

Boosting Self Confidence

SUPPLEMENTARY MANUAL

10TH GRADE CIVIC AND ETHICAL EDUCATION



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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**.



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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 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: Friends We can Count On** is linked to *Unit 1, Lesson 4, Tolerance, page 16*. 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.

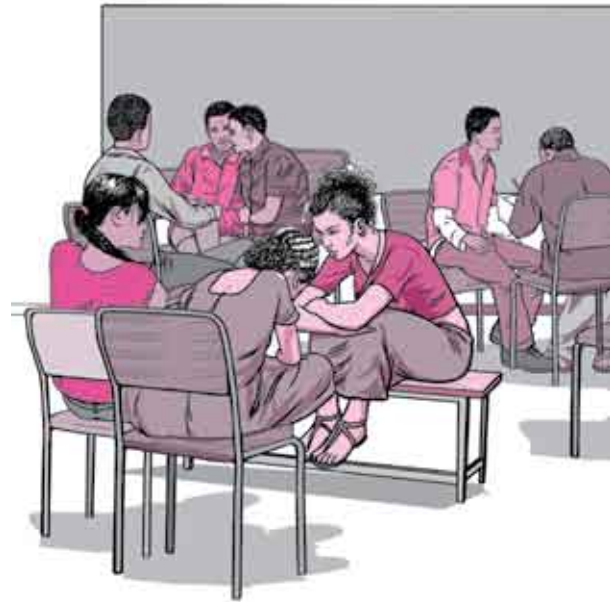
1. **The table** below summarizes the exercises and indicates which lessons they are most directly linked to.



Unit	Lesson	Page in the Text Book	Integrated Activity	Page in Supp. Manual
1	4	16	Activity 1: Friends We Can count On	9
6	5	106-107	Activity 2 Supporting Our Friends, Peer Pressure and Alcohol	15
6	5	106-107	Activity 3: STI/HIV Transmission	23
8	1	124	Activity 4: Support from Our Friends	29
8	1	124	Activity 5: Making Decisions in Real Life	33
8	3	129-130	Activity 6: “Agree”, “Disagree”, “Not Sure”	39
8	3	131	Activity 7: Communicating with Our Parents and Other Adults	45

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.

FRIENDS WE CAN COUNT ON

1. Introduction

Individuals have different perspectives and interests. To accommodate different personal perspectives we need to have mutual understanding. To put this in another way, when individuals listen to and understand each other the chance of conflict or misunderstanding is minimal. Accordingly, students should appreciate and respect each other vis-à-vis their interests. Similarly, students should understand each other or accept the differences which exist among themselves.

Frequently, when we discuss adolescent reproductive health we speak about negative peer pressure – students encouraging their friends to take risks and engage in dangerous behaviors that often, like early pregnancy, have lifelong consequences.



However, it is just as important to remember the notion of “positive peer pressure” – or friends we can count on – healthy relationships -friends who are willing to listen, offer understanding, and take concrete action to help out.

Integration Point: *Unit 1, Lesson 4, Tolerance, page 16.*

Dear Teacher, as you know the grade 10 Civic and Ethical Education lesson under Unit 1, Lesson 4 on page 16 deals with tolerance. This lesson discusses in detail the significance of tolerance for peace in a diversified society like Ethiopia. Since Ethiopia is a country where different nations, nationalities and people live together, the need to have and build healthy relationships between citizens is crucially important.

Therefore, this Life Skills activity entitled “Friends We Can Count On” can be combined with Lesson 4 in the student textbook. This activity will strengthen the teaching and learning process of the lesson.

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

- **Explain** the qualities of friends they can count on.
- **Evaluate** past relationships and strengthen their bonds with trusted friends.

3. Key Messages

- **Students,** Every young person faces a serious personal problem sooner or later. Having a group of friends you can count on will help you grow stronger and successfully meet challenges you may face.



4. Life Skills: Resisting peer pressure

5. Materials: No special materials needed

6. Planning Ahead

- **Read** the activity carefully in advance and make the necessary preparations.

7. Time Allocated: 10 minutes

8. Methodology: Group Discussion

9. Activity Procedures: Friends We Can Count On

Step 1

1. **Ask** students to describe the qualities of friends they can count on. Accept all answers.

Note: Typical answers are: supportive, caring, kind etc.

2. **Read** the five qualities of friends we can count on.

- Respect
- Open communication
- Understanding
- Cooperation
- Caring

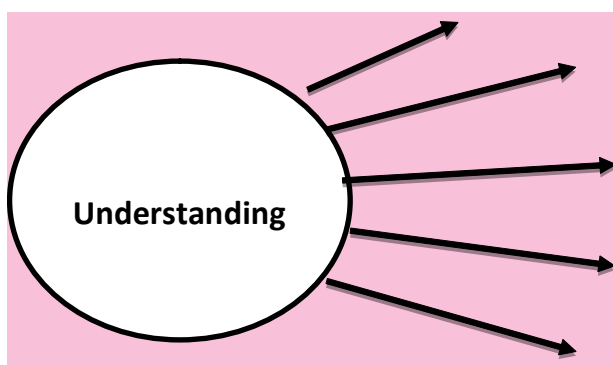
3. **Ask** students to give examples from real life of how trusted friends have provided support in difficult times.

For example, I was very ill and Almaz came to see me every day even though I live far from her house.



Step 2:

- **Divide** the class into 5 groups.
- **Write** on blackboard one of the qualities, such as “Understanding”, of a friend you can count on.
- **Write** ways to demonstrate this quality in a relationship with a friend on many rays as you need.



Example: Does not pressure me to go out when I need to study.

Step 3:

- **Let** each group present the results of their work
- **Encourage** other students to ask questions related to each group's presentation.

10. Discussion Questions

1. **Think** of one trusted friend you have. Which of these qualities do you observe?
2. **Which** of the 5 qualities do you think is most important if you are having a personal problem?
3. **What if** one of the qualities is missing, can you still count on that friend?
4. **Do** friends we can count on have to be peers or can they be older people too?

11. Summary

- **Friends** we can count on support us when we face challenges, such as breaking up with a girlfriend or boyfriend, deciding not to drink or chew khat.
- **Helpful** friends encourage us to focus on things that matter, like our studies, and to avoid risky behavior.

12. Assignment

Think about one friendship that you would like to improve.

- What qualities do you want to strengthen?
- How will you change your behavior to help make this happen?





SUPPORTING OUR FRIENDS, PEER PRESSURE AND ALCOHOL

1. Introduction

Dear teacher, there are two activities that are going to be integrated with the lesson “Creating Common Front against HIV/AIDS. The first activity deals with peer pressure and the second focuses on supporting our friends. Both activities can be done one after the other. The messages of the activities help students overcome negative pressure from their friends as well as being honest, keeping promises and being faithful to their values. It is generally presumed that one of the challenges youth face these days is being highly vulnerable to HIV and the pressure that comes from their peers. In this regard, youth must learn to stand firm and say “NO” whenever their friends tempt them to have multiple partners, to chew chat or to drink alcohol etc. Hence, the most desirable means of protecting youth from pregnancy, STIs and HIV is abstinence.



Integration point: Unit 6, lesson 5, *Creating Common Front against HIV/AIDS*, page 106 -107

This activity can be integrated with grade 10 Civic and Ethical Education under Unit 6, Lesson 5 which teaches about “Creating Common Front against HIV/AIDS” presented on page 106 and 107.

The activity is related to the exercises you teach in grade 9 about abstinence and help from a friend to protect oneself from pregnancy, HIV and STIs. In the same way this Life Skill activity which focuses on faithfulness, peer pressure and alcohol can also be incorporated with the above mentioned lesson.

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

- **Describe** the value of faithfulness, truthfulness, and transparency in their relationships with friends and family.
- **Explain** how alcohol makes it difficult to transform our decisions into practice.

3. Key Messages

- **Students**, discuss with your friends and make a decision about abstaining before you are in an intimate situation.
- **Boys**, keep in mind that if you have 2 – 3 beers, you will be more likely to be influenced by peer pressure which can lead to risky situations.

4. Life Skills

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



5. Materials

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

6. Planning Ahead

- **Prepare** 3 meter long wooden/metal “Bridge”
- **Read** the activity beforehand and be prepared to carry out the activity as indicated.

7. Time Allotted: 10-15 minutes

8. Methodology:

- Game
- Discussion and analogy method

9. Activity Procedures:

Step 1: Supporting Friends

- **Put** flip chart paper on the floor and explain that the paper represents a river with a lot of dangerous animals in it.
- **Ask** a few students to draw dangerous animals on the paper.
- **Ask** for two volunteers of different sex to walk across the bridges while supporting each other.
- **After** 4 - 5 friends have tried, ask: “When friends cross the bridge successfully, what does that demonstrate?”
 - **Possible answer:** Friends can successfully cross the “bridges” over life’s difficulties if they support each other. This means being faithful to their values.



Step 2: Peer Pressure

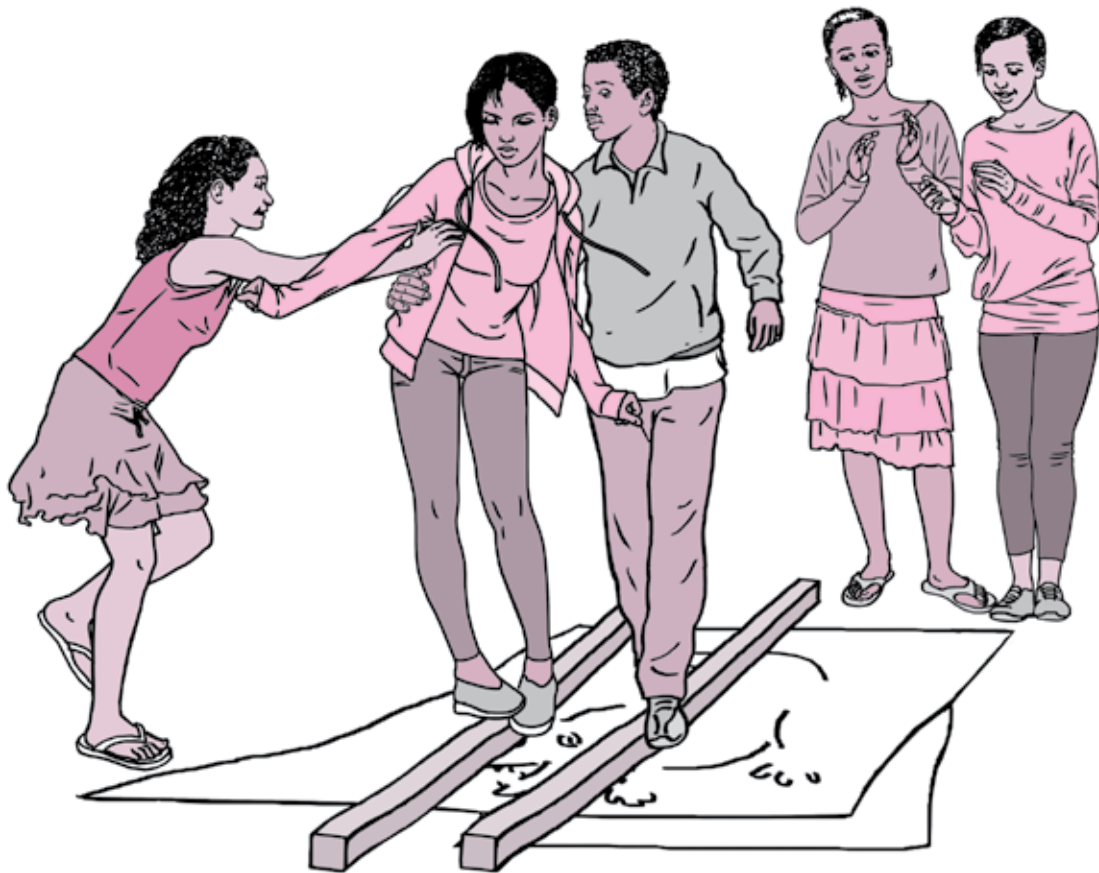
- **Still** with two “bridges” across the river ask for two volunteers (of different sexes) to walk across the bridges supporting each other.
- **Let** the friends walk across the bridges once by themselves.
- **Now** ask the friends to walk across a second time. While the friends cross the river a third person should come from behind and push either the girl or the guy into the water.



- **Ask:** “What does the third person represent?”
 - **Possible answer:** negative peer pressure to become involved in risky behaviors or the influence of a sugar daddy.

Step 3: Alcohol

- **Now** spin one volunteer around for 30 seconds.
- **Still** with two bridges ask the couple to walk across while supporting each other (one person has spun around, the other has not).



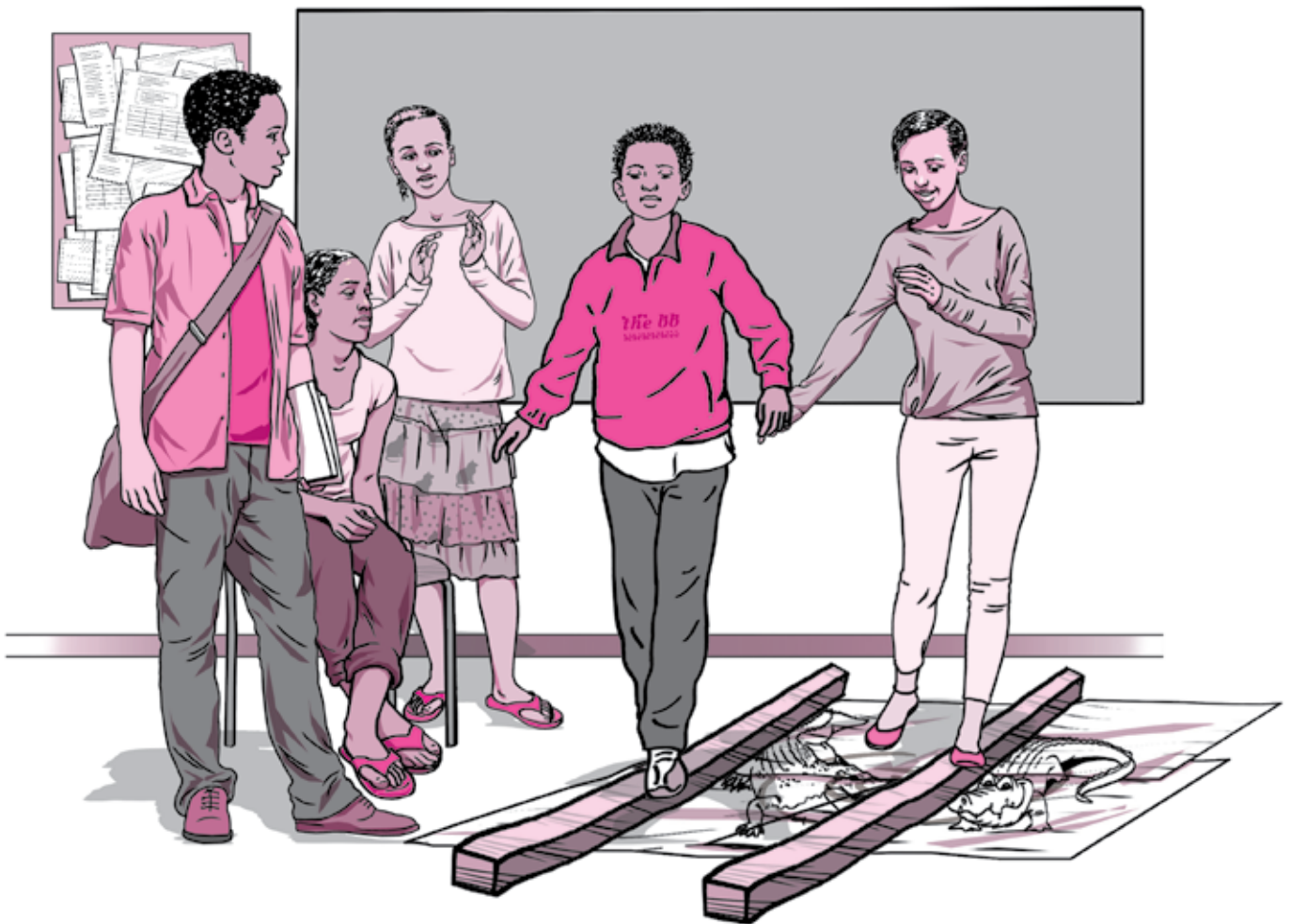
- **Ask** what does the spinning represent?
 - **Possible answer**, drinking alcohol and substance abuse.
- **What** do you notice about the couple now?
 - **Possible answer:** The person who has not spun around has to work very hard to keep his/her partner from falling into the water.

Step 4: Alcohol II

- **Now** spin both volunteers around for 30 seconds
- **Still** with two bridges ask the couple to walk across while supporting each other.
- **What** do you notice about the couple now?
 - **Possible answer:** When both the guy and the girl are drunk it is impossible for them to keep from falling into the water or becoming involved in risky behavior.

10. Discussion Questions

1. **For What** are some of the ways our friends can “push us into the water” (encourage us to become involved in risky situations)?”
2. **Many** students who are involved in risky behaviors, say they need a few drinks beforehand. What does this tell us about them?



Possible Answer: that they know their actions are not in line with their values. By drinking they easily forget their values and then get involved in risky behavior.

3. **If your** partner likes to drink and you have to make a special effort to keep him or her from falling into the water, how will this make you feel?

11. Summary

- **Faithfulness** reflects our personal values.
- A **good friend** is always faithful. Being faithful means others can count on you in difficult situations.
- **Alcohol** is a key factor in students “falling into the river,” that is, girls becoming pregnant, rape, or forced sex.

12. Assignment

1. **How** will you feel if your partner lies to you?
2. **Girls**, what if your boyfriend encourages you to have a few drinks and then tries to force you to have sex. What will you do?





STI/HIV TRANSMISSION

1. Introduction

Sexually transmitted infections (STIs) are infections that spread from one person to another by sexual contact.

The presence of an STI makes the body more vulnerable to HIV in several ways. Some STIs cause open wounds and sores to form in the genital area. These openings provide a way for HIV to enter the blood stream.

Note to the Teacher: There are 3 ways to avoid STIs:

- Remain abstinent
- Be faithful to one, uninfected partner.
- Use a condom every time you have sex.

Integration points: Unit 6, Lesson 5, *Creating a Common Front against HIV/AIDS*, page 106 and 107

Dear Teacher, this activity which is about HIV/STI transmission can be incorporated into Unit 6, Lesson 5 presented on page 106 and 107.



This activity demonstrates that when youth have sexual intercourse with multiple partners, their chances to be infected by HIV and STIs becomes very high. On the other hand, if the students abstain from risky sexual actions, they can protect themselves from HIV and STIs effectively. The indicated lesson in the student text book, particularly paragraph 1, explains the consequence of HIV for the individual and the society. It also explores the responsibility of students and the society as a whole to fight against the virus.

Therefore, please integrate this activity when you teach the lesson as properly as possible so as to gain the intended outcome.

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

- **Define** the reality of HIV among young people in Ethiopia.
- **Choose** the safest way that is abstinence to prevent HIV.

3. Key Messages

- **Students;** discuss with your friends and make a decision about abstaining before you are in an intimate situation.
- **Students:** be more assertive to remain abstinent.

4. Life skills

- *Being More Assertive*
- *Making Good Decisions*

5. Materials

- No special material needed



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

- Prepare blank pieces of paper which will be given to each student in the class.
- Write the following on 8 of the pieces of paper you have prepared :
 - STI
 - Consistent and correct use of condoms;
 - Condom use but sometimes not after drinking;
 - 2 Faithful to one partner (girls). *Mark the outside of the paper with an “F”*
 - 2 Faithful to one partner (boys). *Mark the outside of the paper with an “F”*
 - Abstinence
 - The rest of the papers should be blank

7. Time allotted: 15 Minutes

8. Methodology

- Game and Discussion

9. Activity Procedure: Abstinence, Help from Friends

Step I: Let participants introduce themselves

- 1. Before** the activity hand out the papers to the participants.
- 2. Tell** the person with the abstinence paper (apart, so others don't hear) to shake hands but not to introduce him or herself to others.
- 3. Separately tell** each of the 4 students with the “F” on the outside of their paper that they can look at the inside. They are “*Faithful to One Partner*” must try to find each other and not shake hands with anyone else.

4. **Tell** all participants not to open their paper until they are told to do so.
5. **Tell** participants to introduce themselves to 5 others by shaking hands and giving their names.

Note: *It is important for this exercise to work correctly that the students only introduce themselves to 5 other students.*



6. **Participants** should write the names of those they have introduced themselves to on a piece of paper

Step II: Stop the exercise after 5 minutes

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

3. **Tell** everyone that in this game shaking hands and introducing themselves represents having sex.
4. **Continue** until someone says that all the people on his/her list have come up front.
5. **Now** ask the others if they have the name of someone on their piece of paper who has not come up front yet.
6. **Ask** the person with the “consistent and correct use of condom” to come forward.
7. **Ask** the participants: “Should this person be in this group?”
 - **The answer** is “NO” because they have been using condoms.
8. **Ask** the person with “condom use but sometimes not after drinking” to come forward. Ask “should this person be in this group?”
 - **The answer** is “YES” because their condom use is not consistent.
9. **Now** ask the person who remained “*Abstinent*” to come forward.
 - **Ask** “what group should he be in?”
10. **Finally** ask the 2 students who have the ‘Faithful to one partner’ slips of paper to come forward.
 - **Ask** “what group should they be in?”
 - The answer for both the “*Abstinent*” and “*Faithful Partner*” is that they should be in the not infected group.

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

10. Discussion Questions

- **Ask:** What was the most important thing you learned from this exercise?
- **What** would happen if there were 3 people in the group who had an “abstain” paper and 4 others had “remain faithful” papers?
 - **Possible answer:** HIV would have been transmitted much more slowly. Fewer students would have been infected.



11. Summary

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

12. Assignment

- **Why** is it especially important for women to strengthen their *Life Skill*: “Being More Assertive?”
- **Discuss** with your friends the ways guys push girls to have sex?

SUPPORT FROM OUR FRIENDS

1. Introduction

Self-esteem is the opinion somebody has of himself. It is based upon how you perceive your value as a person, particularly with regard to the work you do, your status, achievements, purpose in life and your perceived place in the social order.

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities.

Good communication is the ability to express ourselves well. Good communication does not mean only being able to express our desires and opinions, but also our needs and fears, including asking for advice and help.



Integration Point: Unit 8, Lesson 1, **Examples of Self-Reliance**, page 124

Dear Teacher, the message of the activity, “Support from our friends”, explores how self-esteem, self-confidence, good communication and making good decisions are helpful when planning our future life. This activity, therefore, can be integrated with Unit 8, Lesson 1 which discusses about self-reliance.

Under this lesson, particularly paragraph 3 describes qualities of a self-reliant person such as respect, good decisions, open and effective communication.

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

- **Argue** and advocate how support from friends can boost their self-confidence.

3. Key messages

- **Students,** Support from your friends will boost your self-confidence.
- **Students,** Sometimes it's difficult to express your feelings openly, such as by saying "I'm disappointed," "that makes me angry" or "I feel afraid." The more self-confident you become the easier it is to express your feelings.



4. Life skills

- *Boosting Self-confidence*

5. Materials: No special materials.

6. Planning Ahead

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

7. Time allotted: 8 Minutes

8. Methodology: Game and discussion

9. Activity Procedures: Support From Our Friends

Step 1: Discussion questions

1. **Who** wants to have more self-confidence? Why?
2. **Who** can give an example of when a friend acted with self-confidence?
3. **Why** does a student with high self-confidence usually make better decisions than someone with low self-confidence?

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.



10. Discussion Questions

1. **If you** had more self-confidence what is 1 thing that you would do better.

Possible answers:

- Speak up more in class.
 - Ask a girl out on a date etc.
2. **Explain** how positive comments from friends help improve your behaviors?
 3. **Do both** women and men need self-confidence? Who needs more?

11. Summary

- **Knowing** what you value most about yourself is an important part of building strong self-confidence.
- **Knowing** what other students value about you is also important to building self-confidence.
- **Being** able to improve your personal qualities will boost your self-confidence.



12. Assignment

- **Think** about one action that you can take during the coming week that will demonstrate your self-confidence.
- **Then**, carryout the action.

MAKING DECISIONS IN REAL LIFE

1. Introduction

This activity, Making Decisions in Real Life, focus particularly on the challenges youth face during adolescence. Making good decisions will free a student from the undesirable influence and control by others. Similarly, the message of this Life Skill activity is that challenges youth face during high school come particularly from peer pressure and relationships with the opposite sex.

Integration Points: Unit 8, Lesson 1, *Examples of Self-Reliance*, page 124.

Dear subject teacher, this activity can be incorporated with Unit 8, Lesson 1 that deals with examples of self-reliance presented on page 124 in grade 10 Civic and Ethical Education student textbook. Under this lesson, the first paragraph (page 124) defines self-reliance as the ability to support and take care of oneself and make decisions independently.



Therefore, the message of the Lesson and this Life Skill activity are very much related and support each other. Please integrate the activity in 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 :

- **Clearly tell** the results of good and bad decisions.
- **Make Good** decisions.

3. Key Messages

- **Students**, if your friends are pressuring you to do something you are not comfortable with and don't want to do, tell them how you feel and ask them to respect your decision.
- **Girls**, if a boy is pressuring you to have sex and you are afraid, get help by discussing the problem with an adult you trust.



4. Life skill

- *Making Good Decisions*
- Boosting Self-Confidence

5. Materials: No special materials needed

6. Planning Ahead

- Read the activity in advance
- Write the titles of the 5 scenarios on pieces of paper.

7. **Time allotted:** 10-15 minutes

8. **Methodology:** Role play and group discussion

9. Activity Procedures: Making Decisions in Real Life

Step 1: Divide the students into 10 groups. Ask each group to choose one situation listed below.



Note: Each situation will be given to 2 groups.

1. **Sugar Daddy:** Shoa is a 17-year-old girl in 10th grade. Every week, it seems to Shoa that more of her friends have cell phones and nice shoes. A guy in his mid-forties takes Shoa out to restaurants and buys her gifts. One day, the guy asks Shoa to meet him on a small road outside of town.

2. Eskinder and Faven are dating:

Eskinder and Faven are in high school and have been dating for 2 months. During the past few weeks Eskinder has suggested going to his house after school. Faven is worried that things are moving too fast, but is unsure about how to bring it up. On Tuesday, on the way home from school, Eskinder says again “Let’s go to my house, my parents aren’t home. We can have fun.”



3. Almaz and Her Boyfriend have abstained from sex until now. But lately abstinence has become difficult. Almaz’s boyfriend has started asking to have sex because they are planning to get married.

4. Predatory teacher: Hiwot has gotten good grades on all her English exams. One day her English teacher comes up to her and says if she doesn’t do extra work in the class, she may fail. The teacher explains that if Hiwot doesn’t want to fail, she should come to see him at his house Saturday evening.

**5. Eshetu and Desta have been drinking:**

As Eshetu’s parents leave for market. A few minutes later, Eshetu’s friend Desta stops by with a bottle of wine that he got from his older brother. Desta and Eshetu start drinking. When, Eshetu’s younger sister, Elsa, shows up, Desta panics and by mistake knocks over the TV and cracks the case.

Step 2: Presentations: Select 3 groups to act out the situation and then present their responses to the questions below.

1. **What** is the challenge for the main character?
2. **What** are the possible choices in this situation?
3. **If** you were a friend of the main character, what advice would you give her?

10. Discussion Questions

1. **Ask** students to think about a situation where they made a poor decision.
2. **If** they had to make the decision again, what would they do differently?



11. Summary

- **Our** most important decisions require strong *Life Skills*. Successful students are not afraid to make mistakes. They understand that mistakes are part of practicing *Life Skills*, and without practice it is difficult to make progress.
- **Making Good Decisions** and **Boosting Our Self-confidence** are 2 *Life Skills* students should work hard to strengthen.

12. Assignment

1. **Girls:** Discuss with your friends what your decision will be if an older man offers you gifts or a fancy cell phone in exchange for “going out with him?”
2. **Guys:** Do you know older guys who drink or chew chat? Someday they may ask you to join them. Think about your response.



“AGREE” “DISAGREE” “NOT SURE”

1. Introduction

Open minded people don't accept all the views of others because they know that all ideas might not be in agreement with their personal values. Therefore, a self-reliant person should see the ideas of other people critically and carefully. This Life Skill activity demonstrates that students have different opinions on the same issue. Therefore, students should consider seriously and carefully each new idea whether it will affect their future life or not. At the same time each person should decide if a new idea is right or wrong. If the idea of their friends is not harmful they may want to accept it but if that idea will bring a negative impact it is quite rational to reject it and say **“NO.”**



Integration Point: Unit 8, lesson 3, **Self-Reliance and Decision Making**, page 129 - 130.

Dear Teacher, this activity can easily be integrated with Unit 8, Lesson 3 which deals with self-reliance and making good decisions. This lesson emphasizes that a self-reliant person is able to make good decisions and is open minded.

Hence, when you teach the lesson you can incorporate this activity with your lesson easily.

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

- **Explain** that their classmate's decisions are based on personal values which differ from one person to the next.
- **Examine** how healthy debate about important issues is a sign of self-confidence.
- **Appreciate** that an open-minded person can change their opinion if presented with a strong argument.

3. Key messages

- **Students:** if you are faced with a difficult decision and don't know what to do, talk to someone whose opinion you trust so she or he can help you make an informed choice.

4. Life skills: *Making Good Decisions*

5. Materials

- Three pieces of paper
- Marker

6. Planning Ahead

- **Read** the introduction section ahead of the class.
- **Additional** time is not needed to teach this activity

7. Time allocated: 8 minutes



8. Methodology: Game

9. Activity Procedures: “Agree,” “Disagree,” “Not Sure”

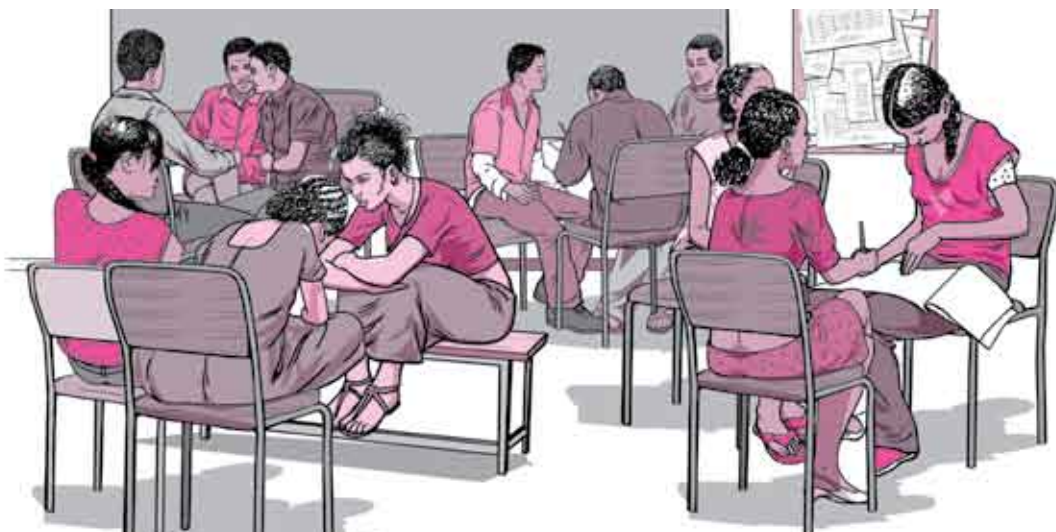
1. **Write** “Agree”, “Disagree”, “Not Sure” on three pieces of paper and post them on 3 walls around the classroom.
2. **Tell** the students that they are going to play a game that helps them understand their personal values. They will see that there are statements they agree will and others they disagree with.
3. **Tell** the students that when you read the statements they should show their responses by walking to the sign that reads either; “Agree,” “Disagree” or “Not Sure.”
4. **After** the students have moved, ask them to explain the reasons for their choices.

Note: Encourage reasonable debate between the students who “Agree” with the statement and those who “Disagree.”
5. **After** the debate, ask the “Not Sure” students if they want to move.
6. **Continue** with all 8 statements.



Statements:

1. **Self-criticism** can help you identify your weaknesses and achievements in a fair way and become a stronger person.
2. **You plan** to study for an exam, but friends convince you to come to a party. Afterwards, you think it is more important to be popular than to do well at school.
3. **You have** a fixed idea about an issue. But you listen and consider ideas that are different from your own. This is a sign of weakness.
4. **You** have been abstaining, but your boyfriend (or girlfriend) loves you very much, so you decide to have sex with him.
5. **Eshetu** has decided not to drink. One day some classmates start making fun of Eshetu saying he's "afraid to have a little fun." Afterward Eshetu decides. "They are right. Next week I'll go to the party and have a few beers. Eshetu is open-minded.
6. **"Everyone** is doing it" is a good excuse to have sex at young age.
7. **A group** of girls are gossiping about Sophie when she is not around. Tirsit says; "Hey we should give Sophie a chance to defend herself."
8. **Cheating** is OK as long as you don't get caught.



10. Discussion Questions

1. **Ask:** why did different students make different choices for each statement?
 - **Possible answer:** Because they have different values about what is right and what is not right.
2. **Which** statements were the most controversial and created lively debates?
3. **Who** changed their choice after they listened to the other students' ideas? When is this a good thing to do? When is it not a good thing to do?

11. Summary

- **Students** often disagree on what is right and what is wrong because they have different values.
- **Listening** to others ideas is a sign of self-reliance.
- **Caving** into peer pressure is NOT a sign of self-reliance.



12. Assignment

- **List** 3 points that you agree on with your parents.
- **Think** about the last time you disagreed with your friends. Did you change your mind? Was this a good decision or not?



COMMUNICATING WITH OUR PARENTS AND OTHER ADULTS

1. Introduction

A self-reliant person has the habit of critically evaluating the ideas of others and accepting criticism from them. All criticism suggested by friends might not be rational to accept. However, it is quite vital to evaluate whether the criticism offered is valid or not. It is necessary to accept criticism in order to correct an error committed. Hence, criticism and self-criticism are vital to improve one's own actions and behavior. All these are the central points of the lesson in the page identified. On the other hand, the Life Skill exercise, "Communicating with Our Parents and Other Adults" helps students and parents understand that effective communication is open and honest. This reveals that, whenever, students don't fulfill their responsibilities at home, parents should avoid blaming and criticizing them immediately. Rather they should find out the reasons why their children didn't execute their duties in polite way. Frequently both students and parents need to demonstrate flexibility if they are to have a successful relationship throughout the high school years.



Integration Point: *Unit 8 Lesson 3 Self-Reliance and Decision Making, page. 129-130*

This activity, “Communicating with Our Parents and Other Adults” in which parents and youth practice open communication can be linked with Unit 8, Lesson 3, “Self-Reliance and Decision Making” on page 129-130. Under this lesson particularly the first five paragraphs describe about criticism and self-criticism which corresponds with the core points of this activity.

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

- **Communicate** openly and confidently with their parents and other adults about sensitive personal issues.

3. Key Messages

- **Students:** Talking to your parents about your feelings is not always easy or stress-free, but with effort you and your parents will become a true team.
- **Students:** Open communication with your parents about your personal concerns and worries helps develop confidence.

4. Life skills: *Boosting Self-Confidence*

5. Materials: No Special Material is Needed

6. Planning Ahead

- **Note:** Several days before the class, invite parents, other teachers and school administrators to participate in this activity.

7. Time allotted: 15 Minutes

8. Methodology: There are four situations in the activity. Both the “Parents” and “Students” will work together.

9. Activity Procedures

1. **Divide** the class into eight groups: Assign one situation to each group.

Note: Each situation will be given to 2 groups. This is OK because it is important that all students participate.

2. **Explain:** Each group will discuss the situation and prepare a 2-minute role-play for the rest of the class.

Note: If a role play lasts more than 2 – 3 minutes it becomes boring. Ask the class to stick to the time limit.

3. **Emphasize** that the role play must demonstrate effective communication and end in a stronger relationship between parent and student.

4. **Choose** 2-3 groups to present their role plays.

Note: there will not be time for every group to present. You may want to ask other groups to present later, as a class energizer.



Situation 1: Betty and her Mom don't see eye to eye**Location:** At home, in the kitchen.

- Betty is 17 years old and a good student in school.
- Betty's parents are very traditional and strictly forbid her to date boys.
- Betty feels that she is old enough and mature enough to date boys, but is unsure of how to approach her parents.
- One day, while her mother is preparing dinner, Betty presents says, "A boy tried to pick me up after school today."

*What happens next?***Situation 2:** "You don't appreciate me"**Location:** Outside school

- In a family of 5, Medhanit is the oldest daughter.
- She helps her mother with house work but wants to go out and relax with her friends.
- She frequently quarrels with her mother because her mother says she isn't doing her chores well.
- One afternoon after an angry exchange, Medhanit is so frustrated that she yells at her mother; "You don't appreciate me" and runs out of the house.
- *What does Medhanit say when she returns home 2 hours later?*



Situation 3: “I’m confused”

Location: At home

- Almaz is a good student, but her family has very little money for her education. She has been trying to find work for 6 months.
- Almaz talks to a new neighbor, Julie who sympathizes and says, “I know an easy way to make a little money, I can set you up with a guy.”
- Almaz is tempted but also confused.
- One day Almaz sees Mulu, a trusted aunt and decides to ask her advice.
- *What advice will the aunt give to Almaz?*

Situation 4: An Angry Father

Location: At home

- Normally Tekle’s father is a very nice guy and easy to talk to.
- However, usually once or twice a week, Tekle’s father has too much to drink and then verbally abuses all members of the family when he comes home.
- Tekle decides that he has to speak to his father honestly because the family is suffering.



10. Discussion Questions

1. **Does** this kind of situation happen in our community?
2. **What** could the student have done to improve the communication?
3. **What** can the parents do to prevent this situation from happening again?

11. Summary

It's often hard to speak about sensitive issues with older people, but a trusted adult in our lives often acts like a mentor or guide. If we have open and healthy discussions with a trusted adult, we can avoid many problems.



12. Assignment

- **Think** of a situation when you were afraid to speak to your parents or another adult. What happened?
- **Now** think of one adult that you can trust. Have you ever asked this or guidance?

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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GRADE 10



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