

Making Good Decisions

SUPPLEMENTARY MANUAL

9TH GRADE CIVIC AND ETHICAL EDUCATION



USAID | **ETHIOPIA**

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 7 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 to 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: Qualities of a Healthy Relationship** is linked to **Integration Point: Unit 1, Lesson 4, which discusses tolerance of diversity, page 13.** 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	Lesson	Page in the Text Book	Integrated Activity	Page in Supp. Manual
1	4	13	Activity 1: Qualities of a Healthy Relationship	9
6	4	103	Activity 2: Do We Know the AIDS situation for Ethiopian Youth?	13
6	4	103	Activity 3: Abstinence and Help from a friend	19
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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

QUALITIES OF A HEALTHY RELATIONSHIP

1. Introduction

The relationship students have with their families and friends could be healthy or unhealthy. However, it is imperative to promote and build qualities of healthy relationships. Healthy relationships among friends are characterized by respect, sharing and trust. They are based on the belief that for both parties trust is equally shared.

Healthy relationships with family and friends are the basis of happiness and enhance our lives. Building positive relationships takes time, commitment and care.

An unhealthy relationship is when one person is trying to take advantage of the other. This relationship is not based on respect or kindness. In our culture, many men feel it is their right to dominate women. The result is frequently an unhealthy relationship.



We live in a society with diversified culture, history and religion. To live peacefully with others, our relationships need to demonstrate respect, open communication, understanding and caring.

Integration Point: *Unit 1, Lesson 4, which discusses tolerance of diversity, page 13.*

We are living in a society with diversified culture, history, ethnicity, language, religion etc. To live peacefully with others in such a society, our relationships should be healthy. To have healthy relationships we must show respect, open communication, understanding, cooperation and caring.

Dear Teacher, you can integrate this activity with Lesson 4 which discusses tolerance of diversity under Unit 1 on page 13.

2. Learning outcomes: At the end of this activity, the students will:

- **Explain** qualities of a healthy relationship
- **Evaluate** their past relationships and strengthen their healthy relationships with others.

3. Key Messages

- **Students,** speak openly with your partner about your values and wishes before you become intimate so you are both aware of what to expect.
- **Students,** if your friends are pushing you to chew chat, drink or smoke, be confident and say **“NO.”** This is the best way to achieve your goals.



4. Life Skills: Resisting peer pressure

5. Materials: No special materials needed

6. Planning Ahead

- **Read** the introduction section ahead of time. It provides background on successfully integrating this activity with your lesson.
- **No** additional time is required to teach this activity. Hence, while you are preparing your daily lesson plan to directly incorporate this activity.

7. Time Allocated: 10 minutes

8. Methodology: Discussion

9. Activity Procedures

1. **Ask** students to give words that describe the qualities of healthy relationship. Accept all answers.

Note: Typical answers are: happiness, friendliness, kindness etc.

2. **Read** the five qualities of a healthy relationship:

- Respect
- Open communication
- Understanding
- Cooperation
- Caring

3. **Ask** students to give examples from real life of people they know who have demonstrated the qualities of a healthy relationship.

For example, my uncle Eshetu shows respect for my aunt by helping out with the work at home.



10. Discussion Questions

1. **Think** of one great relationship you have. Which of these qualities is present?
2. **Describe** a real situation that demonstrates that this relationship is healthy.
3. **Which** of the 5 qualities do you sometimes find difficult to show to a friend?
4. **Are** there any of the 5 qualities missing or lacking in your relationships? Why?

11. Summary

- **Healthy** relationships with others protect us from risky behaviors and help make us happy.
- **Healthy** relationships are characterized by respect, open communication, understanding, and cooperation and caring.



12. Assignment

1. **Take** a minute and think about one friendship that you would like to improve.
 - What qualities do you want to strengthen in this relationship?
2. **Think** of one relationship you have that is not as healthy as it could be.
 - What needs to be done to strengthen respect and communication in this relationship?

2

ACTIVITY

DO WE KNOW THE AIDS SITUATION FOR ETHIOPIAN YOUTH?

1. Introduction

Youth constitute the population aged 15–24 years. Worldwide, there are more than one billion people within the ages of 15–24 years, most of who live in developing countries. Ethiopia is a developing country with a demographic profile dominated by a young population. This age group is at high risk to be infected by HIV. This is mainly due to the fact that youth these days in Ethiopia face high exposure to modern culture and substance abuse including alcohol.

Currently even small cafes in tiny towns have TVs on for their clients. Movies from around the world portray a fast lifestyle that includes violence and easy sex. This has a direct influence on students' values.

Alcohol use and abuse is directly linked to increased risky sexual behavior. Because alcohol impairs judgment, it is common for a student who has had a few drinks *not to even consider* using a condom if they have sex.

Peer pressure to “be experienced,” that is to be sexually active, increases throughout high school.



Integration point: Unit 6, lesson 4, page 103.

Dear teacher, the grade 9 Civic and Ethical Education Unit 6, Lesson 4 discusses about our responsibility to combat HIV/AIDS. This lesson, on page 103 paragraph 2 deals with is the magnitude of impact AIDS has on different groups of the society. Therefore, there is a possibility of integrating the message of this activity which is entitled “AIDS Situation for Ethiopian Youth”

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

- **Explain** the situation of HIV for young people in Ethiopia.
- **Discuss** the way modern culture influences our values.

3. Key Messages

- **Students**, be sure you have the correct information about pregnancy, STIs and HIV so that you can make informed decisions.
- **Students**, if your friends are pushing you to chew chat, drink or smoke, be confident and say **“NO.”** This is the best way to achieve your goals.



4. Life Skills: Being More Assertive

5. Materials

- Plaster
- Markers
- A4-size paper

6. Planning Ahead

- Read the introduction completely
- Prepare two columns and write “TRUE” in one column and “FALSE” in the other column on the black board.
- Write each of the “TRUE and FALSE” statements shown below on separate pieces of paper



7. Time Allotted: 10 minutes

8. Methodology: Discussion

9. Activity Procedures: Discuss the following questions with students:

- **Do** you know why young people in Ethiopia are at high risk of becoming HIV+?
- **Mention** some common factors which expose students to pregnancy, STI and HIV?

Note to Teacher: Risk Factors for Pregnancy, STIs and HIV Include:

- *Lack of strong Life Skills*
- *Modern consumer culture*
- *Alcohol*
- *Peer Pressure*
- *Pretending to be attractive, fashionable or popular*
- *Sense of being invulnerable*
- *Active hormones*

Step 1:

Write each of the “**True**” and “**False**” statements below on a separate piece of paper.

- **Hand** one statement to each team of 2 - 3 students.
- **Ask** each team to consult on whether the statement is true or false. Once they have decided each team should place their under the correct word: “**TRUE**” or “**FALSE**” on the blackboard.
- **If students** are not sure of the right answer ask them to place the statement in the middle.
- **Discuss** whether students agree with where the statements are placed.

Note: Some of the statements should lead to lively discussions.



TRUE STATEMENTS

1. Approximately, 1.1 million people are living with HIV/AIDS in Ethiopia. (DHS 2011)
2. Boys often try to get girls to drink more so they can have sex without condom.
3. Ethiopian women today are almost 2 times as likely to be infected with HIV as their counterpart men. (DHS 2011)
4. When someone have sex, using a condom is the easiest way to protect from HIV/AIDS.
5. Many people start to have sex before they are emotionally ready.
6. Many people lie about their sexual histories.
7. Drinking alcohol and chewing chat decrease the ability to use condom properly.
8. Sugar daddies are common in Ethiopia and often try to convince young women to have sex without a condom.
9. Multiple partners are the number one reason that HIV spreads among young people in Ethiopia.
10. It is not ok to have sex for high school students because it exposes them for HIV/STI and unplanned pregnancy.

FALSE STATEMENTS

1. Most high school women who are sexually active use a family planning method to avoid pregnancy.
2. All family planning methods prevent STI and HIV.
3. You can always tell if someone is HIV+ just by looking at him or her.
4. Abstinence can NOT prevent HIV infection.
5. We cannot contract HIV or STI; just by having sex once.
6. Students are always honest when they say “trust me; I’ve never had sex with anyone else.”
7. Alcohol is never a factor in forced sex.

10. Discussion Questions

1. **For every** 10 men that become HIV+ due to risky behaviors, 20 young women will become infected. What are the reasons behind this?
2. **Women**, how does this make you feel?
3. **Which** of the **TRUE** and **FALSE** statements on the wall are influenced by modern culture? Example: The **FALSE** statement; “Alcohol is never a factor in forced sex,” because action movies show both excessive drinking and violence towards women.
4. **The sex** and violence that modern culture promotes is all around us. How can we be sure that it is not affecting our values?

11. Summary

Understanding facts about reproductive health, STIs and HIV will help us make better decisions. It is a glaring injustice in our country that women are 2 times more likely to be HIV+ than men. The most effective way to reduce unwanted pregnancy and the number of young people who become HIV+ is for young women to strengthen their self-confidence and to be more assertive.



12. Assignment

1. **Discuss** openly with your parents about the connection between substance abuse and HIV.
2. **Discuss** with friends how Action Films influence our values.

ABSTINENCE AND HELP FROM A FRIEND

1. Introduction

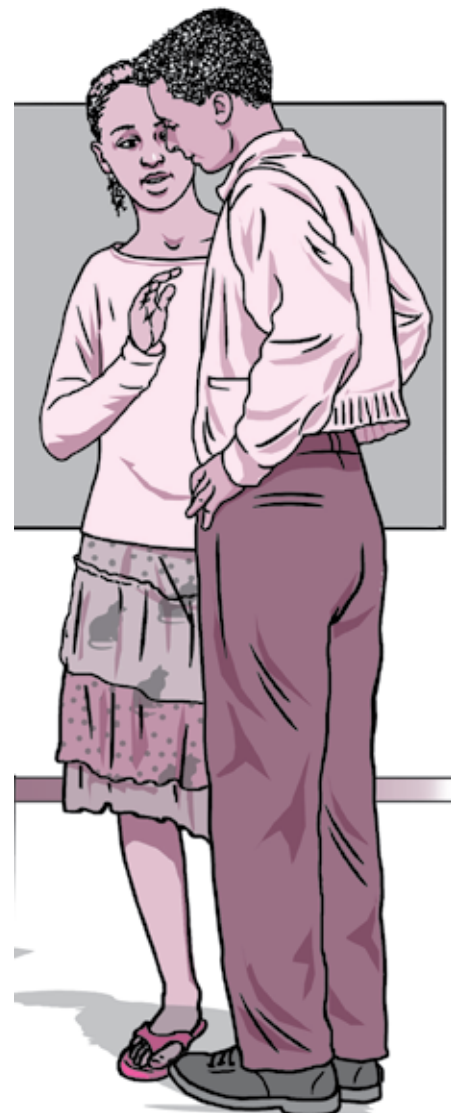
Abstinence simply means choosing not to have sex. It is the safest way to prevent pregnancy, STIs or HIV. Most 9th grade students would probably say that they plan to remain abstinent until they are married. However, as they progress through high school, modern culture, peer pressure and their own growing interest in the opposite sex can lead them into risky situations.

What we want to emphasize in this exercise is that if a young person cannot wait for marriage to have sex, they should abstain until they fully understand the choice they are making. This means they should be psychologically, emotionally, and physically able to deal with the potential after-effects of sexual intercourse.

*One good indicator of **NOT** being ready for sex is if a couple cannot openly discuss family planning methods or condom use.*

It is important to note that each individual has the right to remain abstinent or begin a sexual relationship. Especially women have to be careful not to be pushed into having sex before they are ready.

Integration points: Unit 6 particularly lesson 4, page103



*Dear Teacher, this activity which is about **Abstinence and Help from a Friend** encourages students to understand why abstinence is the safest way to prevent HIV.*

In the students text book Unit 6 particularly Lesson 4 on page 103 is about responsibilities to combat HIV/AIDS focuses on the spread, the effect as well as the necessary measures youth should take to protect themselves from the virus. This lesson can be integrated with the message of this activity easily.

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

- **Explain** confidently why abstinence is the most effective way to prevent early pregnancy, STIs and HIV.
- **Describe** the challenges of remaining abstinent and how friends can provide support.

3. Key Messages

- **Students,** it is easier to abstain if you and your friends share 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 and become responsible in order to have a happier relationship.



4. Life skills

- *Being More Assertive*
- *Resisting Peer Pressure*

5. Materials

- Two pieces of wood or metal which are 5cm X 10 cm X 3meter long
- Flip chart paper (if possible)
- Markers/chalk

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

- Prepare two 3-meter long wooden/metal “Bridges”
- Read the activity beforehand and get prepared to carry it out as indicated in the supplementary manual.

7. Time allotted: 10 - 15 Minutes

8. Methodology

- Game
- Discussion and analogy method

9. Activity Procedure: Abstinence, Help from Friends

Step 1:

- **Put** the flip chart 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** a few students to draw the dangerous animals, such as sharks and crocodiles, on the paper. Put two “bridges” 4 meter boards (5cm by 10cm) over the paper.

- **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 pre-adolescence to adulthood by yourself without falling into the water, or becoming involved in a risky situation once or twice.



Step 2:



- **Now** ask two volunteers (they should both be male or both be female) to try to walk on the 2 parallel bridges 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.**”

- **Then** ask two students (one male and one female) to try to walk on the 2 bridges while supporting each other.

Note: This represents friends that shares the same values and supports each other.



10. Discussion Questions

Eshetu and Betty have been going out for 8 months. Eshetu is pressing Betty to have sex. Betty says “I’m not ready yet. “Eshetu replies “Well then I’ll have to find another girlfriend.”

- **Boys**, what do you think of Eshetu’s comments?
- **Girls**, if you were Betty’s good friend what would you tell her?



11. Summary

Abstinence is the most effective 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 the *Life Skills* to resist peer pressure.

12. Assignment

- **Think** about the different bridges you must cross in high school. Which are the most difficult? Which will require support from your friends? Why?
- **Say** that you decide to remain abstinent until you meet your life long partner (your future husband and wife). In 12th grade, however, many of your friends are sexually active. How will you remain faithful to your pledge?



ABSTINENCE AND RESPONSIBILITY

1. Introduction

Abstinence is essential because it prevents the following: pregnancy, sexually transmitted infections like Gonorrhoea and HIV. Furthermore, abstinence is also important because it allows young people the time their bodies need to develop fully, concentrate on their studies and the development of *life skills*, grow uninterrupted into sexual maturity and understand sex and its implications.

Integration Point: Unit 6, lesson 4, Page 103 “Responsibility to Combat HIV/AIDS”

*Dear Teacher, this activity which is about “**Abstinence and Responsibility**” can be integrated with Unit 6, Lesson 4, in titled “Responsibility to Combat HIV/AIDS” in students’ text book on page 103.*

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

- **Demonstrate** the advantages of abstinence in a role play.
- **Discuss** the importance of abstinence to fight against early pregnancy STIs and HIV



3. Key messages

- **Students**, if you want to abstain, stick with friends that share or support your values.
- **Students**, when you are under pressure to have sex, think about how abstinence can benefit you so that you can remain firm in your decision.
- **Students**, talk to your partner about your decision to abstain before you are physically intimate, in order to avoid miscommunication and the temptation to have sex.

4. Life skills

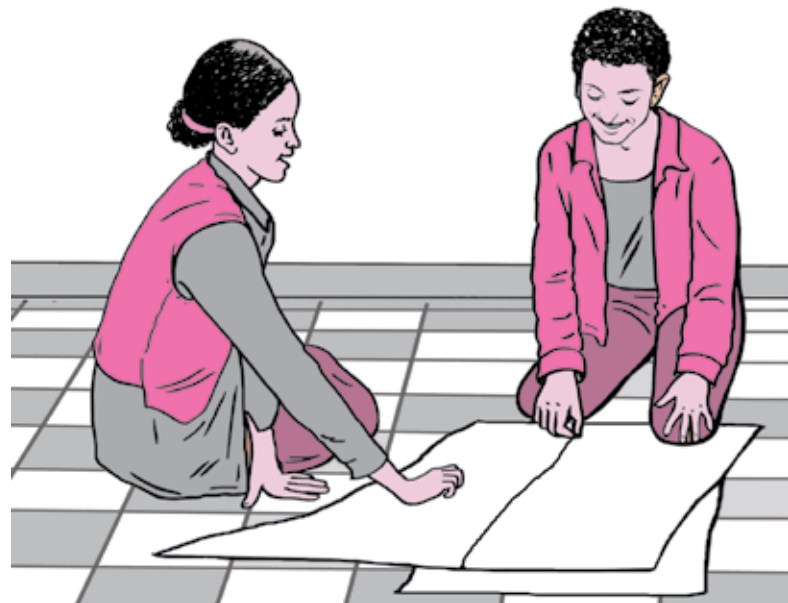
- *Making Good Decisions*
- *Setting Realistic Goals*

5. Materials: No special materials.

6. Planning Ahead

- **Read** the introduction to this activity.
- **No** additional time is needed to present this exercise. Integrate it directly into your lesson.
- **Invite** 12th grade students to your class to discuss the advantages of remaining abstinent.

7. Time allotted: 15 Minutes



8. Methodology: Group Work and discussion

9. Activity Procedures

Step 1: Ask the students before starting the group work

1. **Who** will tell us what abstinence is?
2. **What** about secondary abstinence?

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. Sometimes it happens when a student makes a mistake after drinking too much.

Step 2:

- **Divide** participants, based on their sex, into groups of 3 – 4.
- **Let** each practice one of the role-plays below:
- **After** 5 minutes, select 3 teams to present their role play.

Scenarios for Role Plays:

1. Tesfaye and Betty

Tesfaye and Betty love each other.
Tesfaye is pushing Betty to have sex.

- Betty says that she is not ready that she wants to focus on her studies.
- Tesfaye replies; “Well, I guess you really don’t love me, do you?”
- How does Betty respond?



2. Mussie speaks to his brother

Mussie and Addis are in 9thth grade and have been seeing each other for 6 months. Progressively Mussie and Addis have become more intimate, but they have not had sex yet.

- One day, when Mussie's older brother, Ephrem, is home from college, Mussie says. "Hey Ephrem by next weekend I won't be a virgin anymore."
- Ephrem replies, "Mussie are you kidding – you're not mature enough to start having sex. Do you really love Addis, have you thought of the responsibilities you should take?"
- Mussie says, hey, "What's the big deal? I just want to have a little fun."
- *How does Ephrem respond?*



3. Rahel and Zelalem

Zelalem is very popular in school. All the girls like him. Zelalem and Rahel have been going out for 6 weeks. Zelalem is pushing Rachel to have sex.



- Zelalem: Rachel, I love you so much. All I can think about is being with you. Let's rent a hotel room for a few hours.
- Rahel: But we just met a few weeks ago. I want to take my time and get to know you. I not ready to have sex yet.
- Zelalem: Oh, so you want to spend your whole life as a virgin?
- *How Does Rahel Respond?*

4. Lyqu's Football team

Although Lyqu is only in 10th grade he is a star on the local football team. After the team wins an important game, the older man have a few beers to celebrate and then plan to visit the sex workers downtown.

- One of the older man says; "Hey Lyqu, what's wrong with you? Why don't you come with us to have a good time with the girls?"
- Lyqu wants to wait until he is really in love before having sex.
- How does Lyqu reply?



Step 3: Perform 3 of the Role Plays

Note: The students may want to perform the other role plays after class.



10. Discussion Questions

1. **Which** of the role plays do you think could happen in your High School? Why?
2. **What** do you think might happen if Tesfaye got Betty drunk?
3. **If** you were Mussie's brother what would you tell Mussie?

11. Summary

Every student who wants to remain abstinent or to really be in love with the “right person” before having sex will face challenges to their values. Learning how to stick to your values and resisting peer pressure is a *Life Skill* all youth need to develop.



12. Assignment

1. **Discuss** the role plays with your friends. Were they realistic? If not, what changes would you make so that they are more like real life?
2. **It is** said that role plays are a way for students to “visit” high risk situations in a safe environment. What does this mean?

TALKING WITH OUR PARENTS

1. Introduction

Dear teacher, when students can discuss different issues with their parents freely, they develop openness in their future life. Talking things over with a parent can help students feel less worried. They can think of ways to solve problems, and feel better. Just knowing their parent understands and cares about what they are going through can reduce youth's pressure. Therefore, when you teach your students the different decision making steps explained in the student text you will have the possibility to align the lesson with this Life Skill activity "Talking with Our Parents."



We know that in our society it is not common for youth to speak about personal issues and relationships with their parents. In preparation for this exercise you may want to meet with parents on a Saturday and explain the goals of the *Life Skills* program. It is also good if your students attend the same meeting. You can use the introduction to this manual as a

guide. Read out loud each of the *Life Skills* to the parents and ask if they can give examples of how these skills have been important in their lives.

Integration Points: *Unit 8, Lesson 3, page 128, Decision Making.*

Dear Teacher in the grade 9 Civic and Ethical Education student textbook under Unit 8, Lesson 3, page 128 the teaching point is about decision making. Under this lesson, decision making steps are pointed out and it is indicated that before students make a certain decision they need to consult their parents, teachers or friends to get as many ideas as possible.

Therefore, please integrate this activity, “Talking with Our Parents”, with the section of the lesson mentioned above.

2. Learning outcomes: At the end of this activity, students will :

- **Communicate** with their parents openly with confidence on sensitive issues such as pregnancy and other reproductive health related issues.

3. Key Messages

- **Students**, talking to your parents openly helps build trust and obtain valuable advice when they need it.
- **Students**, communicating with your parents about your feelings is not always easy or stress-free, but often it is very helpful.



4. Life skill: Making Good Decisions

5. Materials: No special material needed

6. Planning Ahead

- **Read** the introduction carefully. It conveys information on how discussions with parents have a positive impact on students' decisions.
- **No** additional time is required to teach this activity. This activity underpins the lesson on decision making. The activity is a practical demonstration of how we can improve student – parent dialogue.
- **If** possible, invite the parents ahead of time. Or if necessary schedule this activity on Saturday morning so it is easier for parents to attend.
- **If** it is not possible to invite parents ahead of time, ask other teachers or staff to act as parents.



7. Time allotted: 10 minutes

8. Methodology: Game and Discussion

9. Activity Procedures

1. **Divide** the students into small groups of 3 - 4 students with 1 parent.
2. **Assign** 1 student in each group as a monitor.
3. **Each** group must pass through 4 stages.
4. **To advance** in to the next stage the group must complete all the questions.
5. **Start** by asking the questions listed under **Stage 1** to the parents and students.

Step 1: Explain

This game will help develop our communication and decision making skills. Each team will discuss all the questions in one stage before advancing to the next stage.

Stage 1: Communication: Parents and youth ask each other the following questions.

1. **Parents ask:** What was one nice thing that happened to you today?
2. **Students ask:** Was there anything new that happened to you today?
3. **Parent asks:** what do you and your friends like to do together.
4. **Students Ask:** What is the biggest change in Ethiopia since you were a student?



Stage 2: True or False-the monitor reads the following questions:



1. **Young** people feel loved when parents are concerned about them and ask them about their friends and school work (True).
2. **Students** do not listen to their parents (False).
3. **It is** not always necessary for parents to know where their children are (False).
4. **Although** it is very important, parents and youth usually do not talk about puberty and sex issues (True).
5. **If parents** talk to their children about delaying sexual debut, it would seem as though they are encouraging them to have sex. (False).

Stage3: Parents and youths ask each other the following questions.



1. **Parent asks:** What are your future plans?
2. **Students ask:** is there more danger of risky behavior now or when you were young? Why?
3. **Parents ask:** is there is anything you would like to ask me but are a little afraid?

Stage 4: True/False- The monitor reads the following questions:

1. **It is** important for parents to know about their children's feelings and needs (True).
2. **Young** people can learn good communication from their parents (True).
3. **Young** people should not discuss about sex with their parents because it is being disrespectful (False).
4. **If parents** do not know the answers to questions their children ask them, they should say, 'I don't know' and help them find the answer. (True).

10. Discussion Questions

1. **What** is the advantage of discussing important issues with our parents?
2. **How** does communicating openly with our parents help us make better decisions?
3. **What** issues are you afraid to talk to your parents about? Why?

11. Summary

- **Important** decisions students make during high school can influence their lives for many years.
- **Discussing** personal issues freely with parents enables students to develop openness in their future life.
- **Students** and parents who have difficulty discussing personal issues, should start with easier subjects like school work and gradually build up to more difficult issues like sex.



12. Assignment

1. **Explain** this activity with your parents.
2. **Pick** a subject that you feel your parents would like to talk about, for example their values, and ask them several questions.



OUR VALUES

1. Introduction

Dear Teacher, in this activity, students will identify the values they give priority to in their life. When they have prioritized their needs, students can make their own decisions. The decisions students make or will be making is determined by whether they are self-reliant or independent. It is generally believed that knowing our values appropriately helps build self-confidence and helps us stay strong in everyday life.

Self-reliance is one and the same as self-sufficiency. It means doing things for ourselves rather than having things done for us. It does not mean that we do not need others in our lives; only that the help we ask of others is the kind of help that makes us better able to care for ourselves.



Integration Point: Unit 8, lesson 1, pages 121 -123.

Dear Teacher, grade 9 Civic and Ethical Education discusses about self-reliance under Unit 8, Lesson 1, on page 121 -123. The lesson examines how self-reliance and good decision making is crucially important for youth to meet their future goals. In order to achieve our goals, our personal values are basic and can impact us either positively or negatively.

This activity which teaches about our values is very much related to the identified lesson on self-reliance. Therefore, please integrate this activity with the section of the lesson mentioned above as properly as possible.

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

- **Identify** their personal values
- **Discuss** that different people have different values and their behavior reflects their values.
- **Explain** the effect of personal values on self-reliance.

3. Key messages

- **Students:** Some students share your values, others have different values. Knowing and acting on your personal values helps build self-confidence.
- **Students:** Think about how your decisions and actions reflect your values

4. Life skills: *Boosting Self-confidence*

5. Materials: **No need** for special materials

6. Planning Ahead: Read the entire activity in advance.

7. Time allocated: 10 minutes

8. Methodology: Game and discussion



9. Activity Procedures: House on Fire

Today we will discuss how knowing our values helps build self-confidence and helps us stay healthy.

- **We** will start with “House on Fire” game.
- **Explain:** Imagine that you wake up suddenly in the middle of the night and smell smoke. Then you realize that your house is on fire. You just have 30 seconds to get out.
 - *What 3 things will you take with you as you run out?*
- Ask one volunteer to read aloud what he would save. Ask other students to read their answers



10. Discussion

- **Why** did you choose to save certain things?
- **How** do these things reflect your values?
- **Which** of the things you saved are linked to traditional values? Which are linked to modern culture?
- **If** children of ages 8-10 played this game, would they save the same things you did?
- **What** about a 35-year-old adult?

11. Summary

- **Self**-reliance is an important value that helps us count first on our own abilities. Self-reliance helps build several *Life Skills*; especially:
 - *Boosting Self-confidence*
 - *Making Good Decisions*
 - *Resisting Peer Pressure.*
- **It is** important for students to understand which of their values have roots in traditional culture and which are rooted in modern culture.

12. Assignment

- **Ask** your friends what they would take out of their house if it was on fire.
- **In what** ways are your friends' values different to yours?
- **Think** about a time when you did not respect your own values. What were the results?



ACTIVITY

JUGGLING MY LIFE

1. Introduction

Dear Teacher, in the preceding exercise your students figured out how communication with their parents helps them make good decisions. Similarly, this activity also allows students to make good decisions by keeping away from bad choices in relation to sex, STIs and HIV. When students reach to the age of puberty it is natural to think about sex. However, in our modern culture sex is often accompanied with unwanted pregnancy, STIs and HIV unless the students develop *Life Skills* to deal successfully with pressures. Thus, the activity, “Juggling My Life,” focuses on the problems youth face when they jump unintentionally in to sex during puberty.

Integration Point: Unit 8 Lesson 3 on page 128 – 129



This activity entitled “Juggling my life” focuses on problems youth face during puberty because they make poor decisions. The appropriate lesson to integrate this activity is Lesson 3 on page 128 – 129 which teaches about decision making. In this section of the lesson there is also a case study focused on wrong decision making which leads to bad results.

Therefore, teacher, please incorporate this activity with that section of the lesson and perform the activity as effectively as possible.

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

- **Explain** the effects of good and bad decisions
- **Discuss** the potential consequences of their decisions.

3. Key Messages

- **Students,** If your friends pressure you to do anything that you are not comfortable with, have the courage to say, "Sorry, that's not for me."
- **Girls,** if a boy pressures you and you are afraid, speak to someone that you trust and explain the situation.

4. Life skills: *Making Good Decisions*

5. Materials

- 1 foot ball
- 5 tennis balls

6. Planning Ahead

- Before class ask the health or Physical Education Department if you can borrow 1 football and 5 tennis balls.



7. Time allotted: 10 Minutes

8. Methodology: Game and discussion

9. Activity Procedures

Step 1:

1. **Ask** the students: what activities that they carry out in their daily life? For example, study, household tasks, spend time with friends, play football.
2. **Write** their answers on separate pieces of paper and attach them to 3 tennis balls.
3. **Write** “Pregnancy”, “STI” and “HIV” on the remaining tennis balls.
4. **Write** “Sex” on the big ball (football).
5. **Establish** a group of 8 participants and give the 6 balls to the group members.
6. **Ask** students to hold hands and make a circle. If there is no enough space you may have to move outside the classroom.



Step 2:

1. **A student** will toss the first ball to a participant and ask her to call out the name of another student and toss the ball to her or him.
2. **The second** student should, in turn, call out the name of a third student and toss the ball to her or him.
3. **After** the first ball has been tossed to each student, add the second ball.
4. **Continue** until all 6 balls have been introduced.

Note: As more balls are introduced the situation becomes more confusing

Step 3:

- **Ask:** Is it difficult to control all these balls at once?
- **Now,** let's see how "Sex" can add confusion to our lives.
- **While** the group members are still exchanging the balls already in play, toss in the football.
- **When** the football is dropped on floor, do not pick it up. Let that game continue for 15 more seconds, then stop the game.



Note: The football dropping on the floor symbolizes a mistake we have made related to sex. For example the girl got pregnant, we broke up etc. When the football drops usually the others balls will also drop as students will be distracted watching the football.

10. Discussion Questions

1. **What** does dropping the football represent?
2. **What** happened after the football dropped?
3. **Note: Usual answers are:**
 - o We dropped the other balls as well.
 - o Everyone stopped playing the game.
4. **How** did adding “SEX” into the game change things?
5. **Whose** idea was it to add the “Sex” ball into the game?
6. **How** did you feel having someone else makes an important decision for you with really asking you?
7. **If** this game were real life, how could adding SEX happen without it really being your decision?

11. Summary

Each student must juggle many activities in their life. If a student becomes sexually active, this new activity often causes him or her to “drop the other balls” that is, neglect important activities such as school work.



12. Assignment

- **Ask** students to reflect on an important decision that they recently made.
- **Did** they ask for advice from anyone: parents, friends, and teachers? If not, why not?



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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