

Being More Assertive

SUPPLEMENTARY MANUAL

ENGLISH - GRADE 12



USAID
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 Education for all 9th – 12th grade students studying Civic and Ethical Education, English, and Biology. The manual contains 8 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.
- **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: What Makes Relationships Healthy or Unhealthy** is linked to **Integration Point: Unit 2, lesson 21, A2.6, “Miscommunication” page 35-36**. 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	21	35-36	Activity 1: What makes R/ship healthy or unhealthy	9
3	34	53	Activity 2: Discussion with parents	15
3	36	60-61	Activity 3: Making a plan to lower My risk	21
5	76	125	Activity 4: Why don't people change?	27
6	96	142	Activity 5: The Reality in high school	31
7	108	160	Activity 6: Building Self Confidence with Support from our friends	35
9	136	198	Activity 7: Juggling My life	39
10	160	342	Activity 8: Why does your Risk increase after Drinking?	45

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.

WHAT MAKES RELATIONSHIPS HEALTHY OR UNHEALTHY?

1. Introduction

Healthy relationships share certain characteristics that young people should understand. These include: mutual respect, which means that each person values the other, trust and honesty. Honesty builds trust that strengthens every relationship. Effective communication is also essential to a successful relationship. When people don't communicate well, they don't interact and connect with each other.



Unhealthy relationships are marked by disrespect, hostility, dishonesty, and sometimes abuse and violence. A clear sign of an unhealthy relationship is when one partner trying to take advantage of the other.

Generally speaking, healthy relationships are the result of our own work and values. As an expert in the field puts it, "... a successful relationship does not come about by luck, is a fluke, or happens just because you wish it. It is the result of knowing what you want, working at it, and being flexible." One of the objectives of this Life Skills manual is to develop empathy, self-awareness, self-confidence in order to help young people create healthy relationships.

Integration Point: Unit 2, lesson 21, A2.6, "Miscommunication" page 35-36.

Dear Teacher, in Unit 2, Lesson 21, Activity A2.6, you have the subtopic “Miscommunication.” Under this heading, especially in Exercise 3, students work with a partner to discuss factors that may cause miscommunication. In all relationships effective communication is vital. Students have to practice clearly stating what they mean especially when it comes to alcohol use, sex and family planning.

It is important to equip youth with the necessary skills to develop and maintain healthy relationships.

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

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

3. Key Messages

- Students, not trusting your boyfriend or girlfriend is the first sign of an unhealthy relationship. Discuss this openly with your friend. If you cannot do this, then it is best to say, “Sorry this isn’t working out.”



4. Life Skills

- *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 carried out.

7. Time Allocated: 8 - 12 Minutes

8. Methodology: Discussion

9. Activity Procedures

Step 1:

1. Read the 5 qualities of a Healthy Relationship:

- Respect
- Open Communication
- Understanding
- Cooperation
- Caring

2. Ask the students to give examples from real life of people they know who have demonstrated each of the qualities.

For example, one may say “My uncle shows respect for my aunt by helping out with the work at home.

3. Ask the students to explain what makes relationships healthy or unhealthy?

4. Read the following statements and ask the students discuss in their desk group if they represent a healthy or unhealthy relationship.



Step 2:

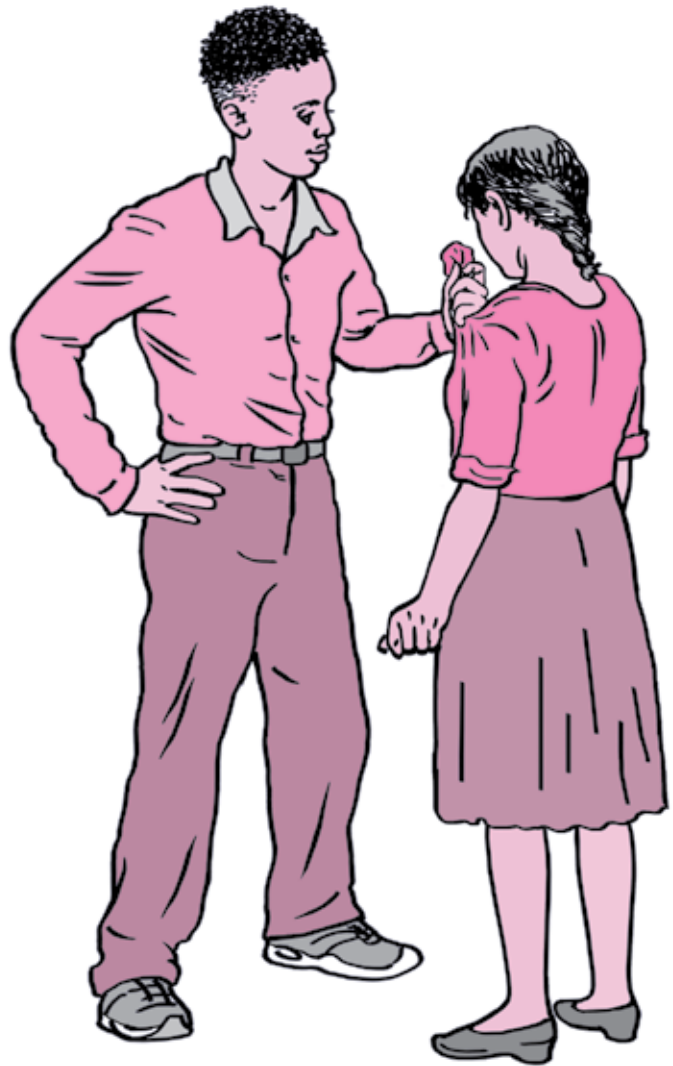
Is this Relationship Healthy or Unhealthy?

1. Addis explains to her mother that a classmate put pressure on her to “have a few drinks.”
2. Eshetu and Medhanit have been good friends for years. One day on the way home from school Eshetu says, “Let’s go to my house, my parents aren’t home. We can have some fun.”
3. Elsa’s friend tells her, “I know an easy way to make some money.”
4. Solomon, Desta and Eskinder hang out a lot together, but it’s been a while since Eskinder has seen them. Later he finds out that Solomon and Desta have started chewing Khat.
5. If I don’t give up, I can usually convince my friends to do what I want.”
6. My friends don’t make fun of me because I’m still a virgin.
7. I trust my girlfriend not to have sex with someone else.
8. Sophie is going out with an older man who gives her lots of nice clothes for sex.
9. Mahalet thinks she might be pregnant. When she calls Tesfaye, he doesn’t answer the phone.
10. I started having sex because I didn’t want to lose my boyfriend/ girlfriend.



10. Discussion Questions

1. **Think** of one great relationship you have. Are these qualities present?
2. **Let's** hear the word or phrase that explains why it is healthy.
3. **Which** qualities of healthy relationship do you sometimes find difficult to show to a friend?
4. **Do** you find any of the qualities missing or lacking in your relationships? Why?



11. Summary

- Qualities of healthy relationships are the basis for creating a happy life. Unless, we have respect for our friends, use open communication, listen to and understand each other we cannot form healthy relations.

12. Assignment

- **Ask** students to make a plan to improve their relationship with another student.



DISCUSSION WITH PARENTS

1. Introduction

The Children learn to speak by mimicking their parents at home. Early in life, the most communication we have is with our parents. When students reach high school, communication with their parents remains important. Unfortunately at this time, often parents and students stop speaking to each other in meaningful ways.

However, many parents now understand the importance of maintaining regular and transparent communication with their high school-aged children. When parents are in a hurry or not in a good mood, important issues may not get their total attention. Therefore it is important for parents to select an appropriate time for discussing sensitive subjects with their children who are HS students.



Note to Teacher: According to a recent baseline assessment on high school students Only above 1/3 of the students are exposed to HIV prevention activities in their compound.

Integration Point: Unit 3, lesson 21, A3.2, “Why Students Drop out?” Page 53.

Dear Teacher, as in Unit 3, page 53, Lesson 34 Activity A3.2, you have a sub-heading “Why Students Drop out?” where students work with a partner or in a small group to complete a table with their own views about why so many 1st year students drop out of university. The issue of why students drop out should not be left only to students because it is a concern all Ethiopians.



The Life Skill Activity entitled, “Discussion with Parents”, facilitates open discussion between students and parents. Hence, the Lesson, ‘Why students drop out’ can be integrated with the Life Skill activity and taught in about 10 minutes.

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

- **Communicate** with their parents openly with confidence on sensitive issues such as pregnancy and other reproductive health related concerns.

3. Key Messages

- **Students**, talking to your parents openly help build trust and obtain valuable advice when you need it.
- **Students**, Communicating with your parents about your feelings is not always easy or stress-free, but often it is very helpful.

4. Life Skills: Making Good Decisions

5. Materials: No special material needed

6. Planning Ahead

- Read the introduction carefully. It conveys information on how discussions with parents have a positive impact on students' decisions.
- No additional time is required to teach this activity which underpins the importance of making good decisions. The activity is a practical demonstration of how we can improve student – parent dialogue.
- If possible, invite the parents ahead of time. Or if necessary, schedule this activity on Saturday morning so it is easier for parents to attend.
- If it is not possible to invite parents ahead of time, ask other teachers or staff to act as parents.

7. Time Allotted: 10 Minutes

8. Methodology: Game and Discussion.

9. Activity Procedures

1. **Divide** the students into small groups of 3 - 4 students with 1 parent.
2. **Assign** 1 student in each group as a monitor.
3. **Each group** must pass through 4 stages.
4. **To advance** to the next stage the group must complete all the questions.
5. **Start** by asking the questions listed under Stage 1 to parents and students.



Explain

This game will help develop our communication and decision making skills. Each team will discuss all the questions in one stage before advancing to the next stage.

Stage 1: Communication: Parents and youth ask each other the following questions.

1. **Parents ask:** What was one nice thing that happened to you today?
2. **Students ask:** Was there anything new that happened to you today?
3. **Parent asks:** What is a personal value that you are very proud of?
4. **Students Ask:** In general how have the values of students changed since you were our age?

Stage 2: True or False - the monitor reads the following questions:

1. **Young people** feel loved when parents are concerned about them and ask them about their friends and school work (True).
2. **Students** do not listen to their parents (False).
3. **If students** know that their parents trust them they will act more responsibly. (True).



4. **Although** it is very important, parents and youth usually do not talk about puberty and sex issues (True).
5. **If parents** talk to their children about sex and family planning, they are encouraging them to have sex (False).

Stage 3: Parents and youths ask each other the following questions.

1. **Parent asks:** Are there many students in HS who chew khat?
2. **Students ask:** What were the risky behaviors when you were our age?
3. **Parents ask:** is there anything you would like to ask me but are a little afraid?

Stage 4: True/False- The monitor reads the following questions:

1. **One** in four secondary school students watch sexually loaded films. (True)
2. **Over** one in four male and one in ten female secondary school students are at risk of HIV. (True)
3. **Almost** every secondary school student has no sexual experience. (False)
4. **Almost** all secondary school students could say no if someone pressured them to have sex when they do not want to.

Correct Answer: One in six students is not able to say so.



10. Discussion Questions

1. *Why* do you think it's sometimes hard to discuss important issues with your parents?
2. *What* issues do you wish you could speak to your parents about but are afraid? Why is this so?
3. *Is there* something that your parents don't know about you that you would like to tell them? What is it?

11. Summary

- **Discussing** personal issues freely with parents enables students to develop openness in their future life.
- **Students** and parents who have difficulty discussing personal issues should start with easier subjects like school work and gradually build up to more difficult issues like sex.



12. Assignment

- **Explain** this activity to your parents.
- **Pick** a subject that you feel your parents would like to talk about, for example their values, and ask them several questions.

MAKING A PLAN TO LOWER MY RISK

1. Introduction

In modern society many students have ambitious life goals. In order to achieve their goals these young people must develop knowledge, skills, confidence, and need to assess their personal situation. One of the Life Skills activities is assessing personal risk; because if we understood our personal risks we can realistically begin to change our behavior. A recent study carried out in Ethiopia shows that one in four male and one in ten female secondary school students are at risk of HIV.

Many HS students are at zero or low risk. Still it is important for these students to make plan to strengthen their Life Skills in order to remain at zero or low risk as they progress through HS and university.

Note to Teacher: According to a recent baseline assessment on high school students, One-fourth of male (25%) and 12% of female secondary school students were found in “some risk” “high risk” or “very high risk” category in the HIV risk assessment.

Integration points: Unit 3, Lesson 36, A3. 4, “Self-assessment”, Page 60-61.



Dear Teacher, in Unit 3, Activity A3.4., Lesson 36 (page 60-61); you have a sub-topic “Self-assessment”, where students reflect on their own study skills and fill in the survey sheet. In exercise 2 of the same activity students review their scores, identify their strengths and weaknesses, and list at least three strengths and three weaknesses they identified. Similarly, this Life Skill activity, “Making a Plan to lower my Risk,” will help high school students understand their personal risk-level of becoming pregnant or of being infected with an STI or HIV. These two activities can be directly linked and taught together.

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

- **Take** a confidential risk assessment.
- **Compare** their risk assessment score with that of other High School students.

3. Key Messages

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

4. Life skills

- *Setting a realistic goal.*

5. Materials

- Flip chart and marker.

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



7. **Time allotted:** 15 Minutes

8. **Methodology:** Self-Assessment and discussion

9. **Activity Procedure:**

- **Ask:** Close to 1 out of 3 male students and 1 out of 5 female students are at “some risk,” “high risk” or “very high risk.” Do these figures surprise you?

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.

Note: See below

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.	
Total Score	

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 and 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!

9. Ask students to compare their risk level to the results of a HS survey in 5 Regions.

- 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-fourths 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.

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

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. *Do you think that students who are not sexually active should take this assessment? If so, why? If not why?*
2. *Based on a 2014 survey by the 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?*
3. *According to the same survey “About 2 in 5 students have watched sexually loaded films” Why is this considered “risky behavior?”*

Note to the teacher:

- *It is important that students understand that the results of their personal risk assessment will be confidential.*
- *Also students must understand that if they do not complete the risk assessment honestly, then they will not have an accurate understanding of their own risk. This is called denial.*

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 risks is an important step to fight HIV and STIs.
- **Peer pressure;** trust in your partner and alcohol can all lead to risky situations. Students who develop strong Life Skills, such as “Setting Realistic Goals” and “Boosting Self-confidence” have the necessary tools to remain at low risk.



12. Assignment

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

WHY DON'T PEOPLE CHANGE?

1. Introduction

What is change? The term “change” refers to developing a new behavior that can be either positive or negative. Everyone has a behavior that they are trying to improve. For example, some students may want to study harder; other may want to stop chewing khat.

Many people plan to change behaviors or habits in their lives, but then do not carry out their plans. For a plan to work it must be realistic. That is why one of the Life Skills this manual promotes is “Making Realistic Plans”. In order to develop a new behavior a person must also be motivated, or have a benefit that they are eager to obtain. If the benefit is important and the obstacles or barriers to change are low, then there is a good chance that the change will be successful.



Note to Teacher: According to a recent baseline assessment on high school students about 3% of secondary school students have had sex under the influence of alcohol, khat, or similar substances in the past six months.

Integration Point: Unit 5, Lesson 76, B5.4, Expressing purposes with to, so as to, in order to, for, so that. Page 125.

Dear teacher, Life Skills enable students to adapt to and deal effectively with the demands and challenges of life. In Unit 5, Lesson 76, Activity B5.4, you will teach students how to express purposes using language elements such as: ‘to, so as to, in order to, for, so that.’ The Life Skill Activity entitled, “Why don’t people change?” is convenient to teach these language elements that students will use to express why something is done or not done. Therefore, these two activities can be linked and taught together without requiring any extra time.

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

- Discuss the challenges of individual behavior change.
- Openly talk among their friends the importance of lowering one’s personal risk.

3. Key Messages

- If someone chooses to be sexually active, he/she must be faithful to each other. Having two partners at the same time is the # 1 reason that most youth are infected with HIV.

4. Life Skill Developed

- Making Realistic plans
- Being more Assertive

5. Materials Used: No special material is needed

6. Planning Ahead

- Read the activity ahead of time and have a strategy so that all students take part actively.



7. **Allotted Time:** 10 minutes

8. **Methodology:** Explanation and class discussions

9. **Activity Procedures:** Why Don't People Change?

1. **Let** students think of a bad decision or choice that they made recently.
2. **Please** read the following paragraph to your students and discuss the questions below.

“Some people drink too much and have unprotected sex even though they know that they will be at risk of becoming HIV+. Normally these people should change their behavior quickly so that they remain at low risk. Unfortunately many people don't do this.”

3. **Let's** discuss the barriers or obstacles to behavior change in the situation noted above.

Note to teacher: Possible barriers include:

The person:

- Thinks taking high risks is “cool.”
- Is young and doesn't appreciate the risk involved.
- Is dependent on alcohol.
- Is already HIV+ and doesn't care if he or she infects other people.
- Is discouraged with life and is tempting fate.

4. **After** students complete their discussion, proceed to the second statement

“Some young women have sex with sugar daddies, which is very risky”

5. **State** some of the reasons these women don't change their behavior?



Note to teacher: Possible barriers include:

The woman:

- Has no long term plans and is just thinking about today.
- Is pressured by modern culture and advertisements to have fancy shoes and the latest cellphone.
- Is in total denial of the risk involved.
- Has little self-confidence and doesn't really value her life.

10. Discussion Questions

1. *If a young woman has sex with a sugar daddy, what are the risks?*
2. *Many young women think it's absurd to risk being infected with HIV for a pair of shoes or a fancy cell phone. Others decide to take that risk. Why do you think this is so?*
3. *What is one behavior that you would like to change? Why?*
4. *What is keeping you from making that change today?*

11. Summary

People at high risk frequently want to change their behavior but find it very hard to do so. Having a strong motivation, friends who provide support and a realistic plan are all important elements of successful behavior change.

12. Assignment

Think of a friend who is engaged in risky behavior. How can you help him or her change?



THE REALITY IN HIGH SCHOOL

1. Introduction

The term “myth” refers to something that is not true but is believed by many people. Sometimes a myth is a fabricated idea designed to convince someone to do something they are not sure about. A recent survey carried out by the USAID/In-School Youth Program among 1049 high school students provides up-to-date information about their attitudes, behaviors, and skills. Many of the findings are surprising. All indicate that developing the Life Skills of HS students is a high priority.



Integration Point: *Unit 6, Lesson 96, Activity B6.8, sub-title “Making suggestions, giving reasons, and asking for explanations.”*

Dear teacher, in Unit 6, Lesson 96, Activity B6.8, you will go through the language box with students and model one or two dialogues using the expressions in the table. The activity teaches students to make suggestions, ask for explanations, and give reasons using certain phrases.

The Life Skill activity, “The Reality in High School” teaches young people about the actual situation today. Both the Life Skill activity and textbook Lesson can be linked and taught together.

2. **Learning Outcome:** At the end of this activity, students will
 - Identify and know the reality of attitudes, behaviors and skills.
3. **Key Messages**
 - Students, if you decide to have sex, discuss openly with your partner about protecting yourself from pregnancy, STIs and HIV.
4. **Life Skill Developed:** Being more Assertive.
5. **Materials:** No special material is needed.
6. **Planning Ahead:** Read the activity beforehand and make all the necessary preparations.
7. **Allotted Time:** 10 Minutes
8. **Methodology:** Classroom discussion



9. Activity Procedures

Step 1:

1. **Group** the students in teams of 5.
2. **Read** the statements below. Each team must discuss and then mark whether it is True or False.
3. **After** reading the last statement, ask if there are any groups that got all ten questions right.

The Reality: 9 Statements about High Students' Attitudes and Actions

1. **Have had sex:** 10% of 9th grade students and 20% 12th grade students have had sexual experience. (True)
2. **Risky Behaviors:** 1 out of 10 students think "it is OK to receive gifts or money for sex." (True)
3. **Risk Assessment Results:** about 1 in 5 students have watched sexually loaded films. (False)
Correct answer: the number is actually, twice as many, that is 2 in 5 students.



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." (True).
Q: Which Life Skill do these students need to strengthen?
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. (True)
6. **Attitude towards condom:** Almost 1 out of 3 students say that they could not "refuse if someone wanted to have sex without a condom."
Q: For women, which Life Skill do they need to strengthen?

7. **Low empowerment:** almost 1 out of 4 students say that they would not be able “to say to my boyfriend or girlfriend that we should use a condom.”

Q: Which Life Skill do they need to strengthen?

8. **Red Card:** close to 50% of the women who received a Red Card have used it.

Q: What was the most common reason that girls used the Red Card?

Answer: to start a conversation.

9. **Sugar Daddies:** 1 out of 6 women who received a Red Card used it to say “No” to sugar daddies. (False)

Correct Answer: the number is actually twice as much. 1 out of 3 women who received the 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.

10. Discussion Questions

1. *Which fact surprised you the most?*
2. *Why are developing Life Skills more important for students than having knowledge about HIV?*

11. Summary

1. **Students** need to understand “**the reality**” in their High School. Knowing the facts will motivate them to develop Life Skills and protect themselves.
2. **80%** of the students in HS are abstinent.

12. Assignment

Ask students to discuss how watching sexually-loaded films affects their behavior.



BUILDING SELF-CONFIDENCE WITH SUPPORT FROM OUR FRIENDS

1. Introduction

A self-confident person has the courage to speak up, discuss openly any subject, and make the right decisions.

In pursuing daily life, everyone needs the support of their friends. Resisting peer pressures, making good decisions, being more assertive are all easier if we have the support of our friends. Skills and support are the key elements of a successful transition from childhood, through adolescence into adulthood and establishing a career.



The more skills a student possesses, the more support a student has from her friends and family, the higher will be her self-esteem and the more success she will have.

Integration Point: Unit 7, Lesson 180, A7.8 “Qualifications and Skills for different jobs” page 160.

Dear teacher, Unit 7, Lesson 108, A7.8 page 160 under the sub-topic 'Qualifications and Skills for different jobs' in Exercise 1 and 2, you will assist students to look at job advertisements and then discuss a range of qualities and skills needed for each advertised position. In addition to teaching English, you may link the discussion on skills and personal qualities to how they should connect their experience with their social life.

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

- Examine how self-esteem can help build a future career.
- Explain how support from friends and family can strengthen a student's Life Skills.

3. Key Messages

- Students, If we are self-confident, we can openly discuss with others and make good decisions.
- Students, if your friends share the same values as you, you will be able to resist peer pressure more easily.

4. Life Skill Developed:

- Making good decisions
- Boosting self-confidence

5. Materials: No special material is needed.

6. Planning Ahead: Copy down each of the three scenarios so they can be given to groups.



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

8. **Methodology:** Explanation, group discussions and role-plays.

9. **Activity procedures**

Step 1: Write on the blackboard the following statement:

- Having the support of friends and family helps strengthen our Life Skills which is the key to a successful transition from HS to a job or career.



Q: Explain how the support of our friends and family make it easier to build strong Life Skills.

Step 2: Divide the students in groups of 5 - 8 students and let each group role-play one of the following situations.

Situations

Situation 1: Betty Needs the Support of her Friends

Betty and her friends want to go to Sodore to enjoy themselves on their graduation day. Except for Betty, each student has made a contribution. Betty cannot do that because her father cannot afford to provide the money she needs. Betty got angry and became very sad because she was not able to go with her friends to Sodore.

Q: What can Betty and her friends do to solve this problem?

Situation 2: Yetagasu's Father Threatens Him

Yetagesu is a member of Music and Literature club at school. However, his parents do not accept his interest in music. They have told him, "You waste your time in vain by becoming a music club member. Instead, you'd

better stick to your studies.” His father threatens to chase him out of his home unless he quits the music club. Yetagesu is afraid of his father’s threat and seeks advice from his friends.

Q: If you are Yetagesu’s friend, what advice would you give him?

Situation 3: Tezerra Wants to be Journalist

Tezerra, a grade 12 student wants to be a TV and Radio journalist. One day, their English teacher asks all students to write and present a personal adventure. Tezerra had a chance to present what he wrote. Though many students were excited with what Tezerra presented, some students laughed at him.

Q: If you are a good friend of Tezerra, how do you help him continue his interest and be successful?

10. Discussion Questions

- *How* do you feel when your friends do not support you?
- *Why* is it easier to resist peer pressure when your friends share the same values as you do?

11. Summary

- Having the support of friends and family helps strengthen our Life Skills which is the key to a successful transition from HS to a job or career.
- Having healthy self-confidence helps us to communicate better and make good decisions.

12. Assignments

- Ask each student to select one Life Skill they would like to strengthen.
- How can their friends help them do this?



JUGGLING MY LIFE

1. Introduction

The term “Juggling” refers to a keeping several objects in the air at the same time. How does “juggling” relate to ARH and HIV prevention? Students have many activities that they “juggle” or keep in the air at the same time. Students work hard not to drop any of their activities, like studying biology, or playing volleyball and spending time with friends. However, if students become sexually active before they are mature then other aspects of their life or balls that they are juggling will drop. This means that they will not be successful in their studies.



Note to Teacher: According to a recent baseline assessment on high school students, 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 9, Lesson 136, A9.3, “Choosing the best way forward” page 198.*

Dear teacher, in Unit 9, Lesson 136, page 198, activity A9.3, you have a sub-heading “Choosing the best way forward.” In exercise 2, students work with a partner to role-play a discussion or an argument about the clash between traditional culture and modern life.

The Life Skill activity, “Juggling My Life” also shows how students “juggle” traditional culture and modern life together. Most students do a pretty good job of this, but as soon as sex is added, usually several balls drop to the ground. This Lesson and the Life Skill activity can be merged and taught together for about 10 minutes.

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

- Describe the consequences of good and bad decisions
- Tell the potential consequences of decisions before they make them.

3. Key Messages

- Students, it is possible to resist negative peer pressure. Hang out with friends who have similar values to yours and respect your decisions.

4. Life Skill Developed:
Making good decisions

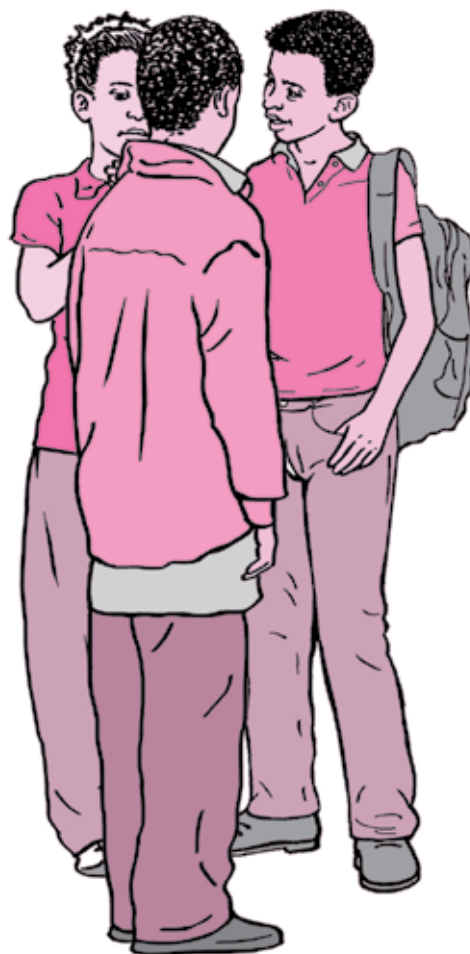
5. Materials:

- 1 Football
- 6 tennis balls



6. Planning Ahead

- Read the activity in advance and make all the necessary preparations.
- Ask the Physical Education Department of your school if you can borrow 1 football and 6 tennis balls.
- If that is impossible to borrow, prepare the balls from local materials.



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

8. **Methodology:** Group or team activity.

9. Activity procedures

Step 1:

1. **Ask** the students: What activities do you carry out in your daily life? For example, study, household tasks, spend time with friends, play football.
2. **Write** their answers on separate pieces of paper and attach them to 3 tennis balls.
3. **Write** “Pregnancy,” “STI” and “HIV” on the remaining tennis balls.
4. **Write** “Sex” on the big ball (football).
5. **Establish** a group of 8 - 10 participants and give the 3 balls that have daily life activities on them to the group members.
6. **Ask** students to hold hands and make a circle. If there is not enough space you may have to move outside the classroom.

Step 2:

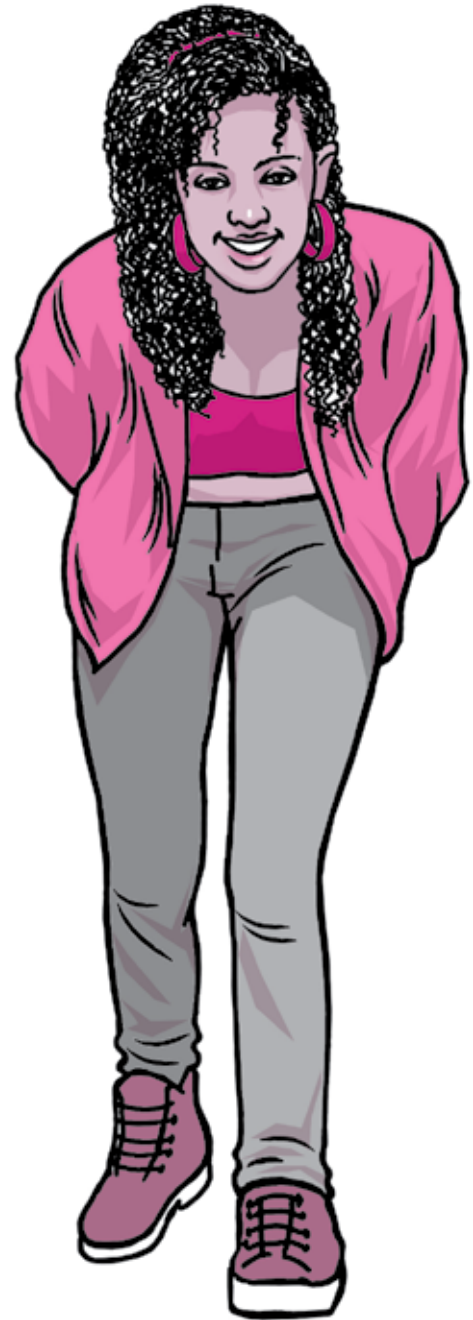
1. **A student** will give the first ball to a participant and ask her to call out the name of another student and toss the ball to her or him.
2. **The second** student should, in turn, call out the name of a third student and toss the ball to her or him.
3. **After** the first ball has been tossed to each student, add the second ball.
4. **Continue** until all 3 balls have been introduced.

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

Step 3:

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

Note: The football dropping on the floor symbolizes a mistake we have made related to sex, for example, got pregnant, broke up with your partner and are very sad, etc. When the football drops usually the others balls will also drop as students will be distracted watching the football.



5. **Finally** add the balls with “STI” “HIV/AIDS” and “Pregnancy” written on them.
6. **After** a minute or so, stop the game and ask students what happened when the “Sex” ball was introduced.

10. Discussion Questions

1. **Think** of a bad decision you made recently and explain to the class what the consequences were?
2. **How** would you change your decision if you had to make it again?
3. **Why** are the balls with “STI” “HIV/AIDS” and “Pregnancy” introduced after the “Sex” ball.



11. Summary

- Good decision-making helps youth achieve their future goals and also protects them from pregnancy, STIs and HIV.
- Good decision making is the processes of sufficiently reducing uncertainty and doubt.

12. Assignments

- Play “Juggling My life” with friends by making balls from scrap papers.
- Discuss the consequences of good and bad decisions with your friends.



WHY DOES YOUR RISK INCREASE AFTER DRINKING?

1. Introduction

We all take certain risks. Each risk has potential consequences. One student might “risk” going to a party the night before an exam. However, students have to understand that risky behavior related to sexual activity such as having unprotected sex or having two or more partners at the same time, potentially has consequences that are **much more serious** to a student’s life than other, everyday risks.



One of the riskiest behaviors that students can engage in is drinking. When students have too much to drink they will not be able to control themselves and if they have sex, they will forget about safe sex.

Many times students expose themselves to risky situations because they do not have the courage to say ‘no’ to friends.’

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

Integration Point: Unit 10, Lesson 160, B10.1 “Threats to our Future” Page 234.

Dear teacher, in Unit 10, Lesson 160, Activity B10.1, Page 234 you have a subtitle “Threats to our Future” where students discuss threats to their future. They also discuss what might be done to limit or remove possible risks these situations pose. Hence, both the Life Skill Activity entitled “Why Does Your Risk Increase after Drinking?” and the textbook Activity “Threats to our Future” can be integrated and taught together.

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

- Identify how alcohol exposes them to pregnancy, STIs and HIV.
- Discuss ways that they can resist peer pressure to drink.

3. Key Messages

- Students, day parties are risky environments where students drink and have unprotected sex. Think about your values and goals before you attend.

4. Life Skill Developed: Boosting self-confidence.

5. Materials:

- One bottle of water
- Two glasses or plastic bottles.

6. Planning Ahead: Read the activity ahead of time.



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

8. **Methodology:** Demonstration and discussion.

9. **Activity procedures**

1. **Ask** a volunteer to spin around quickly 10 times.
2. **Then** let him/her try to pour a glass of water into other glass (you can use a plastic water bottles as well).
3. **Let** other participants also try to do this.

Note: After spinning students have a hard time pouring the water from one cup to another. This represents that drinking makes it impossible for students to make good decisions.

10. **Discussion Questions**

1. **Was** anyone successful?
2. **If not**, what was the reason?
3. **What** do you learn from this exercise?
4. **Is there** any difference between spinning around 10 times and drinking? What are they?
5. **Boys** often use alcohol to get girls to have sex when they would otherwise say "No." What can girls do? What can boys do?
6. **Say** one of your good friends starts drinking a few times week. What will you do?



11. Summary

- Drinking alcohol impairs our judgment and inhibitions which, in turn, can lead to risky behaviors. The riskiest behaviors students can engage in after drinking is unprotected sex
- For young women if they drink and have unprotected sex their chance of becoming pregnant is high.
- For boys and girls, unprotected sex that follows drinking can lead to pregnancy an STI or HIV.



12. Assignments

- Think of a risky situation you have encountered? Did anything harmful happen to you?
- Think of possible risky situations around your school. What do you recommend to your friends in order to avoid them? Please explain to the class the next period.

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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