

# *Resisting Peer Pressure*

SUPPLEMENTARY MANUAL

CIVIC AND ETHICAL EDUCATION - GRADE 11



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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*.

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## 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 11th grade high school students. The manual is part of a series developed by the Federal Ministry of Education for all 9th – 12th grade students studying Civic and Ethical Education, English, and Biology. The manual contains 6 participatory activities that are directly linked to lessons you will teach during the course of the academic year.

## II. Five Fundamental Life Skills

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



1. **Making Good Decisions:** learning to make responsible personal decisions takes practice.
2. **Being More Assertive:** Being assertive is about being positive and confident. It is known 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: Introduction to Gender** is linked to **Integration Point: Unit 3, Lesson 3 “Gender Issues and Socially Discriminated Groups”** page 37. Teachers will quickly learn that carrying out the activities is a win-win situation.



- **The students** win because they participate in a practical, fun way to remember the contents of their lesson while they strengthen their skills. *and*
- **The teacher** wins because the students are refreshed and eager to learn more.

## VII. Special Attention to Young Women

- **One** of the most important reasons women drop out of high school or university is that they become pregnant.
- **Women** are 2 times more likely to be infected with HIV than men. For every 5 male students in Ethiopia who become HIV+, 10 women will become HIV+.
- **Sugar daddies** and some teachers use money and promise better grades to exploit women.
- **It is** common in Ethiopia for men to pressure women to drink more so they can have sex without a condom.

Therefore, we ask each teacher using this manual give priority to the young female students during the exercises and discussions.

## VIII. Support from Friends

Behavior change for any group is difficult, but especially for students when the issue is peer pressure or sexual activity. Since it is challenging to build skills such as assertiveness and self-confidence, each exercise encourages students to rely on support from their friends. Group support or *positive peer pressure* is frequently the key to success.

## IX. How to Use this Supplementary Manual

**Each** Civic and Ethical Education, English, and Biology teacher using the Supplementary Manuals should participate in a 1-day orientation to learn how to carry out the exercises in a participatory manner.

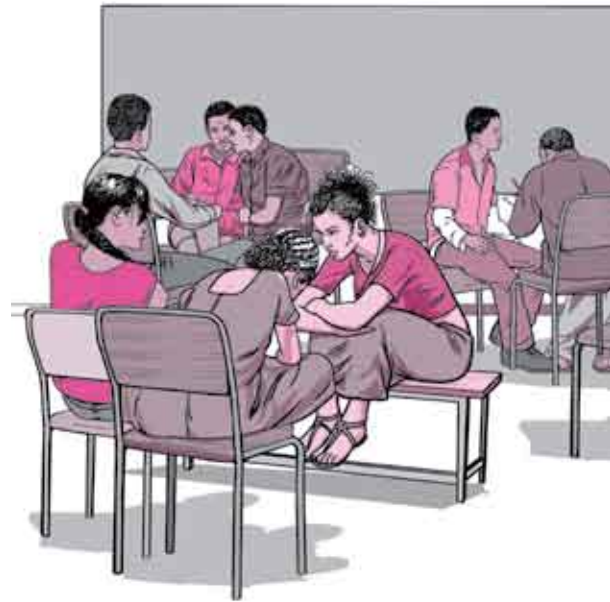
1. **The table** below summarizes the exercises and indicates which lessons they are most directly linked to.



Unit	Lesson	Page in the Text Book	Integrated Activity	Page in Supp. Manual
3	3	37	Activity 1: Introduction to Gender	9
6	6	89	Activity 2: Sexual Network	15
6	6	89	Activity 3: What makes R/ship healthy or unhealthy?	21
8	1	105	Activity 4: knowing yourself believing in yourself	27
8	3	112-113	Activity 5: Juggling My life	33
10	1	127	Activity 6: Team work	39

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 9<sup>th</sup> grade students and 20% 12<sup>th</sup> 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.*

## INTRODUCTION TO GENDER

### 1. Introduction

Gender refers to the socially constructed roles, behaviors and attributes a society considers appropriate for men and women.

Gender can mean different things in different cultures; in most of the world, though, traditionally, housework and child-rearing are considered to be chores for women, while working in the fields and carrying heavy objects are tasks for men. Traditionally men make the important decisions in the household and women obey.



However, in modern society gender roles are changing. Few women used to go to college. Now they are among the best students. Women are learning to be more assertive and to negotiate as equals with men.

The gap between traditional and modern gender roles frequently confuses students. They are expected to act in a traditional manner at home and respect modern gender norms at school.

Gender-based violence is an important problem in Ethiopia and around the world. It is a major driver of the HIV epidemic.

*Note to Teacher: Based on the UNESCO Global Monitoring Report, gender-based violence, early marriage and teenage pregnancy, are affecting girls' and women's access to and completion of education. In 2009, only 41% of girls survived to the last grade of primary education and there were only 30% enrolled in secondary education.*



**Integration Point:** Unit 3, Lesson 3 “Gender Issues and Socially Discriminated Groups” page 37.

**Dear Teacher,** The Life Skills activity “Introduction to Gender” focuses on Gender and Behavior, Gender Equality and Gender Based Violence. This activity can be incorporated with Unit, Equality, Lesson 3, Gender Issues and Socially Discriminated Groups, age 37. The message of the lesson and the activity are very much related. Therefore, when you teach Lesson 3, you can easily link it to this skill-building activity

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

- **Explain** how women are treated unfairly in society.
- **Advocate** for equal treatment of women in the community.

### 3. Key Messages

- Sex is biological whereas gender is social.
- Usually the roles of men and women are decided by the society.

### 4. Life Skills

- *Boosting self confidence*

**5. Materials:** No special material needed

- Flip chart or any other large paper
- Masking tape
- Marker



**6. Planning Ahead:** Read the activity ahead of time and prepare to conduct the exercises as effectively as possible.

**7. Time Allocated:** 15 minutes

**8. Methodology:** Role play and Discussion

### 9. Activity Procedures

#### Step 1: Pictures of professions

1. **Explain:** First groups of 4 – 5 students we will draw pictures of people in different professions.
2. **Divide** participants into groups of 4-5. Then let them draw different professionals and give them names. The profession can be Medical doctors, drivers, soldiers, chief, housemaids, nurses, secretary etc.

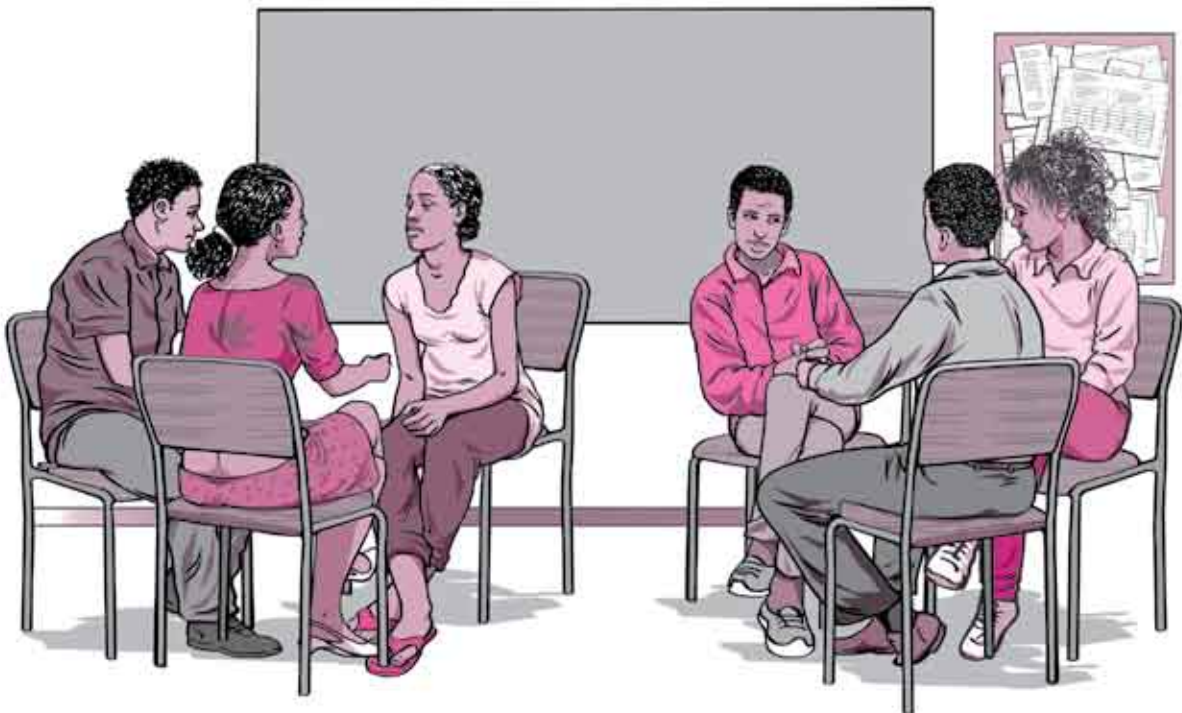


3. **Ask** each group to present their pictures to the other students.
4. **Does** anyone notice which professions are portrayed as “male” and which as “female.”

*What does this tell us about gender roles?*

### **Step 2:** Gender Equity Scenarios

1. **Divide** the participants into groups of 4-5 students. Provide each group with one of the following scenarios.
2. **Ask** each group to discuss their scenario and answer the following questions.
  - What is a possible ending for the story in our current society?
  - What changes to the ending would you make if the woman was self-confident and assertive?
3. **Ask** 3 – 4 groups to present a brief summary of its discussion to the class.



### Situation #1: Who's telling the truth?

- Kokeb and Ephrem are dating and have told each other they are virgins.
- After a 2 month relationship, Ephrem asks Kokeb if she wants some khat.
- Ephrem assures Kokeb that they will have a good time together if they get high.



### Situation #2: “Just juice please”

- Sara walks into a club and sees Tesfaye playing pool
- Tesfaye says, “You’re just in time Sara, let’s play a game.”
- He orders two whiskey’s from the bar.
- Teresa says .....

### Situation #3: A few drinks later

- Hirut has had a few drinks and is flirting with a guy.
- The guy leaves the bar and returns 45 minutes later drunk.
- He throws his arms around Hirut and starts getting very obnoxious.
- When Hirut calls for help, a different guy replies .....

### Situation #4: Let me go

- Every month Loza sees a sugar daddy who gives her nice gifts.
- One day Loza meets Dawit, a nice guy her age.
- Loza and Dawit fall in love and soon talk about getting married.
- The next week Loza realizes that she is pregnant with the sugar daddy baby.

**Situation #5:** What do I do now?

- Eyob, a businessman, has been drinking for 2 hours.
- Teri has just graduated from HS and is looking for work.
- Teri flirts with Eyob and explains that she is looking for work.
- Eyob says, sure you can work as a waitress in my café, but .....

**10. Discussion Questions**

- 1. Describe** one practical way that you can support gender equity?
- 2. Boys,** what will happen if women are equal to men in all aspects of society?
- 3. Girls,** what will happen if women are equal to men in all aspects of society?

**11. Summary**

- **Sex** refers to biological and physiological characteristics that define men and women.
- **Gender** refers to the socially constructed roles, behaviors, activities, and attributes a society considers appropriate for men and women.

**12. Assignment**

- 1. List** the different activities men and women carry out in your families?
- 2. What** differences did you observe?
- 3. What** can you do to promote gender equity?

*Note:* See page 43 for a “Resource Sheet of Words Related to Gender”





# SEXUAL NETWORK

## 1. Introduction

A sexual network refers to linkages between persons who are connected to one another sexually. The number of people in a network, how many are high-risk, and the average number of partners each person has all determined how quickly STIs or HIV will be transmitted. If there are many high risk people and each one has on average 2 partners HIV will spread very rapidly among the population.

The Skill Building Activity “Sexual Network” is designed to demonstrate to students that even if they think their partner is being faithful, he or she may be a part of a sexual network with links to dozens of other people. This activity is usually shocking to students as it is a concrete illustration of how AIDS is transmitted in a population.

***Note to Teacher:** According to a recent baseline assessment on high school students, among students who have had sexual practice in the past 12 months, over 33% had partnership with off-campus students, 32% with campus students, and 29% with non-student peers.*

**Integration point:** Unit 6, lesson 6, “Responsible behavior against HIV/AIDS” Page 89.



**Dear Teacher,** The activity “*Sexual Network*” can be integrated with *Lesson 6* that discusses responsible behavior against HIV/AIDS. Paragraph 4 in the textbook perfectly matches with this *Life Skills* activity. The risk of contracting HIV in Ethiopia is high because condom use is low. Students need to develop Life Skills so they will be able to protect themselves from peer pressure, the influence of modern culture and sugar daddies. Both the lesson and the activity “*Sexual Network*” make it clear that having sex with multiple partners is the main driver of the epidemic in Ethiopia. If you augment the lesson with the *Life Skills* activity, students will associate it with real life and take measures to protect themselves from the virus.



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

- **Examine** the reality of HIV for young people in Ethiopia.
- **Discuss** the challenges of individual behavior change.
- **Improve** their sexual behaviors.

## 2. Key Messages

- **Any One** who has more than one sexual partner is at very high risk of being infected with HIV.
- **Girls**, every sugar daddy has had sex with many partners without a condom. Having sex with a sugar daddy is the riskiest action that you can possibly take.

## 3. Life Skills: Being more Assertive

## 4. Materials: No special materials needed

## 5. Planning Ahead

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

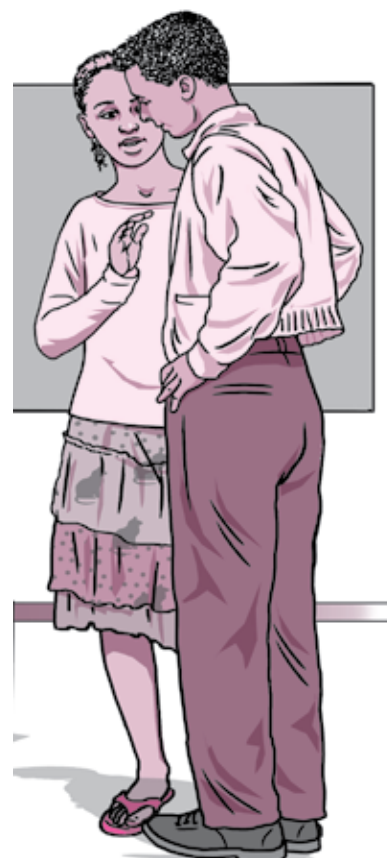
## 6. Time Allotted: 10 Minutes





## 7. Methodology: Discussion

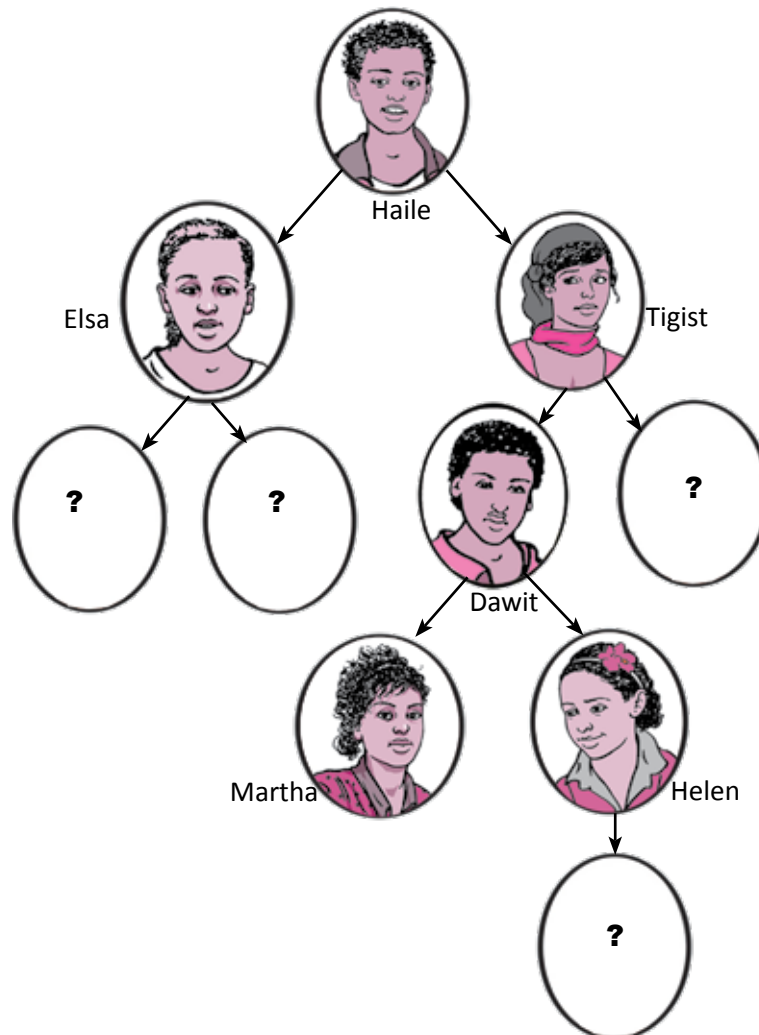
## 8. Activity Procedures

- Draw the sexual network on the black board.
- Read the text that describes Haile, Dawit, Helen and Martha.
- Be sure that the students know that the arrows mean one person is having sex with another.

*Note to the teacher:* Explain that the names used in this activity are made up.

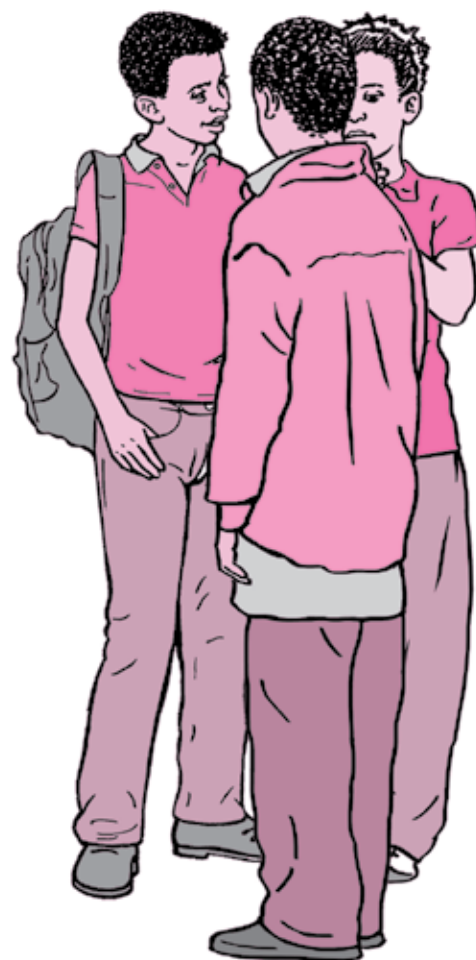


 <p>Haile</p>	<p>Haile is known for having multiple partners simultaneously. He is now dating Elsa and Tigist.</p>
 <p>Dawit</p>	<p>Dawit is Tigist's sugar daddy. He is married to Martha and has children.</p>
 <p>Helen</p>	<p>Helen knows Dawit from work and he is her sugar daddy.</p>
 <p>Martha</p>	<p>Martha is married to Dawit.</p>



## 10. Discussion Questions

1. *Let's say Helen is HIV+. Who else might also be HIV+ Why?*
2. *Are these kinds of relationships common at your school?*
  - *Do you know in recent study "1 out of 7 students who are sexually active had 3 or more partners during the last year."*
3. *Marta is pregnant. Is her baby at risk?*
4. *If Marta and Dawit were just having sex with each other, would they be part of the sexual network.*
5. *What is the most important thing that you have learned from this activity that will protect your future?*



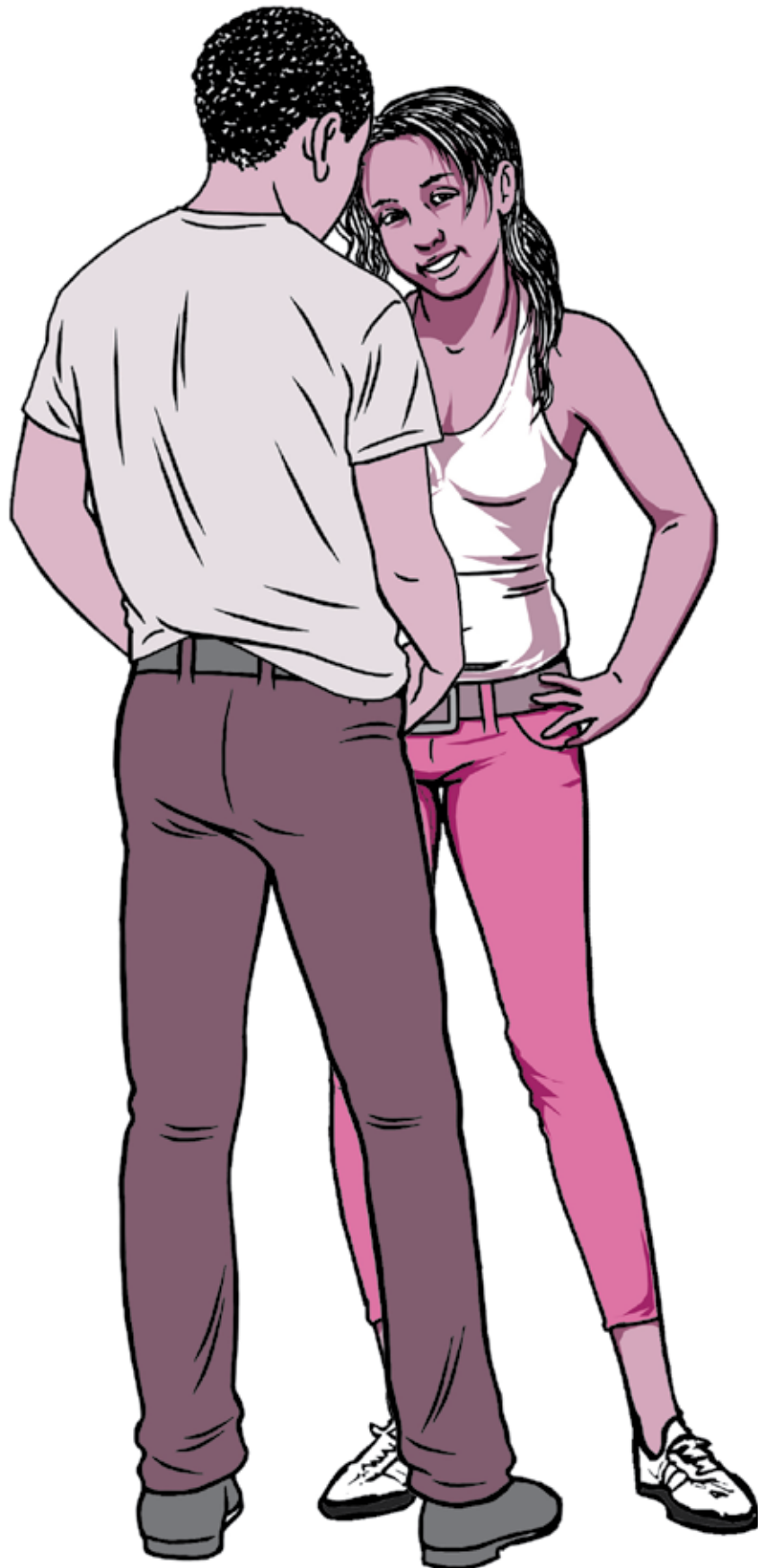
## 11. Summary

- Sexual networks exist because people have more than one partner. Having more than one partner is a very risky. The easiest way to avoid being part of a high-risk sexual network is to be abstinent. For those who are sexually active having one mutually faithful partner is also an effective way to avoid STIs and HIV.

## 12. Assignment

1. Think of a person in your locality who has multiple sexual partners. What could happen on his/her life in the future?
2. Is there a sexual network in your neighborhood? If so, discuss with your friends how to avoid becoming a part of this network.





# WHAT MAKES RELATIONSHIPS HEALTHY OR UNHEALTHY?

## 1. Introduction

Relationships play a major role in our lives, especially during the teen years. However, not all relationships are healthy. Sometimes we associate with people who may not have our best interests in mind. It's vital that students learn to recognize a healthy relationship from a harmful one.



During adolescence, young people learn how to form safe and healthy relationships with friends, parents, teachers, and romantic partners. Both boys and girls often try on different identities and roles during this time, and relationships contribute to their development. Peers, in particular, play a big role in identity formation, but relationships with caring adults – including parents, mentors or coaches -- are also important for adolescent development. Often, the parent-adolescent relationship informs how a young person handles other relationships.

Some adolescents get involved in unhealthy dating relationships. Controlling and demanding behaviors often happen before violence occurs. For example, one partner may tell another what to wear and who to spend time with. Over time, controlling and demanding behavior may become increasingly violent and that can have negative effects on physical and mental health throughout life including lower self-esteem.

Teachers can help by paying attention and talking to adolescents about how to build healthy, respectful relationships.

Sometimes relationships don't work out.

The danger signs of an unhealthy relationship should be easily recognizable:

- Lack of talking
- Inability to listen
- No trust
- Lack of respect



**Note to Teacher:** According to a study conducted in 2012 among 1,123 unmarried Bahir Dar Town high school female students 31% reported pre-marital sexual debut. The major associated factors were frequent watching of pornographic video, peer pressure and chewing khat.

**Integration points:** Unit 6 lesson 6 “Responsible behavior against HIV/AIDS” page 89.

**Dear Teacher,** This skill-building activity can be incorporated into lesson 6 which discusses “Responsible Behavior against HIV/AIDS.” Particularly paragraph 7 explains that everyone should take preventative measures to protect themselves as well as others against HIV.

Hence, when you link the activity with the lesson you will strengthen the lesson by insuring the teaching/learning process is interactive.

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

- **Identify** different types of relationships.
- **Explain** the effects of healthy and unhealthy relationships.

### 3. Key Messages

- **Students**, healthy relationships support us to remain at low or zero risk.
- **Young women**, if you recognize that your relationship with your boyfriend is unhealthy, find someone else.

### 4. Life skills

- *Resisting peer pressure*
- *Being more assertive*

### 5. Materials

- No special material is needed.

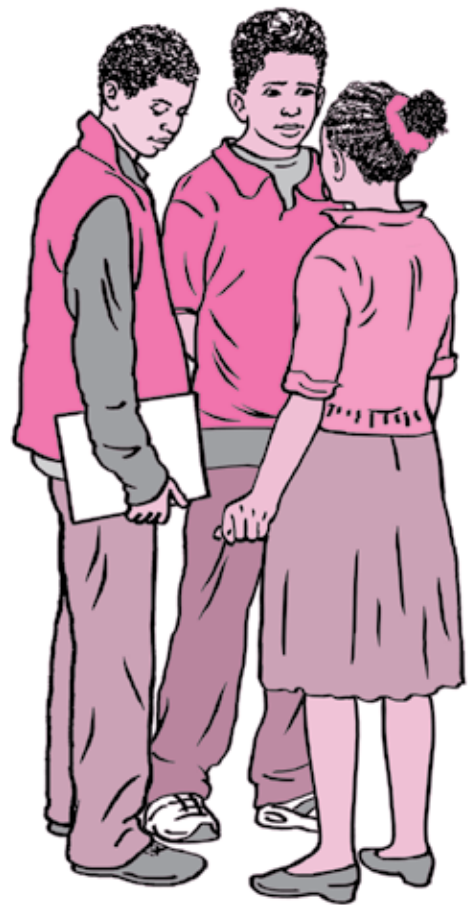
**6. Planning ahead:** Read the activity ahead of time and make the necessary preparations to carry out the exercises as indicated.

**7. Time allotted:** 10 Minutes

**8. Methodology:** Group discussion

### 9. Activity Procedure:

- **Create** groups of 3-4 students.
- **Read** the following statements and ask the groups to discuss for 30 seconds and then decide if they represent a healthy or unhealthy relationship. Why?
- **You** and your friends discuss remaining abstinent and focusing your studies,



1. Your friend often gets angry and yells at you.
2. Your boyfriend or girlfriend is often very moody and doesn't speak to you.
3. Sometimes my friends pretend they don't know me.
4. My friends don't make fun of me because I'm still a virgin.
5. My girlfriend likes to be with other guys while I am around.
6. I hang around with a certain guy because that makes me look "cool."
7. I want to have sex with my girlfriend. First we discussed on contraceptive methods and condom use.
8. Our relationship exposes us to risk of pregnancy and HIV.
9. A sugar Daddy tells a waitress at a café: "we don't need a condom, I just got tested last week."





## 10. Discussion Questions

1. **First** read the following quote: “A healthy relationship takes hard work.” What does this mean?
2. **Take** a minute and think of one friendship you have that you would like to improve. What quality do you want to work on in this relationship?
3. **In** recent high school baseline assessment, 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.” What type relationship do you think that they have?



## 11. Summary

- **Healthy** relationships can be built on trust and mutual respect.
- **In an unhealthy** relationship one person is trying to take advantage of the other.

## 12. Assignment

1. **What** will you do if your friends try to persuade you to chew chat or drink alcohol?
2. **Think** of an unhealthy relationship that you have had. Why was it unhealthy? What would you do differently next time?



# BELIEVING IN YOURSELF; THE RED CARD

## 1. Introduction

Self-esteem means how we value ourselves. High self-esteem means we perceive our place in the world positively, trust others, our relationships, and have a confident outlook.

Positive self-esteem or self-confidence gives us the strength and flexibility to take charge of our lives and grow from our mistakes without fear.



Low self-esteem is a distressing condition that keeps individuals from realizing their full potential. People with low self-esteem feel unworthy, incapable, and often incompetent. Due to the structure of traditional Ethiopian society many young women suffer from low self-esteem. Learning to use the Red Card can help them build their self-confidence.

The Red Card is a gender-equity tool. The concept is similar to football where, a player who commits a violation is “carded” by the referee and must leave the game. A recent survey carried out among high school students demonstrated that almost 50% of young women who received Red Cards used them in a range of situations – from simple ice breakers with their own parents to high risk encounters with aggressive men in bars.

**Integration Point:** *Unit 8, Lesson 1, Self-reliance, page 105 - 106*

**Dear teacher,** The activity “Believing in Yourself: the Red Card” can be incorporated with Unit 8, Lesson 1, page 105 - 106 that deals with “Assertiveness.” Accordingly, paragraph 1-5 on page 105 discusses “self-reliance” and “self-awareness.” On page 106 there is a discussion of “Assertiveness.” Self-awareness helps to develop effective communication and interpersonal relations, as well as demonstrating empathy for others. Being more assertive is one of the 5 Life Skills that underpin all activities in this guide. The Red Card is a gender-equity tool and also an assertiveness training tool for women.



When you teach this lesson there is an opportunity to synchronize it with this skill-building activity.

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

- **Describe** the advantageous of using a Red Card when words won't work.
- **Use** the Red Card whenever they find it necessary.

**3. Key Messages**

- Girls, know your own values and stick to them. Say 'NO' confidently to pressures, that you are not comfortable with.

#### 4. Life Skill Developed

- Being more Assertive
- Boosting Self-Confidence

#### 5. Materials Used: Red Cards

#### 6. Planning Ahead

- Read the activity in advance and familiarize yourself with the activity
- You can prepare Red Cards from red paper or you can color white paper with red markers.

#### 7. Allotted Time: 10-15 minutes

#### 8. Methodology: Discussion, role-play

#### 9. Activity Procedures

##### Step 1

1. **Explain:** The Red Card is used to help young women say “No” in situations where they are being pressured by men or their peers to do something they don’t want to do.
  - Why do we just give the Red Card to women and not men?
2. **Sometimes** we say that a woman should use the Red Card when “Words won’t work.” What does this mean?
3. **Explain:** The baseline assessment conducted in 2006(EC) shows
  - Close to 50% of the women who received a Red Card have used it.



- 1 out of 3 women who received a Red Card used it to say “No” to sugar daddies.

4. **What** are some common situations in which a young woman might use the Red Card?

*Possible answers:*

- A boy is pressuring his girlfriend to have sex
- A guy wants to get a girl drunk so he can have sex without a condom
- You are having difficulty saying “No” to a sexual advance
- You find it hard to stand firm on your decision
- It’s hard to talk openly and frankly to someone.
- A professor promised you good grade if you come to his house.



**Step 2:** Practice using the Red Card

1. Ask students to sit in pairs of opposite sexes. Spread out the chairs so that the students are not sitting too close together.
2. Assign the first Red Card situation – You have been going out for 4 months and really love each other. The guy wants to have sex. You are not ready.
3. Each team of two should spend 2- 3 minutes with the first Red Card situation. The goal is for the women to practice using the Red Card when their reasons and arguments aren’t working.

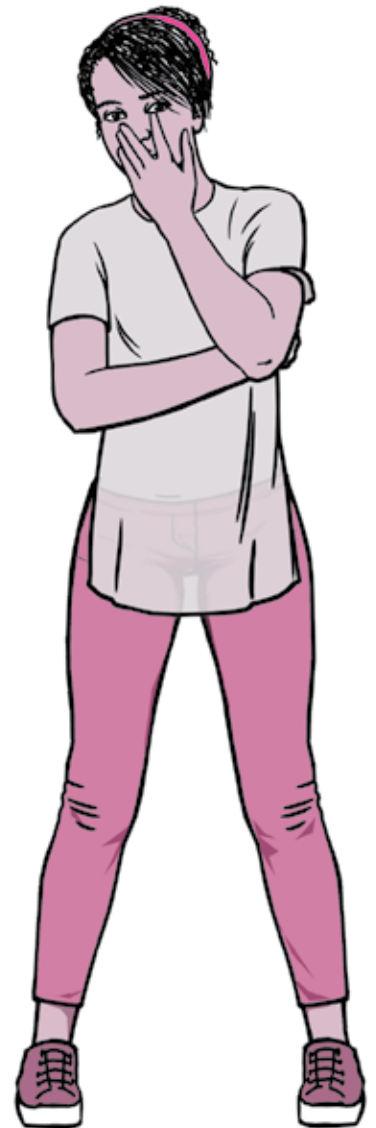


*Note: Do not let the dialogue go on for too long.*

4. Ask: How many women used the Red Card.

*Note: usually only a few women use the Red Card the first time around*

5. Invite one team where the woman used the Red Card to present in front of the group.
6. Now ask the girls exchange their seats so that everyone has a new partner and continue with the second practice situation:
  - A guy keeps encouraging a girl to drink more so she won't care if they have sex without a condom
7. Repeat the same sequence for another practice situation:
  - A professor promises you good grade if you come to his house.
  - A boyfriend is arguing with his girlfriend that because if they love and trust each other they don't have to use a condom.



## 10. Discussion Questions

*Girls:*

- *Have you ever been on a date where you just could not find the right words to say "Wait!"?*
- *Have you ever stalled or bought time looking for the best moment to bring up a sensitive subject?*
- *Have you ever wished there was an easier way to communicate "back off?"*

*Boys:*

- *Have you ever understood a girlfriend's position on any issue and accepted her argument in a positive manner?*
- *Have you ever known a girl who was pressured by her male partner? If so, what is your feeling?*

## 11. Summary

Red Card is a gender-equity tool that women can use to say “NO” when they are in an uncomfortable situation or subject to pressure.

## 12. Assignment

Ask your friends if they have ever in a “Red Card situation” where they wished they had a real Red Card to use.



## JUGGLING MY LIFE

### 1. Introduction

This activity “Juggling My Life” focuses on the notion that there are many things that keep young people busy. If a student jumps quickly into an intimate relationship before she or he is mature enough handle the emotions and responsibilities that come with sex, then they will eventually be hurt and regret their decision.



In this Skill Building activity students first juggle many balls which represent activities in their lives. Then an additional ball - “Sex” - is added into a game and many of the other balls start dropping to the floor. This represents that sex dramatically changes the life of a student forever and makes it difficult for him or her to study etc.

As teachers we can help students understand that deciding to have sex is not like any other decision. It is much more important.

***Note to Teacher:** According to a study conducted in 2012 among 1,123 unmarried Bahir Dar Town high school female students, one-fourth of students who started pre-marital sexual debut had pregnancy. From those who were pregnant, 89% of them had history of abortion and 11% of them gave birth.*

**Integration Point:** Unit 8, lesson 3, Self-reliance and Decision-making, page 112-113.

*Dear teacher,* The activity “Juggling My Life” can be incorporated with Lesson 3, on pages 112 -113 that teach about Self-reliance and Decision-making. The first paragraph of the lesson explains that good decision-making helps youth to achieve their goals. Similarly, the second paragraph discusses that decision making is the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made among them. Hence, when you teach Lesson 3, you can link the activity; “Juggling My Life” to strengthen the teaching/learning process.

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

- Identify the consequences of good and bad decisions.
- Make better decisions.

**3. Key Message**

- Students, if you make good decisions, you will be able to protect yourselves from HIV/STI and pregnancy.

**4. Life Skill Developed:** Making Good Decisions.

**5. Materials:**

- 1 foot ball
- 6 tennis balls

**6. Planning Ahead:**

- Read the activity in advance and make the necessary preparations to conduct the integration process properly.



- Ask the Physical Education Department if you can borrow 1 football and 6 tennis balls to use in the activity.
- If that is impossible to borrow please prepare the balls from available local materials.

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

**8. Methodology:** Game and Discussion

**9. Activity Procedures**

Step 1:

1. **Ask** the students: what activities they carry out in their daily life? For example, study, household tasks, spend time with friends, play football.
2. **Write** their answers on separate pieces of paper and attach them to 3 tennis balls.
3. **Write** “early pregnancy”, “STI” and “HIV” on the remaining 3 tennis balls.
4. **Write** “Sex” on the big ball (football).
5. **Establish** a group of 8 participants and ask them to hold hands and make a circle. If there is not enough space you may have to move outside the classroom.



**Step 2:**

1. **Give** one student the first ball and ask him or her to call out the name of a second student and toss the ball to her or him.
2. **The second** student (who just caught the ball) should, in turn, call out the name of another student and toss the ball to her or him.
3. **After** the first ball has been tossed to each student, add the second ball.
4. **Continue** until all 3 balls have been introduced.



*Note: As more balls are introduced the situation becomes more confusing*



### Step 3:

1. **Ask:** Is it difficult to control all these balls at once?
2. **Now,** let's see how "Sex" adds confusion to our lives.
3. **While** the group members are still exchanging the balls already in play, toss in the football.
4. **When** the football is dropped on floor, do not pick it up. Let that game continue for 15 more seconds, then stop the game.

#### *Note to teacher:*

- *The football dropping on the floor symbolizes a mistake we have made related to sex, got pregnant, broke up with our girlfriend or boyfriend, and are very sad, etc.*
- *When the football drops usually the others balls also drop as students become distracted watching the football.*

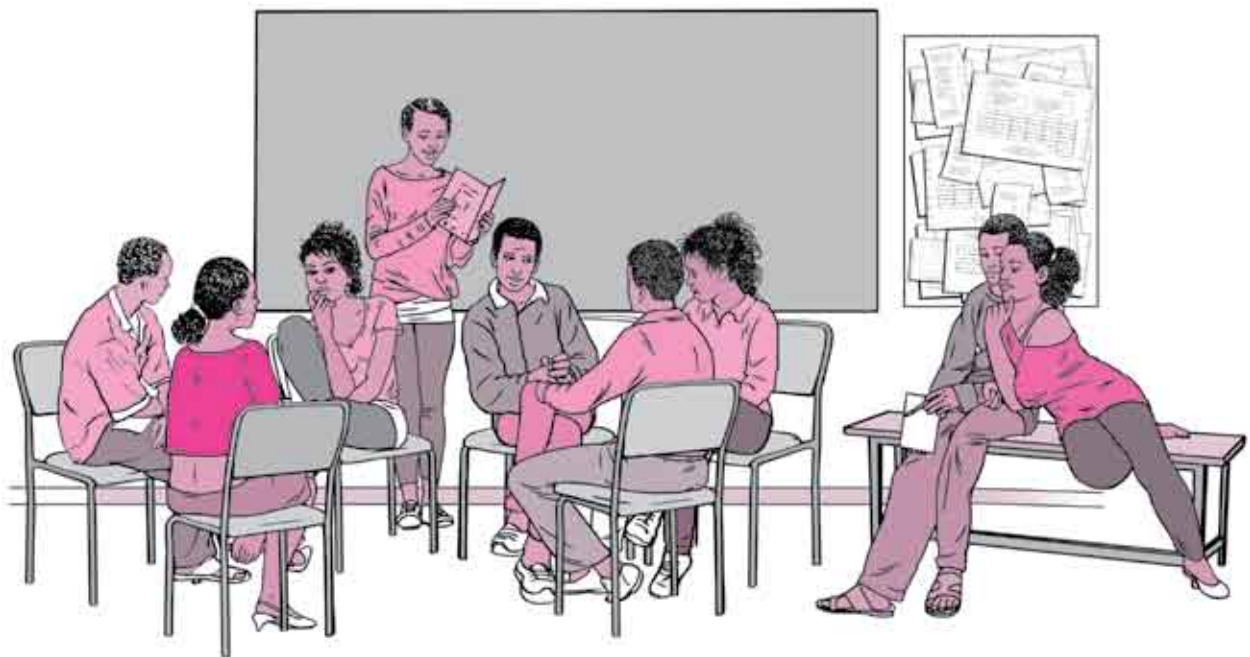
## 10. Discussion Questions

1. **Think** of a bad decision you made recently and explain to the class what consequences were?
2. **How** would you change your decision if you had to make it again?
3. **Why** were the balls with "STI" "HIV/AIDS" and "unwanted pregnancy" were introduced after the "Sex" ball.
4. **What** happen when they were introduced?



## 11. Summary

- **We** all have many activities in our lives. If we add “Sex” we will end up dropping many of the other activities, such as studying.
- **Good** decision-making helps students achieve their goals. It also supports them to protect themselves from early pregnancy and HIV/STIs.



## 12. Assignment

- **Discuss** with friends whether sometimes you feel you are “juggling” too many activities in your life.
- **Think** about how making poor decisions can lead to risky situations.

# TEAMWORK

## 1. Introduction

Teamwork is the process of working collaboratively with a group of people in order to achieve a goal. When students work well in a team they develop healthy relationships. Healthy relationships, in turn, make it easier for a team to reach its goal. It is helpful if students see their close friends as a team that negotiates the transition from adolescence to adulthood successfully. Some aspects of a successful team are:



- The team understands the goal – for example; “crossing the bridge to adulthood without falling in the water.”
- Trust: Team members must trust each other.
- Communication is open, honest, and respectful.
- Team members have a strong sense of belonging to the group.
- Different viewpoints are respected: since peer pressure is such an important issue among young people, it is important that every member of the team feels free to express themselves.

**Integration Point:** *Unit 10, Lesson 1, Active Community Participation, page 127.*

**Dear teacher,** This Life Skills activity “Teamwork” can be integrated in Unit 10 which deals with active community participation. The first paragraph on page 127 talks about civil actions, actions that have no interest other than cooperating and working to promote the common good and welfare of the people. Similarly, paragraph 2 talks about civic participation which requires commitment, dedication, and team spirit. Team spirit is the belief that by working together, they successfully meet challenges and in solve problems. Hence, because the core ideas are the same, the activity “Teamwork” can be aligned with Lesson 1 in the student textbook.



**2. Learning Outcome:** 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 and friends openly builds trust and helps us get advice when we need it.
- **Working** together as a team helps to achieve our desired goal.

**4. Life Skill Developed:** Making Good Decisions.

5. **Materials:** Flip Chart Paper.

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.

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

8. **Methodology:** Game and Discussion.

9. **Activity procedures**

Step 1

*Ask parents and other teachers:*

- “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 and students need to cooperate with each other.
- Form 3 groups, each with 6-8 members of parent 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 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 exercise?*
2. *Did your group come up with a “New Idea” about how to stand on the paper?*
3. *What is the difference and similarities between team work and team spirit?*
4. *In what ways does cooperation is important for team work?*



## 11. Summary

- **Team work** requires commitment, dedication, and, readiness to work with others for the common good.
- **Team work** is the concept of people working together cooperatively, supporting each other in order to strive towards a common goal.
- **Team spirit** is the willingness to work in a team and cooperate.

## 12. Assignments

- **Discuss** with your family the ways that it works as a team. What could it do to improve team spirit?
- **Think** about a time that you were working with a group that lacked team spirit. What would you do next time to improve the situation?

## RESOURCE SHEET

### DEFINITIONS OF WORDS RELATED TO GENDER

WORDS	DEFINITION
Sex	It is the biological (natural) difference between males and females.
Gender	It is a societal norm in which the society sets specific characters dressings, tasks and views that are to be practiced by men and women separately. For example, males usually earn their living while females are expected to stay home, rear children and take care of the house. The factors that contribute for the division of roles are tradition, norm, politics, economy, standard of living and the likes. Gender roles are acquired from the society and the tradition. Thus, they can be changed.
Gender and Behavior	Gender and behavior might seem like a simple thing; but are the lenses through which we view what is taken as right or wrong in the society with respect to dressing, character, views, expressing feelings and relationships. For example, there is a thought that men want to have sex more than women do or that women should not go to school.
Gender equality	Gender equality enables both men and women to use human rights, social values, resources and other benefits equally. For example, giving women the opportunity to work that men work.
Gender based violence	Gender-based violence is an attack targeted on females to promote the already existing inequality with respect to economy, society, and reproductive health. Though gender based violence differs from one society to another, the outcome is the same. The types are physical, psychological and sexual abuse.
Culture	It is a traditional norm in a society that is passed from generation to generation in which the views and beliefs of the society are reflected. For example, one of the backward practices in Ethiopia is that women are expected to stay home and raise children where as in the developed countries women are expected to work. Sometimes, even the men stay home and take care of children.

## GLOSSARY

**Abstinence** – is not having sex. Most 9<sup>th</sup> 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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