

Boosting Self Confidence

SUPPLEMENTARY MANUAL

10TH GRADE BIOLOGY



USAID
FROM THE AMERICAN PEOPLE

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*.

August 2014

ACKNOWLEDGEMENTS

This Supplementary Manual has been produced due to the outstanding commitment from the **Ministry of Education**, at both the Federal and Regional Levels. Special thanks must also be given to both Education Sector HIV/AIDS Prevention and Control Coordination Offices, Curriculum Preparation and Implementation Directorate, Curriculum Experts both at the National and Regional level who developed the supplementary manual to link selected *Life Skills* activities with Civic and Ethical Education, English, and Biology 9th - 12th grade lessons.

Additional thanks must be extended to the Ministry of Health, Federal HIV/AIDS Prevention and Control Office, as well as Ministry of Women, Children and Youth Affairs. We are also grateful for subject teachers, school leadership, and students; as this effort would not have been successful without their active engagement.

We would also like to extend our gratitude to US Peace Corps and Grassroots Soccer for their contributions in sharing us their Skill-building materials.

This Supplementary Manual is produced with generous support from **PEPFAR, USAID/Ethiopia** as part of the **USAID/In School Youth HIV Prevention Program**.



TABLE OF CONTENTS

Introduction

I. Note to the Teacher	1
II. Five Fundamental Life Skills	1
III. Why Do Students Need to Strengthen Their Life Skills?	3
IV. Skill-building Exercises Lead Toward 3 Action-Oriented Goals ..	3
V. Strengthening Life Skills Differs From Regular Course Work.....	3
VI. Short, Participatory Exercises	4
VII. Special Attention to Young Women	5
VIII. Support from Friends	5
IX. How to Use this Supplementary Manual	6
X. How to Carry Out Skill Building Exercises Effectively	7
Activity 1: Why does Your risk Increase after drinking?	9
Activity 2: Don't be a Fool	13
Activity 3: Myths & truth about condoms	17
Activity 4: HIV Risk Assessment	23
Activity 5: Manage Our Emotions	33
Glossary	39

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 5 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 faithfulness to one partner.
- **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: Why does Your risk Increase after drinking?** is linked to **Integration Point: Unit 3, Sub- unit 3.1, How Does Alcohol Affect Your Body?** Page 67–69. 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.

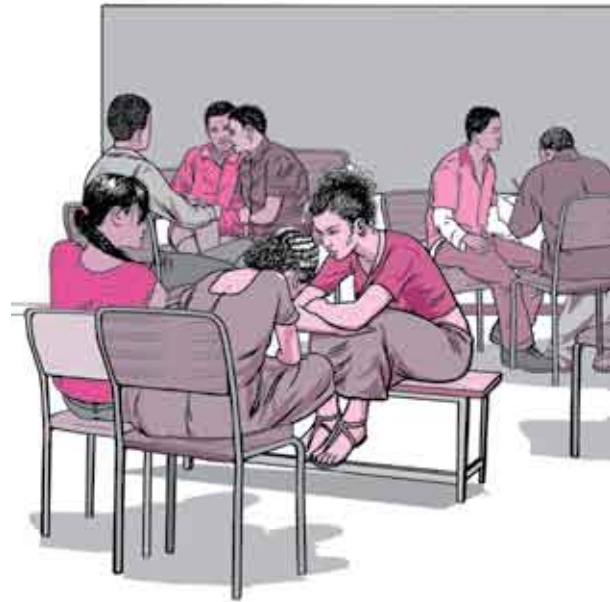
1. **The table** below summarizes the exercises and indicates which lessons they are most directly linked to.



Unit	Lesson	Page in the Text Book	Integrated Activity	Page in Supp. Manual
3	3.1	64-74	Activity 1: Why does Your risk Increase after drinking?	9
3	3.1	53-74	Activity 2 Don't be a Fool	13
3	3.4	109-112	Activity 3: Myths & truth about condoms	17
3	3.4	115-116	Activity 4: HIV Risk Assessment	23
3	3.4	109-112	Activity 5: Manage Our Emotions	33

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.

WHY DOES YOUR RISK INCREASE AFTER DRINKING?

1. Introduction

People who abuse alcohol are more likely to engage in behaviors that put them at risk of becoming pregnant or contracting an STI or HIV. When a person gets high on alcohol, their thinking is impaired and this can lead to unprotected sex. Young people who drink everyday are three times more likely to have unprotected sex than those who do not drink. Alcohol can cause students to make very poor decisions that they may regret for the rest of their life.

The ways that alcohol increase sexual risk are:

- Women become less assertive and more easily persuaded to have sex.
- Both the boy and the girl are likely to just forget about condoms altogether.
- Boys might visit a sex worker.
- Alcohol is a factor in approximately 85% of all auto accidents.



Integration Point: *Unit 3, Sub- unit 3.1, How Does Alcohol Affect Your Body? Page 67–69.*

Dear Teacher, This activity is relevant to what you teach about Drug Abuse in Unit 3, Human Biology and Health, Sub-unit 3.1, The Nervous System, on pages 53 to 74 of the grade 10 Biology textbook. Part of this unit covers alcohol and other drugs. Under this subtopic the lesson emphasizes how alcohol abuse pushes youth towards risky behavior which can lead to pregnancy, an STI or HIV.

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

- **Discuss** how alcohol often leads to risky behaviors.
- **Explain** how drinking makes students vulnerable to early initiation of sex, pregnancy, STI and HIV infection.

3. Key Messages

- Girls, if a boy pressures you to drink, think about what he is asking you to do because he probably has other motives, such as having sex, which could put you in danger.
- Students, before you drink alcohol or chew khat think about the consequences as both will impair your ability to make good decisions.



4. Life Skills: Making Good Decisions

5. Materials

- One bottle of water/Mineral Water
- Two glasses/plastic bottles

6. Planning Ahead

- **Read** the entire activity carefully.

7. Time Allocated: 10 – 15 minutes

8. Methodology: Analogy

In this activity, the analogy of turning around portrays drinking too much alcohol and the analogy of being unable to control oneself after turning around portrays drunkenness.

9. Activity Procedures

1. **Ask** a volunteer to spin quickly 10 times
2. **Then** let him/her try to pour a glass of water from one to other glass (you can use a spring water plastic bottles as well).
3. **Let** other participants also try to do this.



10. Discussion Questions

1. **Was** anyone successful?
2. **If not**, what was the reason?
3. **What** do you learn from this exercise?
4. **There** are differences between spinning around 10 times and drinking. What are they?

5. **Men** often use alcohol to get women to have sex when they would otherwise say "**No.**" What can women do? What can men do?
6. **Say** one of your good friends starts drinking a few times a week. What will you do? **Do** friends we can count on have to be peers or can they be older people too?

11. Summary

- **Drinking alcohol** impairs our judgment and inhibitions which, in turn, can lead to risky behaviors. The riskiest behaviors students can engage in after drinking is initiation of unsafe sex.



- **For young women** if they drink and have unprotected sex their chance of becoming pregnant is high, they might also be forced to have sex and their chance of becoming pregnant is high.
- **For boys and girls,** unprotected sex that follows drinking can lead to an STI or HIV.

12. Assignment

What will you say the next time your friends encourage you to join them in drinking? **Think** about it and write down all the possible responses you will make.

DON'T BE A FOOL

1. Introduction

Forced sex is also known as coerced sex. In Ethiopia forced sex is common. This is partly due to the fact that traditionally men feel it is their right to dominate women. Many women, on the other hand, do not possess the Life Skills to say “No” clearly and emphatically. Forced sex can result in unintended pregnancy, STIs, and HIV infection. Forced sex is also illegal and for a guy can lead to prison.



The most common scenario for forced sex among students is after drinking. Some boys become abusive when they drink because alcohol lowers their inhibitions. We need to make students aware of these facts and guide them towards strengthening their self-confidence, learning how to resist peer pressure, and making good decisions.

Integration point: Unit 3, Sub-unit 3.1, **Drug abuse, Alcohol, Khat** page 67– 74.

Dear Teacher, this activity is an additional activity, to the previous one, if you have enough time. If you do not have time you can use it as an optional activity. Just like the previous activity, this is relevant to what you teach about Drug Abuse in Unit 3, Human Biology and Health, Sub-unit 3.1, The Nervous System, on pages 53 to 74 of the grade 10 Biology textbook. Alcohol abuse is discussed on pages 67 to 69. You can conduct

this activity when you teach the subtopic “How does alcohol affect your body?” Under this subtopic the syllabus requires you to teach that alcohol abuse makes young people vulnerable to HIV and AIDS. One of the ways it does so is by encouraging forced sex. The title of this activity “Don’t Be a Fool” refers to the fact that students should not get themselves into risky situations because they act foolishly.

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

- **Explain** how alcohol can lead to forced sex.
- **Identify** factors which may expose them to forced sex.

3. Key Messages

- **Girls**, if a guy pressures you to drink alcohol, don’t be a fool, think about what he will be asking you to do later because he probably has other motives which could put you in danger.
- **Boys**, if a girl tells you that she doesn’t want to have sex, don’t be a fool and try to force her to have sex with you. Forcing a woman to have sex is rape and it is illegal. You could end up in prison.

4. Life Skills

- *Resisting Peer Pressure*
- *Making Good Decisions*

5. Materials: Flipchart and marker/
If possible

6. Planning Ahead: Read the activity and make preparations in advance to conduct it.



7. Time Allotted: 15-20 minutes

8. Methodology: Group work and discussion.

9. Activity Procedures

1. **Write** the following three facts on a chart or blackboard and post it on the wall.

FACT 1: *Many young men that are at high risk report having pressured or forced a woman to have sex*

FACT 2: *Young women also report having been pressured or forced to have sex.*

FACT 3: *One of the most important reasons for female students drop out of highschool is that they become pregnant.*

2. **Ask** students to read the 3 facts out loud.
3. **Divide** the students into small groups of 5 – 6 and let them discuss the following questions.



10. Discussion Questions

1. **Twice** as many men as women report having engaged in forced sex. What do you think the underlying reasons for this are?

Possible answers: *Women might be embarrassed to say that they were forced to have sex and therefore are under-reporting.*

2. **In** many surveys participants under-report, especially about sensitive issues like forced sex. What does that mean for the facts presented above?

Possible answer: *the real figure for both men and women involved in forced sex might actually be higher.*

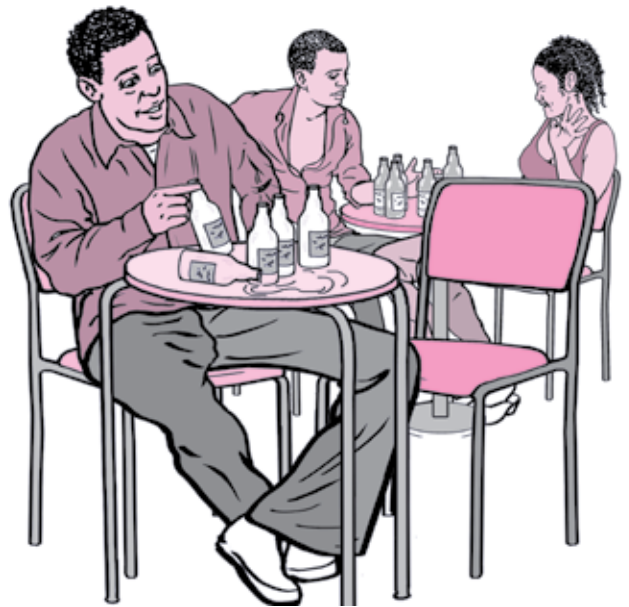
3. **Women:** *what if a man tries to rape you? What will you do?*

Possible answers: *Get out of the situation as soon as I feel something is not right. Then tell an adult that I trust.*

4. **Why** is this Activity entitled “**Don’t Be a Fool**”?

11. Summary

- **Students** get into trouble because they let their peers or adults *play them for fools*.
- **Drinking** alcohol is frequently linked to forced sex. It is each individual’s right to decide whether they want to have sex or ***not***.
- **If a guy** pressures a girl to drink alcohol, this is a sign of his bad intentions and could lead to forced sex.
- **If a girl** tells a guy that she doesn’t want to have sex, the guy ***must respect*** her decision. Otherwise he could be involved in forced sex.



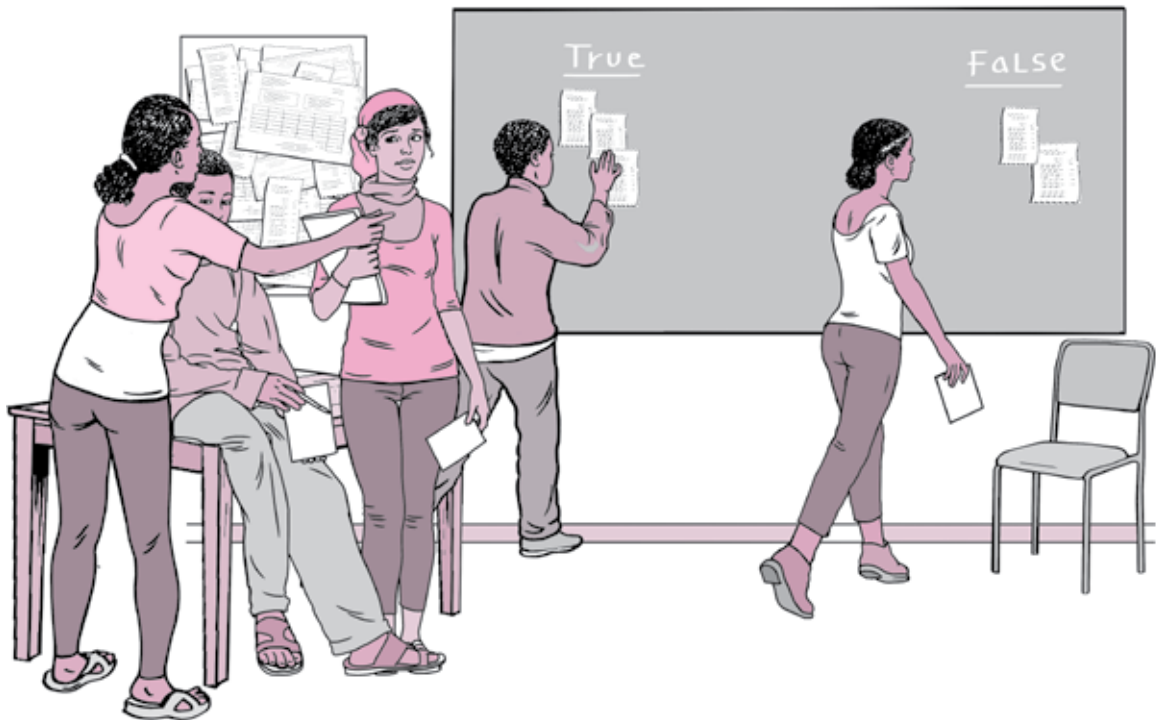
12. Assignment: Let students discuss the following questions with their friends,

1. **How** can I be sure that no one will *play me for a fool*?
2. **Is** drinking alcohol common among young people in your neighborhood?
3. **What** could you and your friends do to avoid this risky action?

MYTHS AND TRUTHS ABOUT CONDOMS

1. Introduction

There are many myths about condoms. We need to be sure that our students know the facts about condoms and don't believe the myths. Myths are significant because they might be the cause of some students not using condoms. Students must understand the scientific facts for themselves and then help others by providing accurate information about condoms to their peers.



Integration points: Unit 3, Sub unit 3.4 Reproductive health, Sub title Physical or Barrier Methods of Contraception page 110 - 112.

Dear Teacher, this Life Skill activity is relevant to what you teach about means of controlling fertility in Unit 3, Human Biology and Health, Subunit 3.4, Reproductive Health, on pages 109 to 112 of the grade 10 Biology textbook. On page 110 you will be teaching about the physical or barrier methods of contraception. Among these methods, the advantages, disadvantages and effectiveness of condoms is discussed very well. Therefore, you can use this activity to give life to your lesson on condoms. Since myths circulate freely among students you may want to use this activity as an introduction for your lesson.

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

- **Identify** the myths and truths about condoms
- **Accept** the truths and reject the myths

3. Key Messages

- **Students,** part of being self-confident and resisting peer pressure is knowing the facts about condoms.

4. Life skills

- *Being More Assertive*

5. Materials

- No special material needed

6. Planning ahead: Read the activity beforehand and make all the necessary preparations

7. Time allotted: 15 Minutes



8. Methodology

- Class Discussion

9. Activity Procedure:

Step 1:

1. **Ask** each student take out a piece of paper and write one idea (Positive or Negative) that comes to mind when they think of condoms.
2. **Ask** each student to put his/her paper on the floor in the middle of the room.
3. **Now**, ask students to come forward one by one, take a piece of paper from the pile, and read the statement out loud.
4. **Ask** the students to explain if the statement is the truth or a myth.
5. **Confirm** whether the statement is the truth or a myth.

Note to the teacher: Please look at the following examples of Myths and Truths about condoms for your reference.

Step 2: “Tigist’s Story”

This session will start with a drama. One female (in or outside the group) should be asked in advance to play the role of Tigist. She should be a good actress and read “Tigist’s Story” before the activity begins.

1. **Explain** to the class that you have invited a guest, Tigist, to speak to them today.
2. **Invite** the woman playing the role of Tigist into the classroom and introduce her to the group and ask her to sit in front of the class.
3. **Ask** Tigist to tell her story.

“Tigist’s Story”

I used to be a student, who was top of my class, and liked by everyone. I had planned to be a doctor and had many big plans.

I started dating my boyfriend, Kassahun, my first year in college and we thought that we were deeply in love. We continued dating until junior year. Sexually we went further and further and soon we were having sex every week.

My friends told me about condoms and contraceptives but I was afraid to bring the subject up with Kassahun. I’m not sure why. I think I was just embarrassed.

Unfortunately, in class no one talked about the advantages of contraceptives and how they prevent pregnancy. We never even used a condom or any other contraceptive.

One day my period was late and I started to panic. I spoke to my older sister and she also was frightened for me. A week later I knew I was pregnant.

My sister helped me tell my parents. They were shocked and very sad. When I told Kassahun he panicked too. At first he said he would help me raise the baby but then with each month I found it harder and harder to find him. Finally he left town.



I had to drop out of school to have my baby. I now work at a restaurant. My baby is one and a half years old. I haven’t seen Kassahun for two years. I hear he’s at Addis Ababa University studying engineering.

4. **Ask** the students if they have any questions for Tigist.

Note: the woman playing Tigist should respond as if she really is Tigist and has gone through the situation she described.

Discussion

- *Girls, how does Tigist’s story make you feel?*
- *Boys, how does Tigist’s story make you feel?*
- *Boys, if you were Kassahun what would you do?*

False Statements about Condoms	
Myth	Condoms have tiny invisible holes through which both sperm and HIV can pass through
Truth	Condoms are tested for defects before they are packaged and sold. It is not possible for HIV to pass through in any way. If someone uses a condom but still contracts HIV or a pregnancy results, this is almost exclusively due to human error, such as using oil-based lubricants; using old, expired condoms; leaving the condom in the sun or a hot place (such as your pocket); or tearing them with your fingernails and teeth as you struggle to get them out of the package.
Myth	If a condom slips off during sexual intercourse, it might get lost inside the woman’s body (womb).
Truth	Because of its size, a condom is too big to get through the cervix (the opening to the womb from the vagina).
Myth	Condoms take away the pleasure of sex.
Truth	Using condoms does not reduce enjoyment or a man’s or woman’s ability to have an orgasm.
Myth	Using two condoms at the same time means you are better protected.
Truth	Using two condoms can create a lot of friction, which can make the condoms break more easily. People should use only one lubricated latex condom for sexual intercourse.
Myth	A woman who carries a condom in her purse is “easy” or promiscuous.
Truth	A woman who carries a condom with her is acting responsibly and protecting herself against unplanned pregnancy, STIs, and HIV/AIDS.

10. Discussion Questions

- *Which* myths are common in our high school?
- *How* does knowing the truths and myths about condoms help keep us safe from pregnancy, STIs and HIV?

11. Summary

- **Students**, realizing the facts about condoms helps you to protect yourselves from STIs and HIV.
- **It is** useful to know sources where we can get accurate information about HIV prevention methods.

12. Assignment

- **Ask** students to discuss whether there are any other reproductive health issues that they are eager to have the facts about.
- **Students** can also discuss where they can get “the facts” about all issues.



HIV RISK ASSESSMENT

1. Introduction

For high school students common risky behaviors include unprotected sex (inconsistent use of condoms), multiple sexual partners, starting sex before age of 18 years, using alcohol and substances and sex with commercial sex workers.

Everyone - students and adults - tend to underestimate their level of risk. For this reason, during this activity students will take a Personal Risk Assessment. It will help students understand their risk factors.

For students who have not yet had sex, they will understand what behaviors they have now that could lead to risky situations in the future. For example, two questions on the Risk Assessment are:

“I get myself into risky situations because of my friends.

“I believe that being ‘cool’ (pretending to be attractive, popular or fashionable) is very important.



Sometimes students get uneasy when they take the Risk Assessment. This generally happens when a question touches a sensitive nerve and, as such, the risk assessment is working as a wake-up call for that student. One should honestly fill out the assessment and know self to plan for the future.

Integration Point: *Unit 3, Sub-unit 3.4, Reproductive Health, Life Skills for Responsible Sexual Behavior* page 115 – 116.

Dear Teacher, This activity is relevant to what you teach about Life Skills for responsible sexual behavior in Unit 3, Human Biology and Health, Sub-unit 3.4, Reproductive Health, on pages 115 and 116 of the grade 10 Biology textbook. On these pages you will be particularly teaching students about the need to be aware of the risks of pregnancy, STIs and HIV in any sexual relationship and how to avoid or reduce their risk of infection. Therefore, it is the right place for you to integrate this “HIV Risk Assessment” activity. The Risk Assessment is designed to help students reflect deeply on their actions and if they are at risk, to make a plan to lower their risk.

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

- **Identify** their personal risks.
- **Remain** at ZERO or LOW risk or reduce their personal risks.

3. Key messages

- **Students,** Only by knowing and accepting your personal risks, can you begin to lower your risk level and remain safe.

4. Life skills: *Setting Realistic Goals.*

5. Materials: No special material is needed.

6. Planning Ahead

- **Read** the activity carefully and make all the necessary preparations.



7. Time allotted: 15 – 20 Minutes

8. Methodology: Self-Assessment and discussion

9. Activity Procedures

Ask: *Do you think high school students involved in high risk behavior understand the dangers of their actions?*

Step 1: Risk Assessment

1. **Write** the following *10 Risk Assessment* statements on the blackboard.
2. **Also** write the way the students should score themselves on the blackboard.

Step 2

- Then **Ask** students to write 3 sentences about their personal qualities starting with, “I am a”

Example: ‘I am a hard worker” or “I am a trustworthy friend”.

- **Now** ask each student to write one personal quality (friendliness, honesty, generosity etc.) they would like to improve.

Step 3

- **Ask** each student to write 1 positive comment about the personal qualities of 2 students who share the same desk.
- **Ask** each student to place the paper they have written face down in front of each friend.
- **Now** tell each student to read what was written about him or herself.
- **Ask** a few students to explain how they feel about the comments.

Step 1

Do You Know Your Risk...

... of having an STI or HIV?

Write the number that corresponds to your answers in the boxes below:
 Never = 0 Only once = 5 2-3 times = 10 Many times = 20



1. I get myself in risky situations because of my friends.	
2. I believe that being "Cool" is very important.	
3. In the past 6 months I've attended several day/night parties.	
4. From time to time, my friends and I like to have a drink, chew khat, use substances.	
5. In the past 6 months I've watched sexually loaded films.	
6. I want to have sex without a condom the first time I have sex, in the future.	
7. In the past 6 months I have jumped from one boyfriend/girlfriend to another.	
8. I think it is Ok to receive gifts or money or grades for sex.	
9. In the past six months, I have had sex.	
10. In the past 6 months I have pressured someone or being pressured to have sex.	
Total Score	

Step 2: See inside what your "Total Score" means



High School Students

ደረጃ 1

ምን ያህል አደጋ ላይ ነኝ?

ስዑስተኛ ደረጃ ተማሪዎች

ለአባላዘር በሽታ እና ለኤች ኤይ ቪ

ከታች ለተዘረዘሩት ጥያቄዎች የእናንተን ባህሪ የሚወክለውን ቁጥር ከጥያቄዎቹ ትይዩ ባለው ሳጥን ውስጥ ሙሉ-ት በጭራሽ = 0 አንድ ጊዜ ብቻ = 5 ሁለት ወይም ሦስት ጊዜ = 10 ብዙ ጊዜ = 20



1. በጓደኞቹ ምክንያት እራሴን አደጋ ውስጥ ከትኛአለሁ።	
2. አሪፍ፣ ሙድ የገባው፣ ጆሊ ሆኜ መታየት ጠቃሚ ነው ብዬ አምናለሁ።	
3. ባለፉት 6 ወራት በተደጋጋሚ (የቀን ወይም የሚታ) ጭፈራ (ፓርቲ) ቤት ሄጄአለሁ።	
4. እኔ እና ጓደኞቹ ከጊዜ ወደ ጊዜ አልተሆንንም፣ ጫትና ሌሎች አደንዛዥ ዕቃዎችን የመጠቀም ፍላጎታችን ጨምሯል።	
5. ባለፉት 6 ወራት በተደጋጋሚ የወሲብ ፊልሞችን አይኛአለሁ።	
6. ወደፊት፣ ለመጀመሪያ ጊዜ ወሲብ ስፈፅም ኮንዶም መጠቀም አልፈልግም።	
7. ባለፉት 6 ወራት የፍቅር ጓደኞቼን ቶሎ ቶሎ ቀያይሬአለሁ።	
8. ለተሻለ የትምህርት ውጤት (ግሬድ)፣ ገንዘብ ወይም ስጦታ ሲባል ወሲብ መፈፀም ምንም ችግር የለውም ብዬ አስባለሁ።	
9. ባለፉት 6 ወራት ወሲብ ፈጽሜአለሁ።	
10. ባለፉት 6 ወራት ወሲብን ለመፈፀም ጫና ተደርጎብኛል ወይም አድርጌአለሁ።	

ደረጃ 2

አጠቃላይ ነጥቡ ምን ማለት እንደሆነ በሚቀጥለው ገጽ ላይ ተገልጿል።

አጠቃላይ ነጥብ



3. **Explain** that this assessment is strictly personal and confidential. Students will not be asked to share their scores with anyone.
4. **Ask** if there are statements on the assessment that are not clear?
5. **Explain** how students should score themselves.
6. **Now**, read the statements slowly one by one. Give students time to first think and then write the correct number in the assessment. *Do not rush the students.*
7. **After** completing Question 10, ask the students to add up their personal score.
8. **Write** the information below on the black board
9. **Ask** students to compare their personal score with that you have written on the blackboard.



0-10 Points - Low Risk

- You make decisions carefully;
- You have strong life skills;
- You are a good role model.

*Stay safe and help your friends
to lower their risk*

11-30 Points – Some Risk

Work on developing our life skills such as:

- Resisting Peer Pressure;
- Boosting Self Confidence;
- Join a Peer Education group.

*Weigh your risk,
walk away and protect yourself*





0-10 ነጥብ - ዝቅተኛ አደጋ

- በጥንቃቄ ትወስናላችሁ
- የዳበረ የህይወት ክህሎቶች አላችሁ
- ጥሩ ምሳሌ ናችሁ

በዚህ ቀጥሎ፡፡ ለአደጋ የተጋለጡ ጓደኞቻችሁን እርዳታው፡፡

11-30 ነጥብ - መጠነኛ አደጋ

- የህይወት ክህሎቶቻችሁን ማዳበር አለባችሁ፡፡ ለምሳሌ፡-
- የአቻ ግፊቶችን መቋቋም
 - በራሳችሁ መተማመን፣ ለእሴቶቻችሁ ትኩረት መስጠት
 - የአቻ ለአቻ ፕሮግራሞች ላይ መሳተፍ

ያላችሁበትን አደጋ አመዘገቡ፣ አደጋ ላይ ከሚጥሏችሁ ነገሮች በመራቅ እራሳችሁን ጠብቁ፡፡



31-60 Points - High Risk

- Do you play a passive role in making decisions and let others push you into risky situations?
- Seek for counselling.

Make a plan today to lower your risk



Above 60 Points - Very High Risk

- Your life is based on pleasure and taking risks;
- You put yourself and others in danger;
- You should immediately seek for counselling.

Make a plan now to lower your risk; ask friends for help

See next page to **make a Plan!**

31-60 ነጥብ - ከፍተኛ አደጋ

- በውሳኔያችሁ ቸልተኝነት ታበዛላችሁ በተጨማሪም ሰዎች አደጋ ውስጥ እንዲገቡዎት ትፈቅዳላችሁ
- የምክር አገልግሎት ማግኘት አለባችሁ

ያላችሁበትን አደጋ ለመቀነስ ዕቅድ አውጡ።



ከ60 ነጥብ በላይ በጣም ከፍተኛ አደጋ

- ህይወታችሁን ደስተኛ ለማድረግ አላስፈላጊ እርምጃ ትወስዳላችሁ
- የራሳችሁንና የሰዎችን ህይወት አደጋ ላይ ትጥላላችሁ
- የምክር አገልግሎት ማግኘት አለባችሁ


ያላችሁበትን የአደጋ ደረጃ ለመቀነስ አሁኑኑ ዕቅድ አውጡ። አስፈላጊ ሲሆን የጓደኛን እርዳታ ጠይቁ።

እቅዳችሁን ለማውጣት በሚቀጥው ገጽ ላይ ተመልከቱ

10. Ask students to make a plan to lower their risks and remain at ZERO risk, by using planning template below.

Step 3
What is your 3-Month Plan?

My Plan is to lower my "Total Score" to . . .



Check the boxes for the actions you will take


1. I will help my friends lower their risk by sharing my experiences.
2. I will say "NO", when my friends push me into risky situations.
3. I will focus on making good decisions.
4. I will practice being more assertive.
5. I will practice ways of preventing HIV and STIs using my skills.
6. I will _____

(add another action here)

Step 4
Review your plan every week and share your successes and challenges **with your friends.**

Friends who will support me to lower my risk!

1. _____ 2. _____ 3. _____





ደረጃ 3
የ3 ወር ዕቅድ
ምንድን
ነው?



የኔ አሳማ የአደጋ ደረጃዬን የሚገልፀውን ነጥብ ወደ _____ መቀነስ ነው

አደርገዋለሁ የምትሏቸውን ድርጊቶች ትይዩ ባለው ሳጥን ውስጥ የ ✓ ምልክት አድርጉ

1. ልምዴን በማካፈል ጓደኞቼ ራሳቸውን ከአደጋ እንዲጠብቁ አደርጋለሁ::
2. ጓደኞቼ ለአደጋ የሚያጋልጠኝ ሁኔታ ውስጥ እንደገባ ሲገፋፉኝ አይሆንም እላለሁ::
3. ጥሩ እና የሚጠቅሙ ውሳኔዎች ላይ አተኩራለሁ::
4. በአቋሜ ለመጽናት የበለጠ እጥራለሁ::
5. ያለኝን እውቀት በመጠቀም ኤች አይ ቪን እና የኦባላዘር በሽታዎች እከላከላለሁ
6. _____

(ሌላ ካለ እዚህ ግለፅ)

ደረጃ 4
በየሳምንቱ ዕቅዶቻችሁን በመገምገም ያጋጠሟችሁ ችግሮችን እና ስኬቶቻችሁን ለጓደኞቻችሁ አካፍሉ::



የሚደርሱብኝን አደጋዎች ለመቀነስ የሚረዱኝ ጓደኞቼ!

1. _____ 2. _____ 3. _____

10. Discussion Questions

- **Do** you think that students who are not sexually active should take this assessment? If so, why? If not, why?
- **How** does wanting to be “cool” relate to future risk?
- **How** can “trusting your partner” lead to risky situations?

11. Summary

- **Having** an accurate understanding of your personal risk is the first step to remaining either at ZERO or LOW risk or reducing your risk if you are at high risk.
- **Making** a plan to lower your risks is an important step to protect yourself against STIs and HIV.

- **Peer pressure**; trust in your partner and alcohol can all lead to risky situations. Students who develop strong *Life Skills*, such as “Setting Realistic Goals” and “Boosting Self-confidence” have the necessary tools to remain at low risk. **Being** able to improve your personal qualities will boost your self-confidence.



12. Assignment

- **Ask** students to form a group with 2-3 of their closest friends and set realistic goals that will keep them at zero or low risk.
- **Encourage** students to share with their friends what they have learned from the risk assessment.





MANAGING OUR EMOTIONS

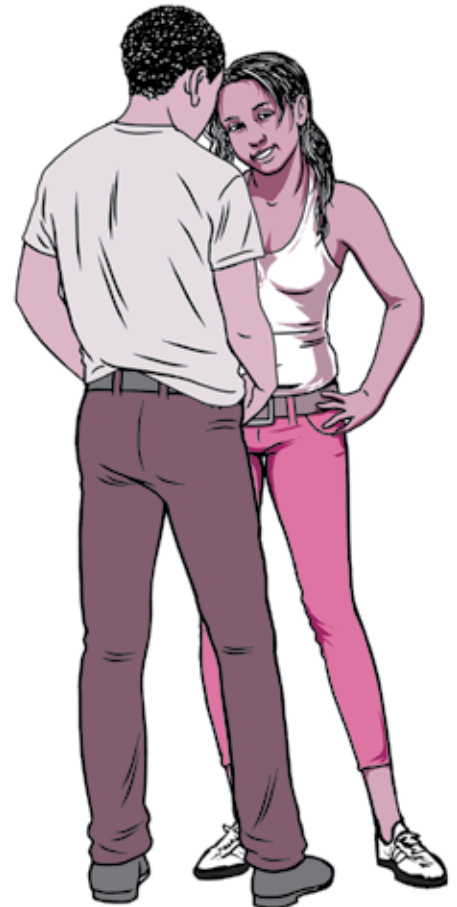
1. Introduction

Our emotions are our feelings. Common emotions are happiness, love, anger, grief, and jealousy. Emotions exert a powerful force on our behavior. For example, if someone is angry while he is driving as a result he may drive recklessly and losing control of the car. Strong emotions can cause us to do things we might not normally do or to avoid situations that we might have actually enjoyed. Emotions affect our behavior, our ability to function and our overall sense of well-being.

Therefore, students need guidance and support as they strengthen the Life Skill “Managing Emotions.” Like any Life Skill “Managing Emotions” requires practice. Students should understand that they will definitely fall down a few times as they learn to master their emotions. This falling or failing is necessary for them to grow.

As students mature, their sexual feelings usually grow stronger. Studies have shown that, in an atmosphere of trust and support, teens can become adept at identifying their emotions, learn to recognize the tricks emotions play on them and begin to understand not only how to control their emotions, but to use them in positive ways. Hence this activity involves frank talk about emotions considering the fact that expressing emotions requires an atmosphere of trust.

Integration Points: Unit Unit 3, sub-unit 3.4, *Life Skills for Responsible Sexual Behavior*, Page 115-116



Dear teacher, this activity is relevant to what you teach about means of controlling fertility in Unit 3, Human Biology and Health, Sub-unit 3.4, Reproductive Health, on pages 115 and 116 of the grade 10 Biology textbook. On these pages you will be teaching about Life Skills for responsible sexual behavior. These pages assert that changing the way young people behave is the key for halting the spread of HIV. Since emotions of young people influence their behavior and since sexual feelings are emotions that can lead to risky sexual behavior, the lessons that you will be giving in these pages are appropriate plug-in-points for the activity about emotions.the first paragraph of the lesson on page 124 in order to help students develop the skills of being self-confident and self-reliant so they make good decisions in their future life.

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

- **Identify** different types of emotions
- **Explain** ways to manage their emotions.



3. Key Messages

- **Students,** “Managing Emotions” is an important Life Skill that is directly linked to other Life Skills, such as “Boosting Self-confidence” and “Resisting Peer Pressure” that supports responsible relationships with peers and adults.

4. Life skill

- *Boosting Self-confidence*
- *Managing My Emotions*

5. Materials: No special materials needed



6. Planning Ahead

- Read the activity carefully and think through the linkages to your lesson.

7. Time allotted: 20 minutes

8. Methodology: Brainstorming and discussions

9. Activity Procedures

Step 1: Warm-up Questions

- Who can tell me what an emotion is?
- Can you give me examples of emotions?

Note to Teacher: It is easiest to define “emotions” as “feelings.”

- *Emotions include experiences such as happiness, love, hate, anger, trust, joy, panic, fear, and grief.*
- *Emotions are specific reactions to a particular event that are usually of fairly short duration.*
- *Everyone experiences emotions.*

Step 2: Discussion Questions

- **Who** can tell us about an emotion that they had recently?
- **Can** anyone give us an example of when emotions have been stronger than someone’s self-control?
- **Which** emotions are not discussed openly in the Ethiopian culture? Do you think this is right? Why?
- **Do men** and women experience emotions differently? If so, can you give an example?



Step 3: Emotions that can lead us towards dangerous situations

- **What** are some emotions that push us to do dangerous actions?
- **Write** the responses on the black board.
Example: Anger, jealousy, hatred
- **How** do you control anger?

Note to the teacher: Possible responses for controlling anger include.

- Coach yourself: I will calm down and think about what made me angry
- Counting to ten
- Going away from that place
- Looking at the incident in the other person's shoes
- Praying
- Discussing the issue with friends or trusted adults.

Step 4: Ask students how sexual feelings can push them into dangerous situations.



- **How** can you control sexual feelings?
- **Write** the responses on the black board.

10. Discussion Questions

1. *Who* can tell us about the last time they lost control of their emotions? What were the results?
2. *Managing* our emotions is a Life Skill. What other Life Skills are directly linked to it? Why?
3. *Do* you know students who are “very emotional”? How does this affect their lives?

11. Summary

- **When** students can't manage their emotions effectively they can easily get themselves into dangerous situations.
- **Managing** our emotions is a Life Skill that takes practice. It is linked directly to Boosting Self-confidence, Resisting Peer Pressure, and Making Good Decisions.



12. Assignment

- Many people say that teens don't manage their emotions effectively, that emotions manage teens.
- Do you think this is true? Why? 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.

WRITER

- Solomon Belayneh

REVIEWERS

- Musie Tesfaw – MoE
- Berhanu Tesfaye – MoE
- Endeshaw W/Senbet – FHAPCO
- Estibel Mitiku – MoWCYA
- Dereje Alemu – Oromia Region Education Bureau
- Lemi Alemu – Oromia Region Education Bureau
- Demlie Abate – Amahara Region education Bureau
- Ebstie Kassie – Amhara Region Education Bureau
- Hirut W/Michael – Addis Ababa Education Bureau
- Girma Mengistu – Addis Ababa Education Bureau
- Asres Atumo – SNNP Region Education Bureau
- Getahun Tadesse – SNNP Region Education Bureau
- Kiros Alemayehu – Tigray Region Education Bureau
- Silas Araya – Tigray Region Education Bureau

ILLUSTRATIONS | YITAGESU MERGIA

GRAPHICS DESIGN | KONJIT WOLDE

BIOLOGY

