

Making Good Decisions

SUPPLEMENTARY MANUAL

9TH GRADE ENGLISH



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, Civics, 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 6 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: Imagining our Future** is linked to **Integration Point: Unit 2, Lesson 16 (Activities B2.1 and B2.2), Page 26-27**. 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.

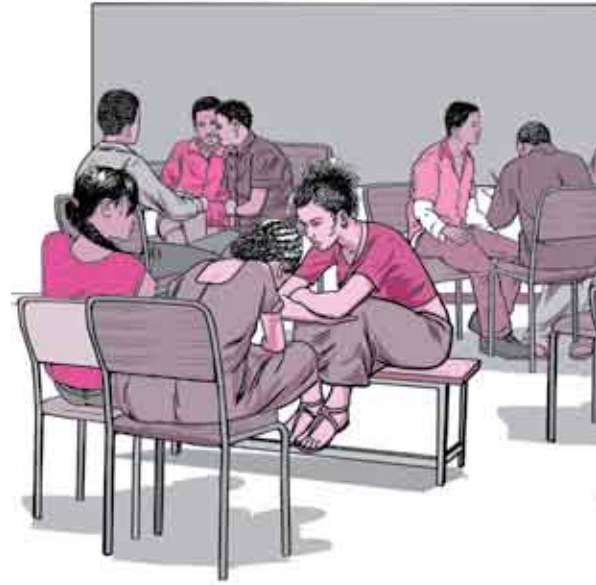
1. The table below summarizes the exercises and indicates which lessons they are most directly linked to.



Unit	Lesson	Page in the Text Book	Integrated Activity	Page in Supp. Manual
2	16	B2.1 and B2.2	Activity 1: Imagining Our Future	9
3	28	B3.1 and B3.2	Activity 2: Parents and Youth Communication Practice	13
5	47	A5.3, 1 and 2	Activity 3: The Benefits of Abstinence	17
9	93	A9.10, 1-4	Activity 4: Our Values	21
12	12	A12.2, A12.3 (209)	Activity 5: Peer Pressure	25
12	129	B12.3, B12.4 (216)	Activity 6: Do We Know the AIDS Situation among Ethiopian Youth	29

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.

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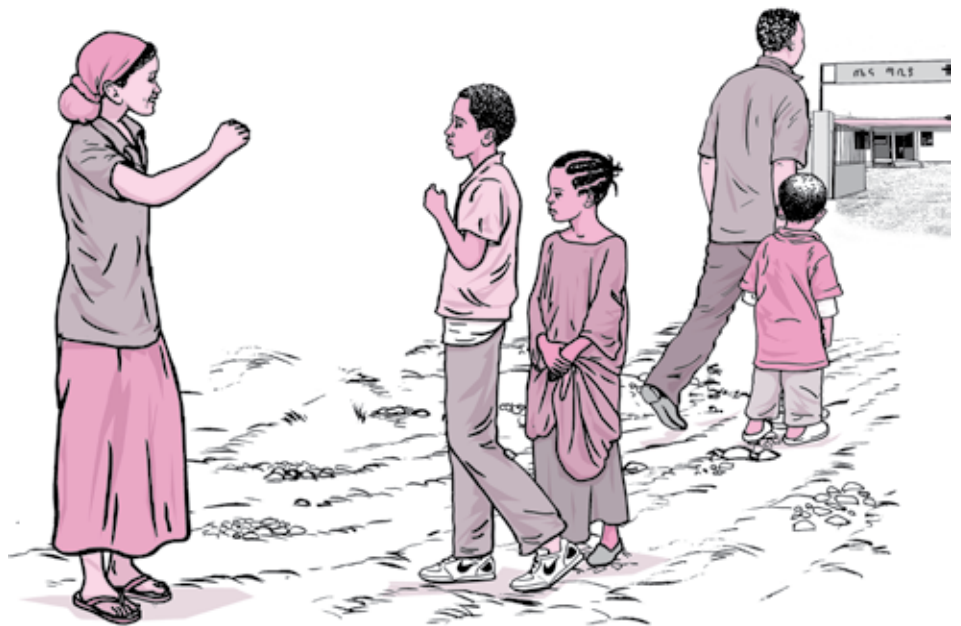
ACTIVITY

IMAGINING OUR FUTURE

1. Introduction

To achieve your future goals you must have a good plan. Our plans are determined by our values. Our values are what we hold close to our heart. They are our principles and beliefs that are most important to us. For example: - for many students value highly success in their studies, so they work very hard. Other students might say having good friends is their priority value. In general, our values determine our behavior - how we interact with other people, whether we respect them and respect ourselves.

Dear Teacher, this activity is designed to help students examine their values and think about their future. They should ask themselves whether they have enough self-confidence and self-esteem to make a plan for their future and then stick to it.



At the end of this skill building activity, students should understand more about the relationship between self-confidence, good communication, and decision-making.

Integration Point: Unit 2, Lesson 16 (Activities B2.1 and B2.2), Page 26-27.

Dear Teacher, In the grade 9 Unit 2, lesson 16 (Activities B2.1 and B2.2) English for Ethiopia student's book, you teach two sub-titles 'future possibility' and 'future plan'. The essence of this lesson is to enable students to use the language structure "going to", "may" or "might" as future action indicators. The structure of this lesson can easily be linked to future life goals and ambitions such as: I am going to be an engineer, a doctor, a teacher etc.

For instance, a teacher may say to students, "I am going to ask you two questions. You also tell me the answers using "I am going to...."

Teacher: If you see your friend having a drink in a nearby kiosk, what are you going to do?

Student 1: I am going to



Teacher: If someone asks you to have sex, what may you do?

Student 2: I may say.....

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

- **Explain** their future goals
- **Plan** their future goals effectively

3. Key Messages:

- **Students** have a realistic plan for your future and take steps confidently to achieve your goals.
- **Students** know your own values and stick to them. Say '**NO**' confidently to pressures, that you are not comfortable with.

4. Life Skills: Setting Realistic Goals

5. Materials needed for this activity: No special materials are needed

6. Planning Ahead: Read the activity ahead of time

7. Time Allotted: 8-10 minutes

8. Methodology: Explanation and Desk group discussions.

9. Activity Procedures

Step 1: Questions

Write the following questions on the black board and let students give their answers.

- **What** do we mean by “self-confidence”?
- **What** are we “going to” do for our final exam?
- **Who** “may” help you prepare for final exam?
- **Who** “might” make a decision for you?



When finished,

Step 2:

- **Ask** all students to think about their future goals for a few minutes. Then ask them to write five sentences using the structure “I am going to” For example: “I am going to become a pilot” or I am going to be friendlier to my classmates.”
- **Ask** students to mark the 3 statements that are most important to them.

Not to the Teacher: Students should read the statements they wrote about their future goals.

10. Discussion Questions

In desk groups, let students discuss the following questions:

- *How would you describe yourself?*
- *Which one of your skills or behaviors is most important to you future?*
- *Which behaviors do you want to improve?*

11. Summary: Summarize the lesson by revising the major points of the activity.

- Our actions and decisions reflect our values.
- People have different values
- Self-confidence helps us stick to our values



12. Assignment

Ask the students to discuss with their friends and parents:

- Ways to boost their self-esteem.
- What they imagine for their future

PARENTS AND YOUTH COMMUNICATION PRACTICE

1. Introduction

How much time do you think students take each day to discuss issues with their parents?

Teacher, do you think your students discuss their problems and challenges with their parents openly? Very little time is given for parents and youth to communicate. In Ethiopian culture it is rare for parents and students to discuss issues like alcohol use, intimacy with a girlfriend or boyfriend or family planning. Except for very few parents, the communication goes one direction – top down - parents tell their children what to do.

On the other hand, traditional Ethiopian culture is changing rapidly with the introduction of TV and the internet. Transparent and open communication between parents and their children is now important to help students fully understand the conflict between modern culture which values the individual and material things and Ethiopians traditional culture which places more value on family and community.



Integration Point: Unit 3, Lesson 28, Activities B3.1 and B3.2, page 48

Dear Teacher, in the grade 9 English for Ethiopia students book, Unit 3, Lesson 28, Activities B3.1 and B3.2, you are going to teach students about the use of language structure such as, “agree”, “disagree”, and “... not sure...” in conducting discussions among themselves. The structure, at the beginning of exercise B3.1, which goes through exercise B3.2, can be linked to the Activity “Parents and Youth Communication Practice” in this manual. It does not require any extra time since this skill building activity can easily be blended into the exercise in lesson 28 Activities B3.1 and B3.2.

2. Learning outcome: After this Activity, students will:

- **Build** their self-confidence in communicating with their parents.
- **Discuss** openly and confidently with their parents about HIV and other reproductive health related issues.

3. Key Messages:

- **Talking** to parents openly helps you build trust and get advice when you need it.
- **Talking** to your parents about your feelings is not always easy or stress-free, but often very helpful.

4. Life Skills Developed: Making good decisions

5. Materials: No Special Materials

6. Planning Ahead: Read the activity beforehand and prepare for the exercise.

7. Time Allotted: 10 -15 Minutes

8. Methodology: Roll play and discussions

9. Activity Procedure: *Parents and Youth Communication Practice*

1. **Divide** the class into three groups
2. **Explain** that each group will work on one situation and prepare a role-play for the rest of the class.

Situation 1: Abdul is in the Cinema

Abdul is in the cinema and has his phone on silent. His little brother is sick and his parents want to take him to the hospital. They need Abdul to look after his little sister while they are gone. They are calling Abdul’s cell phone but he is not answering it. His mother is angry and worried about him.

Decide what happens next?

Situation 2: Konjit is visiting her friends

Konjit is visiting her friends who are leaving town for summer vacation. They are listening to music and talking about their boyfriends. Konjit was told by her mother to water the garden, however Konjit has told her sister to inform her mother that she will water the garden when she gets home. When she returns, her mother is angry and says, “Look at the vegetables. They are almost dead.”

Decide what happens next.

Situation 3: Almaz meets Henock.



As Almaz is walking home from school she meets Henock who always gives her a hard time. He asks her what she thinks if they start dating. Almaz refuses. Henock insults her and she goes home crying. Almaz’s mother asks her what is wrong. Almaz explains, but her mother blames her for the incident, saying you shouldn’t be talking with boys like Henock anyway. Almaz is confused and sad.

Decide what happens next.

10. Discussion Questions: after each presentation ask:

- **Does** this situation seem realistic?
- **How** could the youth or the student have done to improve the communication?
- **What** could the youth or parent do to prevent this situation from happening again?

11. Summary

If we communicate openly with our parents and friends, we can avoid the problems we observed in the role plays. As with all *Life Skills*, effective communication requires practice.

12. Assignment

- **Ask** students to observe how communication is practiced at home between their parents and between parents and the children. Discuss during the next period.
- **Encourage** students to discuss one personal subject with their parents that they had been afraid to talk about before. Ask who ever carries this out to report back to the class.



THE BENEFITS OF ABSTINENCE

1. Introduction

When we talk about abstinence we mean refraining from sexual intercourse. Attention is highly given to abstinence because it is the most effective way to prevent pregnancy, STIs and HIV.

Dear Teacher, students must be familiar with the concept of abstinence and know its advantages and the challenges it presents.

The following are the advantages of remaining abstinent until marriage:

- Protects from HIV, STIs and pregnancy.
- It helps students remain focused on their future goals
- Helps students avoid feelings of anxiety and guilt.

Challenges of remaining abstinent:

- There is peer pressure to have sex
- Fear of losing a close friend if you don't have sex.
- If you drink or chew chat, this makes it more difficult to remain abstinent.

Ways to handle the challenges of abstinence:

- Avoiding risky places like bars, chat houses and parties.
- Setting limit before getting in to relationship (kissing, hugging). Talk to each other and then stick to your limit
- Hanging out with friends who share the same values towards abstinence.



Integration point: Unit 5, lesson 47, Activity A5.3 (especially exercises 1 & 2).

Dear teacher, in the grade 9 English for Ethiopia Textbook at Unit 5, lesson 47, Activity A5.3 (especially exercises 1 and 2); students will discuss some myths about HIV AIDS. These myths prevent youth from knowing the facts about HIV. For instance, myths such as “having sex with a virgin can prevent you from getting the HIV virus.”, “You can wash the virus away by washing with disinfectant soon after having sex.”, and others can confuse and mislead the youth and make them less confident of their decisions. Thus, you can link this activity to Lesson 47 in the text book which provides students with different myths.

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

- **Identify** challenges of remaining abstinence
- **Resist** peer pressure.

3. Key Messages

- **Students:** discuss with your friends and make a decision about abstaining before you are in an intimate situation.

4. Life Skills Developed

- Resisting Peer Pressure
- Making Good Decisions

5. Materials: No special materials required

6. Planning Ahead

Read the activity in advance and familiarize yourself with the steps.

7. Allotted Time: 10 Minutes



8. **Methodology:** Questions and answers, and group discussion

9. **Activity Procedures:** What are the Benefits of Abstinence?

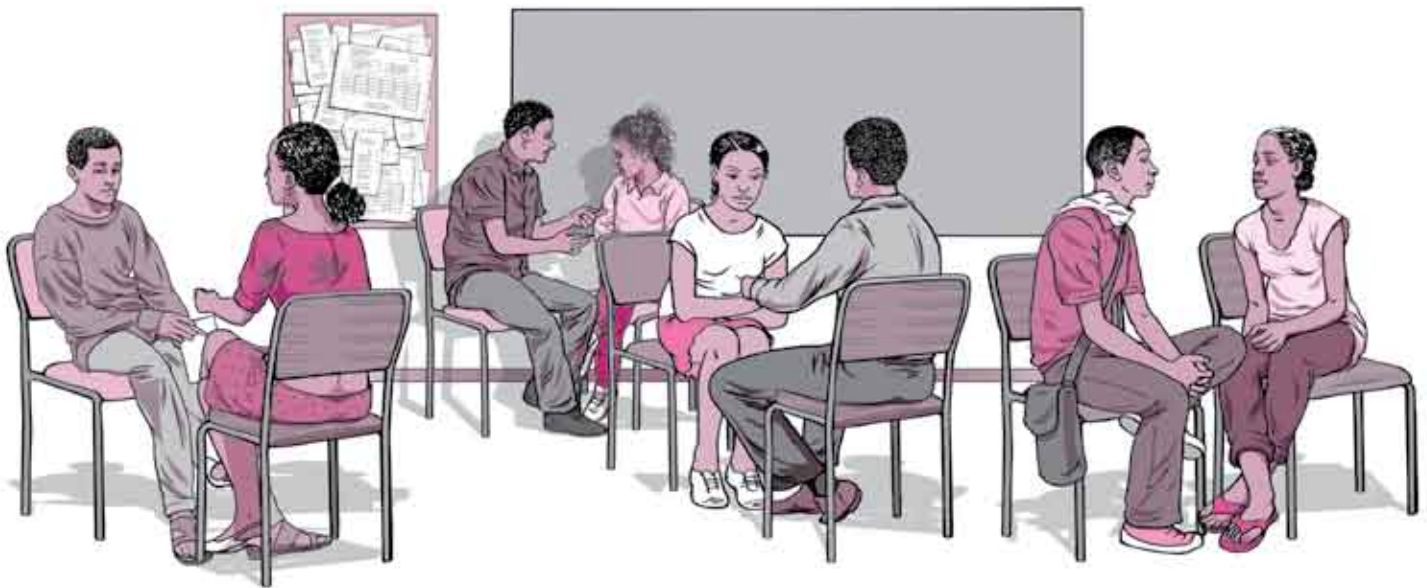
Activity Steps

Step 1: Discussion Questions

Ask the students:

- **Who** can tell us what abstinence is?
- **What** is 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.

Step 2:

- **Divide** students into groups of 4-5 (or into their study –cells)
- **Divide** the participants based on their sex

Step 3: Let each group discuss and list out the:

- **Advantages** of abstinence,
- **Challenges** of abstinence,
- **Ways** to successfully resist these challenges.

Ask and verify,

- **Are** the lists for female students different from the males?
- **If** so, why?
- **Which** of the ways of remaining abstinent are most effective?
- **Which** are not? Why?

10. Discussion Questions

- **Talk** about what it would be like to have sex with someone you do not love.
- **What** is the relationship between love and sex?
- **Are** there students in the school who have had relationships with 3 – 4 different people? Are they happy? Are they good students?



11. Summary

Encourage students to think deeply about what qualities are important to them in a girlfriend or boyfriend.

12. Assignment

Ask students to discuss the benefits and challenges of abstinence with their parents or friends.

OUR VALUES

1. Introduction

Our values are our code of behaviors and principles which have a significant impact on our lives. Students' values determine their future goals. But their values can also be easily affected by the social environment, such as the presence of many bars near campus and by our day to day interactions with peers, parents and other adults.

Students need to know these realities and should be encouraged to hold fast to their values in order to remain healthy and achieve their goals.

Integration Point: Unit 9, Activity 9.10, lesson 93, Exercises 1 – 4 page 160

Dear Teacher as you may recall, the grade 9 English for Ethiopia, Unit 9, Activity 9.10, lesson 93, exercises 1 – 4 encourage students to work in groups and suggest ideas about the importance of keeping Ethiopia's traditional culture. When the students debate in groups, you may observe that keeping Ethiopian's traditions and culture is of great value of some students.



This activity entitled "Our Values" will strengthen what you teach about the importance of Ethiopian's traditional culture and will also enhance students' understanding of their personal values.

Therefore teacher please integrate this activity with the exercises 1 – 4 presented on page 160 under A9.10 of unit 9.

Note to the Teacher

- *Our actions and decisions reflect our values. For example, Konjit always studies hard instead of listening to music. Hence, studying hard is an important value for Konjit.*
- *People have different values. For example for some, their most important value is health, respect, family, or marriage. For others it is having an iPhone.*
- *Hailu gives priority to playing soccer than anything else – he values that more than anything else.*

2. Learning Outcomes: After this activity, students will:

- **Identify** their personal values
- **Explain** that different people have different values
- **Compare** if their behavior reflects their values.

3. Key messages

- **Everyone** has their own values. Knowing and acting on your personal values helps you build self-confidence.
- **It's** possible to resist peer pressure. Hang out with friends who have similar values to yours and respect your decisions.

4. Life Skill Developed: Boosting Self-Confidence

5. Materials: No special materials are needed

6. Planning Ahead

- **Read** the activity and acquaint yourself with how students will play the game. The activity should be participatory. All students should take part.



7. **Time Allotted:** 8 - 10 Minutes

8. **Methodology:** Explanation, Question and Answer, Game.

9. **Activity Procedures:** Introduce the following:

- Who would like to have greater self-confidence? Why?
- Do you have any friends who have a lot of self-confidence?

After a few responses from students, say, “Now we will discuss how knowing our values help us build our self-confidence and stay healthy” and add

“We will start with a game called ‘**House on Fire**’.

- **Ask** students to write down three things that they like most in their house in different pieces of paper.
- **Ask** 5 – 10 students to put down the papers they have written on the floor separately.
- **Let** the students make a circle and imagine that their house is on fire.



- **Say:** “You only have time to save one thing. What will it be?”
- **Students** should pick up the paper that corresponds to what they would save.
- **Ask** a student to read aloud what she has saved. And, ask another student to read her answer.
- **Ask** the students the reasons behind their choice.

10. Discussion Questions

1. **Why** do you choose to save certain things?
2. **How** do things you want to save reflect your values?
3. **If** children of ages 8-10 played this game, would they save the same things you did? What about 35 year old adults?
4. **Do** our behaviors reflect our values?
5. **Why** do you think people of different ages have different values?



11. Summary

- **Knowing** our values and sticking to them is an important part of developing our *life skills*.
- **Different** people have different values
- **Our** values determine our behaviors which can either help or hinder us from reaching our goals.

12. Assignment

Ask students to discuss their personal values with their parents. How have values changed since their parents were young? Which values are most important to them? Why? Students should report what they have learned back during the next class.

PEER PRESSURE

1. Introduction

Peer pressure can be both positive and negative. Either way it has a powerful influence on high school students. Peer pressure is a type of influence often applied by a student's closest friends. Positive peer pressure might be to get excellent grades. However, often among high schools students there is pressure to do something "cool" like drink alcohol, smoke or have sex. Young people must be aware when their peers pressure them to do something that is against their values. Students must develop skills to resist peer pressure and make their own decisions.

Integration Point: Unit 12, Lesson 123, Activity A12.3, Page 209

Dear teacher, as educated young people, students must avoid discrimination and resist pressure. Resisting peer pressure is an important life skill that helps students challenge the push into undesired sex practices by their friends or other peers. For instance, let's say a teacher asks a student to see him after class or on her way home. She tells her friends and they pressurize her to accept the initiation. Unless, the girl is able to resist this pressure, she will be caught in the teacher's trap.

The grade 9 English for Ethiopia textbook at Unit 12, Lesson 123, Activity A12.3, deals with a sub-heading entitled "Discrimination." Under this Activity, Exercises 1 and 2 are deeply concerned with the kinds of people that are discriminated against and why they suffer discrimination. This Lesson can be connected to the Activity entitled, "Peer Pressure" in this manual. Teaching the contents of this activity does not require any additional time, because they are built in your lesson. You are just required to spare some 8 – 10 minutes on this part of the topic.



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

- Resist negative peer pressure

3. **Key Messages**

- **Students:** Know your own values and stick to them. Say '**NO**' confidently to pressures, that you are not comfortable with.
- **Students,** it's possible to resist peer pressure. Hang out with friends who have similar values to yours and respect your decisions.

4. **Life Skill:** Resisting Peer Pressure

5. **Materials**

- Flip Chart paper (if possible)
- Marker
- Two long boards

6. **Planning Ahead**

- Read the activity and prepare your lesson plan before class.
- If the flipchart is not available use a piece of chalk to draw large sharks and crocodiles on the floor.

7. **Time Allotted:** 10 – 15 Minutes

8. **Methodology:** Game, discussion question and answer

9. **Activity Procedures**

- **Brain storm** with the students about pressures that they feel from their friends and other students.
- **Ask** if any student can give an example of when they were pressured, and successfully resisted. How did that make them feel?

The Bridges Game

1. Put the Flipchart papers on the floor (if you don't have flipchart draw a circle in the floor) and explain that the papers represent a river with a lot of dangerous animals that symbolizing risky situations which exposed to HIV.
2. Ask some students to draw dangerous animals, such as sharks and crocodiles, on the paper. Put two "bridges" 4 meter boards (5cm by 10cm) over the paper and ask students one by one to cross over the "river."



3. Now ask volunteers to walk across the bridge by themselves.

Note: Most will fall off. This means that it is very difficult to "cross the bridge" from childhood to adulthood without falling into the water once or twice.

4. Now ask two volunteer students (either male or female) to try to walk on the bridge while supporting each other.



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."

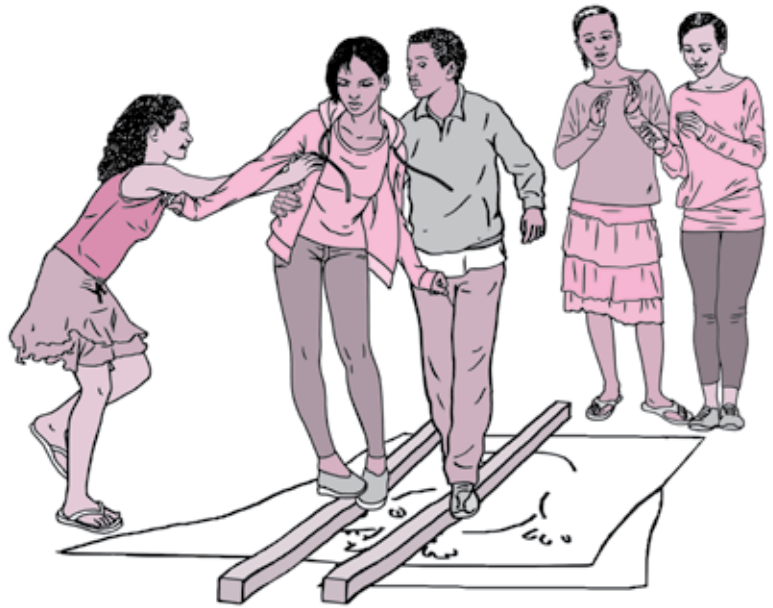
5. Now two volunteer students (one male and one female) to try to walk on the bridge while supporting each other.

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

6. Now, while the couple crosses the river, a third person pushes him/ her until they fall into the river.

Try the game with different couples 3 or 4 times.

When, they finish playing the game, ask: “**what does the third person represent?**”



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

10. Discussion Questions

- **Think** about which bridge you want to cross.
- **How** can you be sure that no one will push you into the water?
- **How** can your friends support you to avoid risky situations?

11. Summary

Peer pressure, both positive and negative is very powerful. 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

- **Ask** students to speak with their parents about peer pressure they experienced when they were young.
- **Ask** students to think about 2-3 friends that have a positive influence on their behavior.

DO WE KNOW THE AIDS SITUATION FOR ETHIOPIAN YOUTH?

1. Introduction

Dear Teacher, although we know Grade 9 students are not new to information about the spread of HIV, it is very important to restate the facts correctly. This exercise focuses on how HIV and STIs are transmitted. Many of the concepts will not be new for the students, but this is a good time to check their understanding and encourage them to ask tough questions about their own behaviour.



Integration Point: Unit 12 Lesson 129 Activity B12.3, Page 216

*In this regard, the grade 9 English for Ethiopia textbook at Unit 12 Lesson 129 Activity B12.3, provides students with the question “**Are these Sayings True?**” Under this activity, Exercises 1 and 2 urge students to work in groups and analyze whether proposed statements are true or false. We all realize that some people become victims of others only by their sweet words or statements. As is stated in textbook under this exercise, “There are many sayings that sound true, but may actually be false, giving an incorrect or misleading idea or opinion, which is based on inaccurate facts or invalid reasoning”. This exactly fits the unrealistic sayings about HIV. Therefore, this Lesson can be connected to the Activity entitled “**Do we know the AIDS Situation for Ethiopian Youth?**” which also discusses the Myths about HIV.*

Dear Teacher, the purpose of this Activity is to enable students be familiar with the myths about HIV and its protection mechanisms.

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

- **Explain** the reality of HIV for young people in Ethiopia.
- **Identify** myths about HIV.

3. **Key Message**

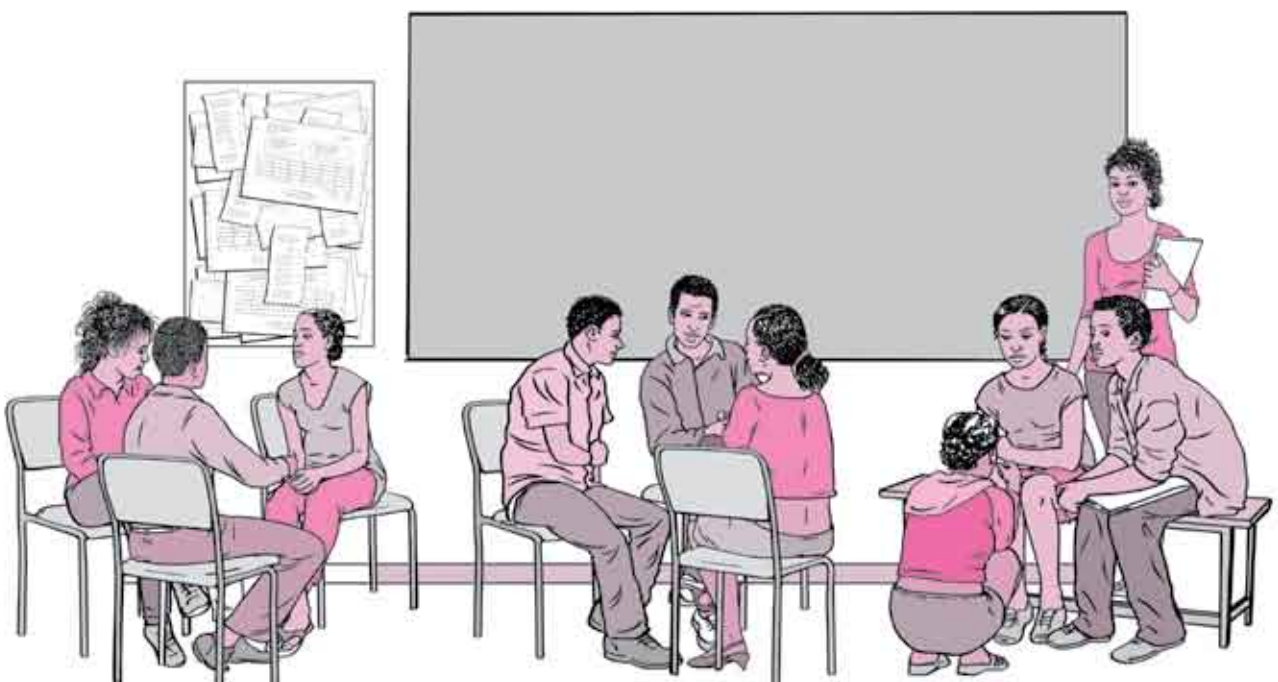
- **Students:** awareness of HIV myths will help you prevent infection by the virus.

4. **Life skill Developed:** Being More Assertive

5. **Materials –** No special material

6. **Planning Ahead**

- **On** large pieces of paper or the blackboard prepare two columns and write “TRUE” in one column and “FALSE” in the other column.
- **Write** each of the “TRUE and FALSE” statements on separate piece of paper.



7. **Time Allotted:** 10 minutes

8. **Methodology:** Discussion and explanation

9. **Activity Procedures:** Do We Know the AIDS situation for Ethiopian Youth?

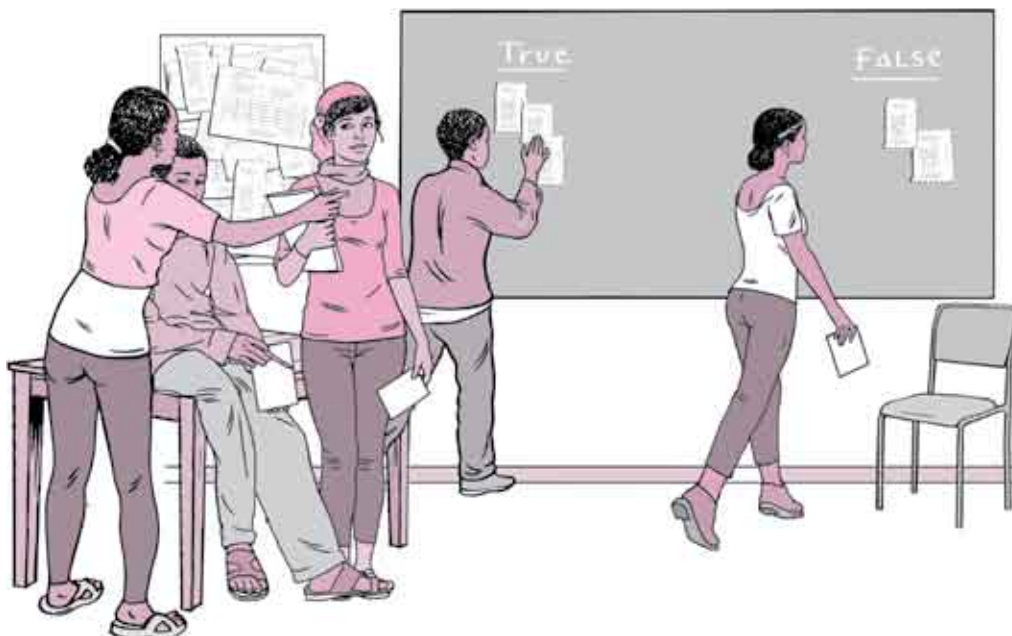
Discuss with the students the following questions:

1. *Do you know why young people in Ethiopia are at high risk of having and STI or becoming HIV+?*
2. *What some common situations which expose students to early pregnancy or HIV?*

Step 1:

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

1. Hand one statement to each student - or to teams of 2 if there are many students.
2. Ask participants to take the statement that was given to them and place it under the correct word “TRUE” or “FALSE” on the wall. If they are not sure of the right answer ask them to place the statement between the two.
3. One by one discuss whether the statements are in the right place.



TRUE STATEMENTS

1. Approximately, 1.1 million people are living with HIV/AIDS in Ethiopia.(DHS 2011)
2. Boys often try to get girls 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. Using a condom when you have sex is the easiest way to protect yourself and your partners against HIV/AIDS.
5. Many people lie about their sexual histories.
6. Drinking alcohol and chewing chat decrease the ability to use condom properly.
7. Sugar daddies are common in Ethiopia and often try to convince young women to have sex without a condom.
8. Multiple partners are the number one reason that HIV spreads among young people in Ethiopia.

FALSE STATEMENTS

1. Having sex with young boys and girls who are friends is safe because they are HIV negative.
2. HIV/AIDS is not a problem for Ethiopian high school students.
3. We can always tell if someone has HIV Virus just by looking at him or her.
4. Birth control pills can prevent HIV Virus infections.
5. We cannot contract HIV Virus; 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. **What** information was new for you?
2. **Why** are women 2 times more likely to be HIV+ than men/
3. The life Skill: “Being More Assertive” has special significance for women. **Why?**

11. Summary

- Students need to get the facts about ARH, STIs and HIV right.
- Students also need to develop *life skills* in order to remain risk free.

12. Assignment

- **Ask** students to talk with their parents and grandparents about proverbs and sayings that are popular in Ethiopian culture.
- **Make** a list of those that are still true and relevant and those that no longer apply to modern life.



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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