

# *Being More Assertive*

SUPPLEMENTARY MANUAL

BIOLOGY - GRADE 12



FROM THE AMERICAN PEOPLE

ETHIOPIA

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

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

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

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

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

September 2014

## ACKNOWLEDGEMENTS

This Supplementary Manual has been produced due to the outstanding commitment from the **Ministry of Education**, at both the Federal and Regional Levels. Special thanks must also be given to both Education Sector HIV/AIDS Prevention and Control Coordination Offices, Curriculum Preparation and Implementation Directorate, Curriculum Experts both at the National and Regional level who developed the supplementary manual to link selected *Life Skills* activities with Civic and Ethical Education, English, and Biology 9th - 12th grade lessons.

Additional thanks must be extended to the Ministry of Health, Federal HIV/AIDS Prevention and Control Office, as well as Ministry of Women, Children and Youth Affairs. We are also grateful for subject teachers, school leadership, and students; as this effort would not have been successful without their active engagement.

We would also like to extend our gratitude to US Peace Corps and Grassroots Soccer for their contributions in sharing us their Skill-building materials.

This Supplementary Manual is produced with generous support from **PEPFAR, USAID/Ethiopia** as part of the **USAID/In School Youth HIV Prevention Program**.



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# BUILDING LIFE SKILLS OF HIGH SCHOOL STUDENTS

## I. Note to the Teacher

This Supplementary Manual is designed to strengthen 5 Fundamental *Life Skills* of 12th grade high school students. The manual is part of a series developed by the Federal Ministry of Educations for all 9th – 12th grade students studying Civic and Ethical Education, English, and Biology. The manual contains 4 participatory activities that are directly linked to lessons you will teach during the course of the academic year.

## II. Five Fundamental Life Skills

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



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

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



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

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

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

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

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

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

### V. Strengthening Life Skills Differs From Regular Course Work

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

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

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



## VI. Short, Participatory Exercises

The activities in this manual are student energizers as well as skill builders. Each activity only takes 10–15 minutes to carry out. They are linked to the lessons that are most appropriate. For example **Activity 1: The 3cs of Decision Making** is linked to **Integration Point: Unit 1, Microorganism, Subunit 1.3 what are viruses: HIV and AIDS, pages 36 - 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
1	1.4	36-37	Activity 1: The 3Cs of Decision Making	9
1	1.3	36	Activity 2: Negotiation	15
1	1.3	33	Activity 3: Wet Grass –Dry Grass	19
1	1.3	36-37	Activity 4. Sexual Network	25

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.*

## THE 3Cs OF DECISION MAKING

### 1. Introduction

Decision-making is process that involves making a choice among alternatives. Decision making is an important Life Skill at all stages in life. By developing their decision-making skills students can avoid making poor choices due to faulty reasoning. As students practice decision making they will improve their reasoning skills and make better choices. The 3Cs of effective decision making are:

- Determine the problem or the Challenge,
- Consider the Choices and
- Their Consequences.



Before making an important decision, students should first have a clear idea of what they want to accomplish. Then they need to stop and think about challenges they will face and determine the facts. Next, they should consider possible choices or options. They must reflect on the advice they have received and consider each option carefully. Finally they should choose the best alternative and implement it.

**Note to Teacher:** Based on the 2011 EDHS findings 34% of women in Ethiopia are either mothers or are pregnant with their first child by age 19.

**Integration Point:** Unit 1, Microorganism, Subunit 1.3 What are viruses: HIV and AIDS, pages 36 - 37.

**Dear Teacher,** This activity is relevant to what you teach about responsible sexual behavior in Unit 1, Micro-organisms, Subunit 1.3, What are viruses: HIV and AIDS, pages 36 - 37. On page 36 you will be teaching about limiting the number of sexual partners and using condoms. Both these issues require decision making skills. On page 37, there is a case study about a relationship between a girl and her boyfriend which also requires decision making skills. When you are covering these areas you can take time to train students on the 3 Cs of Decision making so that they can develop this important Life Skill.

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

- **Explain** the 3Cs of decision making
- **Make** better decisions

**3. Key Messages**

- Students, before you drink alcohol or chew chat, think about the consequences as both may affect your ability to make good decisions.



**4. Life Skills**

- *Making good decisions*
- *Setting Realistic Goals*

**5. Materials:** No special material is required.

**6. Planning Ahead:** Read all parts of the activity thoroughly and make the necessary preparations.

**7. Time Allocated:** 15 minutes

## 8. Methodology

- Case study
- Discussion

## 9. Activity Procedures

**Step 1** – Explain: The 3Cs of decision making stand for:

1. Challenges
2. Choices
3. Consequences



- Let's say Konjit wants to stay out late in the evening to see her friends. While she was on the road, some boys come along.
- First we must describe the Challenge Konjit is facing. Who has some ideas?
- Next we can list three Choices Konjit has. Who can suggest one choice? Who has another idea?
- Now let's list the possible Consequences of each choice

**Step 2** – Decision making practice

- Divide the class in to groups of 5 students and read the situation below.
- Each group should use the 3Cs to outline Challenges, Choices and Consequences that the student faces.

## Situation: Peer Pressure

Eskindir is in grade 12 and is a good student. He has lots of friends who brag about how much they can drink and chew khat. They give Eskindir a hard time because he wants to focus on his studies. He finds himself confused and worrying about this.

The 3 Cs of Eskindir's decision making

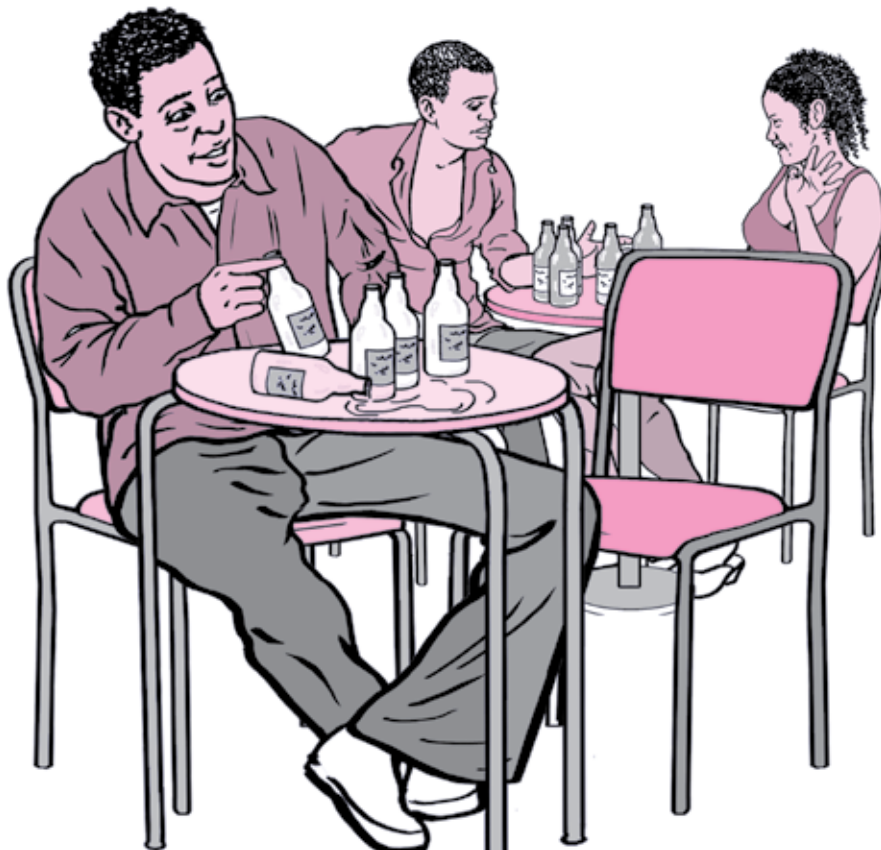
1. Challenge (or decision Eskindir is facing)
2. List possible Choices Eskindir has:

*Choice 1*

*Choice 2*

*Choice 3*

3. Consequences (of each of Eskindir's choices positive or negative)





## 10. Discussion Questions

1. **Which** consequences would show that Eskindir's choice is poor?

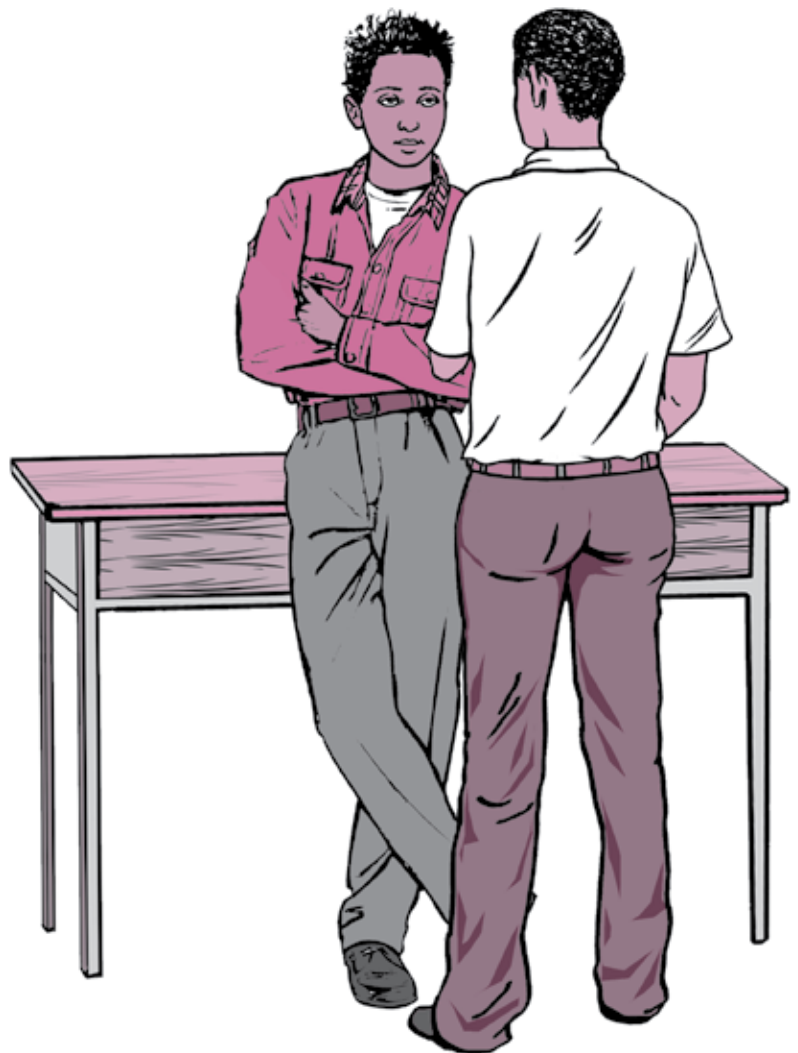
- *Answers include: A health risk, risk of losing your integrity.*

2. **What** consequences would have a negative impact on Eskinder's feelings or values?

- *Answers include: Guilt for going against his personal values; feeling bad for doing something his parent(s) or religion disapprove of; feeling used or exploited.*

## 11. Summary

- **Our** decisions can be either harmful or beneficial to our life. Therefore, we need to be careful in making decisions.
- **The 3Cs** of decision making...
  - Challenge
  - Choices
  - Consequences... help students make smart choices.



## 12. Assignment

- **Think** about an important decision that you made during the past year.
- **Analyze** the decision using the 3Cs.
- **What** would you do differently if you had to make the decision again?



# NEGOTIATION

## 1. Introduction

Negotiation is a skill which helps people settle differences. Negotiation is a dialogue between two or more people intended to reach an agreement that is in the best interest of both parties. Say a couple loves each other and the boy is pressing his girlfriend to have sex but she is not ready. The discussion they have about this is a common kind of negotiation. The girl must be careful to respect her personal values. Still she does not want to offend or insult her boyfriend.



**Note to the teacher:** According to a recent baseline assessment on high school students, More than one-third of secondary school students are not able to convince their boyfriend or girlfriend to use a condom, even if he or she does not want to.

**Integration point:** Unit 1, Microorganisms, Subunit 1.3, What are viruses: HIV and AIDS, on page 36.

**Dear Teacher,** this activity is relevant to what you teach about negotiation on delaying sex in Unit 1, Microorganisms, Subunit 1.3, What are viruses: HIV and AIDS. On page 36 you will be teaching about using condoms as one of the responsible sexual behaviors. Negotiation skills are especially important for girls as in general boys and men tend to push girls and women to have sex without a condom.

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

- **Explain** how negotiation skills are important to resist peer pressure.

**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 drink or chew khat 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 Procedures

1. Ask all male students to step out of the class for a minute.
2. Tell 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 dating 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 guys:

- 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 we can use condom.*
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

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



## 12. Assignment

- Discuss with your friends how this activity helped you develop your negotiation skills and to resist peer pressure.

## WET GRASS – DRY GRASS

### 1. Introduction

This activity is based on the comparison used by the Ugandan President Yoweri K. Museveni when he spoke about how fire spreads on Dry Grass and Wet Grass. He used a “Fire” as a metaphor to explain the spread of HIV/AIDS.

Dry grass easily catches sparks of fire. Lots of dry grass accelerates the spread of wildfire. On the other hand, it takes a lot of effort for wet grass to burn.



**Not 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.”

**Integration points:** Unit 1, Microorganisms, Subunit 1.3, What are viruses: HIV and AIDS, on pages 32 – 37.

**Dear Teacher,** this activity is relevant to what you teach about microorganisms. On page 33, Activity 1.11 tells students that it is important for them to know how to prevent the spread of HIV so that they will be able to teach their community. This requires the knowledge of factors that facilitate the transmission of the virus and factors that impede its transmission. We cannot prevent a problem unless we know the factors that cause it. This activity allows students to explore these factors, list them, and discuss them with your assistance.

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

- **Identify** the driving factors for HIV transmission.
- **Determine** to be healthy and safe by avoiding risky behaviors.

**3. Key Messages**

- **Students** It is important to know factors that help transmit HIV and also the actions that will keep you safe.

**4. Life skills**

- *Making good decisions*
- *Being more assertive*

**5. Materials**

- Pieces of paper.



**6. Planning ahead:** dear teacher, please read the activity in advance and prepare to perform it as indicated.

**7. Time allotted:** 15 Minutes

**8. Methodology:** Class discussions and explanation

**9. Activity Procedure:**

**Step 1:**

**1. Read the Following**

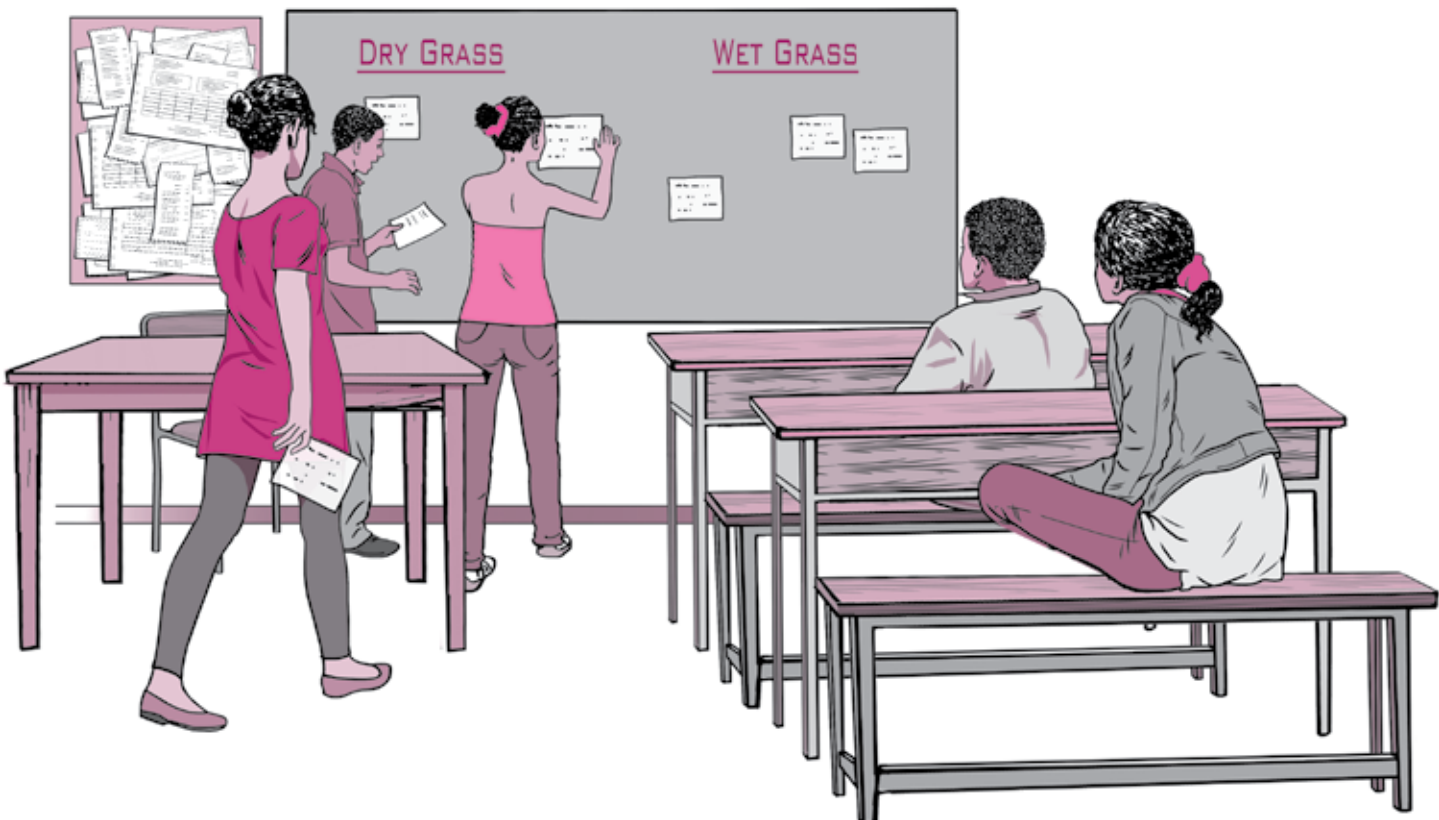


## 2. Wet Grass, Dry Grass, and Fire

3. **The** Ugandan President Yoweri K. Museveni once spoke about how fire spreads on Dry Grass and Wet Grass. He used a “Fire” as a metaphor to explain the spread of HIV/AIDS.
4. **Dry** grass can easily catch sparks of fire. Lots of dry grass accelerates the spread of wild fire. But, on the other hand, it takes a lot of effort for wet grass to burn.
5. **Think** of AIDS as a fire, and factors that accelerates the spread of HIV as Dry Grass. It can be any kind of behavior (E.g. unsafe sex, etc.). Wet Grass also can be referred as factors that do not contribute for spread of HIV.

### Step 2:

1. **Write** and post on the wall the categories “Dry grass” and “Wet grass”



**Step 3:**

- 1. Distribute** two blank pieces of papers to each participant
- 2. Ask:** Can you write down one behavior you think as a “dry grass” and another one you consider as “wet grass”?
- 3. Ask** the participants to post their cards on the wall according to the 2 categories.
- 4. Explain:** You are free to ask questions or offer suggestions about any specific posting.

*Note:* Remember to group the cards according to categories



## Factors Affecting the Spread of HIV

### Facilitate Transmission

- Peer pressure to have sex before you are ready.
- Chat, alcohol that leads to unprotected sex
- “Trust” that leads to unprotected sex
- Multiple sexual partners
- Cheating on a boyfriend or girl friend
- Sexually explicit movies and websites
- Sugar daddies
- Predatory teachers

### Impede Transmission

- Abstinence
- Faithfulness
- Supporting your friends to reduce their risk
- Hanging with friends at low risk.
- Communicating honestly with your partner about your sexual history.
- Discussing with your partner about using condoms before you have sex.
- Resisting pressure if you are not comfortable in a risky situation.
- Using a condom consistently even if you trust your partner
- Having a plan for your future.
- Getting tested for HIV



- Now group together the various pieces of paper. For example, under “Dry Grass” group all the papers that says “having sex without a condom.”
- Ask: Is there any “dry grass” or “wet grass” behavior missing from the list?

## 10. Discussion Questions

1. *Have* you ever been in a “dry grass” situation?
2. *Were* you satisfied with how you acted?
3. *Will* you act the same way next time?

## 11. Summary

- **The** primary behaviors that facilitate HIV transmission are:
  - Early Initiation of Sex
  - Alcohol
  - Sex without a condom.
  - Multiple partners
- **Behaviors** that stop HIV transmission are:
  - Abstinence
  - Faithfulness
  - Sex with a condom

## 12. Assignment

- With a group of friends, play the “Dry Grass/Wet Grass” game.



## SEXUAL NETWORK

### 1. Introduction

A network is a pattern of connections. A sexual network shows the links between sexual partners. The average number of partners individuals have determines how quickly HIV will be transmitted. Someone with a high number of sexual partners is more likely to be a central point in the network and therefore is a key potential transmitter. People who have fewer sexual partners are less embedded in the network. All sexual encounters carry the same risk for HIV transmission, no matter how important the encounter is to its participants.



HIV may spread quickly within some groups, such as commercial sex workers or sugar daddies, but will have a limited impact on the population as a whole. Students need to be aware that they can be at risk not just by their own behavior but by that of others with whom they are linked in the sexual network.

***Not to Teacher:** According to a recent baseline assessment on high school students, Of the students who have had sexual practices in the past 12 months over 33%, 32% and 29% had partnership with off-campus students, in-campus students, and non-student peers respectively.*

**Integration points:** Unit 1, Microorganisms, Subunit 1.3, What are viruses: HIV and AIDS, on pages 36 – 37.

**Dear Teacher,** This activity is relevant to what you teach about microorganisms. On page 36 the lesson is about limiting the number of sexual partners as a responsible sexual behavior. This activity will give your students a practical example of how having multiple sexual partners places individuals at high risk of contracting HIV and STIs. It allows them to see the real picture and to judge for themselves the impact of risky behavior.

**2. Learning Outcomes:** Students will be able to:

- **Explain** negative effects of multiple sexual partners.

**3. Key Messages**

- **Students:** Having multiple partners is the riskiest behavior you can be involved in. Every time you have sex with a new person you are linked with all the people that they have had sex with.
- **Students,** remaining abstinent reduce the chance of being infected by HIV down to zero.

**4. Life Skills:** Being more Assertive

**5. Materials:** No special materials are needed.



**6. Planning ahead:** Dear teacher, please read the activity in advance and be prepared to perform it as indicated.

**7. Time required:** 15 minutes

### 8. Methodology

- Game
- Discussion



### 9. Activity Procedure

**Step 1:** Demonstrate HIV transmission if everyone has 2 sexual partners

1. Form a strong circle of 15 students (boy, girl, boy, girl) and instruct everyone to hold hands. You (teacher) should also be part of the circle.
2. Explain that we are going to pretend that each person you are holding hands with represents a sexual partner.
3. Tell players to pretend that you are HIV-positive.
4. Lift both your arms up in the air.
5. Instruct players to lift their hands if the people they are holding hands with have their arm up. This represents someone becoming infected with HIV.
6. Look around who is at risk of getting HIV?

Answer: Everyone! We are all connected because we all have more than one sexual partner at the same time. If only 1 person here has HIV, we are all at risk

7. Instruct players to drop their arms

**Step 2:** What happens if few people reduce their partners

1. Instruct 2 players to let go of one of their partners. Make sure these players are no longer holding a hand with that partner!

*Note to the teacher:* Tell the 2 students with only one partner to put one hand on their head so everyone can see that they only have 1 sexual partner.



2. Raise your hands again and tell students to lift their hands if the person they are holding with has put their hands up.
  - What happened when a few people dropped 1 of their sexual partners?

*Answer:* The chance of spreading HIV was reduced for some players.



3. How does reducing your number of sexual partners lower your chances of HIV?

*Answer:* Every time you drop a partner, you drop all the people in their Sexual Network as well

If you have 2 sexual partners and reduce down to 1, your HIV risk is reduced.



*Note for the teacher:* Make sure participants understand reducing the number of partners - down to one – is the key to remain safe and healthy.

### Step 3: Demonstrate mutually faithful partners

1. Play the game again but this time instructs all students to hold hands with just one other partner, so that everyone has just one mutually faithful sexual partner.
2. If there is an odd number of students tell that player that she/he represents someone who is abstaining from sex.
3. Raise your hand and demonstrate how HIV could be spread to your 1 sexual partner and to nobody else!

## 10. Discussion Questions

- Are these kinds of relationships – students with more than one partner - common at your school?
- Why is having multiple sexual partners at the same time so dangerous?

## 11. Summary

A sexual network spreads HIV from high risk individuals to everyone connected in the network. Anyone who is having sex with more than one partner is linked to all the people their partners have had sex with. Therefore, students, you need to be assertive and avoid this high risk situation.

## 12. Assignment

- Discuss with your friends why having multiple partners is the easiest way for HIV to be transmitted.
- Think of a behavior that you would like to change and make a plan to start to change it.



## 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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# BIOLOGY



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