

Resisting Peer Pressure

SUPPLEMENTARY MANUAL
GRADE 11 - BIOLOGY



USAID | **ETHIOPIA**
FROM THE AMERICAN PEOPLE



This supplementary manual is part of a series of 12 separate guides prepared for grades 9th to 12th for English, Civic and Ethical Education, and Biology Courses.

The overall objective of the series is to strengthen students' *Life Skills* so that they lead safe, healthy, and successful lives.

Each manual is prepared so teachers can integrate the participatory skill-building activities either:

- Directly into the class lesson without any additional time
- Or carry out as a complementary “energizer” to the lesson, in approximately 10 minutes.

We believe that students and teachers will find each activity an engaging, fun approach to developing *Life skills*.

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TABLE OF CONTENTS

Introduction

I. Note to the Teacher	1
II. Five Fundamental Life Skills	1
III. Why Do Students Need to Strengthen Their Life Skills?	3
IV. Skill-building Exercises Lead Toward 3 Action-Oriented Goals ..	3
V. Strengthening Life Skills Differs From Regular Course Work.....	3
VI. Short, Participatory Exercises	4
VII. Special Attention to Young Women	5
VIII. Support from Friends	5
IX. How to Use this Supplementary Manual	6
X. How to Carry Out Skill Building Exercises Effectively	7
Activity 1: Advantage of Faithfulness	9
Activity 2: Multiple partners.....	13
Activity 3: When friends pressure you	17
Glossary	21

BUILDING LIFE SKILLS OF HIGH SCHOOL STUDENTS

I. Note to the Teacher

This Supplementary Manual is designed to strengthen 5 Fundamental *Life Skills* of 11th 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 3 participatory activities that are directly linked to lessons you will teach during the course of the academic year.

II. Five Fundamental Life Skills

Each exercise promotes the development of one of the following 5 *Life Skills*:



1. **Making Good Decisions:** learning to make responsible personal decisions takes practice.
2. **Being More Assertive:** Being assertive is about being positive and confident. It is knowing that everyone deserves respect. In Ethiopia culture, this skill is especially important for women. Women must learn to assert themselves when men press them to have sex before they are ready or to have sex without a condom. Men must learn to respect women.

- 3. Setting Realistic Goals:** students who have thought through their personal priorities and have a plan for the future are more likely to use contraceptives and remain at low risk. Changing personal behavior is also directly related to a student's ability to set realistic, achievable goals.
- 4. Boosting Self-Confidence:** in general high schools students are eager to boost their self-confidence. Self-confidence is a foundation skill because it underpins the other 4 skills and makes each one easier to carry out.



- 5. Resisting Peer Pressure:** Giving into peer pressure is one of the leading reasons students get involved in risky situations. Fortunately there are techniques that allow students to strengthen their ability to resist following the crowd, stand their ground, and say “No” to risky situations.

III. Why Do Students Need to Strengthen Their Life Skills?

Review the 5 *Life Skills* Again. Every adult uses these skills regularly. Perhaps yesterday you had to make an important decision about the family budget or you were in a situation where self-confidence was required. The Ministry of Education believes that students who complete high school should be equipped with adequate knowledge and understanding of important issues, concepts and facts and that they should also possess the necessary skills to lead healthy, happy and prosperous lives.

IV. Skill-building Exercises Lead Toward 3 Action-Oriented Goals

In total there are 71 skill-building exercises in the 3 subjects from 9th to 12th grade. The average number of exercises per semester is 3. As a group, the 71 exercises contribute to achieving the following 3 action-oriented goals:

- **Promote** a delay in sexual debut and faithfulness to one partner.
- **Enable** high school students to maintain a zero or low risk of unwanted pregnancy, STIs or HIV.
- **Create** an environment where students support each other to maintain zero or low risk.

V. Strengthening Life Skills Differs From Regular Course Work

By definition the only way to develop a skill is to practice it. Take dribbling a football, learning to play chess or drawing a picture. It is impossible to give students a written exam to see how well they dribble a football. They must demonstrate their skill in a way that others can *observe* and evaluate their level of competence. When football coach *sees* a player dribble a football he can judge his skill level immediately.

Each student must practice *life skills* for herself. There are no shortcuts. If Eshetu watches Solomon dribble a football he will *not* develop that skill. Eshetu must dribble the football *himself* if he wants to strengthen his skill.

Often students think they know how to protect themselves from pregnancy or an STI because they have received a high mark on their biology test. However, an excellent grade on a test is of little use to a young woman Friday night when she is being encouraged by friends have a few drinks, smoke some shisha and then pressured to have sex.



VI. Short, Participatory Exercises

The activities in this manual are student energizers as well as skill builders. Each activity only takes 10 – 15 minutes to carry out. They are linked to the lessons that are most appropriate. For example **Activity 1: Advantage of Faithfulness** is linked to **Integration Point: Unit 1, Sub-unit 1.4, What Can You Do in the Fight against HIV?** Page 33 -34. 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	1.4	33-34	Activity 1: Advantage of Faithfulness	9
1	1.4	33	Activity 2: Multiple partners	13
1	1.4	34	Activity 3: When friends pressure you	17

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.

ADVANTAGES OF FAITHFULNESS

1. Introduction

People Being faithful means being loyal, devoted, and reliable. When we speak about faithfulness with respect to sexual relations or in marriage, we mean showing love, trust, and respect to one partner and having sex only with that person.



Faithfulness is a traditional value in all societies. There is no society that does not value faithfulness because it creates a strong foundation for marriage, family life and the future of the society. However, especially in modern society, faithfulness has several challenges.

The advantages of remaining faithful include:

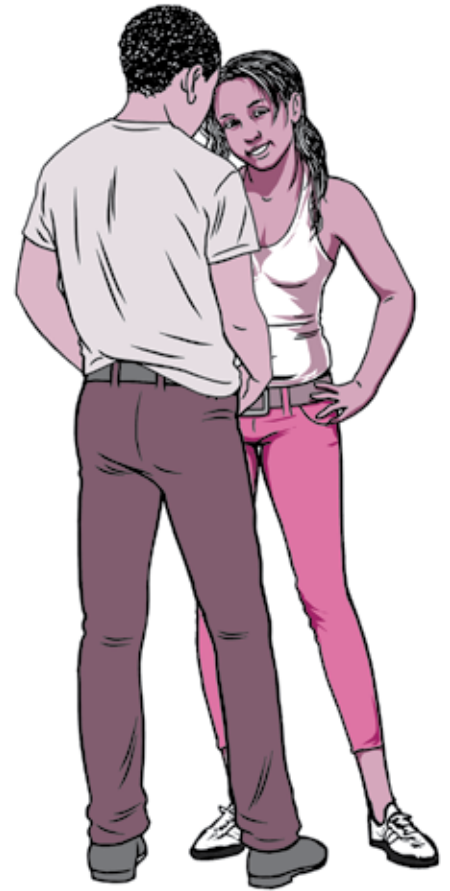
- **A clear** conscience that an individual is being honest and transparent. Anyone who is not faithful has to lie to his or her partner.
- **Increased happiness:** a couple that trusts each other without question will be happier than a couple that doesn't have complete trust and is therefore suspicious of each other.
- **Strong family life:** It goes without saying that a person who is unfaithful in marriage is only thinking of themselves and not their spouse or children. Everyone suffers tremendously if someone is unfaithful in marriage. Faithfulness provides the best model for children.

Some of the challenges of remaining faithful include:

- Peer pressure
- Lack of self-confidence
- Inability to control emotions and desires.
- Problems with alcohol or drugs
- Being separated from partner.

Integration Point: *Unit 1, Sub-unit 1.4, What Can You Do in the Fight against HIV? Page 33 -34*

Dear Teacher, *This activity is relevant to lessons in Unit 1, The Science of Biology, Subunit 1.4, Biology, and HIV/AIDS. In this lesson you will teach about choices students need to make regarding their personal behavior. This activity explores the advantages and challenges of remaining faithful. The activity will help students reflect on their character and reach an informed decision.*



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

- **List** the advantages of faithfulness
- **Explain** the challenges of faithfulness and ways to overcome these challenges

3. Key Messages

- Students, act in a faithful, trustworthy manner with your family and friends in order to be happy and successful.
- Students, in marriage, being faithful to your partner will insure you have a healthy relationship.

4. Life Skills

- *Boosting self- confidence*
- *Making good decisions*

5. **Materials:** Flip chart and markers, if possible.

6. **Planning Ahead:** Dear teacher, read the activity in advance to perform effectively.

7. **Time Allocated:** 15 – 20 minutes

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

9. Activity Procedures

Step 1: Group Work

1. Divide the participants into groups of 4 – 5. It is better if you organize the groups based on their sex.
2. Ask each group to list:
 - The advantages of faithfulness,
 - Challenges of faithfulness
 - Ways to overcome the challenges.

Step 2: Group presentations

1. Ask 3 - 5 groups to present their results.
2. Discuss with your students the results of the group work.



10. Discussion Questions

1. *Is there a difference between the lists that the males and the females made? Why?*
2. *Which one of the benefits of faithfulness was new to you?*
3. *Can you identify anyone who could help you resist the challenges?*
4. *If your partner is faithful does it mean that you don't have to worry about using condom? Why?*
5. *Do you know according to the recent high school baseline assessment finding "1 out of 7 students who are sexually active had 3 or more partners during the last year", what is this mean to you? Correlate with faithfulness.*

11. Summary

- **In marriage**, being faithful to each other will help you to have a healthy and happy life.
- **Though** it might be difficult to be faithful, there are things you can do to resist the challenges.



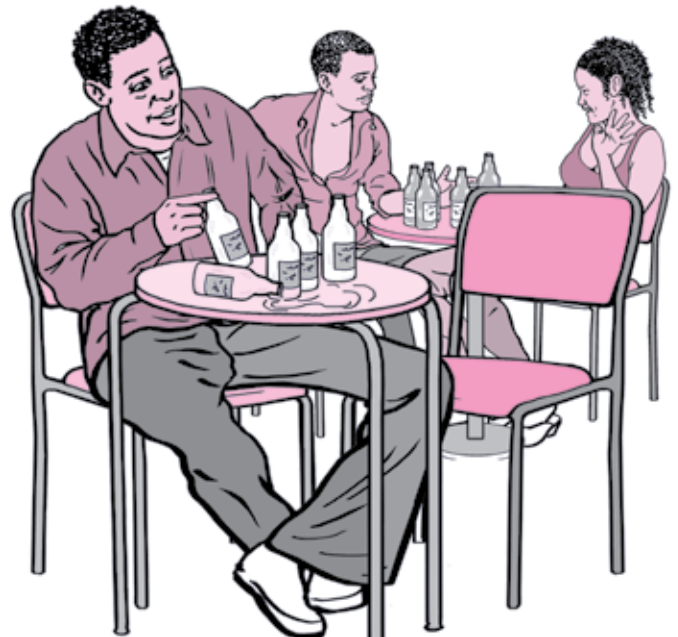
12. Assignment

- **Think** about what it means to trust someone else.
- **What** do you think of people who are not trustworthy?

MULTIPLE PARTNERS

1. Introduction

A Sugar Daddy is a man who offers money or gifts to a young woman in return for sexual favors. The girl is referred to as “sugar daughter” or “sugar baby”. The sexual relationship between a sugar daddy and a young woman is often cross-generational, but sometimes a sugar daddy is a just 5 – 8 years older than the young woman.



These “transactional” (money or gifts are exchanged for sex) relationships are one of the main drivers of the HIV epidemic in Ethiopia.

Some girls perceive boys their age as promiscuous and older men as more serious. They see the gifts, money, car rides, and restaurants, as signs of commitment and love. These young women are fools. Older men play the younger women for fools, because they can easily convince them to have sex without a condom.

In this activity, Hella’s story demonstrates how school girls fall prey to sugar daddies.

From the perspective of HIV transmission, as they discuss Hella’s story, students should understand that if a high school girl has sexual contacts with an older man, she in effect is having sexual contact with all the people he has had sex with and their partners.

Note to the teacher: According to the recent high school baseline assessment finding, out of sexually active students “1 out of 3 students had more than one sexual partners during the last year.”

This hugely increases the likelihood of HIV transmission.

Integration point: Unit 1, Sub-unit 1.4, restricting the number of sexual partners, page 33.

Dear Teacher, this activity is relevant Unit 1, The Science of Biology, Subunit 1.4, Biology, and HIV/AIDS on page 33. The text book points out the consequences of multiple sexual partners. Hella’s Story is designed to make these consequences real for the students and to strengthen the Life Skill: Being More Assertive.

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

- **Explain** the risks of engaging in multiple sexual relationships
- **Resist** pressures from sugar daddies.

3. Key Messages

- **Students,** STIs and HIV are transmitted by individuals who have multiple sexual relationships.
- **Girls,** if an older person promises you material goods, think about his motives before accepting as he may eventually ask for sexual favors.

4. Life Skills: Being more Assertive

5. Materials: No materials needed



6. Planning Ahead: Dear Teacher, please read the activity carefully to conduct as effectively as possible.

7. Time Allotted: 15-20 minutes

8. Methodology: Role Play and Group discussion

9. Activity Procedures

Step 1: Role play

- 1. Ask** two female students to role play as Rahel and Meseret in the “Story of Hella.”
- 2. Ask** the two female students to prepare the following roles for about a minute.

Rahel: Wow! Look at Hella, she is wearing expensive shoes.

Meseret: She is always like that. Do you know where she gets it?

Rahel: I’m not sure, but I see a car picking her up. She might be getting it from him.

Meseret: You know Rahel, in recent baseline assessment, 1 out of 10 students think “it is **OK** to receive gifts or money for sex.”

Rahel: What!!! 1 out of 10 students? He can give her anything she wants. But I’m sure he’s had relationships with dozens of other women.

Meseret: Yeah, It’s pretty stupid to risk getting pregnant or infected with an STI for a pair of shoes or a cell phone

- 3. After** they have prepared let them role play their parts to the whole class.



Step 2: Group work

1. **Divide** the class in to 4–5 groups and give them 5 minutes to discuss the following questions
 - Do you agree with Meseret that “It’s pretty stupid to risk pregnancy or an STI for a pair of shoes or a cell phone?”
 - Sometimes a sugar daddy will say to a girl: “Trust me, I’m a family man. I couldn’t possibly have HIV.” What do you think about this?
2. **Ask** each group to present their results to the whole class.

**10. Discussion Questions**

1. **Twice** as many **Who** is at risk in this situation? Why?
2. **Who** is taking advantage of whom? Why?
3. **How** do you feel about yourself if someone takes advantage of you?

11. Summary

- **The two** most dangerous things an individual can do are;
- **For women**, have sex with a sugar daddy.
- **For both men and women**, have multiple partners.

12. Assignment

If you had a friend who wanted to go out with a sugar daddy, what would you tell her?

WHEN FRIENDS PRESSURE YOU

1. Introduction

During adolescence, peers play a large part in a young person's life and typically replace family as the center of a teen's social and leisure activities. Teenagers have various peer relationships, and they interact with many peer groups. Some students give in to peer pressure because they want to be liked, to fit in, or because they worry that other kids may make fun of them if they don't go along with the group.



Some students may go along because they are curious to try something new that others are doing. The idea that "everyone's doing it" may influence some kids to leave their better judgment, or their common sense, behind.

Peer pressure which takes place among close friends is often difficult to escape. The nature of close friendship is that you care more about them and their opinions than those of anybody else. What your best friend approves of or disapproves of exerts great pressure on you. This pressure is personal and forceful. (From the University of Michigan website)

***Not to Teacher:** According to the recent high school baseline assessment finding, nearly one-fifth of the students are not able to say no if a friend offered them a drink of alcohol, khat, shisha, or similar substances.*

Integration points: Unit 1, Sub-unit 1.4, **Good Friend/Bad Friend** page 34.

Dear Teacher, this activity is relevant to Unit 1, Subunit 1.4, Biology, and HIV/AIDS. On page 34 Activity 1.20, Good Friend/Bad Friend is an excellent practical session for students to learn about peer pressure. The Life Skills activity, When Friends Pressure You, is designed to further strengthen students' skills in this important area. Activity 1.20 in the textbook will work well as an introduction to When Friends Pressure You.

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

- **Identify** the feelings/emotions they experience due to pressure from friends.

3. Key Messages

- **Students,** if you make decisions assertively you will strengthen your self-confidence.
- **Students,** if your friends are pressuring you to do anything you are not comfortable with, stand on your ground. Don't give in.

4. Life skills

- *Being more Assertive*
- *Resisting Peer Pressure*

5. Materials

- No need for special material.

6. Planning ahead: teacher, read the activity in advance to carry out effectively.

7. Time allotted: 15 Minutes



8. Methodology: Discussion

9. Activity Procedure:

Step 1:

1. **Give** students a minute to think about how their friends sometimes try to convince them to do something they do not really want to do [directly or indirectly].
2. **Ask** them to share this with the person sitting next to them for 3 -4 minutes



Step 2:

1. Now write the following emotions or feelings on the black board

Confidence

Pride

Sexual feelings

Happiness

Jealousy

Loneliness

Guilt

Anger

Confusion

Fear

Sadness

Anxiety

2. **Ask** the students to look at the list of emotions/feelings on the black board.
3. **Ask** them if there are any emotions that they don't understand.
4. **Now** ask them: When you think of friends pressuring you which of these emotions come to mind?

10. Discussion Questions

1. *Which emotions describe how you feel when you let your friends make decisions for you?*
2. *Which emotions describe how you feel if you make a decision on your own, even if your friends don't like it?*
3. *Which emotions describe the following recent baseline assessment findings? Are they describe the same or different emotion? Why?*
 - *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."*
 - *Almost 1 out of 3 students say that they could not "refuse if someone wanted to have sex without a condom."*

11. Summary

- **Resisting** peer pressure is often difficult. Students who have strengthened their Life Skills will be more successful in resisting peer pressure. We will be confident when we resist peer pressure. Anger, fear, and anxiety describe how students feel when they give in to peer pressure.



12. Assignment

- Think about the kinds of peer pressure you observe in the school compound every week.

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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