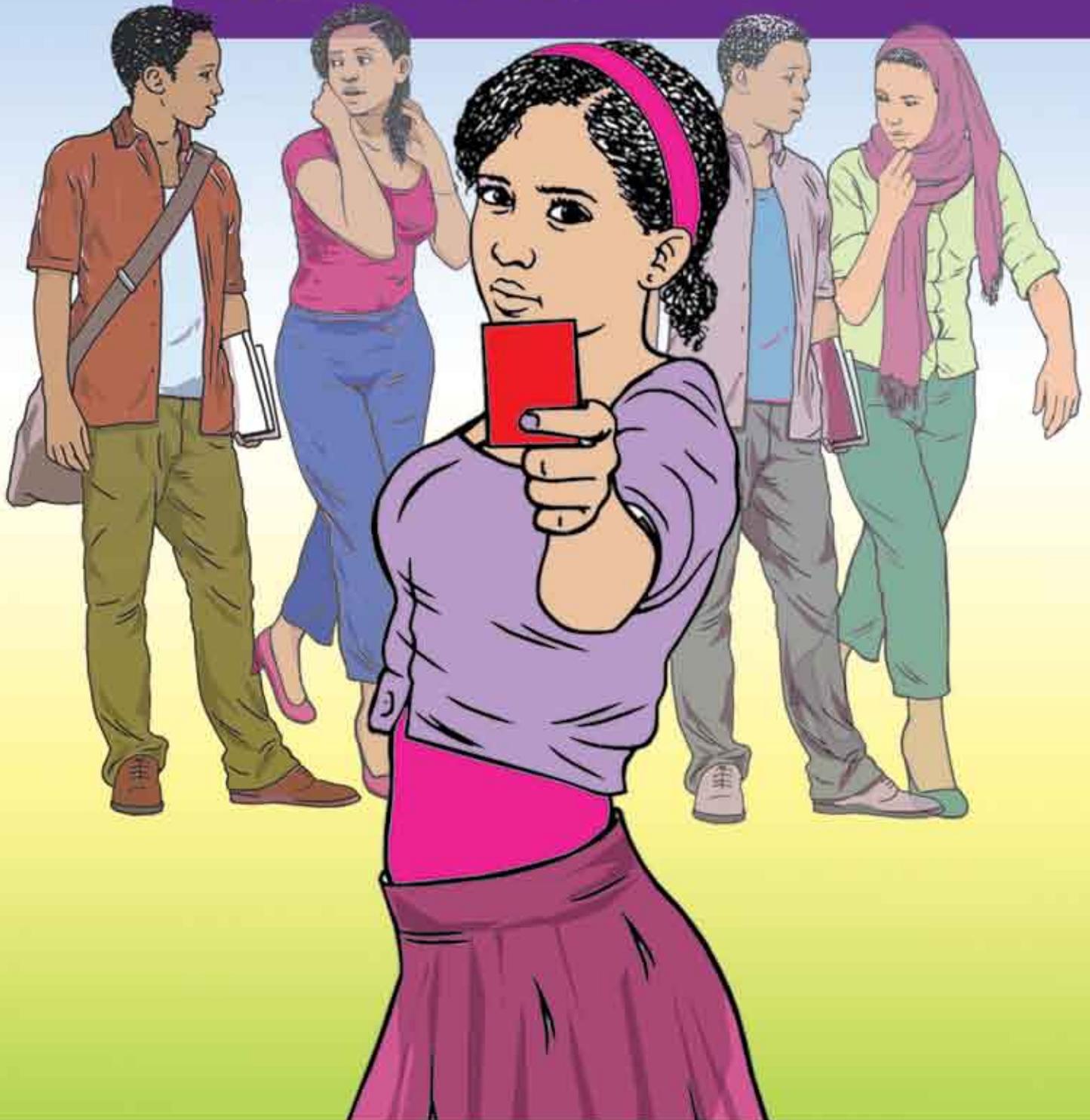


Resisting Peer Pressure

SUPPLEMENTARY MANUAL

ENGLISH - GRADE 11



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*.

September 2014

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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 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: Harmful Traditional Practices** is linked to **Integration Point: Unit 2 lesson 28 Activity B2.4 “Why don’t many girls go to school?” Page 47.** 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
2	28:B2.4	47	Activity 1: Harmful Traditional Practice	9
4	57	102-103	Activity 2: Red Card	15
4	58	102-103	Activity 3: Negotiation	21
7	103	173-174	Activity 4: Making Decisions in real life	25
9	134	222-224	Activity 5: where do I stand?	31
11	182	282	Activity 6: Qualities of A solid friendship	35

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.

HARMFUL TRADITIONAL PRACTICES

1. Introduction

What is a harmful tradition? There are several types of harmful traditional practices. Female Genital Mutilation (FGM), early and forced marriages, and the dowry systems are some of the harmful traditional practices in Ethiopia. Most traditions help us appreciate the wisdom of our ancestors and the history of our country. However there are a few traditions that do not make us proud. Female Genital Mutilation (FGM) and early, forced marriage are practices that have an important impact on the lives of young girls. Frequently they are linked to girls dropping out of school.



For instance, if we take “Early and Forced Marriages,” a girl or woman who is forced to marry early is usually considered as a slave, obliged to live and sleep with her husband, and often physically confined indoors. When a girl marries early, it usually means the end of her education and also the end of her autonomy to make important decisions about her work, health, and well-being.

All students must work together to stop harmful traditional practices in our country.

Young people must know that the UN views forced marriage as “a form of human rights abuse because it violates the principle of the freedom and autonomy of individuals.”

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 2 lesson 28 Activity B2.4 "Why don't many girls go to school?" Page 47.*

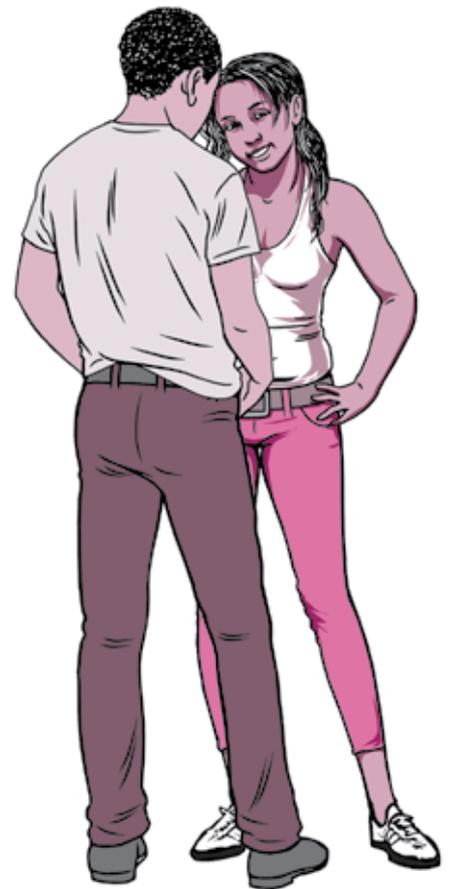
Dear Teacher, *in Unit 1, Lesson 28, Activity B2.4, you are going to discuss with your students "Why don't many girls go to school?" Under this activity, students work in groups to think of the reasons why girls don't go to school at all or drop out of school early. The activity "Harmful Traditional Practices" can be linked and taught together without requiring any additional time.*

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

- **Describe** the causes and consequences of harmful traditional practices and suggest solutions to avoid such practices.

3. Key Messages

- Harmful traditional practices, such as early marriage, are an important reason girls do not to pursue their education.
- Students, you have a responsibility to work with your family to reduce harmful traditional practices.



4. Life Skills

- *Being more Assertive*

5. Materials: No special material needed

6. Planning Ahead

- Teacher, please read the activity in advance and make the necessary preparations to conduct it effectively.
- Please write the five scenarios on separate pieces of paper which you will give to different groups.



Note to Teacher: Below are some of the strategies that girls and boys can employ to avoid early and forced child marriage.

- What should girls do about forced-early marriage? They should speak out for their right to remain in school, delay marriage, and choose a partner.
- What should family and friends do about forced early marriage? They must educate young women about their right to refuse an early marriage.
- What should boys and their parents do about equality of girls? They should talk with one another and other adults to promote gender equality, to respect girls' rights and autonomy and to have zero tolerance of violence against girls and women
- Is there evil in dowry? Yes, since dowry is the money, goods, or estate that a woman brings to her husband, some families who live in poverty make great sacrifices just to have a good dowry and marry their girls/daughters.

7. Time Allocated: 10 – 15 minutes

8. Methodology: Role play and Discussion

9. Activity Procedures

Step 1: Brainstorm on what students know about harmful traditional practices?

Step 2: Divide the students into groups of 5 to perform the following role plays.

Step 3: Give each group a scenario and ask the group to practice the role play for few minutes.

Situation 1: Meeting Almaz

Almaz is a 13 year old girl that has experienced genital mutilation when she was young. She usually misses school to help her parents and she is forced to do work is beyond her capacity.

Situation 2: Almaz is abducted

Almaz was abducted by Ato Bekele and his friends when she was going to fetch water. After taking her to his home, Ato Bekele rapes Almaz.

Situation 3: Almaz is married

Knowing that Almaz doesn't have any choice after being raped, Ato Bekele sends the elderly for her parents' consent and finally marries her.



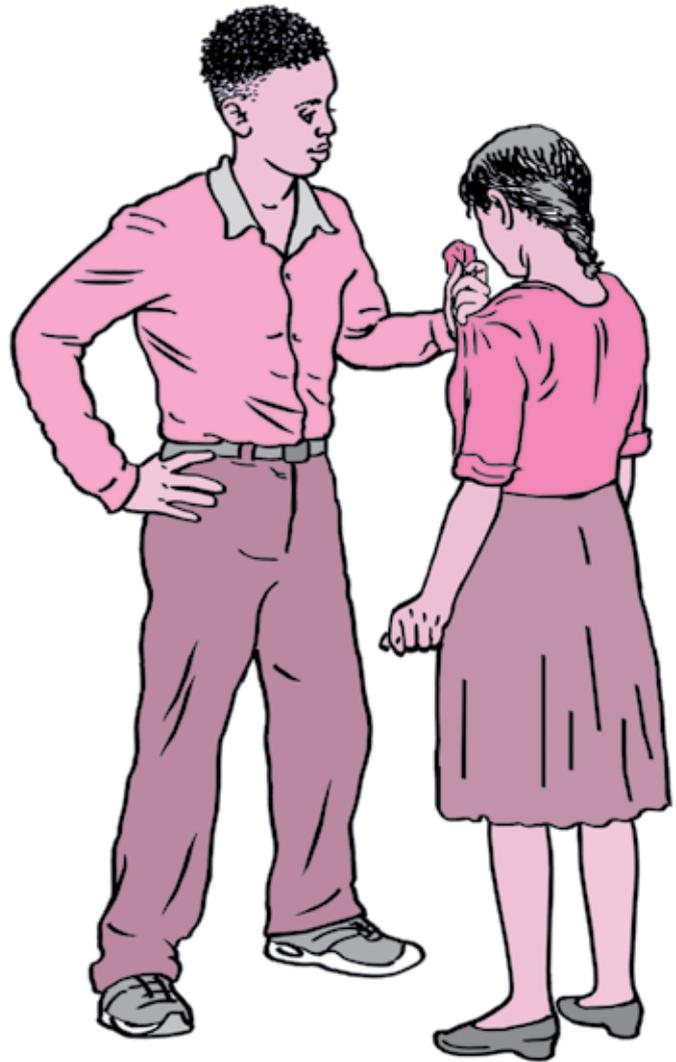
Situation 4: Bekele beats Almaz

After they have been married for a year, Ato Bekele starts beating Almaz for a number of reasons.

Situation 5: Almaz has a baby girl

In the midst of the chaos, Almaz gives birth to her first child with difficulty. Because she is too young to give birth, she becomes a Fistula patient and thus Ato Bekele forces her out of his home.

Step 4: Ask each group to perform the role play they have practiced.



10. Discussion Questions

1. **What** are the consequences for the girl of early marriage?
2. **Are** abduction and female genital mutilation prevalent everywhere in Ethiopia?
3. **What** harm do they cause?
4. **What** could be Almaz's and her child's fate?
5. **What** can students do to change these practices?

11. Summary

- **Students** need to fight against harmful traditional practices which hinder girls from going to school.

12. Assignment

- **Ask** students to share the consequences of harmful traditional practices with their parents and suggest solutions to avoid such practices.



RED CARD

1. Introduction

The Red Card concept is similar to the one in football where, a player who commits a violation is “carded” by the referee and must leave the game. Early field tests demonstrated that young women would and can use the Red Card in a range of situations – from simple ice breakers with their own parents to high risk encounters with aggressive men in bars.



What is the advantage of using a Red Card?

It's a symbol that promotes positive action in situations that are frequently confusing. Say a young woman likes a guy but she thinks he drinks too much. In Ethiopian culture it's difficult for her to bring this subject up. Showing the Red Card is an easier approach and that, by itself, is one of the main reasons it's so effective.

How to use the RED CARD?

It's simple to use: a woman can learn to use the Red Card literally in 5 minutes. Across Ethiopia, high schools, colleges, and universities are organizing a 2-hour training sessions for thousands of young Ethiopian women. The training focuses on modeling the use of the Red Card through role plays which capture typical situations in which a young woman “can't find the right words” or when “words won't work.”

Integration point: Unit 4 lesson 57 A4.6 Role-play – Saying ‘no’ page 102-103.

Dear Teacher, as we have observed in this introduction, Red Card, is especially important to help young women protect themselves “When words won’t work.” In Unit 4, Lesson 57, Activity A4.6 (page 102-103) Exercise 1, students will read a short paragraph which deals with the changes to their body. In Exercise 2 students will work with a partner in which they carry out a role play. In the role plays the girl is expected to say “NO” to her partner, who is trying to persuade her to do something she does not want to.



The activity “Red Card”, teaches women a wiser way for defending themselves than being abused by a partner. Thus, these two activities can be linked together and taught without requiring any extra time.

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

- **Describe** the advantages 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 Skills

- Being more Assertive
- Boosting Self-Confidence

5. Materials: Red Cards

6. Planning Ahead

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

7. Time Allotted: 10-15 Minutes

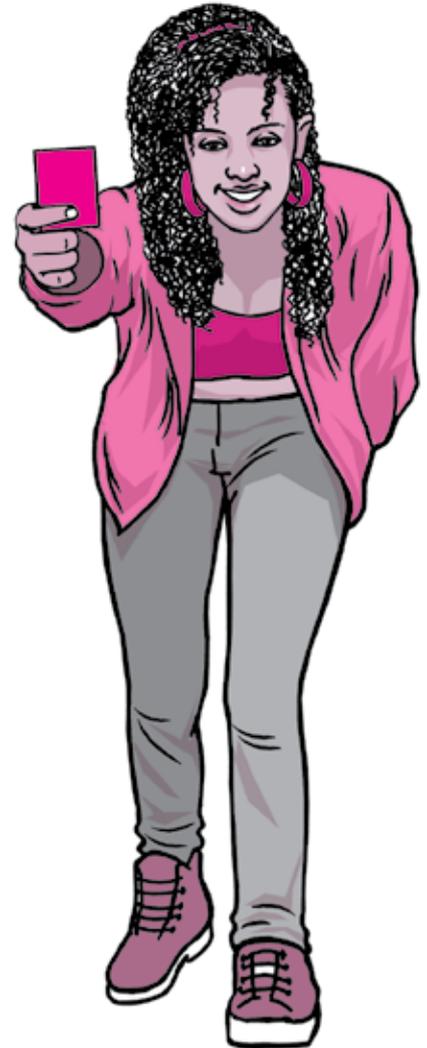
8. Methodology: Discussion, role-play



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.
2. Why do we just give the Red Card to women and not men?
3. Sometimes we say that a woman should use the Red Card when “Words won’t work.” What does this mean?
4. 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.
5. **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.

NEGOTIATION

1. Introduction

What do we understand by negotiations? We can imagine negotiations on salary, working conditions and other important issues. Negotiating successfully requires skills. The ability to negotiate safe sex with a partner needs an open and persuasive dialogue.

It is often not easy for a woman to negotiate with her partner about issues related to sex. She must tell her partner about her needs and expectations, making the message clear and to the point. A young woman may be able to convince her partner by saying, "We are moving too fast. I want to be faithful to my Values." Or she can explain, "I don't want to get pregnant or be infected with an STI or HIV."



If a young woman's boyfriend is pressing her to have sex when she does not want to, she should tell him clearly and emphatically "No."

Note to Teacher: According to a recent baseline assessment on high school students, one in six students could not say "No" if someone pressured them to have sex when they did not want to.

Integration points: Unit 4 lesson 58 activity A4.6 "Saying No" Page 102-103.

Dear Teacher, in Unit 4, Activity A4.6, Lesson 58, you teach the topic entitled “Saying ‘no’”. This is used when someone tries to persuade another person to do something that they are not ready for. This structure is usually connected to assertiveness, where someone defends him/herself from an unnecessary act. The Life Skill activity, “Condom Negotiation” involves partners discussing and reaching an agreement on safe sex. If the woman has difficulty convincing her partner, she must be assertive and defend her position by saying “No” clearly. These two activities can be taught together without requiring any extra time.

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

- **Practice** negotiating condom use.

3. Key Messages

- **Students,** Strong negotiation skills will build your self-confidence and help you resist peer pressure.
- Students, when you are under pressure to have sex think of your values and be firm in your decisions.

4. Life skills

- *Boosting self-confidence*
- *Being more assertive*

5. Materials

- No special material is needed.



6. Planning ahead: Read all parts of the activity thoroughly and make the necessary preparations to link the content of the lesson in the student’s text book properly.

7. Time allotted: 15 Minutes

8. Methodology: Role-play

9. Activity Procedure:

1. Ask all male students to step out of the class for a minute.
2. Tell to female students separately to roll a piece of paper so it looks like a candy.
3. Read the following situation to the girls:
 - Imagine that you have been going out with your boyfriend for the past 5 months and really love each other.
 - Your boyfriend wants to have sex, but you are not sure.
 - You do not want to lose the guy. Your friends also telling you that you should go with him.
 - The candy represents sex, so the guy tries to convince you to give him the candy. If you do, that means you have decided to have sex with him.
4. Tell the boys:
 - You going to sit with one female student and imagine that you have been going out for the past 5 months and really love each other
 - She has a piece of candy.
 - Your assignment is to convince her any way you can to give you the candy.



These are possible statements to convince her:

- If you give me the candy it will show me how much you love me.
 - If you give me the candy, I will give you something better.
 - Trust me; I will give it back to you.
 - I was tested last week and I am negative.
 - I will always be there for you and you can trust me.
5. Ask the male students to come back into the room. Allow them 3 minutes to convince the girls to give them the candy.

10. Discussion Questions

1. *How many boys have convinced the girls to give them the candy?*
2. *Girls, what did the boy say to make you give your candy to him?*
3. *How did you feel after you gave him the candy?*
4. *Girls, if you didn't give your candy what was your reason?*
5. *How did you feel about not giving away your candy?*



11. Summary

- **Students,** Strong negotiation skills will build your self-confidence and help you resist peer pressure.

12. Assignment

- Ask students to talk with their friends about the importance of negotiations in order to remain faithful to your values.

MAKING DECISIONS IN REAL LIFE

1. Introduction

In our lives, everyone makes decisions all the time. Say we want to study hard and score good marks. That is one decision about our study plan. Sometimes our interests and feelings force us change our decision and may push us to become involved in risky behaviors. While making decisions, keeping one's goals in mind is very important. Most of our decisions are about small trivial things, such as what color shirt we want to wear or what we will eat for lunch. Some decisions, however, are much more important and require thought, reflection about personal values and input from trusted friends. It is important that students understand the difference between everyday ordinary decisions and those that will have a lasting impact on their lives.



Integration Point: *Unit 7, Lesson 103, Activities A7.7 and A7.8, “Cause and Effect”, Page 173-174.*

Dear teacher, under this sub-topic you are going to discuss with your students the structure of cause and effect, and how it is used in sentences. Students will discuss some of the causes and impacts of climate change in Ethiopia. In life, young people's decisions are often about what they plan for their future. If their decision making skills are poor that will affect their life negatively. The Life Skill activity "Making Decisions in Real Life" teaches young people to be aware of the potential consequences of their decisions before they make them. Therefore, these two activities can be merged together and taught in about 7-10 minutes.

Note to Teacher: According to a recent baseline assessment on high school students, almost 1 out of 3 students say that they could not "refuse if someone wanted to have sex without a condom."

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

- Explain the consequences of good and bad decisions.
- Define the consequences of their decisions before they take actions.

3. Key Messages

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

4. Life Skill Developed: Making Good Decisions

5. Materials Used: No special material needed



6. Planning Ahead

- Teacher, read the activity in advance and get ready to instruct the situations in the manual properly.

7. **Allotted Time:** 10 minutes

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

9. Activity Procedures

Step 1

1. Let students think of a bad decision or choice that they made recently.
2. Then ask them and give a few minutes to answer the following questions.
 - What happened as a result?
 - How would you change your decision if you had to make it again?

Step 2

1. Divide the students into groups of 5.
2. Explain that each group should choose a different situation.
3. Each group should read and discuss the selected situation and then 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?



Situation 1: “He’ll leave me”

Location: After school

- Mahlet is worried about being infected with HIV due to her previous relationships.
- She has started to go out with Tesfaye recently.
- She is afraid that Tesfaye will leave her if she tells him about other boyfriends.

Situation 2: Daniel Gets Angry

Location: At a football game

- Fre and Solomon have been going steady for 6 months.
- One day Fre sees Solomon with Tigist, joking and holding hands.
- Later she tells Solomon how upset she was, and he yells at her, saying “Don’t you ever mention this thing again.”

Situation 3: Too far

Location: At a friend’s house

- Rachel and Eskinder have been friends for five months now. They love each other.
- One evening at friend’s party Eskinder has few drinks and says to Rachel, “Let’s go upstairs, it’s too noisy here.”
- Eskinder takes Rachel into a bedroom and begins to make advances, telling her, “Everyone is doing it.”



Situation 4: Fancy new car

Location: After school

- One afternoon as Sara is leaving school with friends, an older guy pulls up in a fancy new car.
- He calls Sara over and offers her a ride.
- They banter back and forth and then say, “Those shoes look old, and how would you like a new pair?”

Situation 5: Eleni is Going Out with

Yohannes

Location: Near the gas station

- Yohannes is an apprentice truck driver who travels to the south once a week. Eleni and Yohannes have been going out for two months.
- Yohannes tells Eleni that he really loves her and wants to marry her.
- One day, Yohannes asks Eleni to have sex with him. She is very nervous because she has heard about how some truck drivers spend their time.
- When Eleni says, “It’s best to abstain before marriage,” Yohannes replies, “That’s a waste of time”.

Step 3: Let the group present their responses of the questions to the class.



10. Discussion Questions

1. *What* did you understand from each group presentation?
2. *If* you make the decision with self-confidence what will the result be? Why?
3. *If* you make the decision without confidence how might that change the result in the future? Why?

11. Summary

Every day, we all make decisions in life. However, for important decisions we must be aware of the consequences between good and poor decisions. Young people need to analyze the situations before they arrive at a decision by considering the three Cs (Challenge, Choices and Consequences).

12. Assignment

Ask students to ask their parents and friends to cite one important decision they have made in their life and what the consequences were.



WHERE DO I STAND?

1. Introduction

“Where do I stand?” refers to an individual’s position on a certain statement or issue. It is usually an expression of values that one possesses in life. For example, a teacher might ask students, “Where do you stand on the issue of female genital mutilation?” Students will have different understandings and positions on this issue. In an important sense, all the Life Skills – Boosting Self-Confidence, Resisting Peer Pressure, or Being More Assertive are tools that help students remain faithful to their values.

Note to Teacher: According to a recent baseline assessment on secondary school students, 41% of the students believed that being “cool” (strictly following fashions/pretending to be attractive/actively involving in what popular friends are doing) is very important.

Integration Point: Unit 9, Lesson 134 Activity A9.2 “Disability is no obstacle to success,” page 222-224.

In Unit 9, Lesson 134, Activity A9.2, there is a sub-topic, “Disability is no obstacle to success”, where students read about three people with disabilities who have achieved success. Their success is an expression of their values and shows where they stand in the society that they lived in.



Dear teacher, the Life Skill Activity “Where Do I stand?” is designed to teach students to identify their values and those of their peers. The Activity “Disability is no obstacle to success”, on page 222 demonstrates that the success of individuals with disabilities is because of their high personal values. Both activities teach students the importance of know their personal values. Therefore, these two activities can be linked and taught together without requiring extra time.

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

- Identify their values and sources of the values.
- Describe the different values people have.

3. Key Messages

- Students, know your values and stick to them. Say, “NO” confidently to pressures which you are not comfortable with.
- Everyone has their own values. Knowing and acting on your personal values helps you build self-confidence.

4. Life Skill Developed: Boosting Self-Confidence

5. Materials: No special material is needed

6. Planning Ahead: Dear teacher, please read the activity in advance and make all necessary preparations to carry it out effectively

7. Allotted Time: 7-10 Minutes

8. Methodology: Game and Discussion



9. Activity Procedures

Step 1:

1. **Tell** the students that they are going to play a game that helps them to understand their personal values.
2. **Explain** to the students that you will read statements and then ask them to raise their hands to indicate whether they “Agree,” “Disagree” or are “Not Sure.”
3. **Now** read the first sentence twice.
 - Then say, raise your hand if you “Agree” with this.
 - Next say now raise your hands if you “Don’t agree.”
 - Finally, say, now raise your hands if you are “Not sure.”
4. Let the students to explain reasons for their Choices.
5. Ask if any students want to change their mind following the discussion.
6. Continue in the same way with other statements.



Statements for "Where Do I Stand?"

1. Being popular in school is important.
2. Earning a lot of money is important.
3. You should not do what your parents don't want you to do.
4. I will not do something that endangers my life even if it is very important.
5. If a girl is dressed in a way that exposes her body, then she is inviting others for sex.
6. Naturally men should have more sexual experience than women.
7. It is always good to follow our elder's advice because they know better.
8. Love in a relationship can only be achieved through sex.

10. Discussion Questions

1. *What* statement provoked the most discussion?
2. *Who* helps us develop our values?
3. *Give* an example of a behavior that is influenced by values.
4. *How* does understanding your personal values help you make better decisions?

11. Summary

Students have different values. It is important to know your own personal values and stick to them. Developing Life Skills will give you the self-confidence to make good decisions, be assertive, and resist peer pressure.



12. Assignment

Ask students to discuss with their friends how their values support them to improve their behaviors and achieve their goals.

QUALITIES OF A SOLID FRIENDSHIP

1. Introduction

There are three types of relationships: romantic, friendship and business relationships. The purpose of this activity is confined only to the second type of relationship, “friendship.”

Healthy friendships are essential if we want to live happily and have the fullest possible life. Solid friendships are based on willingness to give and share opportunities equally. In a good friendship, both sides:

- are willing to change.
- aren't afraid to admit mistakes.
- are good listeners
- are open to ideas from each other.

Clear and open communication is also one of the characteristics in creating healthy relationships.

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

Integration Point: Unit 11, Lesson 182, Activity B11.6 “Skills and personal qualities” page 282.



Dear teacher, Unit 11 Lesson 182 and Activity B11.6, you will teach the sub-topic “Skills and personal qualities.” Under this activity, students talk to a partner about their personal qualities and skills. This lesson fits well with the Life Skill activity “Qualities of Healthy Relations” To begin with, ask students to list words that express the qualities of healthy relationships. Then ask them how these are related to Life skills.

The Lesson and the Skill-building activity can be integrated without requiring any extra time.

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

- Describe qualities of healthy relationships
- Differentiate between healthy and unhealthy relationships

3. Key Messages

- Students, having a solid group of friends you can count on and who share the same values will help keep you safe and happy.
- Students, if someone is pressuring you to do something you are not comfortable with, this is the sign of an unhealthy relationship, because it is not based on respect.



4. Life Skill Developed: Being more Assertive.

5. Materials: No special material is needed.

6. Planning Ahead: Read the activity in advance and understand all the steps to be performed during the session.

7. **Allotted Time:** 8 - 12 Minutes

8. **Methodology:** Discussion

9. **Activity procedures**

Step 1

- Read the five qualities of a solid friendship.
- Ask the students to give examples from real life of friends they have who have demonstrated each of the qualities.

For example, one may say “Eshetu is good in English and he helps other students learn new vocabulary words.

Five Qualities of a Healthy Relationship:

- Respect
- Open Communication
- Understanding
- Cooperation
- Caring

Step 2

- Ask the students to explain what makes a relationship healthy or unhealthy?
- Read the following examples and let the students discuss and respond if the statements represent a solid or a weak friendship.



Examples of statements

1. *Your friend pressures you to drink.*
2. *Your friend respects your decision not to chew chat.*
3. *If I don't give up, I can usually convince my friends to do what I want.*
4. *My friends make fun of me because I'm still a virgin.*
5. *I don't trust my girlfriend. I think she may be cheating.*
6. *I have friends who always bring me gifts.*
7. *I explained to my friends why I didn't want to go to the party on Saturday night.*
8. *My friend told me that I was not experienced enough to hang out with him/her.*
9. *A sugar daddy visits my neighbor. I told her about HIV. She said she doesn't care.*
10. *I started having sex because I didn't want to lose my boyfriend/girlfriend.*



10. Discussion Questions

- *Think of your circle of friends. Has it changed during the past year? Why?*
- *If you had a big problem who would you confide in? Why?*
- *Have you had a solid friendship with someone and then it became weaker. What happened?*

11. Summary

Solid friendships are important for creating a happy life. Having friends that share the same values as you makes it easier to resist peer pressure, make better decisions and be more assertive.

12. Assignments

Ask students to reflect on one friendship that used to be strong and is now weaker. What can they do to strengthen it again?



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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