together.



Step 2

Select two participants who will act as “doctors”. The doctors will use the textbook, pages 148 -152 to check if the participants matched correctly. Each team will present their results at the end.

Note to the teacher: Make sure that all answers are correct.

Step 3

- **Now** let's pretend that the person with the STI has gone to the clinic, been correctly diagnosed and wants to take steps to prevent being infected with again.
- **Ask** the teams of "STIs" and "symptoms" to discuss which STI prevention method they want to select and explain why.
- **The** students with the appropriate prevention method will then join their group.

10. Discussion Questions

- **How** are STIs transmitted?
- **Why** is "don't drink Alcohol" a way of avoiding an STI.
- **Why** is "Be Assertive" a way of avoiding an STI, especially for women?
- **If** a student has an STI, **why** is it important to go immediately to the health clinic?

11. Summary

STIs are common among youth in Ethiopia. Many students with an STI are afraid to go to the clinic and seek treatment. This just prolongs the infection and the risk of transmission to others. The most preferable way to avoid STIs is abstinence.

12. Assignment

Tell your friends about how STIs are transmitted, and the ways to avoid having an STI.

2

ACTIVITY

HIV TRANSMISSION

1. Introduction

In Ethiopia, the main mode of transmission of STIs and HIV is sexual intercourse. Studies have indicated that large numbers of secondary schools students are sexually active. However, many secondary school students who are sexually active never use a condom.



What are the reasons students engage in sex? Possible explanations include: lack of information, lack of judgment, willingness to ignore risk, intoxication, and peer pressure.

We teach our students that abstinence, faithfulness and condom use are the three reliable measures against the spread of HIV. It is believed that we need to stress abstinence among young students since it is the only method that guarantees 100% protection against STIs and HIV.

Faithfulness is a method of prevention for couples who are engaged or married.

The fact that a large percentage of students are sexually active compels us to teach about condom use as a preventive measure.

Integration Point: Unit 4 (Microorganisms and diseases), subunit 4.3 (HIV and AIDS) and under this subunit to 'HIV and AIDS in Ethiopia' on pages 158 to 160.

Dear teacher, this activity is relevant to what you teach about STIs in Unit 4, Microorganisms and Diseases, Subunit 4.3, HIV and AIDS and under this Subunit; “HIV and AIDS in Ethiopia” on pages 158 to 160 of the grade 9 Biology textbook. On these pages you will be teaching about what HIV and AIDS are; their main ways of transmission in Ethiopia; the number of deaths per year and its local and global prevalence. On page 159, figure 4.29 indicates that abstinence or condom use as prevention method for students. Therefore, during this lesson you can conduct this activity to let the students easily comprehend how use and disuse of these prevention methods affect them.

2. Learning Outcomes: At the end of this activity, Students will:

- **Explain** how early sexual initiation exposes to HIV and STIs
- **Choose** abstinence as safest personal behavior to prevent HIV.

3. Key Messages

- **Students,** in order to abstain, stick with friends that share or support your values.
- **Students,** to help you abstain from sex avoid situations where you may be tempted to have sex.



4. Life Skills: Making Good Decisions

5. Materials: No Special material is needed

6. Planning Ahead

- **Prepare** blank pieces of paper which will be given to each student.
- **Write** the following on the pieces of paper.
 - HIV
 - Consistent and correct use of condoms;
 - Condom use but sometimes not after drinking;
 - Abstinence
 - The rest of the papers should be blank



7. Time Required: 15 Minutes

8. Methodology: Game and Discussion

- The Activity illustrates to students how HIV spreads silently among youth in Ethiopia.

9. Activity procedure

Step 1: Let participants introduce themselves

1. **Before** the activity you must hand out the papers to the participants.
2. **Tell** the person with the abstinence paper (apart, so others don't hear) to shake hands but not to introduce him or herself to others.

3. **Tell** all participants *not* to open their paper until they are told to do so.
4. **Tell** participants to introduce themselves to 5 others by shaking hands and giving their names.
Note: It is important for this exercise to work correctly that the students only introduce themselves to 5 other students.
5. **Participants** should write the names of those they have introduced themselves to on a piece of paper



Step 2: Stop the exercise after 5 minutes

1. **Let** each student open their piece of paper and ask who has the paper with “HIV or STI” on it.
2. **Then** ask the person to come forward and to call out a name on their list.

3. **Tell** everyone that in this game shaking hands and introducing themselves represents having sex.
4. **Continue** until someone says that all the people on his/her list have come up front.
5. **Now** ask the others if they have the name of someone on their piece of paper who has not come up front yet.
6. **Ask** the person with the “consistent and correct use of condom” to come forward.
7. **Ask** the participants: “should this person be in this group?”
 - The answer is “NO” because they have been using condoms.
8. **Ask** the person with “condoms use but sometimes not after drinking” to come forward. Ask “should this person be in this group?”
 - The answer is “**YES**” because their condom use is not consistent.
9. **Now** ask the person who remain “abstinent” to come forward. Ask “what group should he be in?”

10. Discussion Questions

- **Ask** the participants what they have learnt from the exercise.
- **What** would happen if each person had more than 5 names on their sheet of paper?

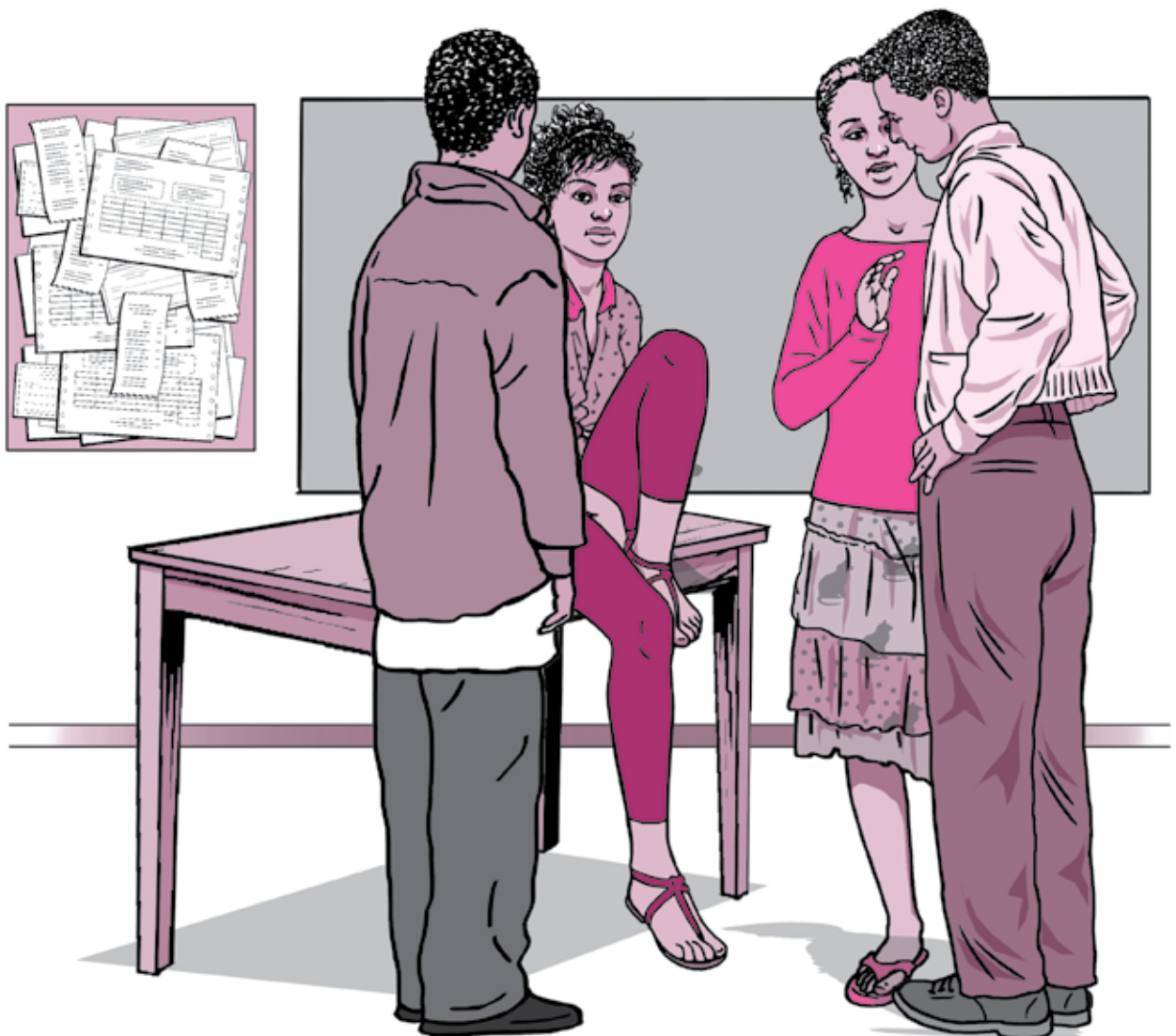
The answer is: HIV would have been transmitted to even more students.

11. Summary

Sex with multiple partners and unprotected sex are the main ways HIV and STIs are spread across Ethiopia. Choosing abstinence or protected sex is a responsible sexual behavior will keep you safe.

12. Assignment

Talk to your friends about what you learned in this exercise and how this will help you make better good decisions in the next 5 years.



HIV ATTACKS

1. Introduction

HIV attacks the human body by decapacitating the immune system. The immune system fights disease causing agents (pathogens) by using white blood cells (lymphocytes) that produce antibodies. The white blood cells of a healthy immune system can easily fight against germs.

HIV gets inside the immune system and attacks cells so that they cannot work. As more and more cells are invaded by HIV, the immune system becomes less and less effective. Then the body cannot defend itself against other diseases. This is why people with HIV/AIDS get so many other infections easily.

Integration point: Unit 4 (Microorganisms and diseases), subunit 4.3 (HIV and AIDS) and under this subunit, 'HIV and the Immune System' on pages 161 and 162.

Dear Teacher, In this Unit you will teach about the lymphatic system, how the lymphocytes keep the immune system healthy and how HIV attacks the immune system. Therefore, this is the perfect place to integrate this activity during the lesson.



2. Learning Outcomes: At the end of this activity Students will:

- **Explain** how the immune system works
- **Describe** how HIV attacks the body.

3. Key Message

- **HIV** attacks our body by weakening the immune system.
- **Students**, strengthen your Life Skills so you can avoid risky situations that exposed us to HIV.

4. Life Skills: *Making Good Decisions*

5. Materials: Pieces of paper or cards

6. Planning Ahead

For this activity you need to prepare nine pieces of paper as follows:

- 1 “Human”,
- 5 “Immune System”
- 4 “other viruses”
- 1 “HIV”

7. Time Required: 10 to 15 Minutes

8. Methodology: Simulation game and discussion

9. Activity Procedure

Step 1: Introduce the game

1. **Invite** one student to stand in the middle of the room to play the “Human.”
2. **Ask** three volunteers who play the “Immune System” to make a circle around the “Human.”



3. **Ask** the other five students who play “Other Viruses” and “HIV” to make a circle around the “immune system.”
4. **Post** the paper “Human,” “Immune System” and “Other Virus” and “HIV” on the volunteers’ chests.

Step 2: Explain

- HIV is a virus that attacks the body’s immune system, which is a system in every person’s body that prevents illness.
- When a person has HIV; her or his immune system becomes weak and can no longer prevent illness.
- I want you to imagine that the middle student is a healthy person and these three students are his body’s immune system.
- The five students around the “immune system” are “Other Virus” and HIV.
- When I say, start; your job is to – one by one” rush and try to touch the “Human.” The “Immune System” will try to stop you.
- If the “Immune System” touches you; you are out and must stand by the side of the room.

Step 3:

Once the instructions are clear, let the students play for one minute then stop the game and ask the following:

- **Those** of you who are “Other Viruses” and HIV, was it difficult to reach the “Human?”
- **Did** the immune system do a good job of protecting the human?
- **Play** another round, but this time reduce the number of students in the “Immune System” from 3 to 2 and;



- **On the third** round reduce the number of “Immune System” from 2 to 1 and then to zero (none).
- **Explain:** When a person’s immune system becomes weak, the body cannot defend itself from sickness. At the end of the game most of the “Other Virus” and HIV were able to touch the human. When the HIV infection progress to AIDS stage, the human body is unable to defend itself and fight illness.

10. Discussion Questions

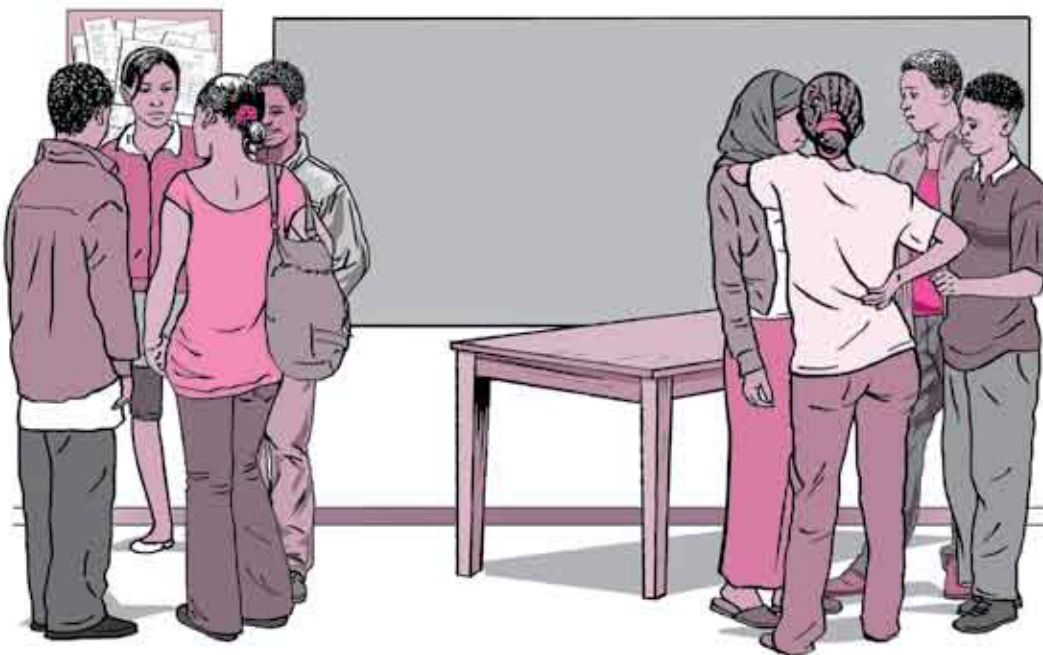
- **What** does HIV do to the human body?
- **What** Life Skills do you want to strengthen in order to stay healthy?

11. Summary

The Immune System protects the body from infection and disease. HIV weakens the Immune System and allows germs and diseases to easily attack the human body. Strengthening your Life skills is the best way to avoid HIV infection.

12. Assignment

- **Think** about a good decision you made this past week.
- **Did** you make any poor decisions? Discuss this with a friend.





ABSTINENCE, HELP FROM FRIENDS AND PEER PRESSURE

1. Introduction

In this activity, we are talking about sexual abstinence. Sexual abstinence is the practice of refraining from sexual activity. It is a voluntary and conscious decision not to engage in sexual intercourse. Abstinence is 100% effective in preventing HIV/STI and pregnancy. It also does not have any side effects and is totally free. Other than to prevent STIs, HIV and pregnancy, students may choose abstinence to focus on their studies and to wait until they are ready for a sexual relationship or until they find the right partner for marriage.

In addition to addressing abstinence, this activity also covers how friends help us stick to our values and the dangers of peer pressure.

Integration Point: In *Grade 9 Biology: Unit 4, Microorganisms and Diseases, Subunit 4.3, HIV and AIDS* and under this subunit to ‘*Responsible Sexual Behavior and Life Skills*’ on pages 163 and 164.

The “Bridges” activity consists of three messages: the first one deals with abstinence, the second with support from friends and the third one with peer pressure. This activity reinforces what you teach under “Responsible sexual behavior and life skills” in text book on page 16.



2. Learning Outcomes: At the end of this activity Students will:

- **Discuss** why abstinence is the most effective way to prevent early pregnancy, STIs and HIV.
- **Describe** the challenges of abstinence and how friends can help to overcome them.
- **Define** how peer pressure can put them in a risky situation.

3. Key Message

- **Students**, it is easier to abstain if your group of friends shares the same values.
- **Students**, discuss with your friends and make a decision about abstaining before you are in an intimate situation.
- **Students**, abstain from sex until you are ready to be faithful to one partner in order to have a happier relationship.

4. Life Skills

- *Setting realistic goals*
- *Being More Assertive*
- *Resisting Peer Pressure*

5. Materials

- Two pieces of wood or metal which are 5cm X 10 cm X 3m long each
- Flipchart paper (if possible)
- Markers/chalk



6. Planning Ahead: For this activity you need to:

- Prepare 3 meter long wooden/metal “Bridge”
- Read the activity beforehand and get prepared to perform the activity as indicated in the supplementary manual.

7. Time Allotted: 10 - 15 Minutes

8. Methodology

- Game
- Discussion and Analogy method

The use of analogies makes information more concrete, provides a structural framework for learning the new schema and helps in the assimilation of the new information. In this activity the analogy of “Bridge” stands for abstinence; “River” stands for risky situations; and “Dangerous animals” in the river stand for pregnancy, STIs and HIV.

9. Activity Procedure: Abstinence, Help from Friends and Peer Pressure

Step 1

- **Put** the flipchart papers on the floor and explain that the papers represent a river with a lot of dangerous animals that symbolize risky situations which can expose students to pregnancy, and STI or HIV.
- **Ask** some students to draw dangerous animals, such as sharks and crocodiles, on the paper. Put two “bridges” 3 meter boards (5cm by 10cm) over the paper and ask students one by one to cross over the “river.”

Note: Most will fall off. This means that it is very difficult to “cross the bridge” from childhood to adulthood by yourself without falling into the water is simulated as becoming involved in a risky situation once or twice is dangerous.

Step 2

- **Now** ask two volunteers (they should both be male or both be female) to try to walk on the bridge while supporting each other.

Ask: What did you notice between crossing the bridge by yourself and with the support of a friend?

Note: It is easier to cross the bridge if you have the support of friends who share your same values. This is called “positive peer pressure.”

- **Now** ask two volunteer students (one male and one female) to try to walk on the bridge while supporting each other.

Note: This represents a couple that also shares the same values and supports each other.



Step 3

- **Now**, while the couple crosses the river, a third person comes from the side pushes them until they fall into the river.



- **Try** the game with different pairs 3 or 4 times.
- **When** they finish, ask: “What does the third person represent?”

Possible Response: Negative peer pressure from friends or a sugar daddy.

Note to Teacher: Secondary abstinence is when someone has already had sex but then decides to remain abstinent. This often happens when a person has been hurt through a break up or a series of break –ups and is emotionally exhausted.

10. Discussion Questions

- **If you** fall in love with someone would you prefer to that they “waited for you – the right person (that is remained abstinent)” or that they have had sex with some else before meeting you?
- **Often** when a couple falls in love, they hide their past sexual encounters from their partners. Is this a good idea or not?
- **What** does this activity teach us about support from our friends?

11. Summary

Abstinence is the most effect way to prevent pregnancy, STIs and HIV. Peer pressure, both positive and negative is very powerful. Having the support of friends that share your values will reduce your risk. High school students can get themselves into risky situations if they do not have the self-confidence and skills to resist peer pressure.

12. Assignment

- **Discuss** with your friends if there are other bridges you must cross in high school. Which are the most difficult ones? Which require support from your friends? **Why**?
- **Can** you think of other bridges games that correspond to real life situations?



GLOSSARY

Abstinence – is not having sex. Most 9th grade students are abstinent. A student who chooses to remain abstinent has decided not to have sex. That student must develop the Life Skill “Resisting Peer Pressure” in order to stick with his or her decision to abstain from sex. *Secondary Abstinence* refers to people who have experienced sex once or more but choose to become abstinent again. One important aspect of secondary abstinence is choosing not to engage in sex until some predetermined endpoint.

Assertiveness – being assertive is about being positive and confident. In Ethiopia, many young women drop out of high school because they are pregnant. Women are also 2 times more likely to be HIV+ than men. Therefore the Life Skill “Being More Assertive” is especially important for women to develop. When a woman feels that **NO** is the right answer, she must be assertive enough to stick with that decision.

Life Skills – refers to the skills youth need to manage challenges and to live a healthy, responsible, satisfying life. Each activity in this guide is designed to strengthen at least one of the 5 Life Skills outlined on page 1 of this manual. To strengthen a Life Skill, students must practice that skill many times.

Peer Pressure – is pressure to conform to the same actions of friends or to trends, such as having a fancy cell phone, among students the same age. One group of students might study hard – they exert “*positive peer pressure*” on each other. Another group chews khat and drinks alcohol - they exert “*negative peer pressure*” on their friends.

Self-Confidence – is sometimes called self-esteem. It is a strong belief in your own ability, skills and experience. “Boosting Self-Confidence” is the foundation of the other 4 Life Skills. Self-confidence allows students to make their own decisions and not follow the crowd. Every high school student wants to be more self-confident.

Risky Behavior – forced sex, gender violence or any behavior that leads to sex without a condom is risky behavior. Alcohol and peer pressure often push students towards risky behavior. Risky behavior is the principle driver of the HIV epidemic in Ethiopia. Students who engage in risky behavior are in danger of becoming pregnant or being infected with an STI or HIV.

Values – personal values are standards or morals that are central to an individual. All skill building activities seek to help students understand their personal values and understand that there is a wide range of values among students. Being “cool” or popular is an important value for some students while honesty and responsibility might be the personal values of another student.

Faithfulness – refers to consistently trustworthy and loyal, especially to a person, promise, or duty. Faithfulness also means not having sexual relations with somebody other than a spouse or partner.

Sexually active – refers to someone who has sex on a regular basis. It is possible to have been sexually active in the past but to not be currently sexually active now.

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