

# *Being More Assertive*

SUPPLEMENTARY MANUAL

GRADE 10 - CIVIC & ETHICAL EDUCATION



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*.

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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 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 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: Gender Based Violence is linked to Integration Point: Unit 3, Lesson 3, Equality, and the Notion of Affirmative Action, Page 38 - 40.** 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	38-40	Activity 1: Gender Based Violence	9
5	1	68	Activity 2: Circle of Friends	15
6	5	90	Activity 3: A plan to lower my Risk	19
6	5	90	Activity 4: HIV/STI Transmission	25
8	3	112-113	Activity 5: Effective Communication practice	31
8	3	112	Activity 6: Introducing the Red Card	37

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-Based Violence is any act that results in, physical, sexual, or psychological harm and suffering to women. This includes threats of violence, coercion, or arbitrary deprivation of liberty, whether occurring in public or private. For students gender-based violence is most common when a male tries to force a woman to have sex. Sometimes this is “date rape,” sometimes this happens after excessive drinking.



**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, Equality, and the Notion of Affirmative Action. Page 38 - 40.

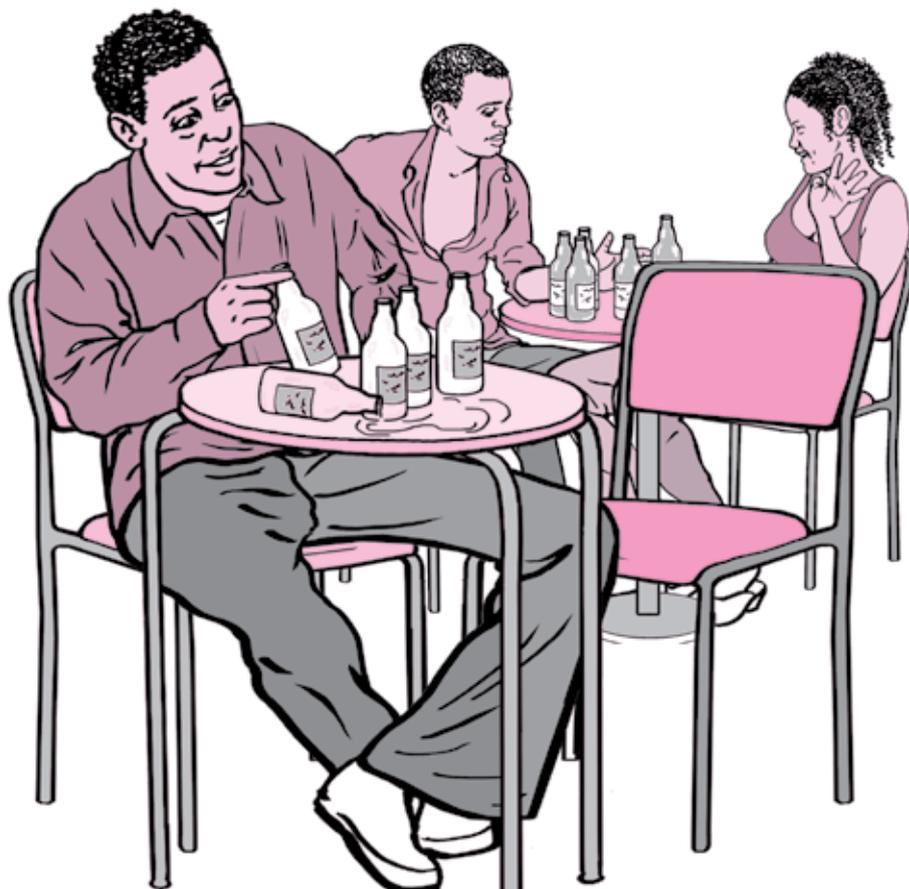
**Dear Teacher,** In the student text book Unit 3, Lesson 3, “Equality and the Notion of Affirmative Action,” pages 38 - 40 talks about the socio-economic and political injustice women have faced in the world as well as in Ethiopia. Hence, to offset the effects of past discrimination affirmative action has to be taken. Women in Ethiopia are not only victims of socio-economic injustice; they also face gender-based violence. Accordingly, the Life Skills activity “Gender-based Violence” can be incorporated with the aforementioned lesson so that students understand the serious nature of this human rights violation.

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

- **List** the common types of gender-based violence among students
- **Describe** the negative effects of gender based violence on young women and girls in Ethiopia.

### 3. Key Messages

- **Young women,** alcohol is a frequently a factor in gender-based violence among students. If you are with a man who is aggressive while drinking – leave immediately.
- **Girls,** if you do not want to have sex, say “No” directly and forcefully. Communicate in a serious, clear manner so that the man understands exactly what you mean.
- **Guys,** if a girl tells you that she do not want to have sex, do not force her as that is rape and is a crime. You could end up in jail.



**4. Life Skill:** *Boosting self confidence.*

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

## 6. Planning Ahead

- **Read** the activity in advance and prepare all the necessary materials to perform the activity in class.
- **When** you prepare your daily lesson plan you should consider the time needed to perform the activity. The total time allotted in the syllabus for the lesson is 2 periods. Therefore, 2 periods are reasonably enough to teach the lesson together with the activity.

**7. Time Allocated:** 15 minutes

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

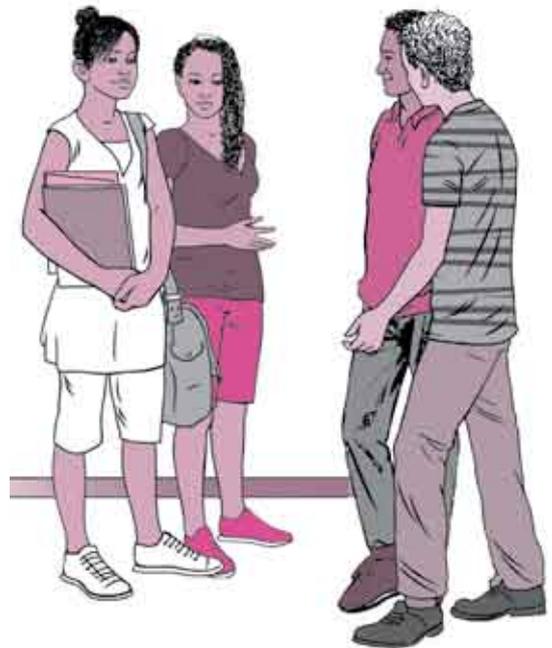
## 9. Activity Procedures

### Step 1:

- Divide the students into groups of four students.
- Ask ½ of the groups to prepare a role-play that shows a couple that has an intimate but violent relationship.

Some possible themes:

- Boy gets abusive because the girl doesn't want to drink more.
- Boy threatens girl if she doesn't have sex with him.
- Sugar daddy threatens to beat a girl because she insists on using a condom.



- Ask the other teams prepare a role-play that shows a relationship in which the boyfriend and girlfriend respects each other. Some possible themes:
  - The boyfriend and girlfriend discuss their reason for remaining abstinent.
  - The boyfriend and girlfriend discuss faithfulness to their values.
  - The boyfriend and girlfriend discuss alcohol abuse.
  - The boyfriend and girlfriend discuss avoiding pregnancy, STIs and HIV.

*Note to the Teacher :*

- *Students should include what they have seen at school in the role plays.*
- *Provide the following tips to guide the students.*
  - *Some of the issues will involve emotions that students have experienced or seen among others.*
  - *Gender-based violence is not acceptable under any circumstances. The victim is not to be blamed.*



## Step 2

- Give the students 5 minutes to prepare their role plays.

## Step 3

- Select 3 groups to present their role-plays in 3-5 minutes.
- Additional groups can present their role plays during other class sessions, as ice breakers.

## Step 4

- Ask students how the role plays that portrayed gender violence made them feel.
- Encourage students to cite types of psychological violence that men use with women.
- Ask how the role plays about a respectful couple make them feel.



## 10. Discussion Questions

1. **Were** the role-plays believable?
2. **What** do you think the underlying causes of gender-based violence are?
3. **How** does gender violence drive the transmission of HIV?

*Note:* See the Gender-based Violence Fact Sheet on page 43.

## 11. Summary

- **Sex Gender-based violence** is not acceptable under any circumstances.
- **Gender-based violence** is widely practiced in Ethiopia in different forms such as, abuse at home, harassment, rape, female genital mutilation, and abduction.
- **A relationship** based on respect helps us live healthy, HIV-free lives.

## 12. Assignment

- **Discuss** with your friends your personal experiences or stories you have heard about gender-based violence.



## CIRCLE OF FRIENDS

### 1. Introduction

Peers are part of the same social group. All high school students are peers. Peer pressure refers to influence that students exert on each other to conform a certain set of behaviors. Although peer pressure does not necessarily have to be negative, with respect to ARH and HIV prevention it is often related to students influencing their classmates to do things that may be resistant to or might not otherwise choose to do.

Frequently peer pressure among students refers to risky behaviors, such as experimentation with alcohol and drugs, having sex before one is ready or having sex with sugar daddies.

**Integration point:** Unit 5, Lesson 1, “The Quality of a Patriot” page 68.

**Dear Teacher,** the Life Skills activity “Circle of Friends” can easily be linked with the topic on “The Quality of a Patriot” under Unit 5, Lesson 1. On page 68 the case study “How do you manage peer influence?” involves 3 students, Tolosa, Sebhat and Taye, who are close friends. The first two started smoking and attempt to persuade the third to smoke. Accordingly,



*the case study demonstrates how negative peer pressure creates an environment to engage in risky behavior.*

*The message of the activity “Circle of Friends” also speaks about peer pressure. Hence, there is an opportunity to link the Lesson with the activity.*

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

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

**3. Key Messages**

- **Students**, close friends usually share similar values with you and will support you in difficult times.
- **Students**, practice resisting peer pressures and learn to make your own decisions.

**4. Life Skills:** *Resisting Peer Pressure.*

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

**6. Planning Ahead**

- Read the activity carefully in advance.

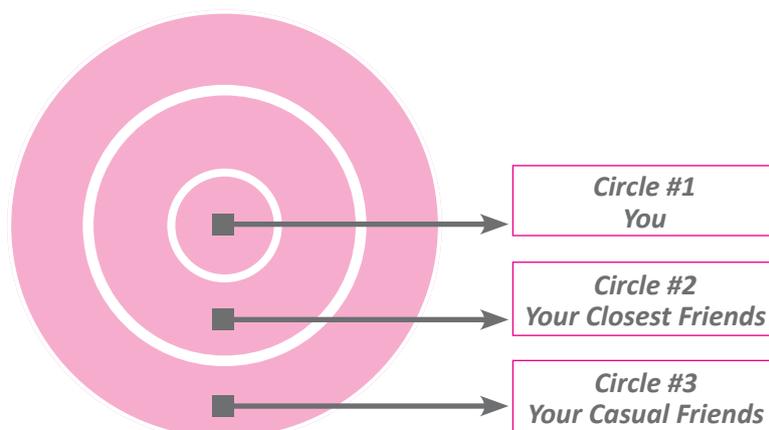
**7. Time Allotted:** 10 - 15 Minutes

**8. Methodology:** Discussion and Explanation



## 9. Activity Procedures

1. **Ask** students to think for 1 minute about their closest friends.
  - Then ask, “What makes your friendship fun and interesting?”
  - “Does anything you do together involve risks?”  
(List replies on a blackboard).
2. **Draw** three large concentric circles (circles which a common center) on the blackboard, to signify the circles of friendship.
3. **Explain** what each circle represents. (Use yourself as an example).
  - Write your own name in circle #1.
  - Write the name(s) of your intimate friend(s) in circle #2.
  - Write the name of your casual friends - friends you know well enough to talk to or have lunch with, but not as close as your intimate friends - in circle #3.
  - Write the name of your acquaintances – people you speak with sometimes but do not consider as being friends - outside of the circle.
4. **Ask** students to make their own friendship circles:



*Note to the teacher:* Allow students 3-5 minutes to complete their own circles of friends.

## 10. Discussion Questions

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

## 11. Summary

- A **good** friend is usually someone who shares similar values to our own and you can count on in times of difficulty.
- **Resisting** peer pressure takes practice. It is not easy to make your own decisions on important issues.



## 12. Assignment

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

## A PLAN TO LOWER MY RISK

### 1. Introduction

Everyone - students and adults - tend to underestimate their level of risk. For this reason, during this activity students will take a Personal Risk Assessment. It will help students who are sexually active understand their risk factors. Once students have taken the risk assessment, the next step is for them to make a plan to lower their personal risk. Since behavior change is very hard, to be successful students should create small teams of 2 – 3 close friends that will support each other.



**Integration points:** Unit 6, Lesson 5, “The Severity of HIV/AIDS as a Global Pandemic.” page 90.

**Dear Teacher,** The Life Skills activity “A Plan to Lower My Risk” can be linked with lesson 5, “The Severity of HIV/AIDS as a Global Pandemic.” When you teach this lesson, there is an opportunity to synchronize it with the activity that takes the global situation down to the individual level. The activity encourages students to come to grips with their own risky behavior. Making a plan to lower their risk is the first step towards living a healthier, safer life.

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

- **Take** a confidential risk assessment.
- **Compare** their personal risk with level of risk of other HS students.

**3. Key Messages**

- **Students,** Only by knowing and accepting your personal risks, can you begin to lower you risk level and remain safe.

**4. Life skills:** *Setting a Realistic Goal.*

**5. Materials**

- Flip chart and Marker, if possible.

**6. Planning ahead:** Read the activity carefully and make all the necessary preparations. If possible please write the risk assessment statements and level of risks on a large flip chart papers before the class.



**7. Time allotted:** 15 Minutes

**8. Methodology:** Self-assessment and Discussion.

**9. Activity Procedure:**

- **Ask:** Do you think high school students involved in high risk behavior understand the dangers of their actions?

## Step 1: Risk Assessment

1. **Write** the following 10 Risk Assessment statements on the blackboard.
2. **Also** write the way the students should score themselves on the blackboard.

**Step 1**

# Do You Know Your Risk...

... of having an STI or HIV?

Write the number that corresponds to your answers in the boxes below:  
Never = 0    Only once = 5    2-3 times = 10    Many times = 20

1. I get myself in risky situations because of my friends.				
2. I believe that being "Cool" is very important.				
3. In the past 6 months I've attended several day/night parties.				
4. From time to time, my friends and I like to have a drink, chew khat, use substances.				
5. In the past 6 months I've watched sexually loaded films.				
6. I was pressured not to abstain.				
7. In the past 6 months I have jumped from one boyfriend/girlfriend to another.				
8. I received gifts or money or grades for sex.				
9. In the past six months, I have had unprotected sex.				
10. In the past 6 months I have pressured someone or being pressured to have sex.				
<b>Total Score</b>				

**Step 2: See inside what your "Total Score" means**

High School Students

3. **Explain** that this assessment is strictly personal and confidential. Students will not be asked to share their scores with anyone.
4. **Ask** if there are statements on the assessment that are not clear?
5. **Explain** how students should score themselves.
6. **Now**, read the statements slowly one by one. Give students time to first think and then write the correct number in the assessment. Do not rush the students.
7. **After** completing Question 10, ask the students to add up their personal score.

8. Write the information below on the black board .

### Key Risk Assessment Findings for Secondary School Students

- **41%** of secondary school students believe that being “cool” is very important.
- **More than** one-fourth of secondary school students (27.4%) desire to have sex without a condom the first time they have sex.
- **Slightly** below one-fourth of secondary school students (23.4%) have watched sexually loaded films.
- **About** 1 in 6 students (16%) attend day/night parties.
- **Over** three-fourth of secondary school students are at zero or low risk of HIV.
- **Over** one-fourth of male (25.4%) and over 1 in 10 female (11.7%) secondary school students are at risk of HIV.



9. Ask students compare their personal score with that you have written on the blackboard.

### 0-10 Points - Low Risk

- You make decisions carefully;
- You have strong life skills;
- You are a good role model.

*Stay safe and help your friends to lower their risk*

### 11-30 Points – Some Risk

Work on developing our life skills such as:

- Resisting Peer Pressure;
- Boosting Self Confidence;
- Join a Peer Education group.

*Weigh your risk, walk away and protect yourself*

### 31-60 Points - High Risk

- Do you play a passive role in making decisions and let others push you into risky situations?
- Seek for counselling.

*Make a plan today to lower your risk*

### Above 60 Points - Very High Risk

- Your life is based on pleasure and taking risks;
- You put yourself and others in danger;
- You should immediately seek for counselling.

*Make a plan now to lower your risk; ask friends for help*

See next page to make a Plan!

**Step 3**  
What is your  
3-Month  
Plan?



My Plan is to lower my "Total Score" to . . .

Check the boxes for the **actions you will take**

1. I will help my friends lower their risk by sharing my experiences.
2. I will say "NO", when my friends push me into risky situations.
3. I will focus on making good decisions.
4. I will practice being more assertive.
5. I will practice ways of preventing HIV and STIs using my skills.
6. I will \_\_\_\_\_

*(add another action here)*

**Step 4**  
**Review** your plan **every week** and share your successes and challenges **with your friends**.



**Friends who will support me to lower my risk!**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

## 10. Discussion Questions

1. **Based** on base line survey 2014 done by USAID/ISY HIV prevention program, “1 out of 10 students think it is ok to receive gifts or money for sex” What is your reflection on this fact?
2. “**About** 2 in 5 students have watched sexually loaded films” According to base line survey 2014 done by USAID/ISY HIV prevention program. Is it risky behavior? Why?
3. **What** will happen if you carry out and stick to your plan?

*Note: Ask students to make a plan to lower their risk and remain at ZERO risk, by using planning template.*

## 11. Summary

- **Having** an accurate understanding of your personal risk is the first step to remaining either at ZERO or LOW risk or reducing your risk if you are at high risk.
- **Making** a future plan to lower our risk is an important step to fight HIV/STIs.
- **Peer pressure**, trust in your partner and alcohol can all lead to risky situations.

## 12. Assignment

- **Discuss** the purpose of risk assessment in detail with your friends.
- **Explain** how the risk assessment reduces the spread of HIV to your friends.



# HIV/STI TRANSMISSION

## 1. Introduction

HIV/AIDS is a global problem, but individual action is required for students to remain safe. The overwhelming majority of the people who are living with the virus are found in Sub-Saharan countries including Ethiopia. Strengthening Life Skills is the most effective way to students to remain at zero or low risk of becoming pregnant infected with an STI or HIV.



**Note to Teacher:** According to a recent baseline assessment on high school students, Of the students who have had sex in the past 12 months, 32% of them had more than one sexual partner.

**Integration Point:** Unit 6, Lesson 5, *The Severity of HIV/AIDS as a Global Pandemic* page 90.

**Dear teacher,** The activity “HIV/AIDS Transmission” can be integrated with Unit 6, Lesson 5, which discusses “The Severity of HIV/AIDS as a Global Pandemic. Lesson 5 explains that HIV is a virus that affects humans irrespective of age, color, race or religion. In addition, a case study presents data from around the world.

Accordingly, the skill-building activity “HIV/STI transmission” can be aligned with this lesson. Since 2 periods are allowed to teach this lesson you should be able to link this activity with the lesson and provide global data to the students.



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

- **List** the 3 primary ways HIV is transmitted among young people in Ethiopia.
- **Decide** to be abstinent or if you are sexually active to have protected sex.

**3. Key Messages**

- **Students**, discuss with your friends and make a decision about abstaining before you are in an intimate situation.
- **Students**, If you decide to become sexually active, be faithful to your values in order to have a healthy relationship.

**4. Life Skill Developed:** *Being more Assertive.*

5. **Materials Used:** Sheets of paper.

## 6. Planning Ahead

- Prepare blank pieces of paper which will be given to each student in the class.
- Write the following on 8 of the pieces of paper you have prepared :
  - STI
  - Consistent and correct use of condoms;
  - Condom use but sometimes not after drinking;
  - 2 Faithful to one partner (girls). Mark the outside of the paper with an “F”
  - 2 Faithful to one partner (boys). Mark the outside of the paper with an “F”
  - Abstinence
  - The rest of the papers should be blank

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

8. **Methodology:** Game and discussion

## 9. Activity Procedures

### Step 1

1. **Before** the activity, hand out the papers to the participants.
2. **Tell** the person with the abstinence paper (apart, so others don't hear) to shake hands but not to introduce him or herself to others.



3. **Separately** tell each of the 4 students with the “F” on the outside of their paper that they can look at the inside. They are “Faithful to One Partner” must try to find each other and not shake hands with anyone else.
4. **Tell** all other participants not to open their paper until they are told to do so.
5. **Tell** participants to introduce themselves to 5 other students by shaking hands and giving their names.



**Note:** It is important for this exercise to work correctly that the students only introduce themselves to 5 other students.

6. **Participants** should write the names of those they have introduced themselves to on a piece of paper

**Step 2:** Stop the exercise after 5 minutes

1. **Let** each student open their piece of paper and ask who has the paper with “HIV or STI” on it.
2. **Then** ask the person to come forward and to call out a name on their list.
3. **Tell** everyone that in this game shaking hands and introducing themselves represents having sex.
4. **Continue** until someone says that all the people on his/her list have come up front.
5. **Now** ask the others if they have the name of someone on their piece of paper who has not come up front yet.
6. **Ask** the person with the “consistent and correct use of condom” to come forward.
7. **Ask** the participants: “Should this person be in this group?”
  - The answer is “NO” because they have been using condoms.
8. **Ask** the person with “condoms use but sometimes not after drinking” to come forward. Ask “should this person be in this group?”
  - The answer is “YES” because their condom use is not consistent.
9. **Now** ask the person who remained “Abstinent” to come forward.
  - Ask “What group should he be in?”
10. **Finally** ask the 2 students who have the ‘Faithful to one partner’ slips of paper to come forward.
  - Ask “What group should they be in?”
11. **The** answer for both the “Abstinent” and “Faithful Partner” is that they should be in the not-infected group.



## 10. Discussion Questions

*Based on the base line survey in 2014 conducted by USAID/ISY HIV prevention program “1 out of 7 students who are sexually active had three or more partners during previous year”*

- *Why* is this finding particularly important for the epidemic in Ethiopia?
- *Be abstinent*, or if you are sexually active, have only protected sex. These are responsible behaviors that will keep you safe.
- *Which* choice will you make? Why?
- *Ask*: What was the most important thing you learned from this exercise?

## 11. Summary

- **HIV** can pass rapidly among a population when either men or women have multiple partners.
- **The only** sure way for anyone to protect herself is to remain abstinent or faithful to someone who is HIV negative. Anyone who is unsure of their status should get tested.

## 12. Assignment

- **Why** is it especially important for women to strengthen the Life Skill: Being More Assertive?
- **Discuss** with your friends the ways boys push girls to have sex?



# EFFECTIVE COMMUNICATION PRACTICE

## 1. Introduction

Positive communication greatly helps young people confirm their individual values and make healthy decisions. Young people who find it difficult to communicate effectively with their peers, family or parents often feel a lack of emotional warmth, love or care and are more likely to report distress, school problems, drug use and risky behaviors.

Confident, loving parent-child and peer to peer communication leads to improved contraceptive and condom use and fewer risky behaviors among adolescents.



**Note to Teacher:** According to a recent baseline assessment on high school students, Only 1/5th of the students are exposed to USAID/ In School Youth HIV prevention Program in their compound.

**Integration Point:** Unit 8, Lesson 3, Self-reliance, pages 112 - 113.

*Dear teacher, This Life Skills activity, “Effective Communication Practice,” can be incorporated with Unit 8, Lesson 3 on page 112-113 which discusses self-reliance and morally sound decision-making capacity. In this lesson there are two case studies, the first deals with denying the truth in order to save the lives of 3 Jews during the Second World War. The second case study describes Birtukan, a young girl, who lives in Addis Ababa. She is torn between telling the truth and lying to help a friend.*

*When you teach the two case studies you can integrate this Life Skill activity so students can practice effective communication around sensitive issues.*

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

- **Create** an opportunity to communicate with self-confidence in a relaxed environment.
- **Discuss** HIV and health related issues openly and confidently.

**3. Key Message**

- **Students**, open and effective communication helps build trust and allows you to get advice when you need it.
- **Students**, stress-free communication helps you develop confidence.

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

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

**6. Planning Ahead**

- Teacher, please read the activity plan to the class and make the necessary preparations to integrate it with your lesson.



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

8. **Methodology:** Role-play and discussion

9. **Activity Procedures**

1. **Divide** students into groups of five.

2. **Explain** that each group will work on one situation and prepare a role play for the rest of the class.

**Situation 1:** “I knew you didn’t love me”

- Sozi has just broken up with her boyfriend. This is her 3rd failed relationship in the last year and she feels sad about it.
- She suspects that part of the reasons things haven’t worked out is that all her relationships have gotten serious very quickly.
- Sozi meets Dave at a party. They start to see each other. One day, Dave says, Sozi, let’s rent a room where we can talk.”
- *Act out what happens next.*

**Situation 2:** After class

- Addis has been having some trouble with her math assignments and sometimes stays after class for extra help.
- Since Mr. Aberra has been tutoring Addis, her test grades have improved.
- One day Mr. Aberra says, “Addis, you’re still going to fail unless you get a good grade on the final exam. I can help you, if you’ll come by my house on Saturday.”
- *Act out what happens next.*



**Situation 3:** Eleni is worried

- Eleni hears a rumor that Solomon is HIV-positive.
- She worries because she had a sexual relationship with Solomon two months ago.
- Eleni sees Solomon one day at the market.
- Act out what happens next.

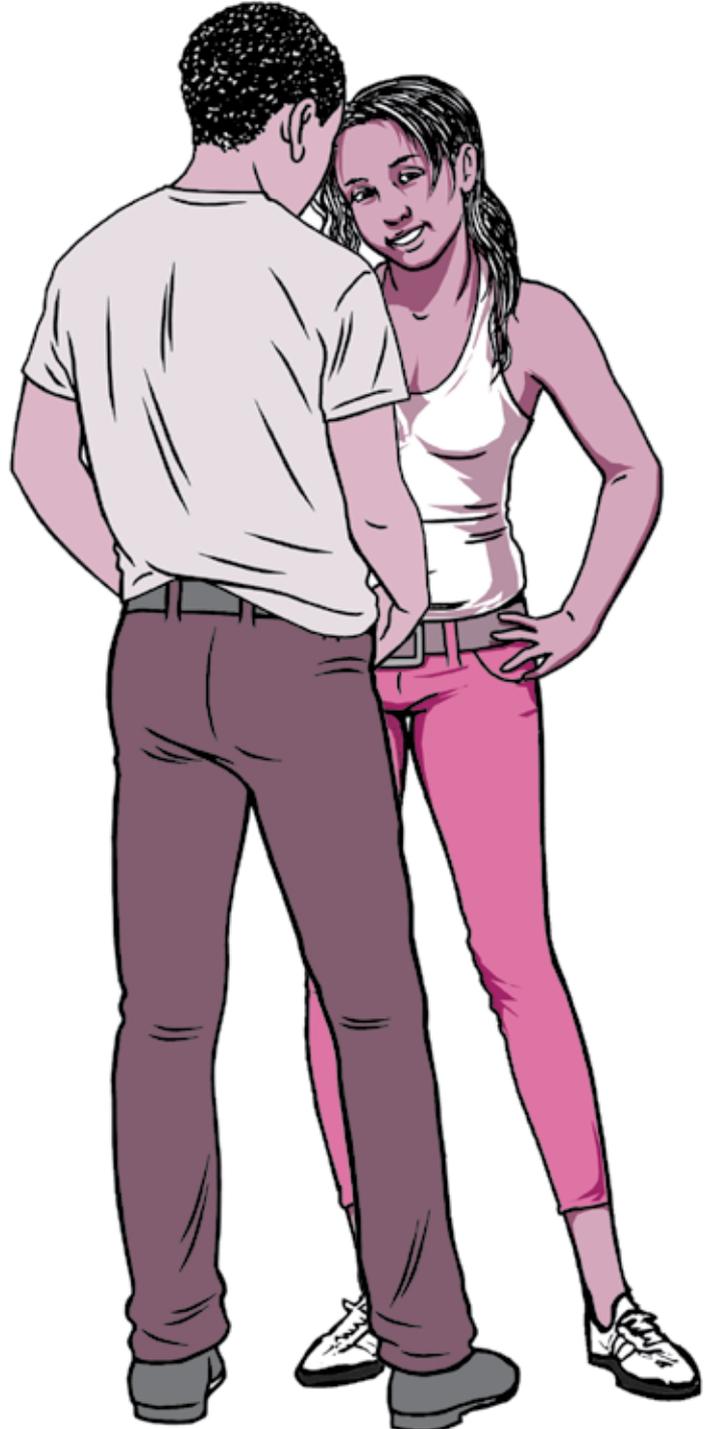
**Situation 4:** Secondary abstinence

- Loza has had several relationships that have left her feeling rejected and lonely.
- After taking an AIDS prevention course, Loza decides the secondary abstinence is a good choice for her.
- One evening walking home from work, a few guys start talking to Loza and her friends.
- Loza’s friends decide to go to local club with the guys. When Loza refuses they laugh and say, “Now she thinks she’s better than us.”
- *Act out what happens next.*



### Situation 5: Sophie and Tsegaye

- Sophie and Tsegaye have been together for one year.
- Sophie finds out that Tsegaye has been is going out with another girl.
- Sophie confronts Tsegaye one evening after they've had a few beers.
- Tsegaye gets very angry and says, "If you say a word to anyone else, I'll get you."
- *Act out what happens next.*



### 10. Discussion Questions

1. *Does this situation seem realistic?*
2. *How could the students have improved their communication?*
3. *What could the student do to prevent this situation from happening again?*

## 11. Summary

- **Positive**, effective communication can improve the decision making Life Skill of students.
- **Students**, who can openly discuss sensitive issues, such as alcohol, sex, family planning, and condom use have strong Life Skills and will be able to protect themselves from pregnancy, STIs and HIV.

## 12. Assignment

- **Talk** to your friends about family planning.
- **Think** of friends that are open and have excellent communication skills. Why do you think this is so?



# INTRODUCING THE RED CARD

## 1. Introduction

Red Card is a gender equity tool that allows women to start conversations on sensitive topics and to stop risky and inappropriate behaviors at school, parties and on dates. The Red Card makes it easier for a woman to say “No” in a language that all men understand.

The Red Card concept is similar to that in soccer where, a player who commits a violation is “carded” by the referee and must leave the game.

The Red Card has several outstanding advantages: It’s simple to use and it’s a symbol that promotes positive action in situations that are frequently confusing.

This activity is about learning how to use the Red Card with confidence. Male students should understand why the Red Card is given only to women and how it can protect them from pregnancy, STIs and HIV.

***Note to Teacher:** According to a recent baseline assessment on high school students, about half of the female students who received a Red Card have used it.*

***Integration Point:** Unit 8, Lesson 3, Self-reliance and Morally Sound Decision Making,” page 112.*



*Dear teacher, The activity “Introducing the Red Card” can be integrated with Lesson 3, under Unit 8 that deals about self-reliance. Making good decisions is the goal of both the Lesson and the Skill-building activity. Hence when you teach “Utilitarianism” you can link the activity with the lesson. The purpose of introducing the Red Card is to build confidence in female students to be able to say “No” in any situation that they are not comfortable with.*



**2. Learning Outcome:** 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 feel it is 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:** Red Cards.

## 6. Planning Ahead

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

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

8. **Methodology:** Discussion, role-lay.

## 9. Activity procedures

### Step 1

1. **Explain:** The Red Card is used to help girls, 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 girl should use the Red Card “When words won’t work.” What does this mean?
3. **What** are some common situations in which a girl might use the Red Card?

### *Possible answers:*

- You find it hard to stand firm on your decision
- It’s hard to talk openly and frankly to someone
- A boy is pressuring his girlfriend to have sex
- A boy wants to get a girl drunk so he can have unprotected sex
- You are having difficulty saying “No” to a sexual advance
- A teacher 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.

5. **Invite** one team where the woman used the Red Card to present in front of the group.
6. **Now ask** the girls to 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 they love and trust each other they don't have to use a condom.

## 10. Discussion Questions

### Girls:

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



### Boys:

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

### Students:

According to a baseline survey 2014 conducted by USAID/In-School Youth HIV Prevention Program “close to 50% of the women who received a Red Card have used it.” Another fact from the same survey, 1 out of 3 women who received a Red Card used it to say “No” to sugar daddies.”

1. *How* are these facts related to gender empowerment?

## 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. Assignments

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

### Gender-based Violence Fact Sheet

Early Marriage is one of the harmful traditional practices in Ethiopia particularly in rural areas. Early marriage takes place between men and young girls who are under the normal age of maturity. There were parts of Ethiopia where girls as young as 8 years old are forced to get married. In cases where the man is carrier of HIV, the risk of transmission to the girl child is very high.

Abduction is a practice where by very young girls are forcefully taken away for unwanted marriage by a group of adults. This is done without the consent of the affected girl or her parents. Abduction usually happens when girls are on their way to and from the school, fetching water or collecting firewood etc.

Although this practice was quite common in the rural Ethiopia, due to sensitization of the community the magnitude has been reduced.

Female genital mutilation (FGM) is also known as female genital cutting and female circumcision. It is a destructive practice, during which the female genitals are partly or entirely removed with the goal of inhibiting a woman’s sexual feelings. Most often the mutilation is performed before puberty, often on girls between the age of four and eight.

Rape (sexual assault) is forced, coerced sexual contact by a stranger, friend or acquaintance. A woman is usually forced into sexual contact through threats, physical restraint or physical violence. Rape is a hate crime and is illegal. Currently women are encouraged to press charges against men who commit this crime so that they can be sent to jail.

## 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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# CIVIC & ETHICAL EDUCATION

