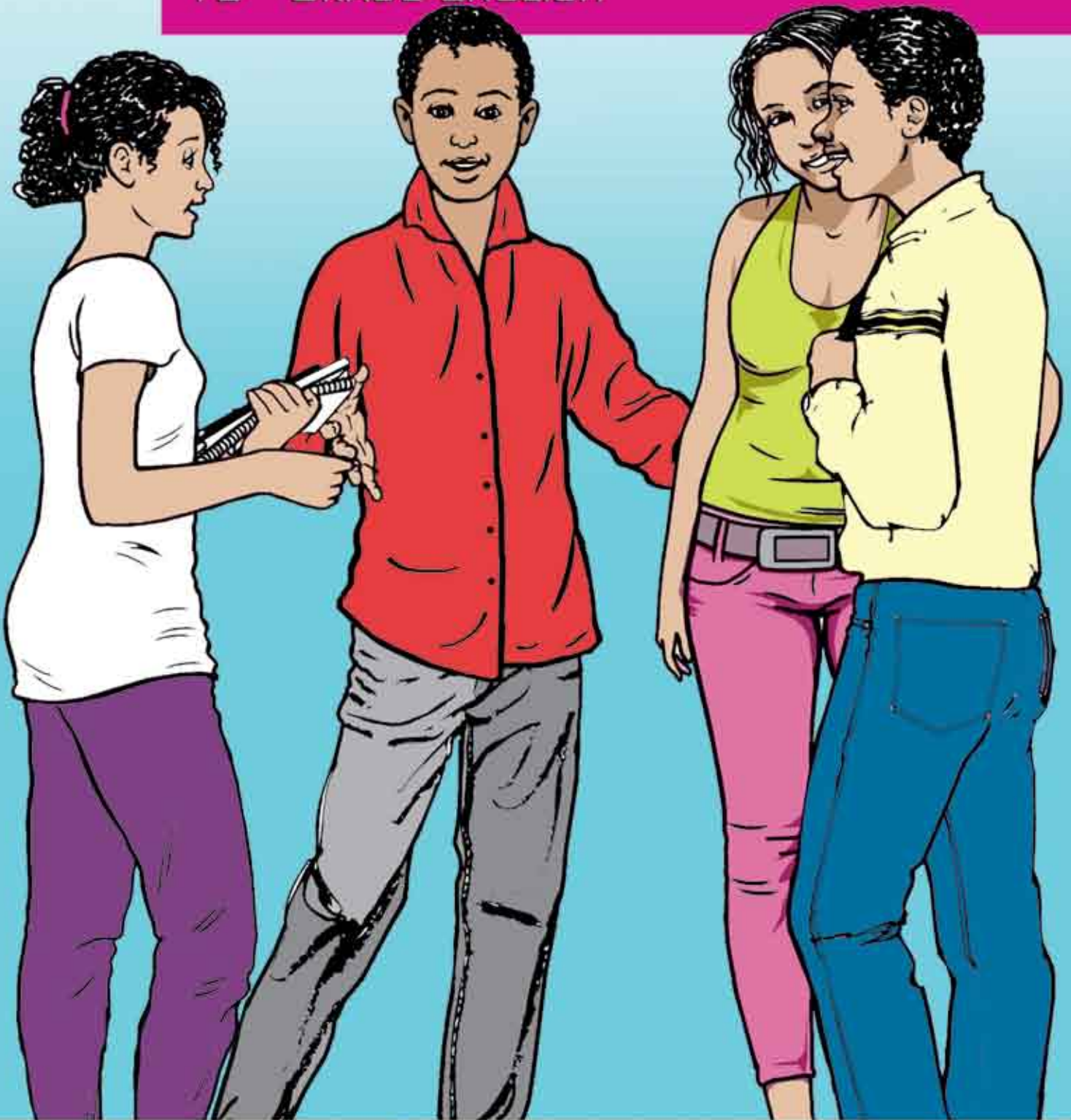


Boosting Self Confidence

SUPPLEMENTARY MANUAL

10TH GRADE ENGLISH



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

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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: Building Healthy Relationships** is linked to Integration Point: *Unit One, Lesson 8. Page 12*. 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.



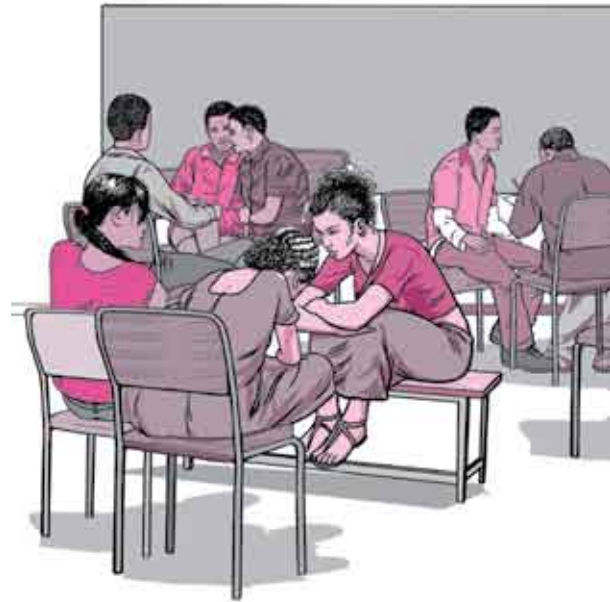
1. **The table** below summarizes the exercises and indicates which lessons they are most directly linked to.

Unit	Lesson	Page in the Text Book	Integrated Activity	Page in Supp. Manual
1	8 (B1.6, B1.7)	12	Activity 1: Building Healthy Relationships	9
4	45 (A4.1)	58	Activity 2 Circle of Friends	15
6	57 (A6.1)	94	Activity 3: Facts to Think About	19
6	58 (A6.3, A6.4)	96	Activity 4: Making Decisions in Real Life	25
7	73 (A7.11)	128	Activity 5: Team Work	31
8	82 (A8.8)	145	Activity 6: The Abstinence Bridge and Help from Friends	35
10	105 (A10.7)	179	Activity 7: Help from Friends and Faithfulness	41

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.

BUILDING HEALTHY RELATIONSHIPS

1. Introduction

Understanding the difference between healthy and unhealthy relationships is an important skill that helps us lead happier, more productive lives. A healthy relationship creates personal feelings of security because of the strength and support that one derives from it. An unhealthy relationship, on the other hand, is often affected by pressure, worry, and concern. Three indications of an unhealthy relationship are:

- **Seeking instant intimacy:**

This can lead to dependency. For example, Tesfaye, just met Medhanit two weeks ago. He hardly knows her, but is seeking an exclusive commitment from her and is pressuring her to have sex. This is not a healthy relationship.



- **Lack of responsibility:** Some students hold their partner responsible for their own personal feelings: For example, Fitsum says she is having sex with Ephrem because he got angry with her when she refused. This is not a healthy relationship.
- **Treats of violence or intimidation:** Tsegaye repeatedly threatens Fire when he has too much to drink. This is not a healthy relationship.

Dear teacher, grade 10 students are adolescents seeking to form relationships with their peers. They need to understand that a healthy relationship is built on equality and respect. When students develop

a healthy relationship with their peer group or others, they benefit tremendously from it. They also should realize that developing healthy relationships will enable them to plan for their future. Healthy relationships bring more happiness and less stress into their life.

Integration Point: *Unit One, Lesson 8. Page 12*

Dear Subject Teacher, in the Grade 10 English for Ethiopia textbook at Unit 1, Lesson 8, you are going to teach a lesson focusing on **giving advice** and **making future plans** to teach speaking and reading skills. The essence of this lesson is making students aware of their social well-being by connecting the classroom atmosphere to the outside real world. Therefore, this lesson can be incorporated with the activity entitled **“Building Healthy Relationships”**, in this manual. As bright future builders, young people need to set realistic goals to make their dreams come true. When students have a set plan, they also develop a good relationships with their companions.



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

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

3. Key Messages

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

4. Life Skills: *Resisting peer pressure*

5. Materials: No special materials needed

6. Planning Ahead

- On a large Flip Chart paper, write the following qualities of healthy relationship:
 - Respect
 - Open communication
 - Understanding
 - Cooperation
 - Caring
- Read the activities in advance.

7. Time Allocated: 10 minutes

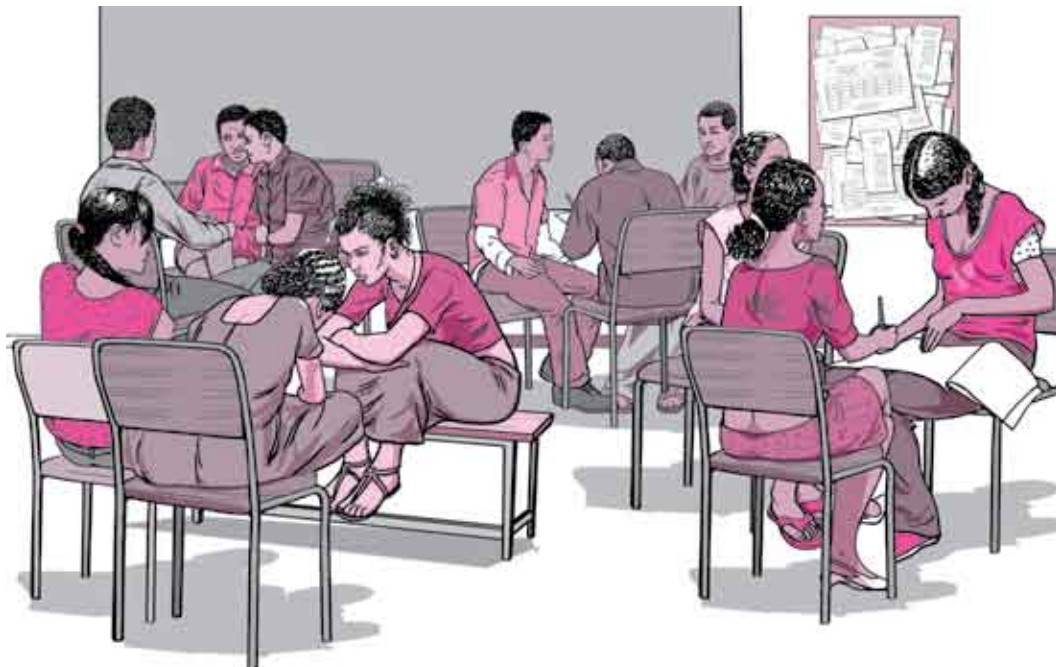
8. Methodology: Group work and Explanation



9. Activity Procedures

Step 1

- **Explain** to students the importance of developing healthy relationships.
- **Post** on a wall or on the blackboard, the large pieces of paper on which you have written the qualities of healthy relationships.
- **Ask** students to think of one great relationship they have.
- **Are** these qualities present in the relationship you have?
- **Let** them explain their answers to the class.
- **Divide** students into groups of 3-4 or put them into 'study cells'.
- **Ask** each group to discuss and give a real life example of the class how the qualities of a healthy relationship support individuals.



Step 2

When the groups have finished, invite a student from every group to debrief on the 2 most important ideas of their discussion.

10. Discussion Questions

1. **Think** of one great relationship you have. Which of these qualities is present?
2. **What** would be different when these qualities are applied for a relationship with a parent or a teacher?
3. **How** can your peers push you into an unhealthy relationship?
4. **Are** any of the 5 qualities missing or lacking in your relationships? Why?

11. Summary

Strong and healthy relationships improve all aspects of our life and help us to become a better person. Unhealthy relationships need to be recognized as soon as possible. A student either has to take concrete steps to improve the relationship or to end it.



12. Assignment

- **Think** about one friendship you have that is very healthy. What are the 3 most important reasons for this?
- **Think** of one relationship you have that is not healthy. What steps should you take to improve it? What would happen if you ended this relationship?



CIRCLE OF FRIENDS

1. Introduction

In the world of work and daily interactions, we accomplish various activities. Some activities could be seen physically while others can be felt or spoken in words. Some activities might be pleasing or positive and some might be annoying to our observers.

Each activity, whether it involves a physical, intellectual, or emotional effort, is easier to carry out if we have the support of our friends. Some friends are closer than others. Those friends that are the closest to us, we can trust with sensitive information. We can be honest and transparent with these friends without any fear. Other friends are not as close, but still can help us with ideas and by sharing their experience.



Integration point: Unit 4, Lesson 45, Activity: A4.1, under the sub-heading '**Doing Wrong**' Page 58

Dear Teacher, this activity enables students to observe their own selves in groups or among friends. Developing respect, kindness, honesty, truth, self-esteem, etc., helps our students become positive thinkers. It also empowers them to analyze how wrong actions can spoil their good behaviors. As teachers, we also have the responsibility to make our students aware of the consequences of the poor decisions.

The Grade 10 English for Ethiopia Textbook, at Unit 4, Lesson 45, and Activities: A4.1, under the sub-heading '**Doing wrong**' discusses how all people sometimes make wrong decisions. Therefore, this lesson can be integrated with the Skill building activity "Circle of Friends."

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

- **Identify** different behaviors their friends have.
- **Compare** the kinds of relationships they have with their friends

3. Key Messages

- **Students,** close friends usually share similar values to you and will support you in difficult times.
- **Students,** sometimes even our close friends apply peer pressure on us. If this happens to you, stand on your ground and make up your own mind.

4. Life Skills

- *Resisting Peer Pressure*

5. Materials: No Special Material needed.

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

7. Time Allotted: 10-15 minutes

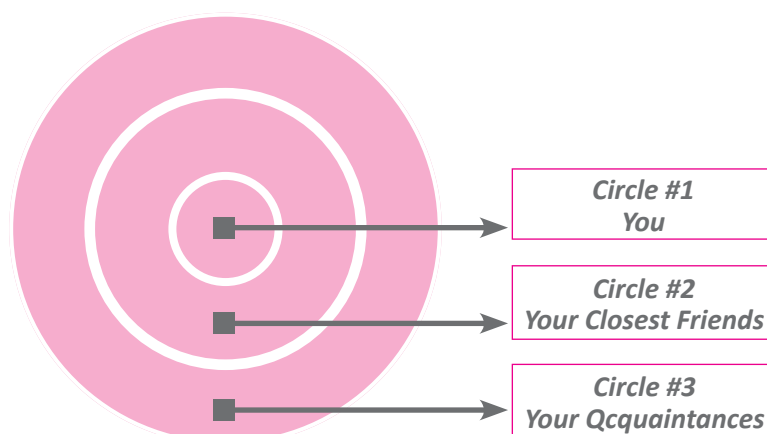
8. Methodology: Discussion and explanation



9. Activity Procedures:

1. **Ask** students to think for 1 minute about their closest friends.
 - Then ask, “What makes your friendship fun and interesting?”
 - “Does anything you do together involve risks?”

Teacher’s Note: List replies on a blackboard.



2. **Draw** three large concentric circles (circles which a common center) on the blackboard, to signify the circles of friendship.
3. **Explain** what each circle represents using yourself as an example.
 - **Write** your own name in circle #1.
 - **Write** the name(s) of your intimate friend(s) in circle #2.
 - **Write** the name of your casual friends or acquaintances - friends you know well enough to talk to or have lunch with, but not as close as your intimate friends in circle #3.
 - **Write** the name of your acquaintances –people you speak with sometimes but do not consider as being friends outside the circle.
 - **Ask** students to make their own friendship circles.

Teacher’s Note: Allow students 3-5 minutes to complete their own circles of friends.



10. Discussion Questions

1. **How** did you decide which friends to put in Circle #2?
2. **How** did you decide which friends were in Circle #3?
3. **Do** you have any friends who used to be in Circle # 2, and now in Circle # 3? What happened?
4. **What** will you do next time someone pressures you to do something that you are not comfortable with?

11. Summary

Conclude the activity by emphasizing that a good friend is someone who shares similar values to our own. It is also someone we can count on in times of difficulty.

12. Assignment

- **Ask** students to discuss among their friends who they admire most and why?
- **Now** ask them if they have any close or casual friends who might pressure them to become involved in risky behavior.

“5 FACTS TO THINK ABOUT”

1. Introduction

The world around us is full of many values of which some are useful, and some are harmful. Risky behaviors are one of the harmful values of this world. In high school, students will come across classmates who share their values and others who have values that are very different. It is a student's values that often determine whether they become involved in risky behaviors.

Developing the 5 Life Skills promoted in this manual is the best way for students to avoid risky behaviors. Of the 5 Life Skills, the cornerstone is “**Boosting Self-Confidence.**” When a student is self-confident s/he can resist peer pressure more easily, make better decisions, be more assertive, and set realistic goals.

Sometimes however, even self-confident students also get into risky situations, if for example they drink alcohol or chew chat. Knowing the 5 Facts will help students reflect on their actions and avoid risky situations.



Integration points: Unit 6, lesson 57, Activity A6.1, Exercise 1 and 2, page 94-95

Dear Teacher, students need to know in advance risks they might encounter that could threaten to their lives. You should help them develop an understanding of risky situations. They need to be able to think, understand, and analyze the consequences of their actions before they decide to do something that is not responsible.

In the text book in Unit 6, Lesson 57 Activity A6.1, you will discuss the topic ‘Living dangerously.’ with your students. Under this sub -title, especially in exercise 1 and 2 students are asked to observe how the people in the advertisement picture in their textbook act and what they are trying to make people believe. Under this activity, Exercise 3 asks students whether they know the consequences of some risky actions. Thus, this lesson can be linked with the Activity “Avoid Risks” in this manual, which encourages students to be aware of the consequences of risky behaviors.



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

- **Identify** risky behaviors
- **Describe** the consequences of risky behaviors.
- **Avoid** risky situations.

3. Key Messages

- **Many** students get into risky situation because they lack self-confidence.
- **Develop** your *Life Skills* so you can make your own decisions and act according to your own values.

4. **Life skills:** Boosting Self-Confidence

5. **Materials**

- Flipchart Paper (if possible)
- Marker
- Scotch Tape

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

- **Read** the whole section of the activity in advance.
- **Write** on flipchart paper the 5 Facts mentioned shown below. If not, write them on the blackboard.

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

8. **Methodology:** Group discussion and explanation

9. **Activity Procedure:** Abstinence, Help from Friends

- **Ask:** Think of your friends. Is anyone involved in risky behaviors?
- **What** happens after someone chews chat or gets drunk and then has sex?
- **Divide** the students in to 4 -5 and let them discuss and answer each question stated under each fact below.
- **This activity** presents 5 Facts students should think about.



5 FACTS TO THINK ABOUT

Read each fact to students from the flipchart, and ask each group of students to consult for 1 minute and then ask them the question.

FACT #1: *Women are 2 times more likely to be HIV+ than men (DHS 2011).*

Question: What is the reason that is a true fact?

Note: Possible explanations include;

- Traditional values promote male dominance over women
- Women are often taught to be passive.
- Some men try to exploit women with alcohol, money, grades, or gifts for sex.
- Many women have not developed the *Life Skill: "Being More Assertive."*

FACT #2: *Most of grade 9 students who arrive at secondary school are at zero or low risk. But this reality changes in the 10th, 11th and 12th grades.*

Question: What are some of the challenges students face to remain at Zero or low risk? What are the advantages of being abstinent?

FACT #3: *A common reason for female students drop out of high school is pregnancy.*

Question: What usually happens to the boy if his girlfriend gets pregnant?

FACT #4: *A university study conducted a few years ago shows that 27% of men say they have forced a woman to have sex and 14% of women report being forced by men. (HCP 2007).*

Question: What should a female student do if her boyfriend tries to force her to have sex?

FACT #5: *For sexually active individuals using a condom the first time they have sex and every time after is the easiest way to protect themselves against STIs and HIV.*

Question: Girls, what will you do if your boyfriend tells you, "You are the only girl I've ever loved. Trust me there will not be a problem."

10. Discussion Questions

- **Which** of these facts do you find the most surprising?
- **What** is the link between alcohol and forced sex?

11. Summary

A common reason for women to drop out of high school is because they are pregnant. Women are 2 times more likely to be HIV+ and are often the victims of forced sex. Yet in general men engage in riskier behaviors than women. Only when women boost their self-confidence and men are more respectful to women will the rates of early pregnancy, STIs and HIV drop.



12. Assignment

Ask students to discuss among their friends how movies with a lot of violence and sex influence them.



MAKING DECISIONS IN REAL LIFE

1. Introduction

In the struggle to survive, on a daily basis, we are confronted with various decisions to make. Some are small with minor consequences, while others are huge and potentially life affecting. Some are simple and others are more difficult and pains taking. If a student does not think through the choices and consequences of a difficult situation they



may make a poor decision. Making a poor decision about something that is important can have negative consequences that affect the students' entire life. Take, for example, the decision of a young woman to have unprotected sex. A few months later she may find out she is pregnant. She might then drop out of school while the guy continues his education.

Integration Point: *Unit 6 Lesson 58, Activity A6.3, A6.4. Page 96*

Dear Teacher, *young people must learn how to make good decisions for themselves. Young people must have the courage to say "NO" when someone pressures them to do anything they do not want to do. Like all Life Skills it takes practice to make good decisions.*

Dear subject teacher, in the grade 10 English for Ethiopia textbook, at Unit 6 Lesson 58, Activity A6.3, you have a listening text, which is the story of Daniel who used to take an ecstasy pill. In the activity, students are encouraged to listen and discuss their reactions to the story. In Activity A6.4, which is “Talking about drugs” they are also required to work in groups and discuss various drugs that are in circulation and what they know about the effects and the consequences of taking drugs. Therefore, the activity “Making Decisions in Real Life” in this manual can be integrated with Lesson 58 in the text book. It doesn’t require any extra time, but you are required to mix the two activities together and give attention to contents of the Life Skill activity.



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

- **Describe** the consequences of good and bad decisions.
- **Make** good decisions

3. Key messages

- **Students,** Making good decisions is a basic *Life Skill* that will help you achieve your goals.

4. Life skills: *Making Good Decisions*

5. Materials: No special materials needed.

6. Planning Ahead

- **Read** the activity thoroughly in advance.
- **Write** the 5 scenarios sheets of paper.

7. Time allotted: 10 Minutes

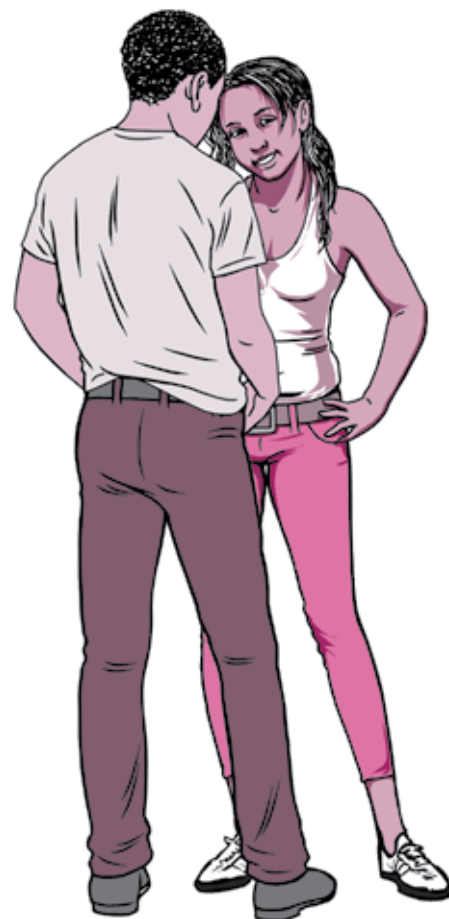
8. Methodology: Group discussion

9. Activity Procedures:

Step 1: Divide the students in to groups of 5 students. Let each group chose one situation listed below.

Step 2: Ask each group to discuss the situation they selected and answer the following questions.

- **What** is the challenge for the main character?
- **What** are the possible choices in this situation?
- **What** are the possible consequences of each choice?
- **If** you were a friend of the main character, what advice would you give her? /him?



Situations

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-fifty 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. **Almaz and her boyfriend** have abstained from sex until now. Almaz's boyfriend has started asking to have sex because they are planning to get married.
3. **Irresponsible school administrator:** Hiwot failed to get a good grade in her 12th grade exam. One day a school administrator comes up to her and suggests he might be able to help. He says if she wants to pass the exam, she should come to see him at his house Friday evening.
4. **Girma** is an 18-year-old boy in 11th grade. In the recent weeks he has become an active student in the anti-AIDS club. However six months ago Girma was in a risky situation and is worried that he might be HIV+. Girma is afraid to get tested.



5. **Love and Trust:** Kassahun and Selam love and trust each other. Kassahun told Selam that he was a virgin. One day Selam's friend tells her "Kassahun used to visit a sex worker who lives in our neighborhood."

Step 3: Select 3 groups to act out the situation and then present their responses about the questions. **Ask** a few students to explain how they feel about the comments.

10. Discussion Questions

1. **Ask** students to think about a situation where they will have to make a decision in the next week.
2. **If you** make the decision with **self-confidence**, what will the result be?
3. **If you** make that decision with **lack of confidence**, how might that change the result?

11. Summary

Our actions today will play a decisive role in our future. Important decisions about relationships must not be made hastily. Making good decisions is a *Life Skill* that requires practice. When making decisions, carefully think about the “3Cs” that is:

- What is the **Challenge**?
- What are the **Choices**?
- What are the possible **Consequences**?



12. Assignment

- **Think** about a good decision that you made recently? **Why** was it good?
- **Now** think about a poor decision. **Why** was it poor? **What** would you do differently next time?



TEAM WORK

1. Introduction

The concept of team work implies a group of people working together to achieve a common objective. It is collaboration between people with a common understanding and interests, whether it's winning a football game, preparing a short skit or cultivating a field. A team can also be thought of as a good example of positive peer pressure. For example, in football every player helps the others to score a goal. Many of the exercises in this manual involve working in small groups or teams. This is an important step in building Life Skills since it allows students to consider the ideas and opinions of others.

With respect to Adolescent Reproductive Health and HIV prevention, it is helpful for students to think of their close friends as members of the same – “values team” – one that shares similar values and supports each other in difficult situations.



Integration Points: Unit 7 lesson 73, activity A7.11 Page 128

Dear teacher, it is important for students to learn that working together as a team can help them achieve their future goals. In the grade 10 English for Ethiopia, at Unit 7 lesson 73, activity A7.11, students work in teams to prepare general knowledge questions about natural disasters which they will then ask other teams. It is a game where students take turns asking

questions and keeping score. This is a good opportunity to demonstrate the importance of teamwork to students. Therefore, this activity can be easily connected to the activity entitled as “Teamwork” in this manual. The activity enables students talk with their parents/family in a team. The team can be family member, friends, and classmate students.

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

- **Communicate** openly and confidently with their parents and friends.
- **Respect** others’ opinions and contribute to team work.

3. Key Messages

- **Talking** with parents/family and friends openly builds trust and helps us get advice when we need it.
- **Working** together as a team helps to achieve a desired goal.



4. Life skill: *Making Good Decisions*

5. Materials: Flipchart

6. Planning Ahead

- **Read** the activity completely and integrate it directly into the lesson.
- **Invite parents.** If that is not possible ask other teachers or school administrators to represent the parents/family.

7. Time allotted: 10-15 minutes

8. Methodology: Game and discussion

9. Activity Procedures

Step 1:

- **“Think** about when you were young. Was there ever a question you wanted to ask your father or mother but were afraid?”
- **“Can** you share this experience with the group?”

Step 2:

- **Explain** that this exercise is designed to create an environment where parents/family and students need to cooperate with each other.
- **Form 3 groups**, each with 6-8 members of parent/family representatives and students. Provide each team with a large piece of flipchart paper.
- **Ask** everyone in the team to stand on the Flip Chart paper.



Note: Both feet or at least one foot should be on the paper.

- **Then**, ask the teams to fold their papers by half and try to stand on their papers again.
- **Encourage** participants to be creative to find new ways of having at least one foot on the paper.
- **Continue** this process until no group is able to stand on the paper.

10. Discussion Questions

1. **What** did you learn about cooperation from the game?
2. **How** does cooperation help us prevent early pregnancy or an STI?
3. **Did** your group come up with a “New Idea” about how to stand on the paper?

11. Summary

- Teamwork helps us communicate confidently with our parents/ family and friends. When you are part of a team, you learn from each other.
- Communicating with parents and friends is a Life Skill that takes practice. If we can openly discuss sensitive issues with our parents/ family we will feel more confident.

12. Assignment

Think about a team you were recently on – this can be as part of a club, sports and for your studies.

- **Did** the team work well together?
- **If not**, what could you have done to help it work better?



THE ABSTINENCE BRIDGE AND HELP FROM FRIENDS

1. Introduction

Abstinence is the safest way for students to prevent pregnancy or infection from STIs and HIV. It is a means for which students can maintain their health, and pursue their future plans. Most 10th grade students would probably say that they plan to remain abstinent until they are married. However, as they progress through high school, modern culture, peer pressure and their own growing interest in the opposite sex can lead them into risky situations.

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

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

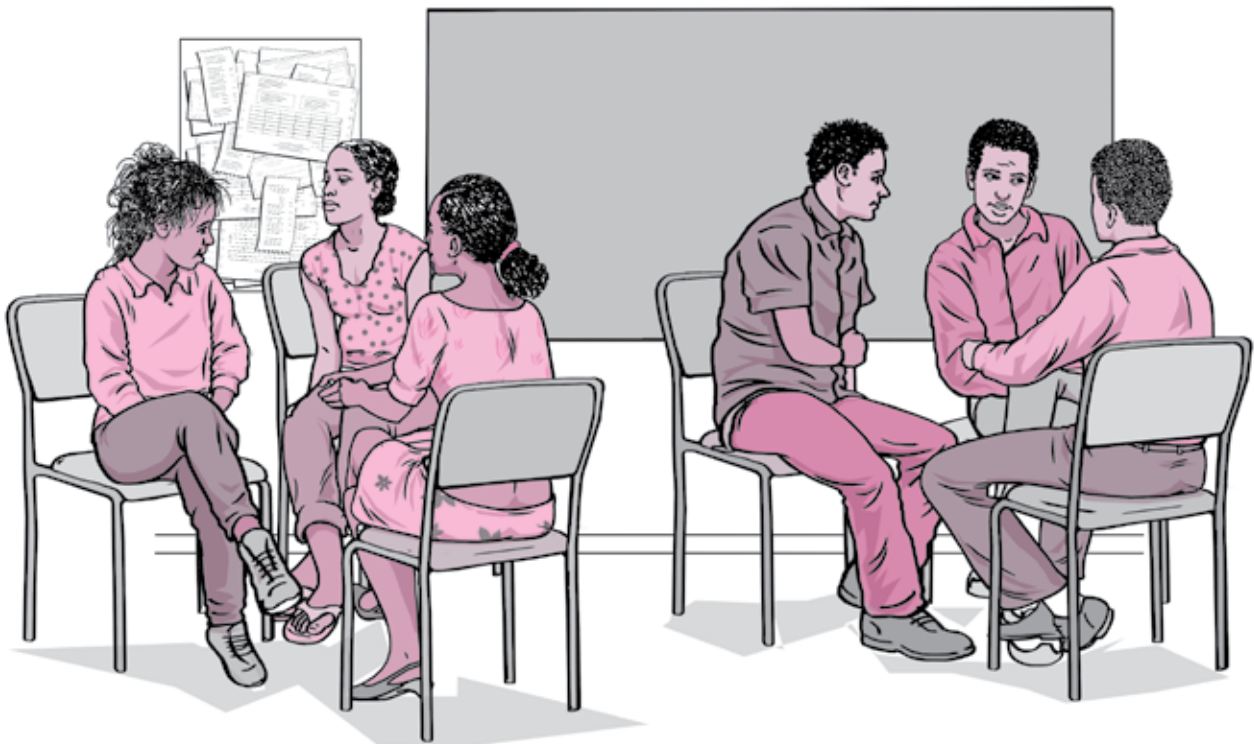
It is important to note that each individual has the right to choose to be responsible to whether to remain abstinent or not. Especially women have to be careful not to be pushed into having sex before they are ready for the responsibilities that follow.



Integration Point: Unit 8, Lesson 82 (Activity A8.8) under a sub-title “**Health Issues**” Page 145

Dear Teacher, the Grade 10 English for Ethiopia textbook at Unit 8, Lesson 82, Activity A8.8, under a sub-title “Health Issues” encourages students to discuss in groups issues related to health and gender. Although students may have limited information about HIV/AIDS, these discussions will strengthen their knowledge and skills and enable them prevent pregnancy and HIV infection. Moreover, they must know all HIV prevention methods and understand that abstinence is a healthy choice.

Therefore this activity is appropriate to be integrated with unit 8 lesson 82, A8.8 under the subtitle “Health Issues.”



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

- **Explain** why abstinence is safest way to prevent early pregnancy, STIs and HIV.
- **Describe** the importance of help for a friend to stay abstained.

3. Key messages

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

4. Life skills

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

5. Materials

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



6. Planning Ahead For this activity you need to:

- Prepare two 3 meter long wooden/metal “Bridge”
- Read the activity beforehand and be sure to have the materials.

7. Time allocated: 10 - 15 minutes

8. Methodology

- Game
- Discussion and analogy method

9. Activity Procedures: Abstinence and Help from Friends

Step 1

- Put the flipchart papers on the floor and explain that the papers represent a river with a lot of dangerous animals that symbolize risky situations which can expose students to pregnancy, and STI or HIV.
- Ask some students to draw dangerous animals, such as sharks and crocodiles, on the paper. Put two “bridges” 4 meter boards (5cm by 10cm) over the paper and ask students one by one to cross over the “river.”



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



Step 2

- Now ask two volunteers (they should both be male or both be female) to try to walk on the bridge while supporting each other.
- **Ask:** What did you notice between crossing the bridge by yourself and with the support of a friend?

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

10. Discussion Questions

- **Who** can tell us about one time when you fell into the river - that is when you made a mistake?
- **Did** you get any help from your friends?
- **Do** these situations happen frequently to HS students?

11. Summary

- **Abstinence** is the most effect way to prevent HIV,STIs and unintended pregnancy
- **Though** abstinence has its own challenges, we can overcome these challenges with the help of friends

12. Assignment

- **Ask** students to discuss in small groups of close friends the different times they have fallen in the river.
- **How** could friends have helped them?
- **What** will they do next time to be more cautious?





HELP FROM FRIENDS AND FAITHFULNESS

1. Introduction

There are some life-touching 'wise' sayings in the English language like, "things always get better" and "life just has its ups and downs." What do we understand from these sayings? Is there any difference between the two? If yes, how do they differ? Literally, the first saying implies that there is hope in life, while the second accepts that life process is full of rising and falling.



Take the saying 'a friend in need is a friend indeed'. We need friends' help when we have troubles or difficulties. Students need help from friends before they get themselves into risky situations. Good friends help a student think through potentially risky situations.

Integration Point: Unit 10, Lesson 123, Activity A10.7, page 179

Dear teacher, in the grade 10 English for Ethiopia students' book, at unit 10, Lesson 105, Activity A10.7, page 179, students play a game called "Thinking Ahead"

In this activity students work in groups and take it in turns connecting two ideas using the expressions such as "If..., If I ever..... when..... etc. for "thinking ahead. The "Help from a Friend" activity is designed to teach how a friend can help to shape one's future life. Thus, this life skill activity can easily be with the lesson mentioned above. Integrating this activity with that part of the lesson doesn't require extra time since they reinforce each other.

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

- **Discuss** the importance of help from a friend to stay abstinent
- **Describe** the relationship between faithfulness, truthfulness, and transparency in students' relationships with friends and family.

3. Key Messages

- **Students,** discuss with your friends and make a decision about abstaining before you are in an intimate situation.
- **Students,** if you are going out with a special friend, speak openly about your values and wishes before so that you are both aware of what each other expects.



4. Life skills: *Boosting Self-Confidence*

- Being More Assertive
- Resisting Peer Pressure

5. Materials

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

6. Planning Ahead For this activity you need to:

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

7. Time allotted: 10 - 15 Minutes

8. Methodology

- Game
- Discussion and analogy method

9. Activity Procedures: Help from Friends and Faithfulness

Step 1

- **Put** the flipchart papers on the floor and explain that the papers represent a river with a lot of dangerous animals that symbolize risky situations which can expose students to pregnancy, and STI or HIV.
- **Ask** some students to draw dangerous animals, such as sharks and crocodiles, on the paper. Put two “bridges” 4 meter boards (5cm by 10 cm) over the paper and ask students one by one to cross over the “river.”

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

Step 2

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

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



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

Step 3

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

Note: Again it is easier with 2 people. This represents a couple that shares the same values and supports each other as good friends. They are faithful to each other.

10. Discussion Questions

- *If you fall in love with someone would you prefer to that they “waited for you – the right person (that is remained abstinent)” or that they have had sex with some else before meeting you?*



- **A 10th** grade girl and boy are going out with each other. They like each other very much, but are not sure they are in love. How can they demonstrate faithfulness to each other?

Note: Possible answers include:

- *Being good friends with each other.*
- *Being truthful to each other at all times.*
- *Not seeing another person behind their partner's back.*
- *Asking each other for advice in sensitive situations.*



11. Summary

- **Abstinence** and faithfulness reflect our individual values.
- **Faithfulness** does not only apply to a couple if they have sex. A good friend is always faithful. Being faithful means others can count on you in difficult situations.

12. Assignment

- **Has** there ever been a time when you were not honest with your friends?
- **How** did this make you feel?
- **How** will you feel if your partner lies to you?



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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