

OUR FUTURE

Sexuality and life skills education for young people



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Sexuality and life skills education for young people Grades 4-5

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4 GRADE

OUR FUTURE

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1 Working together safely

IN THIS CHAPTER

- 1.1 Hopes, fears and guiding rules
- 1.2 Trust and keeping secrets
- 1.3 Working together with respect
- 1.4 Supporting each other during puberty
- 1.5 Sexuality and life skills education

Hi. We're Taonga and Musa. We hope you enjoy this book. It's a very helpful subject, but it might feel scary at first.

In this first chapter we will talk about how we can work well together so we can all be healthy, happy and safe.



1.1 Hopes, fears and guiding rules

Sexuality and life skills education is a new subject in school. Teachers and parents want it to be helpful to pupils. We may be happy to learn about sexuality but we also have some fears. This is because it is usually a secret subject and we do not talk about it openly.

We can help the teacher to meet our hopes and remove our fears by listing them openly and planning together how to stay safe.

We will agree on some **guiding rules** for working together so that sexuality education helps us and does not harm us. Our rules will help us to practise life skills, such as listening to each other, respecting each other and working in a group to solve problems.

CLASS activities

Activity 1: Our hopes and fears

- 1 Divide into single sex and age groups. Discuss:
 - What are our hopes for learning sexuality education?
 - What are our fears about learning sexuality education?
 - How can we realise our hopes and reduce our fears?
 - Who can help us?
- 2 Present your ideas to the class, one idea per group, until all the ideas are finished. The teacher writes the ideas on the board. Here are some examples.

Our hopes	How to realise our hopes
<i>I will understand about puberty</i>	<i>Our teacher will explain openly</i>
...	...
Our fears	How to reduce our fears
<i>Others may tell my secrets</i>	<i>We will keep each other's secrets</i>
<i>My parents will be angry</i>	<i>Our head teacher will talk with them</i>

Activity 2: Agreeing on guiding rules

In every community we have rules to guide us on what to do and how to behave. We have rules at home, in school and in class for adults and children. For this reason, we also need rules to guide us as we learn about sexuality and life skills.

- 1 Get together in groups and discuss:
 - How would we like learners and teachers to behave in sexuality education?
 - What would we not like to happen?
 - What would make us feel safe and free to take part?

Write or draw your ideas for guiding rules.

- 2 Present your guiding rules, one idea per group, until all the ideas are finished. Talk about each guiding rule to make sure that you all understand it fully and agree to follow it.

- 3** Write the rules on a chart and put it on the wall. Agree to follow these rules in all sexuality education sessions. Add new rules if you need them. Remind each other if people are breaking the rules.
- 4** Copy the guiding rules into your notebooks to remind you of them.



HOME activities

Activity 1: Sharing ideas at home

Talk about sexuality and life skills education with a person you trust. Ask what hopes and fears they have about this new education. Talk together about how to solve the fears. Draw your ideas in your notebook.

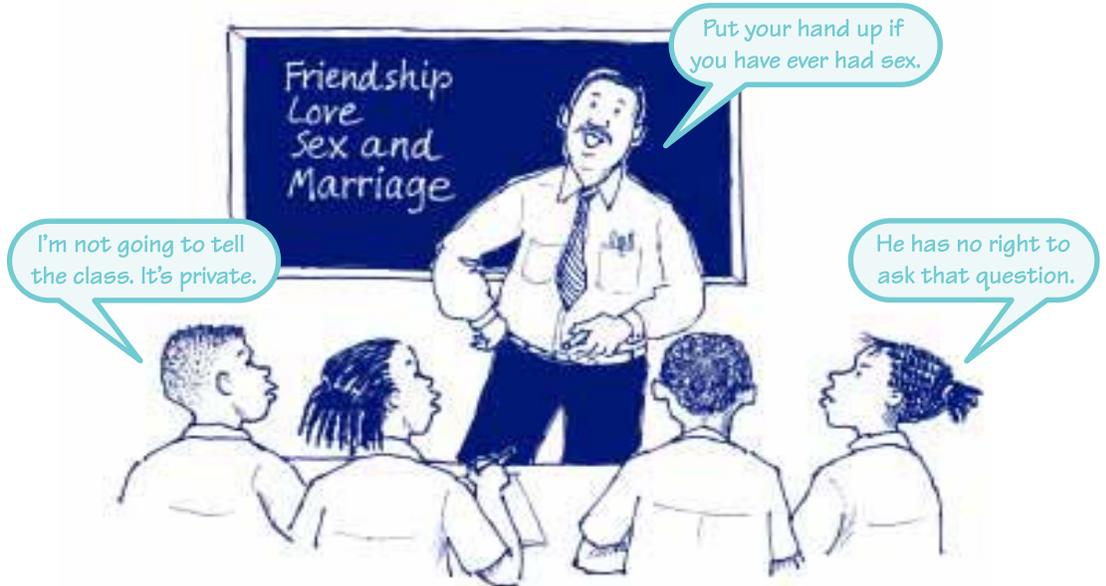
Activity 2: Making up a story

Some learners fear talking about their own lives in class because people may tell others and they may be punished or harassed. Make up a story about a pupil who talked about his or her boyfriend or girlfriend in the sexuality lesson. Think about the good and the bad things that might happen during and after the class.

1.2 Trust and keeping secrets

When we talk about sexuality, it is important that we trust each other and keep each other's secrets. This is a valuable life skill and virtue.

- Trust means being able to do what we promise to others. This includes keeping secrets, being reliable and faithful. In sexuality education it is important to trust each other and keep secrets. If we do not keep our classmates' secrets, they might be angry or hurt and they might be punished or abused.
- We can talk about our experiences **safely** by:
 - talking as if they happened to another person without giving names
 - using the expression "people like us" instead of "I/we".
- We **always** have the right to keep quiet about our own lives in discussions about sex and HIV and AIDS. We **never** have to tell friends, classmates, teachers or other adults about our sexual lives or problems unless we choose to.



- In our sexuality classes we need to take care not to share other people's secrets and harm our classmates. It is good to share the useful things we learn in sexuality education classes with our friends outside the class. But we should not share secrets about classmates.
- If a classmate has been abused or is at risk of abuse, we should take our friend to talk with a trusted adult, such as a teacher at school, to ask for their help.

CLASS activities

Activity 1: Walking blind

- 1 Work in pairs.
- 2 One of you ties a cloth around your friend's eyes so they cannot see.
- 3 Don't move until you are told to by your partner.
- 4 In pairs, get up and walk around the room, avoiding other pairs, desks and so on. The person seeing is responsible for their partner. Give instructions and tell your friend what is happening around them.
- 5 After one minute, change roles and then walk around again.
- 6 When everyone has had a turn, sit in the circle.
- 7 Ask "What have we learned?" "How will we use it in our lives?" "What does it tell us about trusting each other?"

Activity 2: Talking about a story

- 1 Read this story aloud.

Esther was worried. She had played hide-and-seek and then had sex with Mabvuto, a boy in her class. Now she had some white stuff coming from her private parts and it was itching and sore. In sexuality class she told her worries to Mary when they worked in pairs. Mary told her to go to the youth-friendly corner at the clinic for treatment. She did this and got some medicine. After a few days, she was walking home when Mabvuto jumped on her and started beating her. He shouted, "How dare you tell Mary that I gave you a disease! Now the whole class and village know and I have been punished and laughed at."

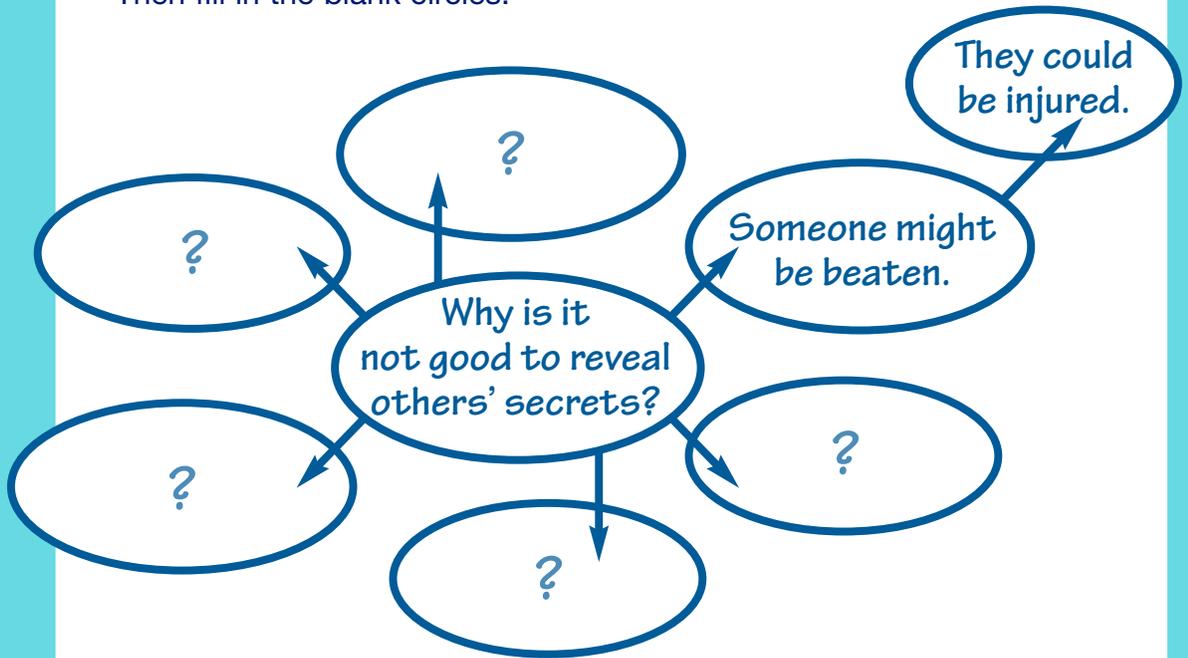
- 2 In groups, discuss these questions:
 - Who would you tell if you had a problem like Esther?
 - Why would you choose that person?
 - What were the good things about Esther sharing her problem with Mary? What were the bad things that happened? Why did they happen?
 - What would you have done if Esther had told you her problem?
 - How could Esther have got help without bad things happening?
 - What did you learn from the story? How will you use it in your own life?

3 Write in your notebooks the answers to the questions:

- How did Mary help Esther?
- What did Mary do that was not helpful?
- What guiding rule can we learn from this story?

Activity 3: “But why?” chart

1 In small groups draw a “But why?” chart to show why it is not good to reveal other people’s secrets. An example has been started for you. Ask yourself “**But why** is it not good to reveal others’ secrets?” Then fill in the blank circles.



2 Compare your answers with others.

HOME activities

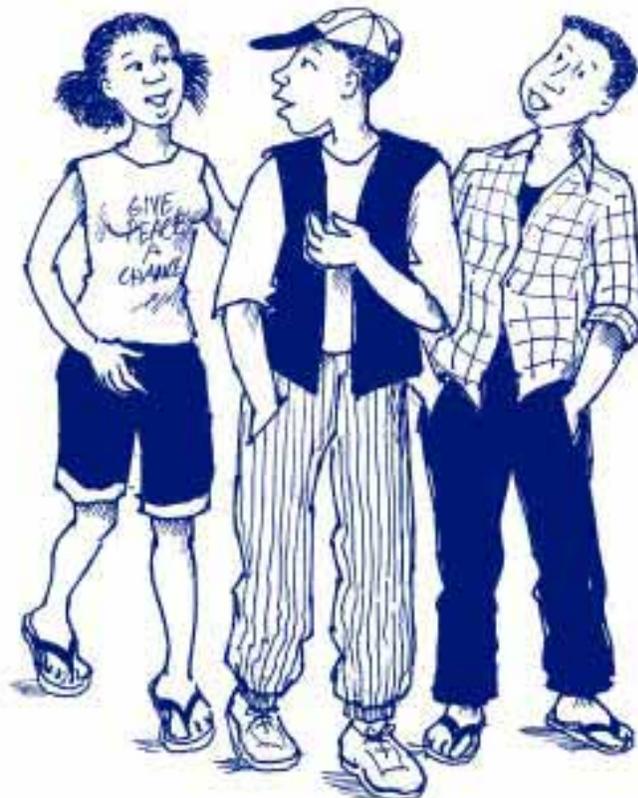
Activity 1: Making songs, poems and pictures

Draw a picture or write a song or poem to show:

- one way that you would like boys or girls to behave in sexuality education classes
- one way that you would not like them to behave.

1.3 Working together with respect

- Sexuality education will only help us if boys and girls respect each other inside and outside the class and the teacher respects the pupils. Respect is caring about everyone, whatever their age and sex, and treating them with kindness.
- Respect is loving others and ourselves. When we are respectful, we treat others as we want to be treated.
- Self-respect is not allowing others to hurt, abuse or treat us unfairly, even if they are elders. We do not have to respect people who are doing bad things.
- Respect is following the rules of our family or school to make life run smoothly. However, this does not mean accepting anything that an older person asks without questioning.
- Teachers need to respect and support pupils and protect them from bad treatment and harm. Teachers should set good examples to pupils in their behaviour.



CLASS activities

Activity 1: Pictures of good and bad behaviour

- 1 In small groups, look at the two pictures of good and bad behaviour and discuss what is happening. Then answer the questions below.

Picture 1



Questions on the pictures

- What was good and bad about the way boys, girls and the teacher behaved in the pictures?
- How do you think the girls and boys felt in Picture 1 and Picture 2?
- In the bad behaviour picture, what would you say if you were the girl?
- What would you say if you were a boy in that class?
- What have you learned from the pictures?

Picture 2



Activity 2: Snakes and Ladders game

- 1 Use the picture to play the Snakes and Ladders game in small groups.
- 2 Before you start, make a spinner. Cut a piece of card into a shape with six sides (a hexagon). Write numbers 1 to 6 on each side. Put a matchstick through the middle.
- 3 Each player puts an object on the starting square. In turn, they spin the spinner. When it stops, it will rest on one side, giving the player a number. The player then moves forward that many squares.
- 4 If they land at the bottom of a ladder, they read the words and move up the ladder. If they land at the top of a snake, they read the words, then move down the snake. The winner is the first player to reach the end.

The playing board is on the next page.

START

1 I reported an adult who proposed me

2 I teased a girl attending her period

3 I talked about my ideas on sexuality in class

4 I teased a boy with a sexually transmitted infection

5 I listened to my friend's problem

6 I explained wet dreams to my friend

7 I mocked a short, thin boy

8 I kept my friends' secrets

9 I teased a girl attending her period

10 Teacher called a girl a prostitute

11 I teased a boy with a sexually transmitted infection

12 I teased a boy with a sexually transmitted infection

13 I teased a boy with a sexually transmitted infection

14 I teased a boy with a sexually transmitted infection

15 I teased a boy with a sexually transmitted infection

16 I teased a boy with a sexually transmitted infection

17 I teased a boy with a sexually transmitted infection

18 I teased a boy with a sexually transmitted infection

19 I talked about my ideas on sexuality in class

20 I teased a boy with a sexually transmitted infection

21 I teased a boy with a sexually transmitted infection

22 I listened to my friend's problem

23 I teased a boy with a sexually transmitted infection

24 Teacher praised us for talking well about sexuality

25 I teased a boy with a sexually transmitted infection

26 I teased a boy with a sexually transmitted infection

27 I teased a boy with a sexually transmitted infection

28 I teased a boy with a sexually transmitted infection

29 I teased a girl attending her period

30 I teased a boy with a sexually transmitted infection

31 I teased a boy with a sexually transmitted infection

32 I teased a boy with a sexually transmitted infection

33 I teased a boy with a sexually transmitted infection

34 I teased a boy with a sexually transmitted infection

35 I teased a boy with a sexually transmitted infection

36 I teased a boy with a sexually transmitted infection

37 I told a girl she was dull

38 I teased a boy with a sexually transmitted infection

39 I teased a boy with a sexually transmitted infection

40 I teased a boy with a sexually transmitted infection

41 I said 'No' to sex

42 I teased a boy with a sexually transmitted infection

43 I teased a boy with a sexually transmitted infection

44 I teased a boy with a sexually transmitted infection

45 We beat a girl who was walking home

46 I teased a boy with a sexually transmitted infection

FINISH

Activity 3: Role-plays

- 1 Divide into mixed sex groups.
- 2 Some groups act out fears you have about boy, girl and teacher behaviour in sexuality education. The other groups act out how you would like boys, girls and the teacher to behave in sexuality classes. You can use the ideas on the snakes and ladders board if you want to.
- 3 After preparation, run the role plays for five minutes each.
For each role-play, ask:
 - How did the boys behave?
 - How did the girls behave?
 - How does the behaviour of boys and girls affect our sexuality and life skills lessons?
 - How did the teacher behave? Why did they behave this way?
 - How did this affect the lesson?
- 4 Add any new guiding rules to the chart on the wall.
- 5 Tell your friend one thing you will do to make the sexuality class go well next week.

Examples of guiding rules on boy, girl and teacher behaviour

- We should listen carefully to each other.
- We should not laugh at each other's ideas.
- Boys and girls should respect and protect each other.
- We should not touch breasts or private parts or propose each other.
- No bullying, sexual harassment, teasing or bad language.
- Boys should not bring down girls on their way home.
- Girls and boys should sit properly.
- Work hard and do not play with boys or girls in class.
- Boys should not take class discussion as a way of proposing girls.
- Boys should not ask for private information from girls.
- Girls should not mock boys, laugh at them or gossip about them.
- Teachers shouldn't say we are prostitutes if we discuss freely.
- Teachers should not take advantage of a pupil's situation or secrets to convince pupils to have sex.

HOME activities

Activity 1: Survey for the next lesson

- 1 To prepare for the next lesson you can do a survey, working in small same sex groups. Talk to five people of your own sex and ask them:
 - What do you most fear from girls or boys of your own age?
 - How would like boys or girls to help you during puberty?
- 2 Copy out the chart below before you start your survey. It shows some examples. Fill in the ideas you hear from the people you talk to. Use marks (“I”) to show the number of people who give the same idea.

SURVEY CHART

*This chart was done by a group of girls/boys.
We asked five girls (or boys) from Class 4:*

What I most fear from ...

BOYS	GIRLS
Being beaten I I I I	Laughing about my body I I
...	...
...	...

How I would like them to support me ...

BOYS	GIRLS
Praise me when I do well in class I I	Comfort me when I feel sad I
...	...
...	...

1.4 Supporting each other during puberty

Boys and girls can help each other to grow up safely and happily. This will help us to go on caring for each other as men and women for the rest of our lives. We can use the good behaviours of co-operation, kindness and consideration. These are called virtues.

- **Co-operation** is working together for the good of everyone. By working together we can make our community, schools and homes safe and happy. We help each other, share the work and do things that we cannot do alone.
- **Kindness** is showing that we care and doing some good to make life better for others. It is thinking about people's needs and showing love to someone who is sad or needs our help.
- **Consideration** is thinking about other people and their feelings. It is thinking about how our actions affect them and caring about how they feel. It is paying attention to what other people like and don't like, and doing things that give them happiness.

If we use these virtues during puberty, we can raise our self-esteem, avoid HIV and live with and solve our problems more easily. We should not harass, tease or bully each other.

Thank you for your *good* advice. I feel better now.



CLASS activities

Activity 1: Reporting on the homework survey

- 1 In your groups, report back what you found out from the homework survey.
- 2 Your teacher will write all the fears and good behaviours on the blackboard for both boys and girls, marking the number of people who gave the same answers.
- 3 Discuss:
 - What do boys and girls have in common?
 - What are the differences?
 - What have we learned from this survey?

Activity 2: Role-plays

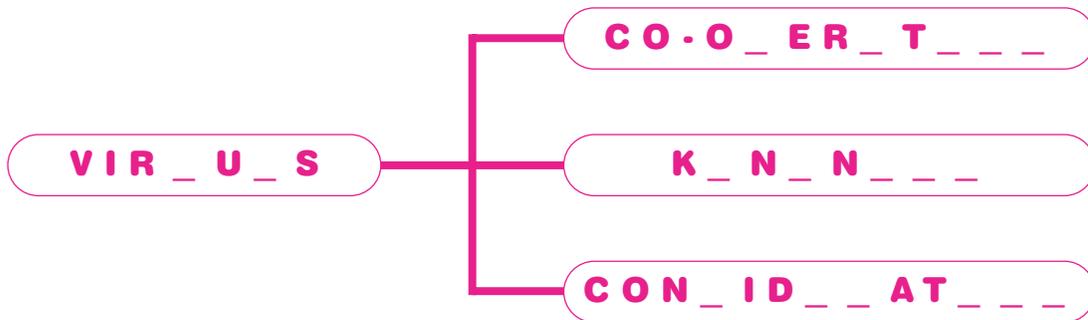
- 1 Divide into single sex and age groups.
- 2 Half of the boys' groups and half of the girls' groups prepare a role-play showing a way in which boys and girls do help each other around puberty. Show:
 - learners of the opposite sex helping each other
 - learners of the same sex helping each other.

The other groups prepare role-plays showing a way in which boys and girls do not help each other around puberty. Show:

 - learners of the opposite sex not helping each other
 - learners of the same sex not helping each other.
- 3 Present the role-plays to the class. After each role-play the teacher will ask:
 - Does this happen in our class?
 - What are the results of this way of behaving?
 - What skill and virtue is being shown or what skill and virtue would improve the situation?
- 4 Replay the role-plays where people did not help each other, but this time show how they could change to become helpful.

Activity 3: Filling the gaps

- 1 Write these words into your exercise book and fill in the gaps with **virtues** that help us to grow up happy and safe.



- 2 Now fill in the words in these sentences:

Working together for the good of everyone

is

If we only think of ourselves and bully other people, we show a lack of

Showing care and doing some good to make life better for others
is

HOME activities

Activity 1: Showing virtues

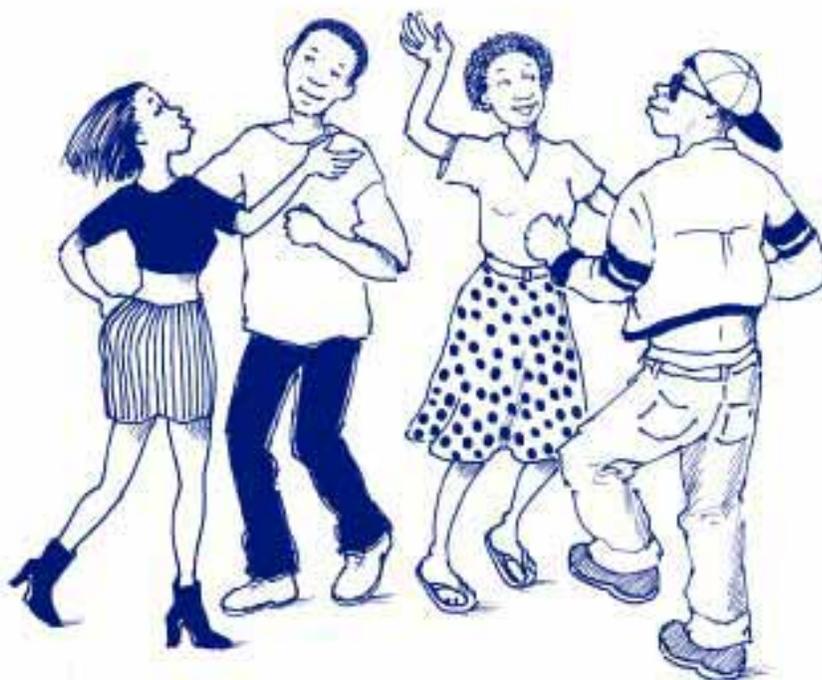
Before the next lesson, do something helpful that shows understanding, consideration and kindness to one male and one female friend in the community. Write a few words in your notebook or draw pictures to record what you did.

1.5 Sexuality and life skills education

- Schools in Zambia are teaching a new subject called **sexuality and life skills**.
- **Sexuality** is about our bodies, feelings and behaviour as girls and boys. It includes the way we dress, walk and talk, and the things we enjoy as sexual people. Sexuality is an important part of ourselves throughout our lives.
- Sexuality is not the same as sexual intercourse. **Sexual intercourse** is when a man puts his penis in a woman's vagina and they make love. This is also called "**having sex**". Sexual intercourse is the main way that HIV is passed from one person to another in Zambia.
- Boys and girls can enjoy their sexuality safely without having sexual intercourse.
- **Life skills** can help us to communicate well, make good decisions, solve problems, avoid risks and act responsibly. We need life skills to keep us safe and happy and to have a good future in all parts of our life, including our sexual life.



Young people expressing their sexuality



- In the past we learned about sexuality from the elders. Now there is a new serious infection called HIV and AIDS. We need to understand about this in order to protect ourselves. HIV is spread mainly through sexual intercourse.
- Schools are now teaching children how to protect themselves from HIV from an early age. Boys and girls used to marry when they reached puberty. Now they wait until they are older. During this time, boys and girls have strong sexual feelings. If they have sex they are in danger from HIV and pregnancy. **Sexuality and life skills education** helps us to avoid sex or to do it safely.
- Our government says that all young people have a **right to information and protection** from sickness and death. Our parents and teachers must give us correct facts about sexuality and help us to practise life skills.
- Sexuality and life skills education is about:
 - growing up
 - friendship and love
 - being a male or a female
 - how to say “No” to sex
 - expressing our sexual feelings safely
 - sexually transmitted infections, including HIV and AIDS
 - pregnancy and ways to avoid it
 - our rights and how to protect ourselves from sexual abuse.

CLASS activities

Activity 1: Showing your sexuality safely

- 1 In pairs, look at the picture on the last page. This shows young people at a dance. Discuss:
 - What do you see happening in the picture?
 - In what ways are the girls and boys enjoying their sexuality?
 - What are the good and bad things about this?
 - How do you like to enjoy your sexuality safely?
- 2 Now imagine that the dancing has finished and it is time to go home.
 - What might happen after the dance?
 - What can the boys and girls do to go home safely and avoid sexual intercourse? What life skills can they use?

Activity 2: Filling the gaps

- 1 Use these words to fill the gaps in the sentences below.

LIFE SKILLS

SEXUAL INTERCOURSE

RIGHT

SEXUALITY

- 1 is part of our lives as boys and girls and includes the way we dress, talk and walk.
- 2 Children have a to true information and protection from HIV and AIDS by the government and parents.
- 3 When we make good decisions we are practising .
- 4 is when a man puts his penis into a woman's vagina and they make love.

HOME activities

Activity 1: Prepare for the next lesson

Find out from your family what they know about human rights and children's rights.

2

Children's rights

IN THIS CHAPTER

- 2.1 Understanding our rights
- 2.2 Sexual and reproductive rights
- 2.3 Getting our rights met
- 2.4 Good touch, bad touch

In this chapter we learn about our rights as young people and our responsibilities for others.



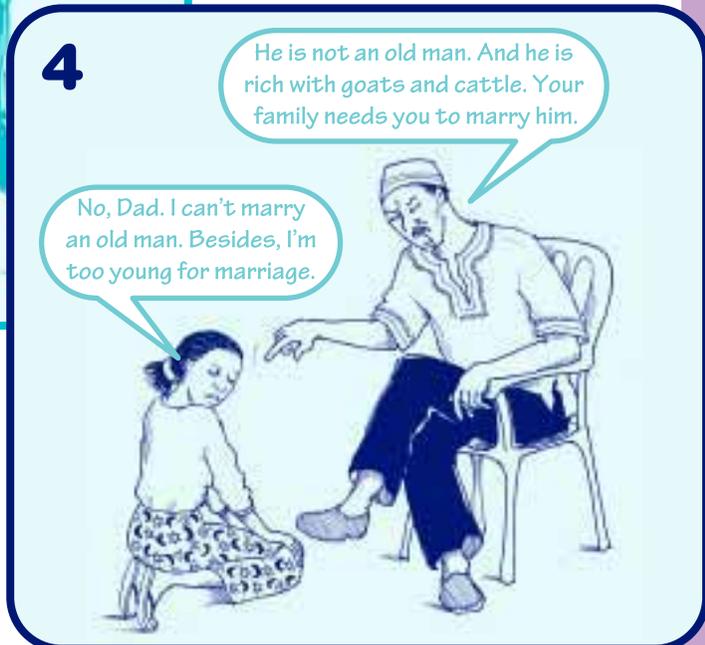
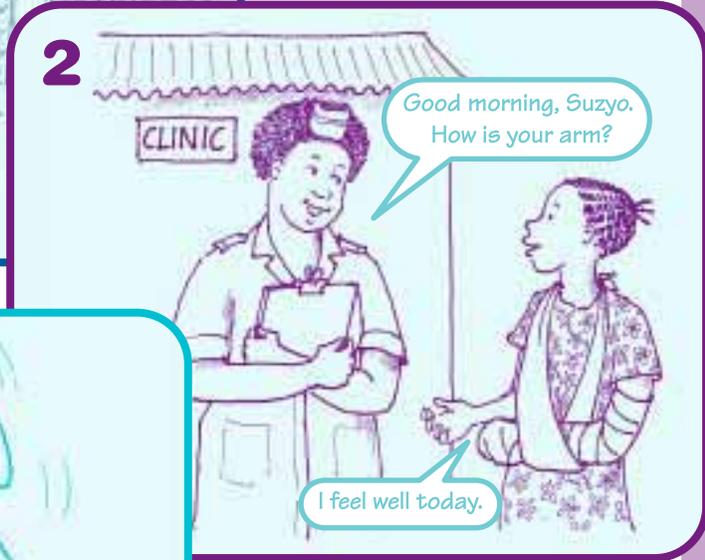
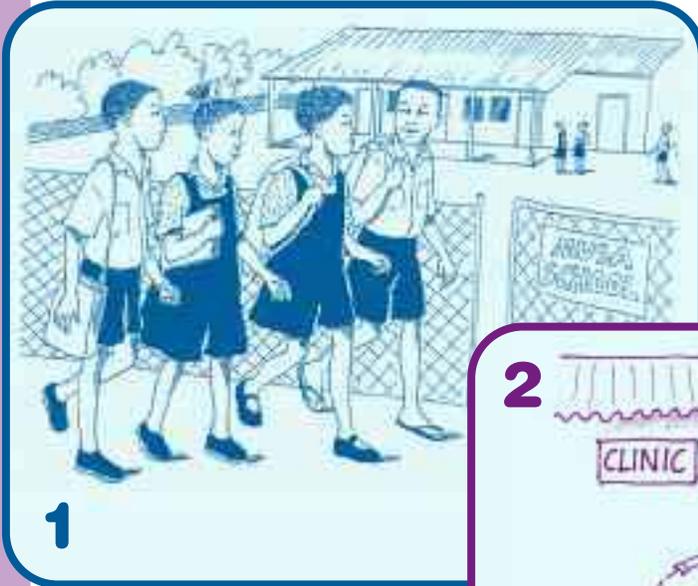
Yes, Taonga. These rights help us to stay safe and get the care and support we need.

2.1 Understanding our rights

Human rights

Human rights are about respect for everyone. They are about having our needs met, staying safe and having a say in what happens in our life. They are also about saying what we think and feel and living life as we want to, as long we act correctly and respect the needs of others. Rights tell us what we are allowed to do and the responsibilities we have for others. They tell us what information and services we should have.

CLASS activities



Activity 1: Talking about children's rights

- 1 Work in small groups. Each group discusses one of the pictures opposite.
 - What do you see happening in the picture?
 - What right is being supported or abused?
 - Do children in our community have this right met?
- 2 Create a role-play to show a situation where one of these rights is not met.
- 3 Present the role-play to the class.

Activity 2: What rights do we enjoy?

- 1 Read this passage aloud in class.

Children's rights and the Convention on the Rights of the Child

In 1989 all the governments in the world were asked to sign a special agreement called the Convention on the Rights of the Child. This talks about three main kinds of rights:

A Rights to things you need, such as a home, food, health care, places to play and learn

B Rights to be kept safe from harm

C Rights to take part in deciding how you live your life.

Under the Convention on the Rights of the Child, the government has to make sure you can enjoy all of your rights.

As you grow up you can act and think for yourself more and more. Governments and adults should encourage you to do this and also keep you safe from harm.

- 2 Write down the rights you already have under **A**, **B** and **C**.
- 3 Make a class list on the blackboard under **A**, **B** and **C**.

2.2 Sexual and reproductive rights

As you grow up your body changes to prepare itself for having children. You may find that you are sexually attracted to another person and want to get close to them. You have rights to help and protect you in these things. They are called sexual and reproductive rights. These are rights that include being able to:

- feel well and happy in your body and your mind
- have good relationships with those around you
- refuse to be forced into having sexual intercourse or other sexual activity.

As a human being, you have

The right to be as healthy as possible and to have good health care

When you visit a health centre, even if you have to go alone or with a friend, the staff should make you feel welcome, safe and comfortable. No one should turn you away, stop you from talking to a health worker or ask that you get someone else's permission.

The right to your own body

No one is allowed to touch your body without you wanting this to happen – not even relatives, teachers or others who know you well. If you are touched in a way you do not like, or if you are afraid of someone touching you, then you must tell someone you trust. Do not keep it secret, even if the person who is making you afraid has asked you to.

The right to privacy

If you tell a health worker or a teacher something you don't want anyone else to know, they should keep it a secret. But if you tell someone that you have been beaten or sexually abused, adults may need to tell others who can help you.



the following rights:

The right to be protected from harmful practices

Some practices, like early marriage, are bad for children's health and well-being. You do not have to agree to them. Government officers should help you if you are being forced.

The right to be a part of making decisions about your life and health

When people make decisions about your life, they should listen to your feelings and opinions and take them into account.

The right to learn about sexual and reproductive health

You have a right to information about how your body works, sexuality, pregnancy, contraception (preventing pregnancy), sexually transmitted infections and HIV. You also have a right to talk to friends about this.

The right to ask adults, community leaders and the government to protect and provide for you

Some ways of doing this are meeting with friends or making groups to discuss things.

CLASS activities

Activity 1: Invite a visitor to class

- 1 Invite someone from the Victim Support Unit or an NGO that deals with rights and law to come and talk with your class. Prepare questions in advance and show these to the visitor. These questions can be gathered in a question box, so pupils need not feel shy in asking about anything that worries them.

HOME activities

Activity 1: Talking about our rights

- 1 In small groups, choose **one** of the nine rights in the list below. Copy this right and the questions into your notebook.
- 2 Talk about this right and the questions with your family and friends at home. What do they think the right means?
- 3 Work with some friends to make a poster explaining this right. You will present this in your next lesson.

1 The right to be healthy and use health care services

Is the healthy clinic friendly and welcoming to children? Can we get information and services from it?

2 The right to information

Do we get the information we need to help us make decisions about our bodies?

3 The right to freedom from abuse and exploitation (being used for another's benefit)

If one of us is afraid of other children or adults, is there someone that we can ask for help?

4 The right to privacy and confidentiality (keeping secrets)

Is there someone we can trust and can talk to about secrets if we want to?

5 The right to be protected from harmful practices

Is there anything in our community that children are forced to do that they don't want to do (such as have sex for money or get married very young)? Who can help these children?

6 The right to education

Are all the children in the community going to school or are some left out? Why are they left out?

7 The right to be a part of important decisions that affect our life

Do we feel that family and friends listen to our feelings or opinions and take them into account when they make decisions about our life?

8 The right to say what we think (freedom of expression)

Can we talk to other people about things that are important to us (or do we have to keep it secret)?

9 The right to meet and talk with others (freedom of association)

Can we meet with others to discuss matters that are important to us?

2.3 Getting our rights met



Children need help and protection from the government in order to live safe, healthy and happy lives. Children can also get help and protection from parents, families, teachers, leaders, churches, communities, police and health institutions.

We can discuss this with our teachers and families. We can form groups and plan campaigns to speak about our feelings. We can bring hidden problems like child abuse into the open. Schools and communities can have trusted adults to whom children can go for help. Police stations now have special Victim Support Units that can help children who have been physically or sexually harmed or who feel afraid.

CLASS activities

Activity 1: Reporting back on home activity

- 1 Go into your groups from the last home activity. Explain your poster to the class. Present your answers to the questions about your chosen right.

Activity 2: Solving problems

- 1 In some cases there may be problems stopping children enjoying their rights. The chart below shows examples of these problems and asks questions about how to solve them.

Problem

What pupils and others can do

1 The health clinic staff send us away when we ask for help with sexual problems	Who can help us to change the way the health staff behave? What can we do? How could people organise the clinic better for the needs of young people?
2 It is hard to get information about our bodies, sexualities and friendships	Where can we get information from? Who will help us?
3 Some bigger girls and boys touch younger children in a sexual way	Who could we tell? What might happen? What can we do if adults don't believe us? Who could support us?
4 Some pupils and teachers report pupils to their parents when they talk openly about sexuality	How can we protect ourselves from this?
5 If children are afraid of what another child/adult is doing to them, they don't know who to tell	Who could we tell? What might happen? What can we do if they don't believe us? Who could support us?
6 Some boys have to leave school to herd cattle	What can we do about this? Who can help?
7 Some girls are forced to get married to older men	How can we stop this happening? Who can help us?
8 Girls may be treated badly on initiation courses	How can the course be changed? Who can support the change?
9 Teachers propose sex to pupils	Who can pupils report this to? How can they answer the teacher?

- 2 Go into nine groups. Each group will discuss one of the problems. Talk about what people can do to solve the problem and who can help.
- 3 Share the results of these discussions with the whole class.
- 4 For each problem, name one person or place that you could go to for help.



Please can you advise me.
I don't know what to do.

Activity 3: Role-play talking with an adult

- 1 In your groups, practise describing your problem (from Activity 2) to an adult. Some of you act as the children and others act as the adult – for example, a teacher or health worker.
 - How do you explain the problem and what you would like to happen?
 - The teacher will choose some of your role-plays to show to the class.

Activity 4: The story of Mutinta

- 1 Read the story of Mutinta aloud.

Mutinta lived with her Auntie Lombiwe. Whenever she wanted to eat, her auntie would tell Mutinta that she never bought food for the home. She stopped school and started begging for food in the streets. One day a very rich man promised that he would give her lots of money. He took Mutinta to a guest house. Mutinta was raped. After one week she found she had a disease in her private parts.

2 Answer these questions:

- What right was being denied to Mutinta by her aunt?
- Where could she have gone to report the rape?
- Where can she go for treatment of the disease?
- What should happen to her aunt?
- What should happen to the man who raped her?

3 Draw the diagram below in your notebooks. In each box draw or write one person or place where Mutinta could go for help with her problem.

Getting help for Mutinta



HOME activities

Activity 1: Talking with adults

Choose one of the problems that you feel is a real difficulty for children in the community. Have a conversation with two adults about this problem. Tell them about children's rights. What do they say? Write this in your notebook.

2.4 Good touch, bad touch



Good touch



Bad touch

Most people like to be hugged by people they know and love. Babies are happier when they are cuddled and stroked. Even animals like to be patted. But sometimes being touched can make us feel uncomfortable. Some parts of our body are private and it is not right for anyone to touch these parts unless we want them to.

- If an adult or older child touches a child's private parts in a sexual way, this is wrong. It is called sexual abuse.
- Children can feel afraid even if they are touched on other parts of the body like the face (not their private parts). This is also bad.
- Some children are touched in a bad way by someone they know, like a relative or a teacher, or by older children.
- Even if someone says "I love you", and buys things for the child they touch, any kind of sexual touch between an adult and a child is wrong.

- Children who are sexually abused may be afraid to talk about it. The abuser usually tells them to keep it a secret and that something bad will happen if they do not.
- Children can feel ashamed about sexual abuse. They can feel it is their own fault and that no one will believe them. They may fear that the adult will hurt them more if they tell.
- Children **must tell** a trusted adult if sexual abuse happens to them. Sexual abuse is **never** the badness of the child. It is **always** the badness of the person doing it.
- In Zambia, the Victim Support Unit helps children who have been abused or even children who are afraid of being abused.



Good touch



Bad touch

CLASS activities

Activity 1: Body maps

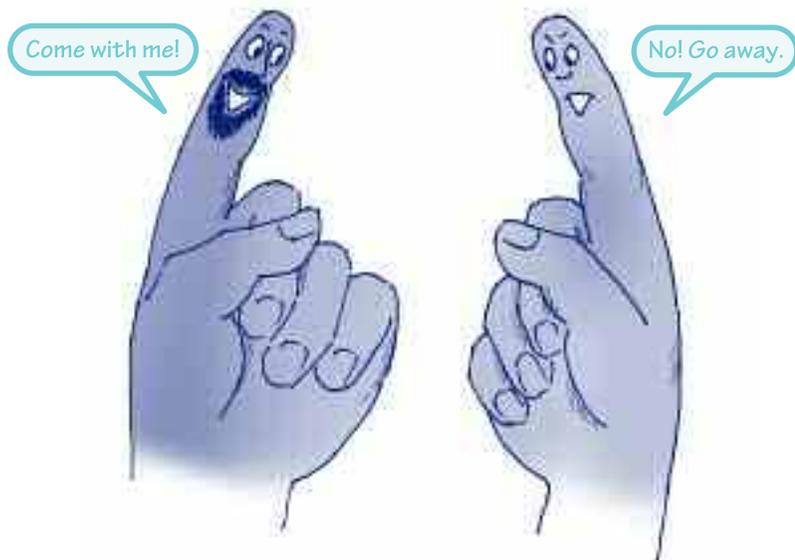
- 1 Draw the body map below in your notebook, female for girls, male for boys.
- 2 Draw a criss-cross pattern to show the parts of the body you feel happy for family, friends and others close to you to touch:
 - to show love
 - to get your attention
 - to give you something.
- 3 Draw a shaded pattern to show the parts that friends or family do not touch now that we are growing up. These are sometimes called our private parts.
- 4 Show your drawing to a friend.



Activity 2: Saying “No” to bad touch

It is helpful for children to practise saying “No” if someone is trying to touch them in a bad way.

- 1 In the whole group, talk about what children could say and what they could do if they are touched in a way they do not like. Here are some ideas:
 - I feel bad when you touch me like that.
 - Stop touching me. It is not right.
 - Do not touch me. Leave me alone.
 - My body belongs to me. It is not yours to touch.
 - If you touch me like that, I will tell my brother, mother, father, teacher, etc.
 - Stop that! I do not like it.
 - Stop that! You don’t have the right to do that.
- 2 Using a pen, draw on your fingers a head like the ones in the picture below.
- 3 Imagine that one finger is a child and the other a person who wants to touch the child in a bad way. Practise what the child could say and/or do.
- 4 Show your ideas to a friend.
- 5 Using your finger puppets, one of you act the part of the person doing the bad touching and the other one act the child.
- 6 If you want to, show your finger puppet play to your classmates.



Activity 3: Fire, fire!

If asking the person does not work, then children can scream, shout “Fire!” and run. People will take more notice of you if you shout “Fire!” You must also tell someone you trust why you were afraid and shouted “Fire!”

- 1 In your pairs, act out the bad touch scene again with your finger puppets. This time, shout “Fire!” and run away.
- 2 The teacher finishes the lesson by telling you about the Victim Support Unit.



HOME activities

Activity 1: Talking about growing up

- 1 Talk to an older brother or sister or a cousin of the same sex as you.
Ask:
 - What did you enjoy and feel happy about when you were growing up?
 - What did you feel unhappy about and find difficult when you were growing up?
- 2 Write down notes about this and bring it to your next lesson.

3

Growing up

IN THIS CHAPTER

- 3.1** The joys and problems of growing up
- 3.2** Physical changes at puberty
- 3.3** Female sexual and reproductive system
- 3.4** Male sexual and reproductive system
- 3.5** Menstruation
- 3.6** Wet dreams



It's exciting growing up, but it can be confusing too. It's good to get clear information.



In this chapter we learn how our bodies change during puberty. We don't need to feel shy or worried.

3.1 The joys and problems of growing up

Puberty is a time of change, with happiness and worries or sadness. The more we know about what happens and what to do during puberty, the better we will be able to enjoy growing up and solve any problems. This poem tells us one girl's feelings about growing up.

A poem about growing up

My heart bleeds
 When I see my body changing
 And I ask myself
 What is this I am seeing?
 And someone told me
 That I am growing up.

Growing up, growing up.
 How happy I am to see
 Breasts growing.
 How happy I am to reach puberty stage
 And when I see an adult pass by
 I look in the mirror
 Hoping to see myself
 Growing up into an adult immediately.
 I feel good to grow up
 and one day become a parent.
 Oh God! I cannot blame you.
 It is a blessing to grow up.

CLASS activities

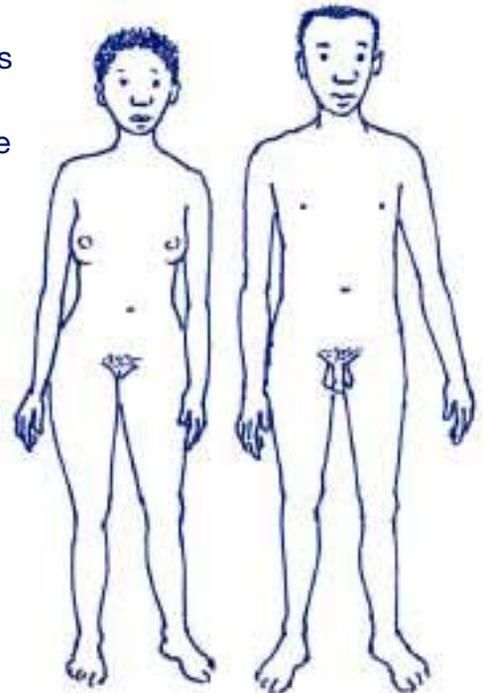
Activity 1: Drawing our joys and problems

- 1 Divide into single sex and age groups. Each person has two pieces of paper and a crayon.
- 2 On separate pieces of paper, draw one happy thing and one problem with growing up.
- 3 Arrange the pictures in the centre of the group and talk about them.
- 4 Put happy pictures on one side and problems on the other side.
- 5 Make a list of happy things and problems in your notebooks.

3.2 Physical changes at puberty

Puberty is the time during which a child grows into an adult. Our body, mind and emotions change at this time and the way we mix with others also changes. Puberty starts around 11 years and finishes about 18 years. Some people start earlier and some later. This is all normal.

- Both **boys and girls** grow faster during puberty and their bodies change shape. They often get pimples. They sweat more and the sweat smells differently. Pubic and underarm hair grows. Their behaviour also changes and sexual feelings begin.
- **Girls'** breasts and sex organs grow. Their hips become broader and their waist smaller. The ovaries start to produce eggs. Once a month, blood starts coming out from the vagina and this is called **menstruation**. A white liquid may come also from vagina.
- **Boys'** voices become deeper and their shoulders become wider. Their chest grows bigger and their stomach becomes flatter. The penis and testes grow and sperm starts being produced. Facial hair grows. Boys may start having wet dreams.
- **Boys and girls** often worry that their bodies are not normal as they are growing up. They fear that their breasts or penis are too big or too small and their pubic hair too much or too little. There is no ideal size for body parts, as we are all different.
- The chemicals that make these changes happen are called **hormones**. The rise in the amount of hormones can change girls' and boys' behaviour and feelings as well as their bodies. This is alright and good.
- **Physical changes** happen faster than the **changes in the mind** and the way we mix with others. A boy or girl might be able to make a baby, but they are not yet ready to look after it. They may love each other, but are not yet old enough to make a good marriage.

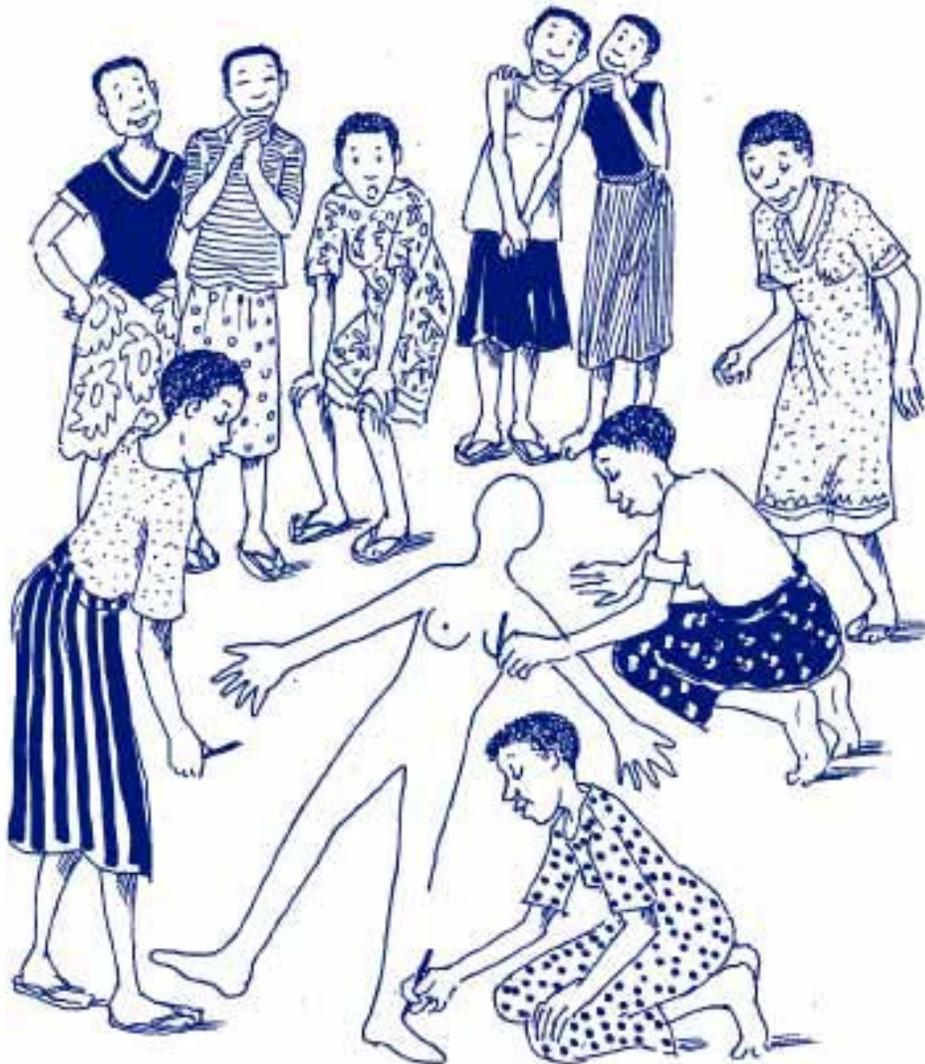


CLASS activities

Activity 1: Body mapping

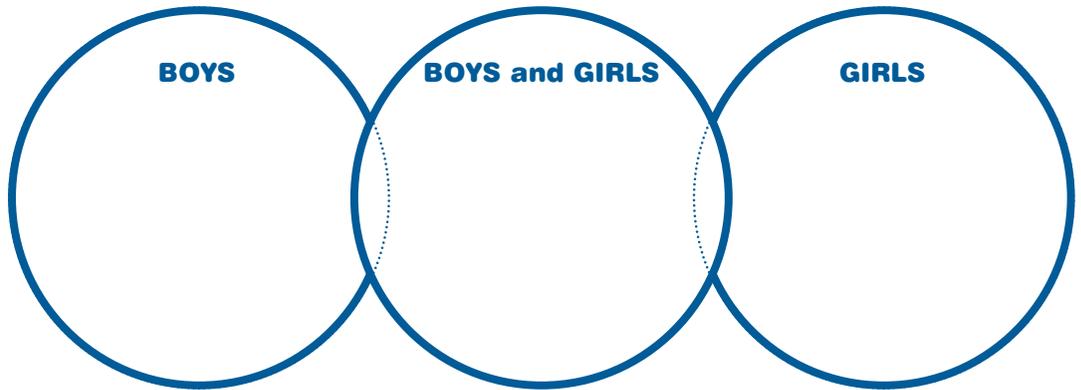
- 1 In separate groups of girls and boys, draw an outline of the body of a person the same sex as you.
- 2 Mark on the picture all the changes that you have noticed happening in your body or others of the same sex as you started to grow up.
- 3 Agree on what words you will use for different parts of the body, and label the picture.
- 4 Put the pictures up and show them. Add any changes that are missing.

The picture below shows some pupils drawing a body map.



Activity 2: Changes in girls and boys

Copy these circles into your notebooks. Fill in the changes in our bodies at puberty in the circles, using the lists below.



Voice becomes deep
Bigger chest
Development of breasts
Wider shoulders
Flat stomach

Pubic and underarm hair
Hips broader
Waist smaller
Wet dreams
Menstruation
Ovaries produce eggs

Testes produce sperm
Beard grows
Pimples
Sweat smells different
Sexual feelings

Activity 3: Using a question box

- 1 Think of a question you have about puberty. Write it on a piece of paper, without adding your name, and put it in the question box.
- 2 In class, read out the questions and discuss the answers.

HOME activities

Activity 1: Talking with an adult

Talk to a person who teaches young people of your sex about puberty in your community. Ask:

- What do you teach girls or boys about the physical changes in puberty and how to cope with them?
- How do people in the community help young people's puberty to happen well, so that they feel happy and confident?

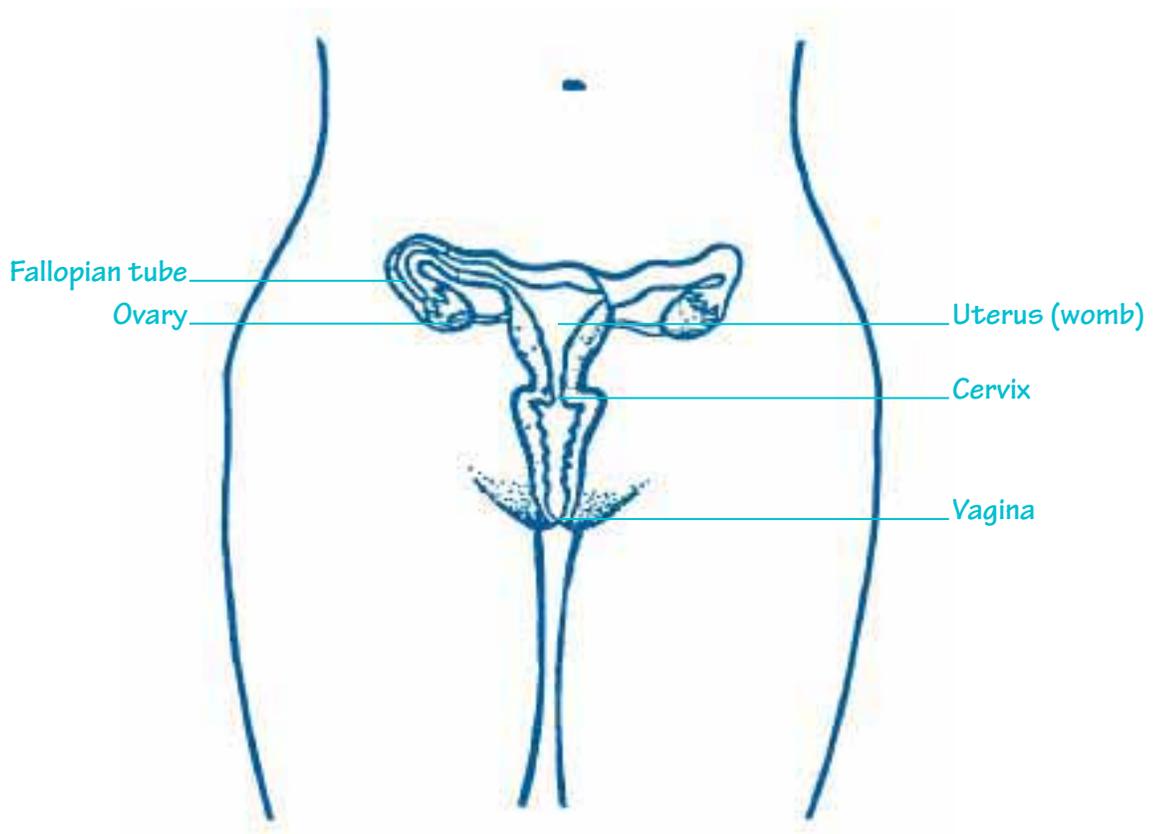
Ask the person if they can help you with any other worries.

3.3 Female sexual and reproductive system

We need to talk about and learn how our sexual and reproductive organs work so that we can stay healthy and protect ourselves from harmful sexual activity. These organs are the same as any other body parts and there is no need to feel shy talking about them. We can use the name for each organ that we feel happy with, so long as we all understand what we mean. We need to learn the English words so that we can talk easily with health workers if we need to.

Look at the different names for the female reproductive organs that you can see in the picture below.

Female reproductive organs



The chart below lists the female sexual and reproductive organs and what they do in the body.

Female sexual and reproductive organs

Name and what it is	What it does
Vagina <i>A tube inside the body that has a very small opening into the uterus and opens between the legs.</i>	<ul style="list-style-type: none">● Penis goes inside the vagina during sex and puts sperm into the vagina.● Babies come out through it at birth.● Menstrual blood leaves the body through it.● The vagina is separate from the anus, the hole through which faeces come.
Clitoris <i>Small “bean” inside the inner lips in front of the urine tube.</i>	<ul style="list-style-type: none">● Touching the clitoris gently increases sexual feelings and pleasure.
Labia minora <i>Inner folds of skin around entrance to vagina.</i>	<ul style="list-style-type: none">● Protects the entrance to the vagina and urine tube (urethra), which is in front of the vagina.
Uterus or womb <i>Bag at the top end of the vagina.</i>	<ul style="list-style-type: none">● Every month the womb prepares itself for a baby by making a thick lining. If there is no baby, the womb throws away the lining when the girl has her period.● The baby grows in the womb during pregnancy.
Fallopian tubes <i>Two tubes connecting the ovaries to the womb.</i>	<ul style="list-style-type: none">● One egg travels along the tube from the ovary to the womb every month.
Ovaries <i>Two sacks on each side of the womb.</i>	<ul style="list-style-type: none">● Store about 300,000 eggs and take it in turns to send one each month to the womb.
Eggs <i>Tiny cells inside the woman’s ovaries.</i>	<ul style="list-style-type: none">● After sex, an egg joins with sperm at fertilisation to make a baby.

CLASS activities

Activity 1: Filling the gaps

- 1** Your teacher will draw a picture of a woman's body with some parts missing on the blackboard. Copy the picture into your notebooks. In single sex pairs, fill in the missing parts.
- 2** Add the parts outside the body that are to do with making babies. Add the names of each organ.
- 3** Add the parts inside the body used for making babies, and name them.
- 4** Talk together about what each organ does in making a baby.
- 5** Volunteer to complete the picture on the blackboard and add the names you would like to call the parts.
- 6** In the whole class, discuss what each organ does in making a baby.
- 7** Discuss how knowledge of our sexual and reproductive organs can help young people to avoid HIV and pregnancy.

HOME activities

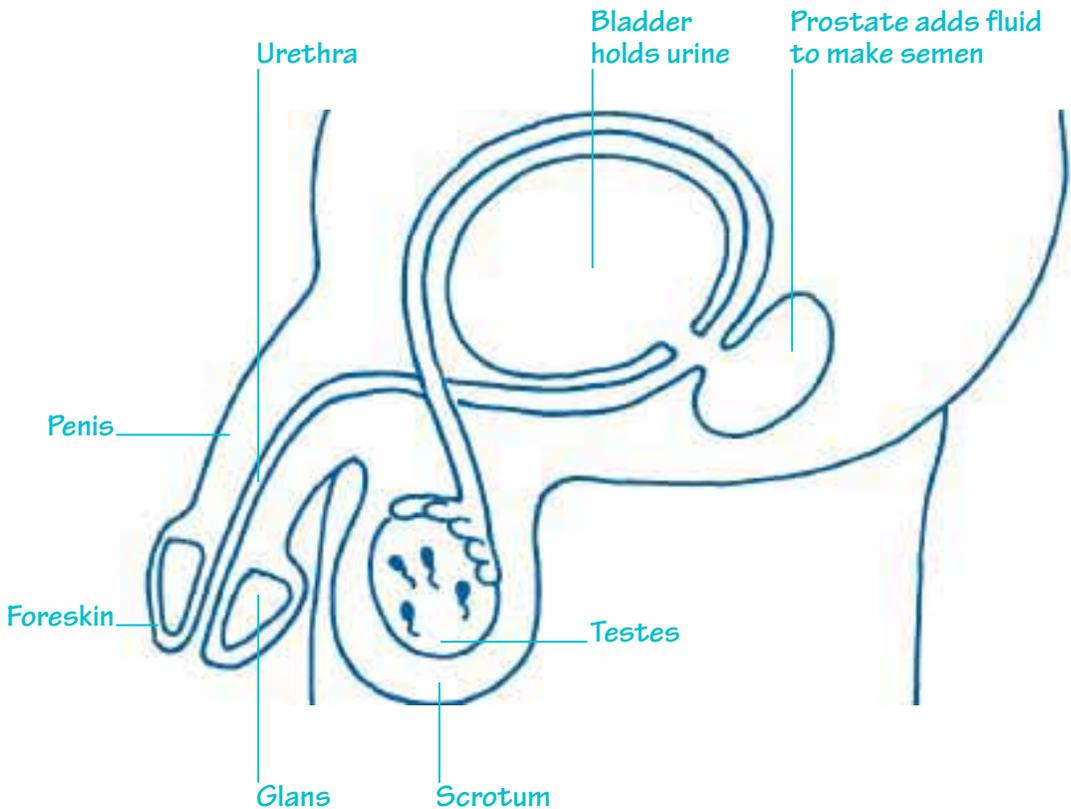
Activity 1: Making a picture

Draw and label a picture of the female reproductive organs. Write what each organ does in your notebook in a simple way that a child in Grade 2 could understand. Make up a song or poem to help you remember.

3.4 Male sexual and reproductive system

We also need to understand about male sexual and reproductive organs and how they work. Look at the names on the picture of the male reproductive organs below.

Male reproductive organs



The chart below shows the male sexual and reproductive organs and what they do in the body.

Male sexual and reproductive organs

Name and what it is	What it does
Penis <i>Male sexual organ.</i>	<ul style="list-style-type: none"> ● The erect penis is placed in the vagina during sexual intercourse. ● At orgasm the male ejaculates (reaches) and semen spurts out. ● Also contains tube used for passing urine.
Foreskin <i>Skin covering tip of uncircumcised penis.</i>	<ul style="list-style-type: none"> ● Protects tip of penis. ● Important to wash under foreskin carefully because germs, including HIV, can stay there and get into the body.
Scrotum <i>Bag that hangs between the legs behind the penis.</i>	<ul style="list-style-type: none"> ● They contain the testes.
Testes <i>Two balls inside the scrotum.</i>	<ul style="list-style-type: none"> ● They produce sperm and sex hormones. They store sperm.
Semen <i>Milky, sticky liquid that comes out of penis when man releases.</i>	<ul style="list-style-type: none"> ● Contains sperm, which fertilise an egg to make a baby.
Sperm <i>Tiny cells contained in semen. Too small to see.</i>	<ul style="list-style-type: none"> ● Millions of sperm go into the semen each time a male releases. ● They swim into the womb and, if one of them fertilises an egg, a baby is made.
Urethra <i>Tube with hole at end of penis.</i>	<ul style="list-style-type: none"> ● Carries urine from the bladder to outside. ● Semen also passes out of this tube.
Anus <i>Hole at the end of the back passage.</i>	<ul style="list-style-type: none"> ● When you go to the toilet, faeces come out through this hole.

CLASS activities

Activity 1: Filling the gaps

- 1** Your teacher will draw a picture of a man's body with some parts missing on the blackboard. Copy the picture into your notebooks. In single sex pairs, fill in the missing parts.
- 2** Add the parts outside the body that are to do with making babies. Add the names of each organ.
- 3** Add the parts inside the body used for making babies, and name them.
- 4** Talk together about what each organ does in making a baby.
- 5** One pupil can volunteer to complete the picture on the blackboard and add the names you would like to call the parts.
- 6** In the whole class, discuss what each organ does in making a baby.
- 7** Discuss how knowledge of our sexual and reproductive organs can help young people to avoid HIV and pregnancy.

HOME activities

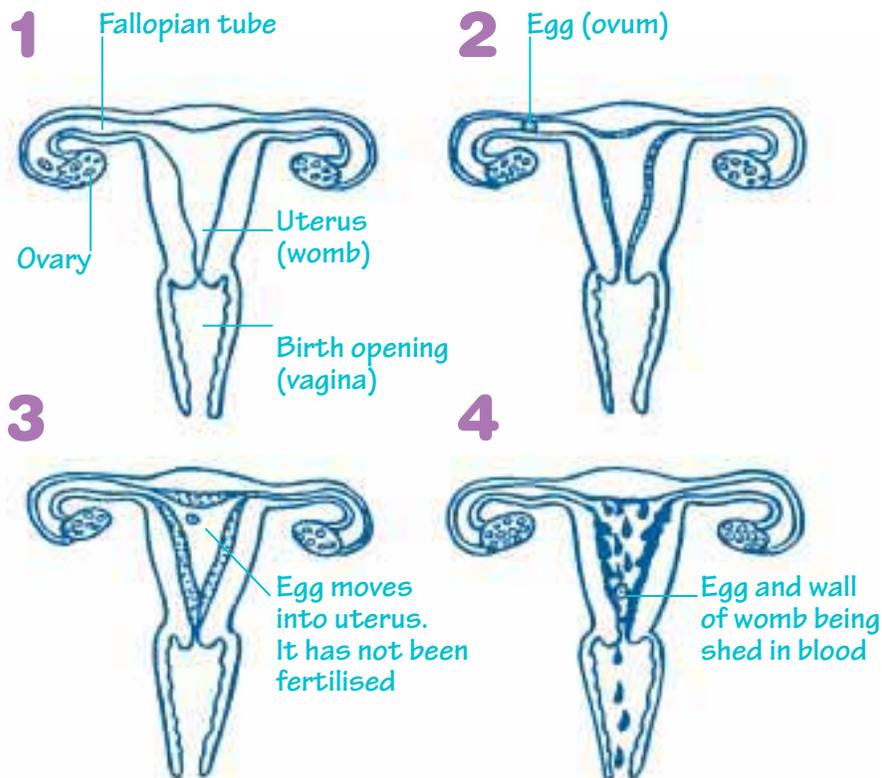
Activity 1: Making a picture

Draw and label a picture of the male reproductive organs. Write what each organ does in your notebook in a simple way that a child in Grade 2 could understand. Make up a song or poem to help you remember.

3.5 Menstruation

What is menstruation?

- After puberty, girls and women bleed through the vagina every month for three to six days. This bleeding is called “attending monthly periods” or “menstruation”. It is normal and healthy. It shows that a girl is becoming a woman.
- Girls do not have to have sexual intercourse to start having their periods. Virgins mature and start their periods in exactly the same way as girls who have had sex.
- Periods mean that a girl can become pregnant, but **only** if she has sexual intercourse.
- Most girls start attending their monthly periods between 10 and 16 years of age. It is normal for girls to start at different ages.
- The periods start because at puberty the brain produces **hormones** or chemical messengers that tell the reproductive organs what to do.



Why does menstruation happen?

- Girls are born with thousands of tiny **eggs** in their two **ovaries**. Each month, one egg becomes ready and leaves the ovary. This is caused by hormones. It is called **ovulation**.
- The egg goes down the **fallopian tube** to the **womb**. The womb wall becomes thick like a nest, ready to house a baby.
- If the girl has sexual intercourse, the egg may join with a **sperm** to make a baby. The baby grows in the wall of the womb for nine months.
- If the egg does not meet a sperm, the womb wall breaks down. It leaves the body through the vagina as blood in the **monthly period**, with the egg.
- A girl can get pregnant at **any time** during the menstrual cycle.
- A girl can get pregnant **before** she starts to menstruate because she releases an egg before she sees her first period. If she has sexual intercourse at that time, she can get pregnant.
- Menstruation stops when a woman is pregnant. It starts again some time afterwards.

Looking after ourselves during menstruation

- Some girls have pain during menstruation as the muscles of the uterus break down the uterus lining. Exercises, deep breathing, rubbing the tummy and back, and painkillers can help to stop the pain.
- Girls keep themselves clean during menstruation by using something to catch the blood:
 - **Cloths** – *change these frequently, clean them with salt or lemon juice, wash them well and dry them in the sun. Wear them when they are still hot from the sun.*
 - *If girls use **toilet roll**, they should take care that bits are not left in the vagina, because they can cause infection.*
 - **Sanitary towels** – *these are special towels made out of cotton wool. Girls may also use pieces of cotton wool but should be careful that bits do not stay in the vagina.*
- It is important to wash at least twice a day during periods.
- Girls should drink a lot of water and eat foods such as beans, green vegetables, peas, meat and fish during their periods, to replace iron lost in the blood.
- It is normal for some girls to feel moody and down just before their periods begin.

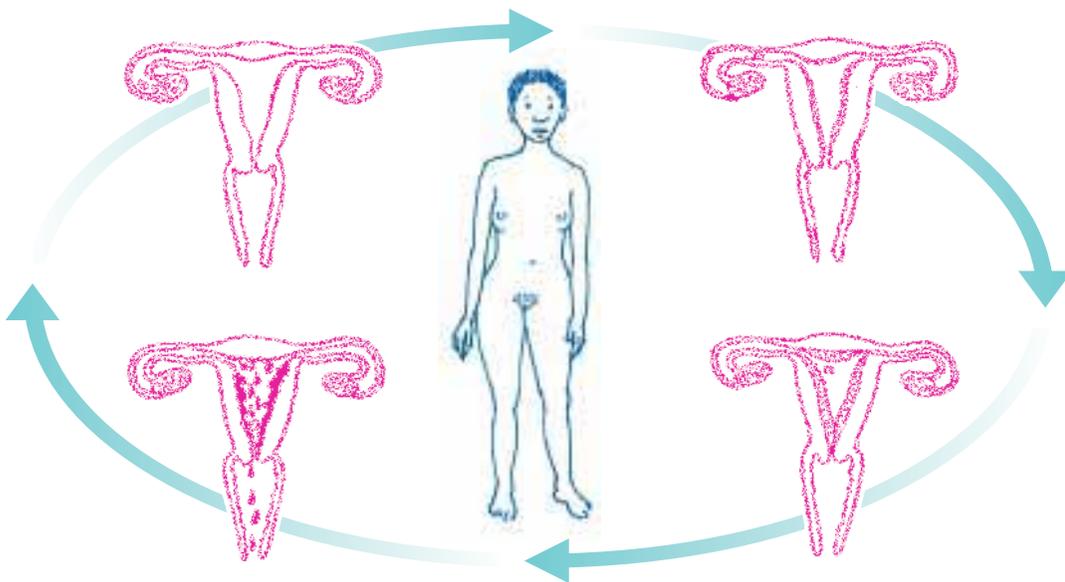
CLASS activities

Activity 1: Why do girls have periods and what happens?

- In single sex groups, discuss:
 - What happens when a girl attends her monthly periods?
 - Why does it happen?
 - What does it mean for girls and boys?
- Copy the picture of a girl's reproductive organs. In your group, talk about what happens during the monthly cycle. Draw your ideas on the picture.
- Each group presents their ideas and picture. Your teacher will explain more to make everything clear.

Activity 2: Match words to the picture

- Look at the words below. Write each word on a separate piece of paper. Mix up the words and hand them out to your friends.
- Now arrange the words in the right order around the picture, to show what happens during a monthly menstrual cycle. Take it in turns to explain what happens at each step.



Blood goes out through the vagina

Hormone acts on ovaries

Egg goes down tube

No baby

Womb lining grows

Egg leaves ovaries

Lining breaks down

New egg forms

Activity 3: Problems and worries about menstruation

- 1 In single sex and age groups, list down your questions, worries or problems about menstruation. Agree which of these worries or questions you want to learn about in this lesson.
- 2 Write your worry as a group in a question, problem statement or letter.
- 3 Exchange this with another group. How would you help a person with the other group's worry?
- 4 Each group presents the worry and their answers to it. Other pupils add to these and the teacher corrects any misconceptions and adds more information.



HOME activities

Activity 1: Talking with others at home

- 1** Girls can ask an *alangizi* (a woman who advises girls about puberty) and their parents or guardians how they are helping girls to manage menstruation. The girls could say what they would like to do to improve things.
- 2** Girls can share their knowledge about menstruation with other girls at home.
- 3** Boys can find out what problems the girls in their families face during menstruation. They can look for ways to help solve these problems.

Activity 2: Preparing for the next lesson

- 1** We have learned how girls start to menstruate at puberty. Boys' organs also grow and get ready to produce babies. In the next lesson we shall learn about wet dreams, which show that boys are growing up. Talk to a friend or brother to find out what signs they think show a boy is growing up.
- 2** Either alone or in pairs, find out from three people what they know and believe about wet dreams. Find out from one older person (such as an elder), one family member and one friend. Write notes about your findings.

3.6 Wet dreams

What are wet dreams?

- When a boy reaches the age of about 12, the male sex hormone or messenger is produced and tells the testes to start producing sperm.
- The sperm pass through a long tube to the prostate, where it is mixed with a milky liquid to become semen. This is stored until it comes out through the penis.
- Semen comes out in quick, short bursts. This is called ejaculation.
- Sometimes a boy's first ejaculation happens at night when he is asleep. This is called a wet dream and the boy may have a sexy dream when it happens.

Wet dreams are normal

- Some boys have regular wet dreams and others hardly ever have them. Both are normal. Wet dreams can continue into young adulthood.
- Wet dreams are the body's way of practising for making a baby. They are normal and not a disease.
- A boy should not feel shy or worried about wet dreams. They are a sign that he has reached puberty and his reproductive organs are working well.
- Wet dreams do not mean that a boy should start to have sexual intercourse. It is safer to let wet dreams take care of sperm production until boys are mature enough to have a safe, caring sexual relationship.
- Ejaculation means that a boy is capable of making a girl pregnant. It does not mean that he is ready to become a father.
- Girls can also have sexy dreams and some might find that they are wet between their legs at these times. This wetness is made in the vagina. When the girl is mature or grown up, it will protect her vagina during sex. Sexy dreams may happen to some girls and not others as they grow up. Both are normal.

CLASS activities

Activity 1: Letter to auntie

- 1 Read this letter from Chipili to his aunt.

Dear Auntie

I am now 13 years old. Last week I woke up with a wet patch on my bed. It smelled funny and I noticed that it was on my penis too. I remembered that I had a sexy dream about a girl in my class. I wanted to touch her body! My older brother noticed the wet patch and laughed at me. He said that the only way I can stop this happening is to get the girl to agree to have sex with me. Now I am afraid. Can you help me?

Chipili

- 2 In pairs, discuss and then write down or act a reply for Chipili.
- 3 In the whole group, read out or act and discuss some of these replies.



Activity 2: True or false

- 1 Answer “True” or “False” to the following statements and explain your reasons to your friend:
 - If a boy ejaculates in wet dreams, he is not abstaining.
 - A boy who has wet dreams should start to have sexual intercourse.
 - Wet dreams mean that you are having sexual intercourse with a ghost.
- 2 Share your answers with the class and check you have the right information.

Activity 3: The question box

- In single sex groups, write down some questions for the question box. Then take it in turns in your group to ask a question from the question box or use the questions below:
 - Most of the time at night when I am asleep, I usually release. And you can't release when the penis is asleep. Does that mean that the penis does not sleep and is always awake?
 - At what age do wet dreams end?
 - How can someone control themselves and stop wet dreams?
 - Why does a male release semen when he is asleep, and is it a disease?
 - Why do girls get wet in their private parts? Is it a disease?
- Afterwards, feedback your answers in class and check they are correct.

HOME activities

Activity 1: Preparing for the next lesson

- Copy down the survey chart below in your notebooks.

Surveys on feelings

Things that make me ...	ANGRY	SAD	AFRAID	HAPPY
Person 1				
Person 2				
Person 3				

- Role-play introducing and carrying out the survey. This will help you to feel more confident.
- Either alone or in pairs, ask three people to say what things make them feel angry, sad, afraid and happy. Choose people of different ages – for example, an adult, an older brother or sister, and a friend.
- Afterwards, find a friend of the same sex as you and talk about the things that make you happy and the things that make you worried or sad about growing up. Find a friend of the opposite sex and talk about the same things.

4 Understanding ourselves

IN THIS CHAPTER

- 4.1 Coping with our feelings
- 4.2 Self-esteem and growing up
- 4.3 What makes a good friend?
- 4.4 Getting help about growing up

We have learnt about how our bodies change in puberty. Now it's time to learn about changes in our feelings.



And friends are very important now. We need to know what makes a good friend.

4.1 Coping with our feelings

Understanding our feelings

- Understanding each other's feelings and showing our own feelings in a good way are important life skills.
- We all feel happy or sad, angry or afraid at times. These feelings are an important part of being a human being. We call them emotions. They are important signs that help us to understand and care for each other and ourselves, and make good decisions. We feel and we think and then we act.
- Sometimes when we are growing up we feel moody. One minute we feel very happy and friendly, and the next minute sad or wanting to be alone. Hormones cause these changing feelings. They are normal.

Coping with our feelings

- We feel sad when we lose a good friend because we loved them. We feel angry when someone is unfair to us and this gives us energy to act for justice. We feel happy when we do something good and this encourages us to do it again.
- We need to learn to understand our feelings and to talk about and express them in a good way. If we hide our feelings, people will not understand us and the feelings will grow and hurt us.
- It is good for boys and girls to show all their feelings. Boys can cry and girls can get angry. We can learn to live with strong feelings, such as anger, in a good way.
- We can understand how others are feeling through their body language and words, and by putting ourselves in their place. This is called empathy. We can help our friends to manage their feelings.
- We can learn to know what our behaviour does to other people's feelings.
- Some feelings come because of something that is happening now. For example, if someone insults our mother, we feel angry. If the person says sorry, the anger goes away.
- Other feelings come from something that happened in the past and is still happening. These feelings can last a long time and change our lives. For example, if our parents died and relatives grabbed our house, leaving us in poverty, this may make us feel angry inside for a long time. It may make us refuse to do our schoolwork and feel angry with everyone.
- We can learn to understand, show and live with our feelings. But sometimes



we need continuing help from trusted adults to cope with feelings such as anger, sadness and fear. Some people are more able to cope with feelings than others. We should help our friends to live with their feelings and never blame friends who stay sad after bad things happen to them.

CLASS activities

Activity 1: Sharing our survey results

- 1 In pairs, share your results from the homework survey on feelings.
- 2 In the whole group, share the results by filling in a large chart.
- 3 Individually, complete these sentences:

Things that make me angry are ...

Things that make me sad are ...

Things that make me happy are ...

When I am angry, I ...

When I am sad, I ...

When I am happy, I ...

- 4 Share your ideas with a friend.

Activity 2: Filling the gaps

Fill in the blanks.

DISAPPOINTED

EMPATHY

HAPPY

SAD

ANGRY

- 1 We feel when we lose our friend because we loved them.
- 2 Janet felt when she got first position in class.
- 3 When someone is unfair to us, we feel .
- 4 When a friend is having period pains, we show .
- 5 Ruth was because Semmy did not keep her secret.

Activity 3: Sculptures



- 1 Look at the picture above. What is the boy feeling?
Our face and body, as well as our words, show our feelings.
- 2 In pairs or small groups, make body sculptures to show different feelings, such as anger, jealousy, sadness or fear.
- 3 Perform the body sculptures and ask other pupils to identify each feeling.

Activity 4: Talking about our feelings

- 1 In pairs, take it in turns to talk about a situation where you had a strong feeling, such as fear, sadness, anger or happiness. Explain how you were feeling and what you did to show the feeling. For example:

I spent a long time getting to my school for an extra class. When I got there, the teacher was not around. I saw another teacher and shouted at her as I was so angry and frustrated. I got into a lot of trouble for this.

- 2 When the speaker has finished, the listener says, "From your story, I could see that when _____ happened, you felt very _____ and you showed it by _____." For example:

From your story, I could see that when you found out that the teacher was not around, you felt very angry and frustrated, and you showed it by shouting at someone who was not responsible for this.

- 3 Discuss how you could have shown your feelings in a better way.

HOME activities

Activity 1: Recognising our feelings

- 1** Practise understanding your own feelings and the feelings of people you meet. Every day, stop once and ask yourself:
 - How am I feeling at this moment?
 - Why am I feeling this way?
 - How am I showing or using this feeling?
- 2** Every day, try to understand one other person's feelings:
 - How is this person feeling?
 - How do I know that this is how they are feeling?
 - Why are they feeling this way?
 - How can I show empathy for their feelings?

Activity 2: Writing a poem

- 1** Make a list of ways of coping with our changing emotions as we grow up.
- 2** Write a poem or story to describe a real experience of feeling moody or having a friend in a mood.

4.2 Self-esteem and growing up

- Self-esteem means feeling good about ourselves. We love and respect ourselves. We expect others to do the same and treat us well. We are strong enough to say what we feel and think clearly.
- People with high self-esteem do not feel that they are better than other people. But they are able to accept their disappointments and frustrations and get on with their lives.
- Parents and teachers can help us to have high self-esteem by loving, respecting and praising us and giving us challenges.
- Our culture can lower women's self-esteem by training them to believe that they are inferior to men and should accept everything that men say. This makes girls and women accept practices that are bad for them and the community. For example, women may not be involved in making decisions, even though they have good ideas. They cannot refuse to have sexual intercourse with their husbands, even when they put them in danger of HIV infection.
- Low self-esteem is an important reason why some young people are not able to say no to early sex.



We praise each other when we do well and say what we like about each other.

We help and encourage each other when we do badly.

We share knowledge and teach each other to read or do maths.

We find things that we are good at and remember them when we feel bad about ourselves.

Ways to give each other high self-esteem

We work hard in each subject.

If our friends do something that we don't like, we tell them how we want them to change in a helpful way.

We don't tease or mock people in ways that make them feel sad.

We listen to each other and accept each other as special people.

We are not too hard on ourselves. We all make mistakes and we can learn from them.

We believe in ourselves because we can achieve a lot, one step at a time.

We think about our achievements so far in our lives.

CLASS activities

Activity 1: Praising ourselves, changing ourselves

- 1 We all have things that people like about us, our behaviour and the things we do well: for example, our smile, our kindness or our skill in gardening. In pairs, tell each other three things that you like about each other – one each about:
 - your looks
 - your behaviour
 - things you do well.
- 2 Now tell each other something you like about your own looks, behaviour and skills.
- 3 We all have things that we would like to improve. This helps us to do better. But sometimes we worry too much and make ourselves feel bad. No one is 100 per cent good! Tell your friend one thing that you would like to improve about:
 - your own looks
 - your own behaviour
 - your own skills.

For each point, discuss:

- Can you improve it? If yes, how?
- If not, how can you stop worrying about it?

Help your partner to accept the way they are, or encourage them to change if they can.

Activity 2: Making a shield

Make a shield that shows good things about you. Stick all the shields on the wall for a week and praise each other.

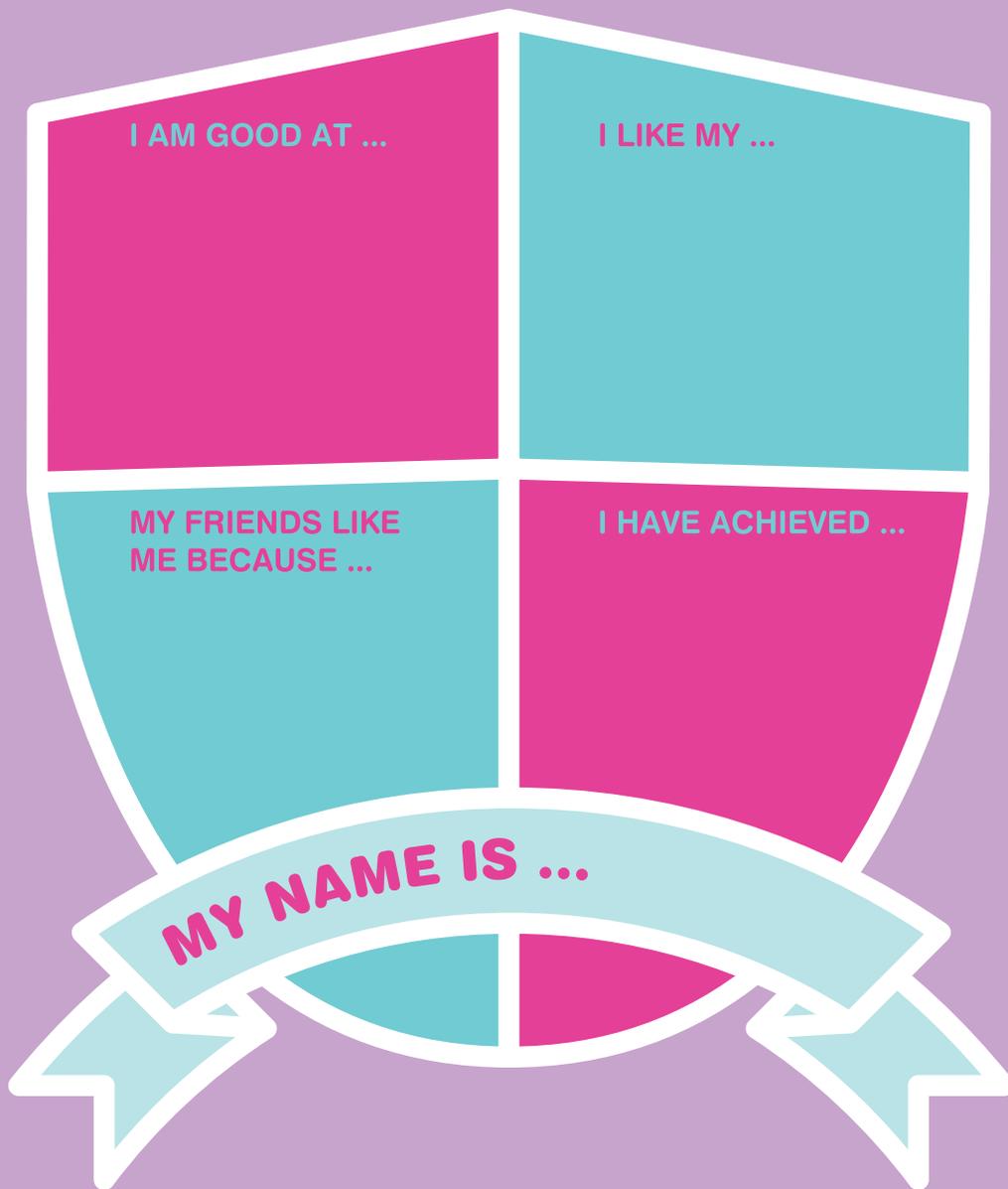
Put on your shield:

I am good at ...

I like my ...

My friends like me because ...

I have achieved ...



HOME activities

Activity 1: Helping our parents and teachers

- 1 Find a friend. Talk about the things teachers and parents or guardians do that make you feel good about yourself and the things they do that make you feel bad about yourself.
- 2 Share this with your friends and agree on one request to make to your teacher or parents or guardians to act in a way that raises your self-esteem. You could do this as a song or drama.

4.3 What makes a good friend?

What is friendship?

Making and keeping good friendships is an important skill that helps us to grow up happy, healthy and safe. If we choose good friends and act as a good friend, we will feel supported in our lives. Good friends behave towards each other in the ways listed below.

- We share our ideas, feelings and dreams with our friend
- We listen to our friend with all our heart and mind
- We are willing to change if we see that we are doing wrong
- We don't push each other into doing things that we don't want to do
- We are loyal and stand by each other when others are against us
- We keep promises and know right from wrong
- We respect and value each other
- We are dependable and trustworthy
- We imagine how it feels to be our friend and see things from their point of view
- We work hard to be a good friend
- We share our things with them
- We want good things for them
- We help and protect them
- We forgive and forget quarrels
- We spend time with our friend
- We talk openly and honestly
- We solve problems together
- We show understanding
- We love our friend.



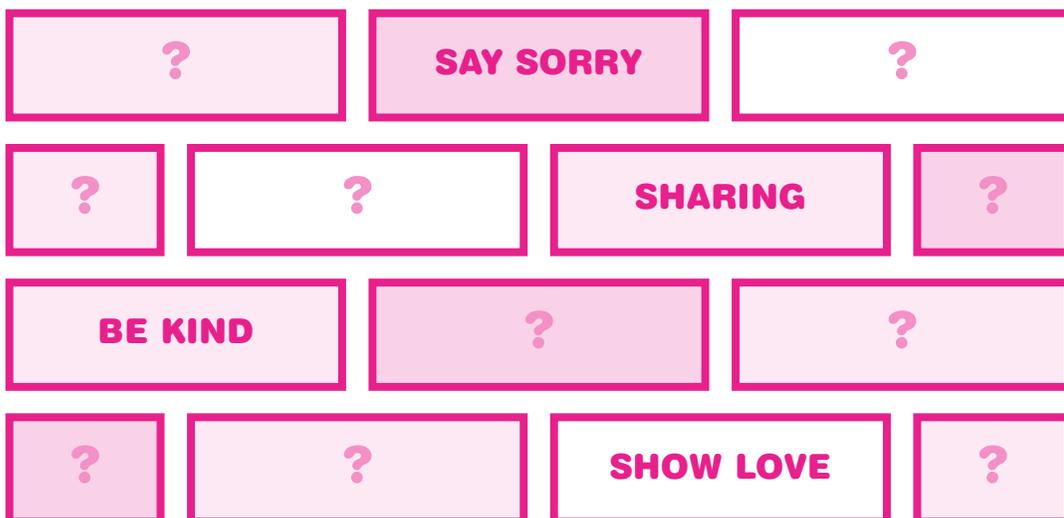
CLASS activities

Activity 1: Role-plays on being a good friend

- 1 Go into single sex and age groups of four to six people. Talk about:
 - How do good friends treat each other?
- 2 Make up a story, or ask people to tell their own stories, or role-play situations, showing someone being a good friend.
- 3 Present one role-play from each group to the class.
- 4 Call out ways that good friends treat each other. Write them on the blackboard and in your notebooks.

Activity 2: How to strengthen our friendships

- 1 Draw the bricks of a wall on the blackboard.
- 2 In groups of four to six, think of ways to make your friendships stronger. Write them in your notebooks.
- 3 Take it in turns to write one of your ideas in one of the bricks on the blackboard. Do not repeat any of the ideas.
- 4 Continue until everyone has run out of ideas and the wall is strong.
- 5 Discuss how you could use these ideas to improve the friendliness of your classroom.



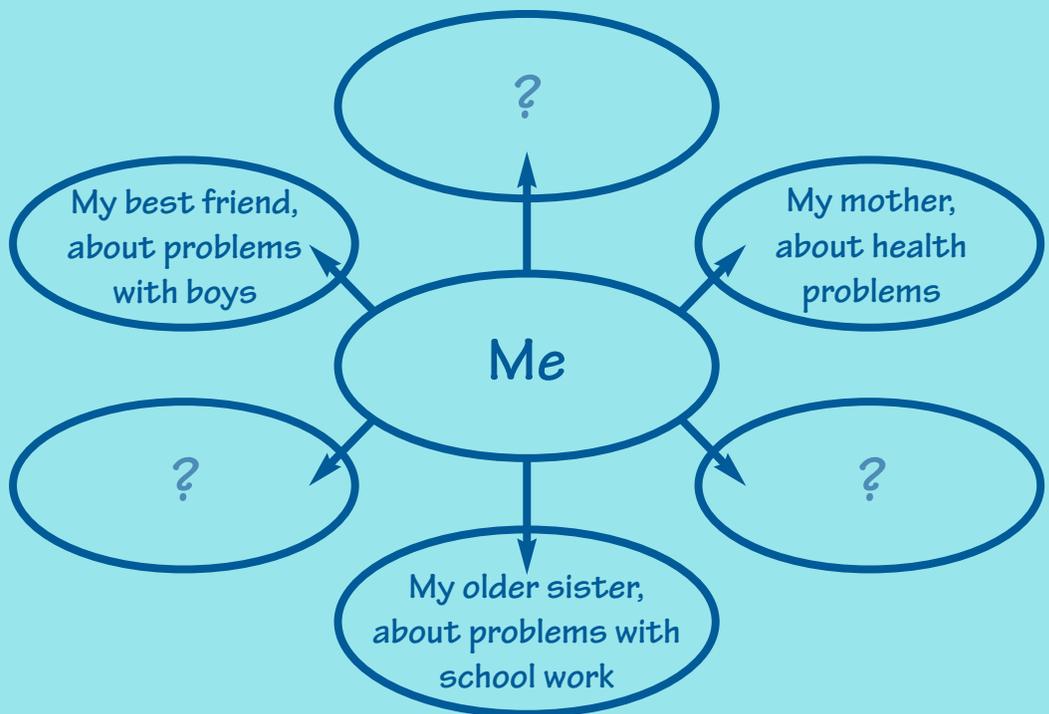
HOME activities

Activity 1: Making commitments

- 1 Write down the qualities that make you a good friend.
- 2 Promise yourself one thing that you will do to make the classroom more friendly before the next lesson. Make a drawing in your book to show what you will do and sign it to seal your promise.
 - How will you know whether you have succeeded?

Activity 2: Preparing for the next lesson

- 1 Draw a spider diagram such as the one below that shows the people you could talk to if you had a problem. Write down the kind of problem you might talk to each person about.



- 2 Try out the diagram by asking a person for help with a concern about growing up. For example, ask a traditional elder and a young person of your own sex what roles they expect someone of your age to play in the home. What is the difference between the two views?

4.4 Getting help about growing up

- Boys and girls have a right to correct and full information and help on everything about puberty and growing up.
- Young people can find people to help them who have good virtues and skills, and who are trustworthy, caring and have empathy.
- It is good to know places and people to go to for help with different problems.
- Boys and girls can learn to be strong and respectful in asking for information and help when they need it.
- Boys and girls can help each other as they are growing up by asking for and giving help to friends and family.



It's good to have a trusted adult to talk with

CLASS activities

Activity 1: Sharing spider diagrams

- 1 In small groups of three or four, share the spider diagrams that you drew at home. Talk about who you go to for different problems and why you chose that person.

Activity 2: Role-plays

- 1 In pairs, do role-plays to practise asking someone for help with a puberty problem. Try to choose problems that you find difficult to talk about. Show how you would like your helper to behave and how you think you should behave to get good help.
- 2 Select some of the role-plays for presentation and discussion in the class.
- 3 As a class, list the qualities of the person who is asked to give help. What skills does the young person use to ask for help?

HOME activities

Activity 1: Drama

Your teacher will help you to create and perform a drama to show parents and elders in the community. The drama can explain that it is your right to get information about puberty and help as you are growing up.

Activity 2: Sharing your learning

Make a class list to sign out this book so you can take it home. Share what you have learned with your friends and siblings who are at puberty age. Encourage them to ask questions and help them to understand the different topics. This will help them, like you, to grow up happy, healthy and safe.

GRADE 5

PAGE

- 71** Understanding gender
- 80** Understanding sexuality
- 86** Reproductive health
- 100** Sexually transmitted infections
- 111** Understanding HIV and AIDS
- 118** Understanding drugs

BEFORE WE BEGIN

Working together safely



Hopes, fears and guiding rules

In chapter 1, during grade 4, we learned about ways of working together safely. Please look at this chapter again to remind yourself. If you are starting this book for the first time in Grade 5, please read and do the activities in Chapter 1 before beginning your topics.

It is important that we talk about our hopes and fears for sexuality education and learn how to work together safely. We need to be able to trust each other and keep secrets. However, if a friend is being abused, we should take the friend to talk with a trusted adult and get help.

As girls and boys we need to respect each other, treating others as we would like to be treated ourselves. Teachers and pupils also need to respect each other. Teachers should care for their pupils and set a good example.

CLASS activities

Activity 1: Our list of guiding rules

Look at the list of guiding rules that the class developed in Grade 4. In pairs, discuss:

- What rules do we think are most important?
- Are there any rules that our class broke last year?
Was this a problem? Why?
- Are there any new rules we want to add to help us feel safe and happy?
- Agree on your new list of guiding rules for Grade 5. Write them on a large piece of paper and put it on the classroom wall. Remind your classmates if anyone is breaking a rule.

Activity 2: Talking about a story

1 Read and talk about the story below.

Jaliko had a girlfriend called Alice. One day he told his friend Tindi how much he loved talking to Alice and how he hoped he would marry her. Jaliko trusted his friend and told him not to tell anyone. Tindi failed to keep the story to himself. He even told Tombi that Jaliko was having sex with Alice, which was not true. The news spread and reached the headteacher. The headteacher punished Jaliko and Alice. The two were unhappy.

2 In groups, discuss these questions:

- What did Jaliko tell his friend Tindi? Why did he tell him?
- What did Tindi tell Tombi? Why did he tell him?
- What happened to Jaliko and Alice?
- Who was responsible for what happened to them? Why?
- What would you have done if you were Jaliko? And if you were Tindi?
- What could Jaliko, Tindi and Tombi have done to prevent the problem?
- What have we learned from the story?

HOME activities

Activity 1: Preparing for the next lesson

- 1 Ask one older man and one older woman what jobs they think only men can do and what jobs they think only women can do. List them in the chart below. Ask them to say why they think this and to write one or two words to explain. The chart below shows some examples.
- 2 Look at your chart. If you think that any of the jobs they have mentioned could be done by the opposite sex, underline them.

Survey on roles

Whose idea	Jobs only men can do	Jobs only women can do
Older man	Truck driver (strong)	Cooking (our tradition)
		Carrying firewood (our tradition)

Older woman	Clearing land (strong)	Cooking (women know how)

5

Understanding gender

IN THIS CHAPTER

5.1 Gender and sex roles

5.2 Gender values

This chapter is helpful, Musa. Now we feel good and strong about being girls and boys.



Yes, and it helps us to understand each other better.



5.1 Gender and sex roles

Sex tells us about the differences between men and women in their bodies. Only females have organs and hormones in their bodies that enable them to attend their monthly periods, get pregnant, give birth to children and breastfeed. Only males have organs and hormones that produce sperm and make women pregnant. These differences are the work of nature and we cannot change them.

Gender describes the differences in the way that men and boys and women and girls are expected to behave: their dress, the work they do, the way that they speak and their status. These differences are created by our culture not nature, and we can change them.

Gender roles describe what men and boys and women and girls are supposed to do in their culture. For example, in Zambia, traditionally, a man is expected to cut down trees and a woman is expected to cook.

Since people create gender roles, people can also change them. Cultures adapt them all the time because of changes in their lives and new understandings of gender and the well-being of women and men.



Male gender role



Female gender role



Female sex role



Male sex role

CLASS activities

Activity 1: Gender role or sex role?

- 1 Copy this chart into your notebooks. Enter the roles below into the correct column.

Male-only gender roles	Female-only gender roles	Male and female gender roles	Male sex roles	Female sex roles
e.g. clearing land	e.g. breastfeeding
...

- 2 Look again at the first two columns. Underline any roles that could be done by either men or women.

Clearing land

Truck driver

Giving birth

Menstruation

Doctor

Secretary

Teacher

Producing sperm

Building roofs

Cooking

Mother

Looking after children

Soldier

Washing plates

Nurse

Father

Fetching water

Herding

Pregnancy

Knitting

Carrying firewood

Breastfeeding

Working as a labourer

Politician

Weeding

Making a woman pregnant

Priest

Sweeping

Activity 2: Being a boy, being a girl

1 In pairs, girls say to each other:

- I'm happy that I'm a girl because ...
- I wish I was a boy because ...

And boys say:

- I'm happy that I'm a boy because ...
- I wish I was a girl because ...

2 Share your ideas with the class if you wish.

Write them on the blackboard. Discuss:

- Which of the roles could you change if you wish and which cannot change?

We can change gender roles but not sex roles. For example:

- I wish I was a boy because I could move freely at night (gender).
- I wish I was girl so I could breastfeed my baby (sex role).

3 With the group, underline those ideas that can change.

4 Define gender and sex and explain the difference between them.

Activity 3: Miming sex roles

1 Boys mime female sex roles and girls mime male sex roles.

For example:

- a pregnant woman
- a breastfeeding mother
- a man and a woman getting ready for bed.

Girls and boys present mimes to each other (there will be much laughter!).

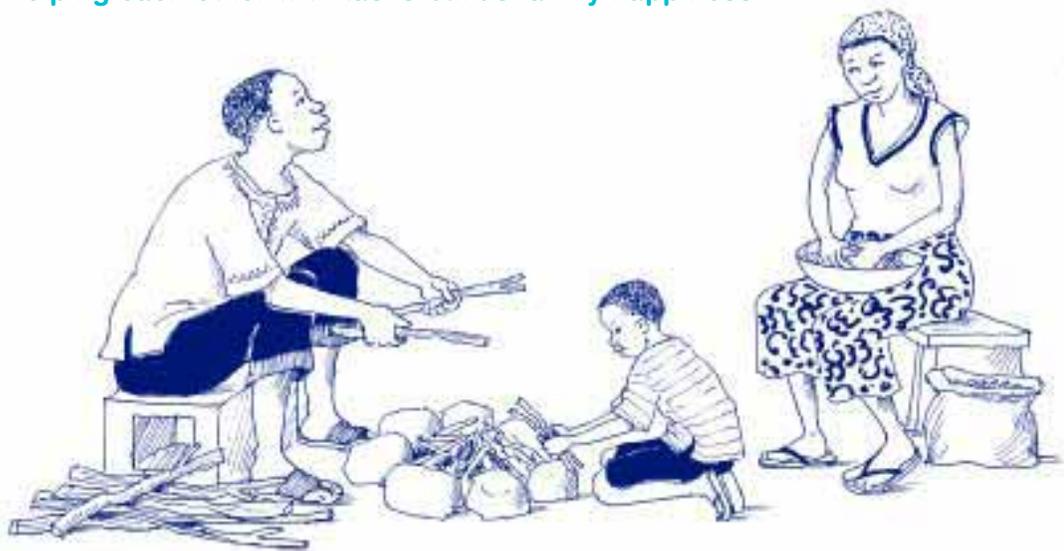
2 In the whole group, discuss:

- What did the mimes show?
- Could all or any of these sex roles change?
- Why or why not?

Activity 4: Miming gender roles

- 1 As before, the girls select and mime male gender roles and the boys mime female gender roles.
- 2 All the girls present mimes to the boys, and vice versa.
In the whole group, discuss:
 - What did the mimes show?
 - Could all or any of these gender roles change?
 - Why, or why not?
- 3 Vote on whether you would like them to change. Count boys' and girls' votes separately and talk about the differences between them, if any.

Helping each other with tasks builds family happiness



5.2 Gender values

Our **gender values** are what our culture and different groups within it consider correct and good for a man and a woman. This affects our self-esteem, our relationships with others and our behaviour.

When men and women are always expected to behave in a certain way, we call it **gender stereotyping**. For example, women are expected to do what men tell them and keep quiet. Men are expected to talk and to make decisions. Gender stereotyping stops women and men from doing and being everything they could do and be in their lives.

Some **gender values and stereotypes** put everyone at risk of HIV, unwanted pregnancy and infertility. For example, if girls and women are expected to be quiet and obedient, they cannot say no to unsafe sex.

Courage is personal bravery in the face of fear. It is doing what needs to be done, even if it is hard and makes us afraid. Courage is going ahead when you feel like giving up. Courage is needed in trying new things; for example, changing gender roles and values. It is saying that you made a mistake and then doing the right thing. It is the strength in your heart.



Sharing gender roles

CLASS activities

Activity 1: “Real” boys and girls

- 1 In boy–girl pairs, complete the following sentences alone and then share your ideas with your friend.
 - A “real” boy is a boy who ...
 - He is not supposed to ...
 - But the cost of being a “real” boy is that he can’t ...
 - A “real” girl is a girl who ...
 - She is not supposed to ...
 - But the cost of being a “real” girl is that she can’t ...
- 2 A few pairs call out their answers for each sentence. Keep your ideas for the next activity.

Activity 2: Checking our values

- 1 Label one corner of the room “agree” and the other “disagree”.
- 2 Stand in the middle of the room. Your teacher will read out a statement about boys and girls (using the list on the next page and your ideas from Activity 1). For example, “A real girl does what her boyfriend tells her to do.”
- 3 Go to the “agree” corner if you agree with the statement, the “disagree” corner if you disagree with it and the “middle” of the room if you are not sure.
- 4 In your place, tell each other why you chose that position. Listen carefully to each other and try to understand your reasons.
- 5 Each corner then tells the other corners why they chose their corner.
- 6 Does anyone want to change corners after hearing everyone’s opinions? If you do, explain your reasons.
- 7 Discuss what result this gender value has on boys and girls.

An example

A “real” wife does as she is told and keeps quiet while her husband, a “real” man, has sex with lots of partners without using condoms.

What is the result?

The husband might get HIV.

The couple have sexual intercourse without using a condom.

The wife might get HIV.

The wife may get pregnant and her baby get HIV.

The whole family becomes sick as well as the husband’s other partners.

Possible statements (use your own statements as well)

- “Real” girls should obey boys because boys are stronger in decision-making than girls.
- Boys should be asked to spend as much time as girls on household tasks.
- When money is scarce, boys should go to school rather than girls because girls will marry and bring in dowry.
- Women should raise children because they are more caring than men.
- Women should show respect to men by sitting on the floor and keeping quiet unless asked to speak.
- Men should make the decisions about how money is spent in the home.
- Boys should protect their partners by wearing condoms.

Showing courage to change gender roles

Activity 3: What would courage look like if ...

In single sex and age groups, choose one of the following situations. Imagine that this is happening to you. Discuss how would you show gender courage in this situation.

For boys

- You see your sister struggling to do the household tasks and you know that she has an important test in the morning. Your friends have come to your house to ask you out to play football.
- Your friends say that you must prove that you are a real man by drinking beer and paying a girl for sex.
- Your friends say you are a “girl” because you cry.

For girls

- When you reach Grade 8 you want to do physics as a special subject, but your teacher says that girls are no good at physics and you had better do social studies.
- The boys are teasing your friend who has stained her dress with her period.
- Your teacher asks a question about safer sex in class. You know the answer but you feel shy to say it because the boys will call you a prostitute.

HOME activities

Activity 1: Proverbs and songs

- 1 Collect proverbs and songs that show gender values in your community.
- 2 Think about what gender values you would like to change. Write a new proverb or song to tell people about your change.

6

Understanding sexuality

IN THIS CHAPTER

6.1 Sexual feelings

6.2 Worries about sexual feelings

In this chapter we learn about our sexual feelings and how we can cope with them safely.

Sexual feelings are normal, but it doesn't mean we have to have sex.



6.1 Sexual feelings

During puberty, boys and girls often start to think about sex a lot and have strong **sexual feelings**. In boys, the penis gets bigger and stands up. Girls may notice that their pants get wet when they think about sex. This is a normal part of growing up. **Sex hormones** cause these feelings. As boys and girls mature, the level of hormones settles down and the feelings become easier to cope with, although they are still strong.

Boys and girls cannot make these sexy feelings go away. They are normal. They are nature's way of preparing young people to have children. But we can learn to cope with them in a safe and responsible way.

Erection is when the penis stands up stiff. This happens because a lot of blood flows into the penis. It is difficult to urinate during an erection because a muscle blocks off the bladder. Once the erection is gone, the bladder opens up again.

Even baby boys have erections, but releasing semen containing sperm only starts at puberty.

Erections in boys, and for girls getting excited, warm and wet in the genitals, may be caused by:

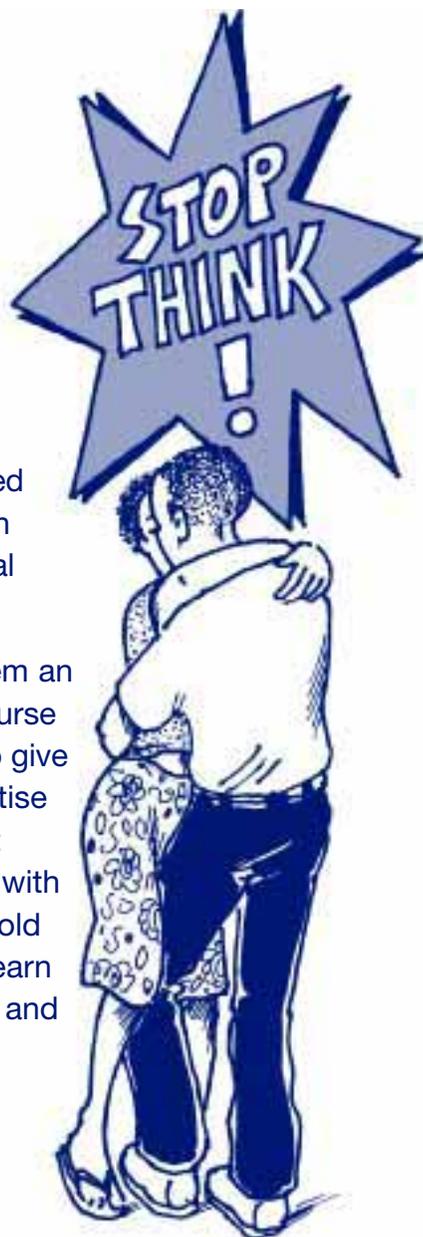
- touching the genitals or breasts
- the sight of an attractive person
- thinking about sex
- tension, anxiety or stress
- no reason at all.

Erections can be embarrassing, but they show that the sexual organs are working properly.

Erections and sexy feelings do not mean that it is time to go and find a girl or boy to have sex with. Boys and girls do not get sick if they feel sexy or reach without having sexual intercourse.

Massaging the genitals to increase sexual feelings is called **masturbation**. The feelings can build up until the person reaches. This is normal and a good way to reduce sexual feelings and to learn about the body.

In some cultures, older men give boys herbs to give them an erection and encourage them to practise sexual intercourse to be good at it when they marry. Older women may also give girls herbs to arouse them and encourage them to practise sexual intercourse. This is a harmful practice because it makes it more difficult for boys and girls to cope safely with their sexual feelings before marriage or before they are old enough to use condoms. Young men and women can learn how to enjoy each other sexually when they are mature and able to love safely.



CLASS activities

Activity 1: Debate

Debate one of the following ideas. Discuss ideas for and against.

- When we experience sexual feelings it is always good to have sexual intercourse.
- Boys have more sexual feelings than girls.

Activity 2: Assessment game

- 1 Write each question below about sexual feelings on a separate piece of paper and then fold them.
- 2 Put the papers in a bowl and pass the bowl around while singing a song.
- 3 Stop the song suddenly. The person holding the bowl takes out a question and tries to answer it. If anyone finds it difficult to give the right answer, others help until everyone agrees on the answer. Leave some of the questions for the next lesson.

Questions

- How does the penis become erect?
- Name one thing that causes the penis to become erect (repeat until pupils have said everything).
- Name one way in which a boy can make his penis go down (repeat until people run out of ideas).
- Should a boy whose penis is erect find someone to have sexual intercourse with? Why, or why not?
- Is it good to take herbs or medicines to make boys and girls feel sexy? Why or why not?
- What happens to girls when they feel sexy?
- How can girls cope with their sexual feelings safely?
- Do boys or girls get sick if they don't release their sexual feelings?

HOME activities

Activity 1: Talking with others

Talk to older brothers and sisters or friends about how they cope with their sexual feelings, and share ideas from the lesson with them.

6.2 Worries about sexual feelings

As we grow up to become adults, we will often have sexual feelings. Everyone has these feelings and we need to learn how to cope with them in the best way so that we avoid pregnancy, sexually transmitted infections and HIV. Sexuality, including these feelings, is an important part of our lives as moral human beings who care about and love each other. Many people enjoy their sexual lives most in loving relationships, where both people are safe and happy.

As we are growing up, we may have some questions and worries about sexual feelings and what to do about them.



CLASS activities

Activity 1: Answering questions

- 1 Write down a question you have about sexuality (without adding your name). Put it in the question box.
- 2 Discuss the questions below and your questions from the question box. The answers are given on the next page.
 - a) If you ejaculate often, do you use up your sperm?
 - b) If you do not release when you feel sexy, will you feel pain in your testes, and they will burst?
 - c) If you do not ejaculate for a long time, will you get a build up of sperm?
 - d) If boys and girls do not practise sex, will they be able to marry and have children?

Activity 2: Agony aunt letter

- 1 In small groups read this letter to a newspaper “aunt” and discuss the questions.

Dear Auntie Emily

Please help me. I think I am turning into a sex maniac. I think about sex all the time. My penis keeps standing up, even at school. Whenever I see a girl, I want to take her clothes off and have sex with her. At night I dream of sexy girls and wake up with sperm on the bed. I feel like masturbating all the time. I must be a very bad or sick person to feel like this.

I have tried to concentrate on my studies, but the feelings just get in the way. I tried to talk with my uncle about my problem. He gave me some herbs, which made my penis stand up more.

Please help me. I need some medicine to stop my sexual feelings before I do something really bad.

Masauso

- What problem does Masauso have?
- Do other boys feel this way?
- Do girls also have these sexual feelings?
- What is the cause of this problem? Why do boys and girls feel this way?
- How can Masauso and people like us cope with our sexual feelings safely?

2 Groups take it in turn to give their answer to one question. The other groups add any other points. Repeat until everyone has had a turn and all the questions are answered fully.

HOME activities

Activity 1: Find out more

Find out whether there are any herbs or medicines used in your community to make boys and girls feel sexy. Why are they given? What do people think are the good and bad points of using them?



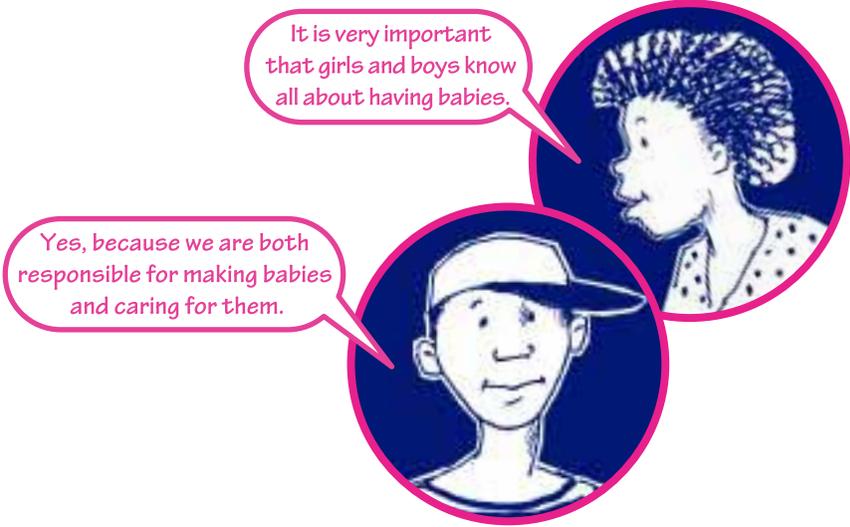
Answers to Activity 1 on page 84

- a) The testes continuously make sperm so it never gets used up.
- b) Pain in the testes (or belly in females) if you feel very sexy but don't release is caused by blood going to those parts. But it is not harmful and testes cannot burst. If you stop thinking about sex or masturbate, the pain and feeling will go.
- c) The body clears away unwanted sperm from the testes naturally.
- d) We do not need to practise sexual activities in any particular way. When people love each other, they can talk and do things that please them both and try different ways of showing their love.

7 Reproductive health

IN THIS CHAPTER

- 7.1 What is pregnancy?
- 7.2 Signs of pregnancy
- 7.3 Unsafe and unwanted pregnancies
- 7.4 Infertility



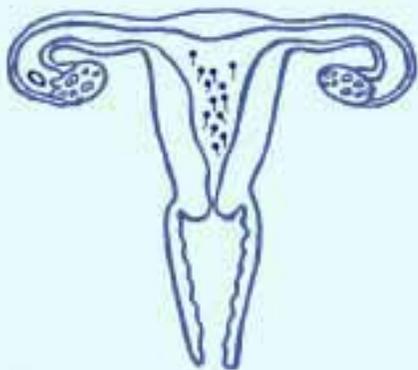
It is very important that girls and boys know all about having babies.

Yes, because we are both responsible for making babies and caring for them.

7.1 What is pregnancy?

Pregnancy is the period between **conception**, when the baby is made, and birth. Conception is when a male sperm and female egg meet in the fallopian tube and the sperm fertilises the egg. This happens after sexual intercourse. The fertilised egg then moves into the uterus and gets planted in the wall, where it develops into a baby. The whole period between fertilisation and birth takes about nine months.

These pictures show how fertilisation happens



1: Sperm swimming towards egg



2: Sperm fertilising egg in Fallopian tube



3: Fertilised egg developing in uterus



4: Developing baby

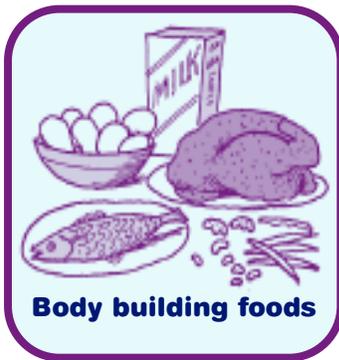
- A man or boy and woman or girl make a baby together after having sexual intercourse if a sperm from the man's semen meets an egg from the woman's ovary and they fertilise.
- Girls and boys can make a baby the first time they have sexual intercourse. It is possible for girls to become pregnant before their first period because they release an egg from the ovary fourteen days before the first period starts.
- Pregnancy is not a sickness. However, some women may vomit and need to urinate often as a natural part of pregnancy.

Choosing the right time to get pregnant

- For a child to grow up healthy and happy, men and women need to be ready for pregnancy and able to look after their baby. They need to decide to make a baby at the right time because pregnant women need love and physical support from others so that they, and the baby, can be healthy.
- Pregnancy is more dangerous for girls under the age of 18 years because they are not yet fully grown and it is difficult for them to carry and deliver a baby.

Unwanted pregnancy

- Unwanted pregnancy is when a man and woman or boy and girl have sex without using a contraceptive and conceive when they do not want to have a baby. This might happen because of ignorance about how babies are made and how to avoid pregnancy, or because of rape, a broken condom or allowing sexual desire to sweep away good sense.
- Unwanted pregnancies can result in delays in the young parents' education, unsafe abortion, difficult delivery and social problems. However, young people can still manage to cope with unwanted pregnancy if they are well supported by their friends and elders.



Diet during pregnancy

- Pregnant women need to eat a diet containing fish, meat, beans or groundnuts; green and red vegetables and fruits; cereals and potatoes; and some fat or oil. This helps the baby to grow well and be clever. The baby gets food from its mother from the blood. It is also important to keep the mother healthy and her blood strong.

CLASS activities

Activity 1: The story of Sara and Vincent

1 Read the story of Sara and Vincent.

Sara is a girl aged 12 years and she has a boyfriend called Vincent who is 13 years old. They like each other very much, and their families know that Sara and Vincent are good friends because they go to the same school and stay in the same area.

One day, as Sara and Vincent were studying in Sara's bedroom, they got attracted to each other and started kissing and touching each other. Eventually they had sexual intercourse because it just came so naturally to them.

After a few weeks, Sara started feeling weak and wanted to vomit all the time. She told her mother, who suspected that she might have malaria and rushed her to the clinic. The doctors tested her and found that she was pregnant. This was shocking news to everyone, including Sara and Vincent. Sara didn't know about pregnancy and had not seen her first period. Vincent thought that he was too young to make Sara pregnant.

2 Now work in pairs to answer these questions.

- How possible is it that Sara could be pregnant when she had not seen her first period?
- Vincent thought that he was too young to make someone pregnant. Do you agree with him?
- What could be the next thing to do to help Sara and Vincent?
- How can we prevent a similar situation happening to us?

Activity 2: Filling the gaps

Fill in the gaps in the following sentences using the list of words below.

GOOD DIET**18 YEARS****VOMITING****URINATING OFTEN****9 MONTHS**

- The baby is carried in the uterus for about .
- Some signs of pregnancy are and .
- Pregnant women should eat a .
- Pregnancy is a greater danger to girls who are younger than .

Activity 3: Drawing

Draw the process of how a baby is made, showing:

- sperm going towards the egg
- the egg meeting a sperm (fertilisation)
- the fertilised egg developing in the uterus
- the baby growing.

Activity 4: Proverbs

- 1 In groups, discuss this proverb:
 - **Nwunwe umo tausalanda.** “One finger cannot kill a louse”.
- 2 Discuss together in groups:
 - How can boys and girls work together to avoid unwanted pregnancy?

HOME activities**Activity 1: Find out more**

- 1 Collect more proverbs from relatives and friends that encourage co-operation and working together.
- 2 Find out more about pregnancy from your local peer educator, family planning provider or health centre.
- 3 Go and ask your friends and relatives what signs of pregnancy they know about. Write them down and share them in your next class.

7.2 Signs of pregnancy

A woman or girl is likely to be pregnant when she has missed her periods for six weeks after she has had sexual intercourse. This is the first sign of pregnancy.

Other signs may include:

- the need to urinate frequently
- feeling tired all the time
- the desire to vomit
- tenderness of the breasts
- bigger belly and breasts, with dark areas around the nipples, belly and face
- being choosy about food.

However, not all women or girls experience all these signs. If you notice any of these signs and you have had sexual intercourse, tell a trusted person, especially if you did not plan to have a baby. You can go for a pregnancy test. The earlier you know that you are pregnant, the better, so that you can plan and make good decisions for the baby and yourself.



CLASS activities

Activity 1: Role-plays

- 1 In mixed groups, prepare one of these role plays and show to the class:
 - A girl asking her boyfriend to have sexual intercourse when he is against the idea.
 - A boy asking his girlfriend to have sexual intercourse when she is against the idea.
- 2 Now, in your groups answer these questions for the first role-play.
 - What would you have done if you were the boy?
 - What reasons did the boy give for being against sexual intercourse?
 - What would you have done if you were the girl?
 - What reasons did she give for wanting to have sexual intercourse?
 - What can happen if the boy agreed to have sexual intercourse?Then ask the opposite questions for the second role-play.
- 3 In pairs, practise refusing to have sexual intercourse and explaining your reasons.

Activity 2: Imagine!

In single sex groups:

- **Girls:** Imagine that you are pregnant. What would you do? Talk about your ideas.
- **Boys:** Imagine that you have made a girl pregnant. What would you do? Talk about your ideas.

HOME activities

Activity 1: Find out more

Find out some of the ways that people use to try to end an unwanted pregnancy. This is called abortion.

7.3 Unsafe and unwanted pregnancies

In some cases pregnancies may be unwanted or unsafe for the mother or baby. Abortion is the ending of a pregnancy before the baby is grown enough to live outside the mother. There are two types of abortion:

- Forced abortion, where people do something to end the pregnancy.
- Natural abortion, when the pregnancy stops on its own before the baby can survive outside. This is also called miscarriage.

There are different reasons why people might decide to end a pregnancy. For example:

- The girl is under 16 years of age and, because she is not fully grown, the pregnancy and delivery can cause infertility or death.
- The girl is pressured by friends, relatives or the father of the baby to end the pregnancy.
- The boy and girl end the pregnancy to avoid causing disappointment to their families.
- Some girls have an abortion because they want to continue their education without interruption.
- The girl was abused or raped.

A **safe** abortion is carried out by a medically qualified person in a clean environment during the first three months of pregnancy.

A doctor advising a girl after a safe abortion

You can go home now. Eat body-building food. Come and talk with a counsellor about staying safe in future.



A girl bleeding after an unsafe abortion



An **unsafe** abortion is done by an unqualified person using dangerous methods like an overdose of drugs or using a sharp object to get the small baby out in a dirty environment. These methods are very **dangerous** and should never be practised, as they can cause infertility or death.

- It is always better to avoid unwanted pregnancy rather than have an abortion.
- It is best to abstain from sexual intercourse until we are mature enough to avoid the dangers of unsafe abortion.
- People who are having sexual intercourse can avoid pregnancy by using a condom or other contraceptives available from the health centre.



It's best to agree to abstain from sex until we are older to avoid the dangers of unsafe abortion

CLASS activities

Activity 1: Discussing pictures

Here are two pictures to discuss.

- Albert has made his girlfriend pregnant. Draw the picture and fill in the bubble. What do you imagine he is thinking? What should he do now?



- Ana is pregnant. She doesn't know what to do. In small groups, discuss:
 - Why was Ana wrong to believe the man?
 - What should Ana do now?
 - Who can help Ana?



Activity 2: Clapping game

- 1 List the methods of abortion you found out about in the home activity.
- 2 You teacher will read out the list. If your teacher mentions unsafe abortion methods, do not clap. If he or she mentions safe ones, you should clap. Discuss why different methods are safe or unsafe.

Activity 3: Group discussion

- 1 Divide into both single sex and mixed groups. Discuss and list the consequences of:
 - safe abortion
 - unsafe abortion.
- 2 Why is it always better for pupils to abstain from sexual intercourse rather than have an abortion?

Activity 4: Crossword puzzle

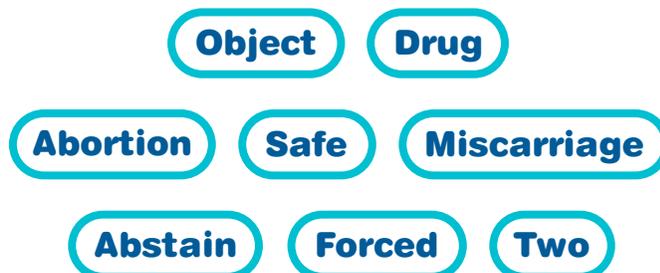
Across

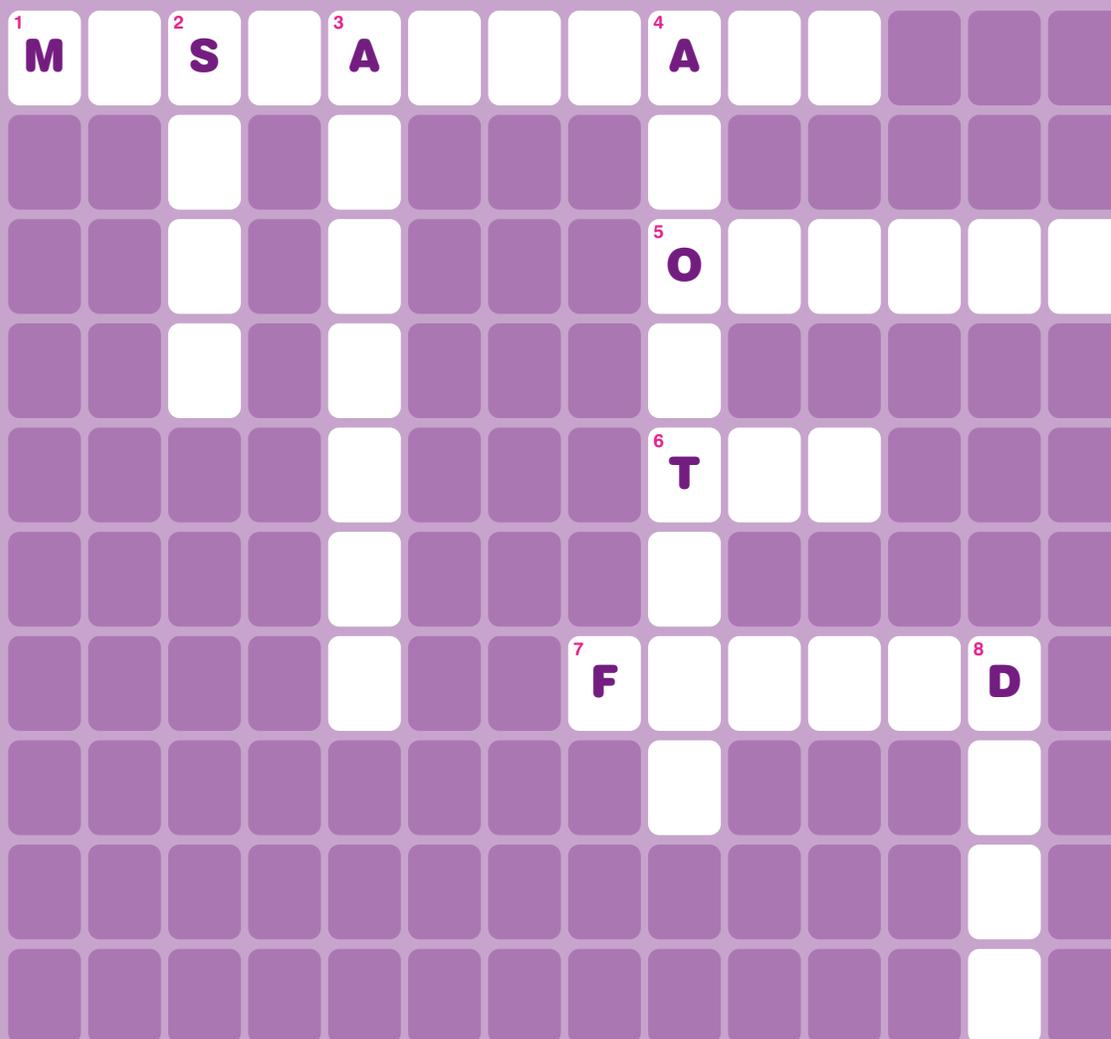
- 1 Other name for a natural abortion.
- 5 Using a sharp _____ to abort is very dangerous.
- 6 There are _____ types of abortion.
- 7 The other name for induced abortion is _____ .

Down

- 2 A _____ abortion is carried out by a qualified medical person.
- 3 It is best to _____ to avoid unsafe abortion.
- 4 Ending of pregnancy before the baby can live outside the mother.
- 8 Using a _____ overdose to abort is very dangerous.

Use these words to fill in the crossword puzzle.





HOME activities

Activity 1: Preparing for the next lesson

Find out from community members what they think causes infertility and its effects. Ask them to tell you any local proverbs or songs about infertility.

7.4 Infertility

When a person is unable to have children, this is called **infertility**. Infertility may be caused in different ways. Some are to do with men and others with women.

Boys and girls can protect their fertility as they grow up in the following ways:

- Abstain from sexual intercourse to avoid sexually transmitted infections, which can damage the reproductive organs and cause infertility in men and women.
- Abstain from sexual intercourse to avoid early pregnancy and unsafe abortion. These can damage a girl's reproductive organs.
- If young people have sexual intercourse, they should always use condoms to prevent sexually transmitted infections, early pregnancy and unsafe abortion.
- If boys or girls show any signs of a sexually transmitted infection, they should go at once to the clinic for treatment to protect their fertility.
- Some signs of sexually transmitted infections are pain on urination, unusual or smelly discharge from the genitals, any rash or spots on the genitals and pain in the lower belly.



CLASS activities

Activity 1: Kambeba game

- 1 Your teacher will write some questions on this topic and put them in a box. Make a circle and sing the Kambeba song. When the song stops, pick a paper, read the question and try to answer it. If one person gets the wrong answer, ask others to help.

Activity 2: Role-play

- 1 In small groups, prepare one of these role-plays:
 - A couple have no children. They go to see a doctor for advice. She does some tests and finds out that the husband has a block in his urethra, and the semen and sperm cannot get through into the woman. The doctor explains that this was probably caused by an untreated sexually transmitted infection when he was younger.
 - A couple have no children. They go to the doctor, who finds that the woman has scars in her uterus caused by an unsafe abortion when she was young.
- 2 Show your role-play to the class.
- 3 In groups, discuss these questions:
 - How do you think the man and woman felt when they learned about the reasons for their infertility?
 - What will we do to protect our fertility so we can have children when we grow up?
 - How can we help people in the community who are unable to have children so they can enjoy the company of children and not be discriminated against?

HOME activities

Activity 1: Preparing for the next lesson

Ask the health worker or other adults about local names for sexually transmitted infections.

8

Sexually transmitted infections**IN THIS CHAPTER**

- 8.1** What are STIs?
- 8.2** Prevention of STIs
- 8.3** Treatment of STIs

It's important to learn about STIs so we can keep ourselves safe or get proper treatment quickly.



We can show this book to our friends and help them to understand about STIs.

8.1 What are STIs?

Sexually transmitted infections (STIs) are infections that people contract through having sex with an infected person without using a condom.

Common STIs are HIV, syphilis, gonorrhoea, herpes, genital warts, chancroid and chlamydia. The chart opposite shows the names of common infections, their local language names and some signs and symptoms.

Many people do not have any signs and symptoms when they have an STI, so it is not possible to tell by looking that a person has an STI, including HIV. The next chapter provides more information about HIV and AIDS.

Dangers of STIs

If STIs are not treated early, they can have dangers. They can cause infertility, serious illness, increased risk of HIV and death. If the parents have an STI, a baby may die in the womb, become blind or get an HIV infection.

Name of infection	Local language name
Syphilis	<i>Kaswende</i>
Gonorrhoea	<i>Cinzonono</i>
Chancroid	<i>Bola Bola</i>
Herpes	
Genital warts	
Chlamydia	

Signs and symptoms of STIs in males and females

Burning pain when passing urine

Sores, rashes or small hard lumps on the sex parts, lips or anus

Unusual liquid or discharge from the penis or vagina, which may smell and be thick or yellowish

Itching in the genital area

Swollen glands in the groin

Signs and symptoms in females

Lower abdominal pains, fever and shivering

Pain when having sex

Irregular bleeding from the vagina

Signs and symptoms in males

Pain or swelling of the testes

Being responsible for each other

Sexual partners have a responsibility to tell each other if they have any signs and symptoms of an STI, so both can go for treatment. Many boys and girls show no signs and symptoms of an STI, but the germs are inside the body, damaging the reproductive organs. People need to have regular checks for STIs if they are having sex.

Not all liquids coming from the vagina in girls are caused by an STI. Girls have whitish, sweet-smelling liquid coming from the vagina that keeps it clean. This is normal. It is only when the discharge is more than usual, smells bad or causes itching or pain that it may be a sign of infection.

Let's protect our fertility by abstaining or, if we have sex, by using condoms correctly every time.

CLASS activities

Activity 1: Sing a rap song

Make up a rap song about the signs and symptoms of STIs and the need to go to the clinic for treatment. Stand in a circle and say the rap. Here is an example:

STI 123, STI 123 (Each person in the circle mentions one sign or symptom of an STI) Don't be shy. The clinic can cure, that's for sure.

Activity 2: True or false statements

Write "True" or "False" beside each of the following statements according to whether or not it could be a sign and symptom of an STI. Discuss your answers with a friend.

- a whitish, sweet-smelling liquid coming from the vagina
- a yellowish discharge coming from the penis
- pain when passing urine
- sneezing
- pimples after shaving
- lower belly pain with fever and shivering

Activity 3: Group work

Discuss in single and mixed sex groups and list:

- the advantages of abstaining from sex at our age
- the disadvantages of abstaining from sex at our age.

HOME activities

Activity 1: Talk with older people

- 1 Talk with older people to find out why young people find it harder to abstain until they marry than they did when their grandparents were growing up.
- 2 What can older people do to help young people to protect themselves from unsafe sex?

Activity 2: Prepare for the next lesson

Ask a community health worker, a traditional healer or counsellor and a religious leader what they think are the best ways of preventing STIs. Which ways do they think are suitable for young people?

8.2 Prevention of STIs

Protecting ourselves from STIs

- We can avoid the dangers of STIs by taking action to protect ourselves from infection.
- For young people like us, the best way is to not have sex. This is called **abstaining from sex**. If we do not have sex, we will not get an STI.
- People who do have sex can avoid STIs if they **have sex only with each other** and they know that they do not have an STI or HIV. Unless they are both virgins, they can only find this out by having a check-up and HIV test at the clinic, because many people have no signs of infection.
- People who decide to have sex can use a **condom** properly every time. This prevents the germs passing from an infected person to another person.
- Condoms do not protect young boys if the condom is too large, because it will slip off. It is difficult to tie it on safely.
- Condoms are 90 per cent safe because they occasionally break or slip off. However, this is 90 times safer than sex without a condom.
- Abstinence is the only certain way to avoid STIs, HIV and pregnancy. Abstinence calls for the practice of self-discipline, determination, assertiveness, decision-making and negotiation. Young people need to use these **life skills** to practise abstinence, because as we grow up sexual feelings are strong and people enjoy sexual activity. However, some myths about the bad consequences of abstinence are not true. For example, abstinence cannot cause:
 - bursting of the testes
 - falling sick
 - impotence and infertility due to lack of practice.
- The pain felt in boys' testes and the lower abdomen in girls is caused by blood going there when we feel sexy. When the sexy feelings go away, the pain will also go. This is not a sickness and our testes cannot burst. Everyone has enough time to practise sex when they are more mature. Loving couples can enjoy practising together and trying out new ways of loving each other.

CLASS activities

Activity 1: Places where sex might happen

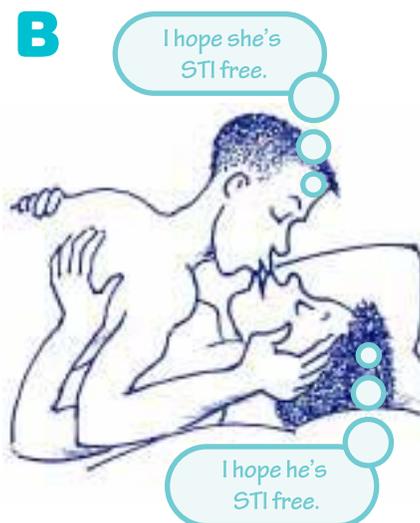
- 1 Draw a map of your community and indicate on it areas such as school, church, bar, shops, market, station, bush and so on.
- 2 On the map, indicate with the letter “X” places where a boy or girl might be at risk of sex and contracting STIs and HIV. Explain why these places are dangerous. Rank the risky places according to high, medium and low risk. How can pupils avoid these places or make them safer?

Activity 2: Role-plays about saying “No” to sex

- 1 In groups of three or four, role-play situations where someone is proposing sex and another is refusing. Role-play different situations, including elderly men or women proposing girls and boys, classmates proposing each other and so on. Help each other to find strong ways of saying “No”. Remember: you have the right to say “No”.
- 2 Each group can show their best role-play to the class. Your teacher can lead discussion after each role-play. What life skills, such as assertiveness and decision-making, did the person refusing show?

Activity 3: Group discussion on pictures

- 1 In pairs, discuss these pictures. What can we learn from them?
- 2 Role-play a better conversation between the girl and boy.



3 Now discuss this picture. What can we learn from this?



Activity 4: Discuss and write

1 Discuss and write down in your notebooks:

- all the signs and symptoms of STIs
- the names of common STIs in our community
- what we can do about STIs that have no signs and symptoms
- why it is important that both partners get treatment for STIs quickly
- who we can go to for help if we have an STI.

2 Share your answers with the class.

Activity 5: The story of Dalitso and Sabina

Dalitso and Sabina were asked to tell the story of their relationship on their wedding day. Dalitso was too shy and excited to take up the challenge, but Sabina had this to say.

I met Dalitso in Grade 5 at Dambe Basic School. We always helped each other with our school work. When we were in Grade 7, Dalitso and I started to feel really hot for each other. Dalitso thought that we needed to prove our love by having sex. But I was worried and told him that we would not be able to concentrate on our school work and we might fail our Grade 7 examinations.

Dalitso accepted my point of view and we agreed that we would go around with friends and not spend time alone in quiet places. Although it was hard at times, we managed to abstain and we worked very hard at our studies. We did so well that we were selected to go to the Chadiza Secondary School, where we completed our Grade 12.



Dalitso and I have never had sex together, although we have strong loving and sexual feelings for each other. We always encouraged each other to wait until we married, and now we are so happy that we protected our virginity. We are so excited, and we will enjoy our honeymoon knowing that we are both newcomers to sex and we don't have to worry about HIV. It required self-discipline and courage to keep to our decision, but it shows the strength of our love for each other and our ability to talk about sexuality.

In pairs, discuss these questions:

- Did Dalitso and Sabina have any sexual activity before marriage?
- How did Dalitso and Sabina manage to abstain?
- Why do you think that they are so happy that they are both virgins?
- List the life skills that they used to maintain abstinence.

Activity 6: River of life

- 1** In this game, we role-play different people in our culture. First the teacher gives out papers with different roles written on: migrant worker, boy pupil, girl pupil, young business woman, farmer, male nurse, older mother, young father, soldier, bar girl and so on.
- 2** Then we imitate crossing a river that is infested with vicious crocodiles. The crocodiles symbolise STIs and HIV. People can cross the river in the boats of abstinence, condoms and faithfulness. Some people are unable to jump into any of the boats for their own personal reasons, and they keep swimming.
- 3** Think about your role. What choice would your character make? Decide whether your character is able to stay in a boat or is swimming in the dangerous waters.
- 4** Those of us in the boats say why our character is in this boat. We also try to help those in the water to climb into a boat that suits them, giving them reasons why they should join that boat. The people in the water give their reasons for swimming and decide whether to join a boat.



5 In groups, discuss these questions:

- What are the benefits of being in the abstinence boat?
- What situations make it difficult to abstain?
- What can help people like us to abstain?
- Repeat these questions for the condoms and faithfulness boats.

HOME activities

Activity 1: Find out more

- 1** Ask older siblings or friends:
 - Where can pupils find help if they are worried about STIs?
 - What choices are these people making to protect themselves from an STI and HIV?
- 2** Find out where people go for treatment for STIs.
- 3** Visit the traditional healer (*ng'anga*) to ask what help he can give for STIs. Discuss his answers back in class.

8.3 Treatment of STIs

Getting treatment quickly

- Medicines can cure most STIs if the infected person goes to the clinic as soon as they notice signs and symptoms. STIs are dangerous if they are not treated early, because they can cause infertility, serious illness or death, and also infect unborn children.
- People with signs and symptoms of STI must see a qualified health worker at once and **finish all the medicines** that they prescribe. They also need to tell the person that they had sex with about the infection, so that they can get treated as well. This person may not have any signs and symptoms of infection yet, but they could become infertile or very ill without treatment.
- Some traditional healers treat STIs, but their medicines do not work so well. The infected person may still have the germs inside their body, damaging their reproductive organs.



Bad way of treating STIs



Good way of treating STIs

CLASS activities

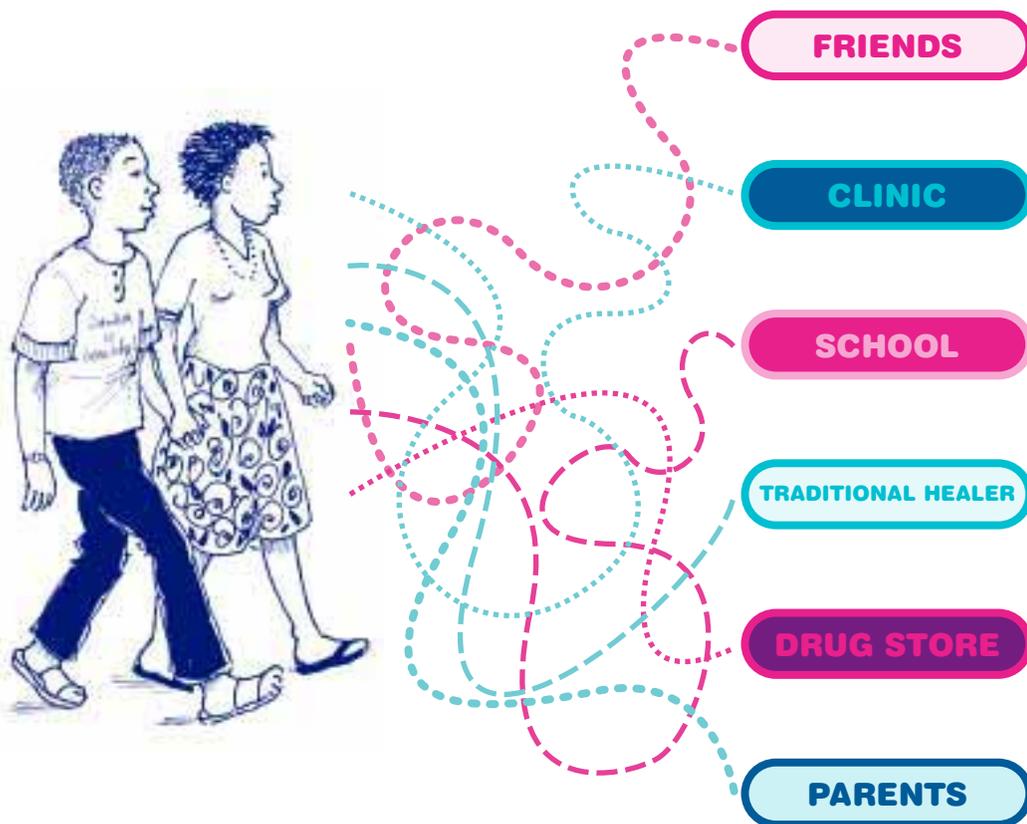
Activity 1: Safe places for medicine

In pairs, look at the pictures on the previous page and discuss which is the best place to get treatment for STIs. Why?

Activity 2: Paths to find help

- 1 Look at the puzzle below. It shows a boy and a girl who have signs and symptoms of an STI. It shows different people who can help them.
- 2 Choose a path to follow from the boy and girl and see where you land.
- 3 Ask yourselves these questions:
 - What help would this person give the boy and girl?
 - What more help would they need?
- 4 Choose a different path until you feel that the boy and girl have been helped well.

Getting help about STIs



Activity 3: Role-play for youth-friendly clinic

1 In groups of three, role-play this story.

Eunice has signs and symptoms of an STI and goes to see her friend Mary, who is a peer educator in the youth-friendly clinic. She tells Mary about her problem and Mary accompanies her to see the nurse. The nurse takes some of the liquid coming from her vagina to send for tests to find out what infection she has and treat it correctly.

Mary later tells Eunice that she has gonorrhoea and helps her to collect her medicine and take it correctly. She tells Eunice to bring her boyfriend for treatment. She also helps Eunice to make a plan for protecting herself from STIs in future. Eunice decides that she is very young and she wants to abstain from sex until she is older and ready to marry, or able to protect herself using condoms.

2 In pairs, discuss these questions:

- What is a youth-friendly clinic?
- What other services do youth-friendly clinics give?
- What were the advantages of Eunice going to the youth-friendly clinic?
- Write a list of things that make a clinic feel welcoming to young people.
- Is there a youth-friendly corner in our health clinic?
If not, who can we ask to get one set up?

Activity 4: Role-play on treating STIs

1 In groups of three, role-play this story.

Boyd tells his friends Rich and Matthias that he has an STI. Rich says that he has some capsules left over from treatment he had recently for an STI. He gives some to Boyd. A week later the friends meet again and Boyd says that the infection is now much worse. Matthias advises Boyd to go to the clinic for treatment.

2 Now discuss these questions:

- What was wrong with Boyd getting medicine from Rich for treatment of an STI?
- Why do you think Boyd's STI became worse?
- Of the three friends, who acted responsibly, and why?

HOME activities**Activity 1: Talking with others**

Meet with a peer educator or community worker and ask them to show you around the youth-friendly corner or clinic near you. Draw a picture to show the different kinds of help that you can get at the youth-friendly corner.

9 Understanding HIV and AIDS

IN THIS CHAPTER

9.1 HIV and AIDS and human rights

9.2 No risk, low risk and high risk of HIV infection

This chapter will help me and my family. My sister is HIV positive and I want to help her to live well and happily.

And I want to teach others about keeping healthy and safe. Together we can break the silence on HIV and AIDS.



9.1 HIV and AIDS and human rights

How HIV is spread

HIV is the virus that leads to AIDS. HIV is transmitted:

- through sexual intercourse in the vagina or anus
- through blood via unclean objects that cut the skin - for example, injections, tattoos or razor blades
- from mother to child in the uterus, during delivery or when breastfeeding.

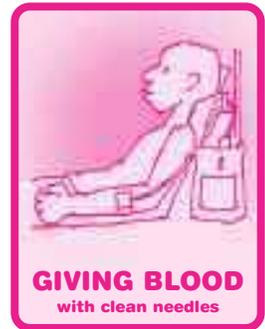
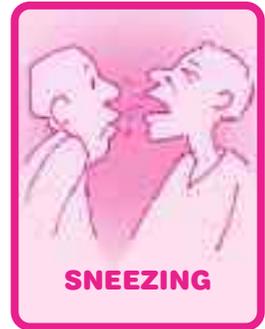
The most common way that HIV is spread is through **sexual intercourse**.

We can protect ourselves from HIV by **abstaining** and **not** having sex. This is the best choice for young people.

People who do have sex should use **condoms** every time because they help to stop the virus spreading from one person to another.

How HIV is **NOT** spread

HIV is found only in blood, semen, vaginal fluid and breastmilk. It has to get inside the body and blood of another person to spread the virus. HIV is not spread by holding hands, hugging, kissing on the cheek, sharing toilets, sharing food and drink, sharing clothes, sneezing and coughing or mosquitoes.



Living well with HIV

People can find out whether they are infected with HIV by going for voluntary counselling, testing and care (VCTC) at the health clinic. Counselling and testing can help us all to take action to avoid HIV or to live well and protect others if we already have HIV.

Those of us living with HIV can have a good life for a long time by **living positively**. This means:

- eating well
- protecting ourselves from infections and getting treatment early
- continuing with our work and social life
- protecting ourselves and others from further HIV or sexually transmitted infections by practising safer sex
- getting support from our friends and family.

There are now medicines called antiretrovirals (ARVs) that can help those of us living with HIV to stay healthy for a long time.

HIV and AIDS and human rights

People are entitled to human rights whatever their age, gender, ethnicity or wealth. They are entitled to these rights because they are human beings. The chart below tells us some of the rights concerning HIV and AIDS that all of us are entitled to.

Human right	Example
Right to life	Every person living with HIV has the right to live.
Education	All boys and girls, including those with HIV, have the right to go to school.
Good nutrition	People living with HIV have the right to a good, balanced diet to maintain their health.
No discrimination (treating people unfairly)	People living with HIV have the right to be treated the same as everyone else, without being rejected or treated unfairly.
To marry and plan a family	Young people have the right to make their own decisions about marriage and family, whatever their HIV status. They should not be forced into marriage unwillingly or stopped from marrying or having children.
Right to work	Every person, whether living with HIV or not, has a right to work.
Care and support	People living with HIV have the right to care, support and treatment with medicines that can help to keep them well.
Privacy	The results of an HIV test should not be told to another person without the tested person's consent.
Right to say "No" to sex and harmful practices	All young men and women have the right to say "No" to sex, whoever is proposing and even if it is part of their traditional culture.

CLASS activities

Activity 1: The story of Milika

Milika is a young girl aged 12 years. She was born with HIV infection. She gets sick more often than her classmates and sometimes is unable to play sports. A pupil found out that she is living with HIV and told everyone. Now pupils tease and laugh at her and no one wants to eat with her. They say bad things about her mother. During sports, no one wants her on their team and she always sits alone at her desk.

In small groups, read the story and discuss these questions.

Imagine that you are Milika.

- How would you feel? How would you behave?
- What would you like to happen?
- What would help you to cope with living with HIV?

Imagine that Milika is in our class.

- Why are we and our classmates avoiding Milika and teasing her?
- What would we do if Milika was our friend?
- Which of her rights are being violated?
- What virtues could we practise that would make life better for Milika?
- How do we know whether we have HIV or not?

Activity 2: Role-plays

- 1 Role-play pupils showing life skills and virtues in supporting Milika.
- 2 Role-play Milika using her skills and virtues to help her classmates to understand HIV and AIDS and protect themselves.

Activity 3: “Sitting on chairs” game

- 1 Make a circle of chairs and sit on them, leaving one empty chair. Alternatively, play this outside, laying out a circle of papers on the ground instead of chairs.
- 2 The person sitting next to the empty chair moves up one and says, “I sit”. Then the person next to them moves up one and says, “... on a chair and I call on ...”, and calls out the name of another person and changes places with them.
- 3 The person next to the empty chair starts the game again.
- 4 The game should be played fast, so that people make mistakes. They are then out of the game and one chair is removed.
- 5 Continue until only one person is left.

Questions

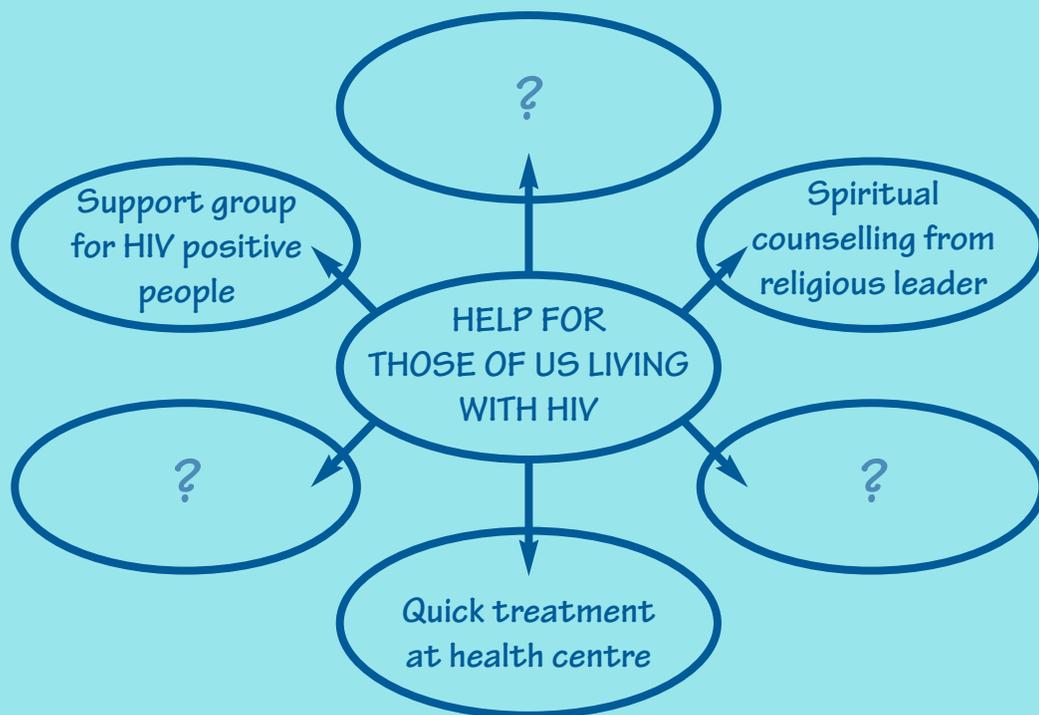
- How did it feel to be the first person out of the game?
- How did others respond when they were out?
- How is this like what happens when a person gets infected with HIV through unsafe sex?
- Read this paragraph. Do we all make mistakes? Should we blame others?

It is always difficult to be the first person who makes a mistake and goes out of the game. It can feel harder making mistakes in front of others. Many of us have unsafe sex, which could infect us with HIV. Some of us are brave enough to have an HIV test, but many are not, yet we discriminate against those who know that they are HIV positive.

HOME activities

Activity 1: Find out more

Find out what help is available in your community to support those of us who are living with HIV. Draw a spider diagram to show the different kinds of help.



9.2 No risk, low risk and high risk of HIV infection

Assessing risk

HIV is mainly spread through sexual intercourse without a condom. However, there are other ways that people can enjoy their sexual feelings without sexual intercourse, that is the penis going into the vagina or anus.

Some of these ways have no risk of HIV infection at all. Others have very little risk. So people can enjoy the safe or low risk sexual activities and avoid those which easily spread HIV.

People need to decide themselves what sexual activities they will do and be sure that they can stop before having intercourse. Otherwise they may start feeling so sexy that they cannot stop.



The HIV safety ladder

CLASS activities

Activity 1: The HIV safety ladder

- 1 Draw a ladder on the blackboard or make one on the ground. Label the bottom step 'NO RISK', the middle step 'LOW RISK' and the top step 'HIGH RISK'.
- 2 Divide into small single sex groups. Brainstorm on all the ways that two young people might enjoy their sexuality together and write them on pieces of paper. For example, kissing, dancing together, hugging, holding hands, touching breasts or sexual organs as well as having sexual intercourse. Think of as many ways as possible.
- 3 In the group, discuss whether this activity has no risk, low risk or high risk.
- 4 Ask each group to read out one of the sexual activities and put it on the right step of the ladder, explaining why. If other pupils disagree, ask them to explain. Agree on where to put the activity, with help from your teacher.
- 5 Now discuss these questions:
 - What have we learnt from this activity?
 - What are the good and bad points about expressing our sexual feelings in these ways without intercourse?
 - Can people be satisfied with sexual activities without intercourse?
 - Will people be able to stop if they get sexy from these activities?

Activity 2: The sexual feelings ladder

- 1 Do this activity in single sex groups. Take the pieces of paper off the ladder. Mark one end of the ladder 'easy to stop' and the other end 'impossible to stop' before intercourse. In the middle steps put, 'fairly easy to stop' and 'difficult to stop'.
- 2 Discuss the activities on the papers one by one and agree which step to put them on. Discuss what effect keeping clothes on or taking them off might have on levels of sexual feelings. Is it better to avoid all these activities or to learn to stop before intercourse?

HOME activities

Activity 1: Preparing for the next lesson

Find out from parents and guardians:

- Why do older people in the community use alcohol, tobacco and *dagga*?
- What do they think are the good and bad points about these things?

10

Understanding drugs

IN THIS CHAPTER

10.1 Different types of drugs

10.2 Using drugs safely



10.1 Different types of drugs

What are drugs?

Drugs are substances containing chemicals that have an effect on our bodies and minds. These effects may be good or bad. Most drugs are dangerous if we take too much of them or take them too often.

We use drugs such as Panadol, chloroquine and magnesium to **treat illnesses** like headache, malaria and stomach upset. It is important to take only the prescribed dose (the amount advised by the health worker), because too much of any drug can cause death.

Alcohol and **marijuana** or **cannabis** (*dagga*) are also drugs that affect our bodies and minds. If taken in small amounts they can make people feel relaxed and sociable. But in larger amounts they make people feel bad and lose control of their behaviour, leading to danger and sickness. Young people are best avoiding alcohol, because it can lead to risky behaviour. When we are adult, we can decide to take only small amounts of alcohol for enjoyment.

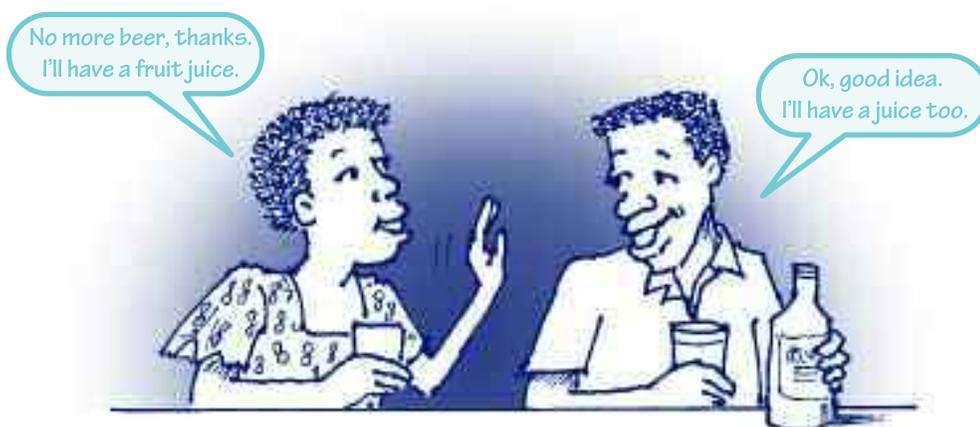
Tobacco is a drug that harms our bodies and the smoke harms those around us. Tobacco can cause lung cancer.

Coping with stress without drugs

Sometimes our living situations make it difficult to follow good health habits and many people drink alcohol or smoke cannabis (*dagga*) to escape their problems. However, there are other things that we can do to feel better and keep healthy. We can eat nutritious food, rest, laugh with friends and take exercise like playing football or netball to reduce stress. These work better than drugs.

While we are growing up it is best to say “No” to all risky drugs, because they can affect our health badly and put us in danger. People can also get addicted to drugs, which means that they feel they must have more and feel sick if they do not.

Drugs given to us by medical staff are found in drug stores, clinics and hospitals. They are also found in the market and stalls. These drugs may not work because they are fake, too old or the wrong drugs for our problem. We should only get medical drugs from the proper places.



CLASS activities

Activity 1: Written activity

In your notebooks answer these questions:

- What are the names of two drugs that are good for us?
- What are the names of two drugs that can harm us?
- Why is it harmful to take too much of any drug?
- How can we relax and stay healthy without using drugs?

Activity 2: Debate

- 1 Divide the class into two and debate this statement (motion):

Drinking alcohol is good for people who have difficult lives.

- 2 Work in small groups to make points for or against the motion. Sit on a line of chairs or benches and argue your points in turn.
- 3 After the debate, vote to see which side has won.

HOME activities

Activity 1: Find out more

Find out from your parents and guardians what they think about:

- the effects of drinking local alcohol, like *kachasu*
- the results of buying drugs from counters or market stalls.

10.2 Using drugs safely

Using medical drugs safely

We are told how to use medical drugs properly at the clinic, but not everyone follows this advice. People may stop taking a drug as soon as they feel better, but the germs are still in their bodies. The germs then learn how to fight the drug, and next time the person takes that drug it will not work. This happens if people do not finish the course of antibiotics used to treat sexually transmitted infections.

It is dangerous to misuse medical drugs. Taking too much of a drug like chloroquine to end a pregnancy can cause death. We should not share drugs given to us at the clinic with our friends. The friend should go for to the clinic for their own treatment. We must finish the course of drugs we are given.

Harmful drugs

Some drugs are always harmful to our bodies, however we use them. Tobacco is like this.

Other drugs are harmful if we take too much of them. People who drink large amounts of local alcohol, like *kachasu*, may get very drunk and ill, because the amount of alcohol in the beer is not measured and they do not know how much they are drinking.

There are many types of drugs or chemicals that change our minds or bodies. If taken in large quantities or too frequently, they can harm our health and cause us to take risks, such as having unsafe sex.

Drugs	Information about it
Alcohol	Alcoholic drinks contain a drug called ethanol. Locally brewed beer like <i>kachasu</i> contains methanol, which is very poisonous and can cause blindness. Alcohol causes people to lose co-ordination and they become slow to react to situations. This leads to accidents and poor decisions, such as having unsafe sex.
Cigarettes	Cigarettes contain a drug called nicotine. Tobacco also contains tar, which can make the lungs stop cleaning themselves properly. Tar can cause cancer of the lungs and throat. Smoking takes oxygen away from the body and can damage unborn babies if the mother breathes in smoke.
Cannabis, marijuana (dagga)	This drug is smoked like tobacco and causes the same problems as tobacco. It changes the way people think and feel, and can lead to risky behaviours. It also leads to a lack of concentration and memory loss, and makes it difficult to study. It is illegal in Zambia.
Glue, petrol	Sniffing glue or petrol makes people feel good for a time, but is very dangerous and addictive to the user. It causes loss of seeing, clear thinking, memory and body control.
Medical drugs	Drugs used to treat illness should be taken in the correct amounts and obtained from a qualified health worker or drug store. Buying drugs from the market is dangerous because the drugs may be the wrong ones for the illness. They may be fake, old or given in the wrong dose. This is why powerful drugs such as Coartem, Fansida and antiretrovirals are only given legally by a trained person.

CLASS activities

Activity 1: Identifying different drugs

- 1 Identify the different types of drugs and write their names in your book. Beside each name, write if they are safe or unsafe drugs, and explain.
- 2 Name two places where you can get safe medical drugs, and explain how you should use them.

Activity 2: Discussing the picture

- 1 Discuss what is happening in the picture.
 - What type of drug is he taking?
 - What is the drug doing to his body?
 - What things might happen to him now?
- 2 Now role-play a situation where a group of young people are pressurising another to take *dagga*. Show how this person refuses.



HOME activities

Activity 1: Pictures of drugs

Collect some pictures of drugs from newspapers and advertisements. Write down what you know about them, stating their name, their use and any dangers.

Activity 2: Taking action

- 1 In groups, discuss the different topics you have learned in Grade 5. Write a list of the main messages you want to share with your friends who have not studied this book.
- 2 Ask your teacher if you can borrow this book to take home for a few days, so you can share what you have learned with your friends.
- 3 Afterwards, report back in class what ideas you shared with your friends. How did they respond? How can you continue to teach and help them?

GLOSSARY

A

Abortion

Ending a pregnancy before the baby is grown enough to live outside the mother. This can be forced, or happen naturally (miscarriage)

Abstain

To not have sexual intercourse

AIDS

Acquired Immune Deficiency Syndrome: a set of serious illnesses resulting from a virus called HIV, which destroys the body's natural protection from infection

Anus

Hole through which faeces pass out of the body

B

'Bonnita'

Breasts

C

Condom

A thin rubber covering put over the penis to prevent sperm getting into the female during sex and causing pregnancy. It also prevents HIV and STI germs going from one person to another during sexual intercourse, so helps to prevent HIV and other STIs

D

'Dagga'

Cannabis, an illegal drug

Discrimination

Treating people badly because of some difference, such as race, sex or disability. All people have the right not to be discriminated against

E

Emotions

Feelings like anger, fear, sorrow, happiness

Empathy

The ability to understand someone else's feelings or experiences by imagining what it would be like to be in their situation

Erection

When the penis stands stiff

F

Fallopian tube

Two tubes in the female body along which eggs travel from the ovaries to the uterus

Fertilisation

When a male cell (sperm) joins an egg to start developing a baby

G

Gender

The idea in society of what it means to be male or female. Gender roles are tasks which males or females are usually expected to do, but which can be shared and changed

H

HIV

Human Immunodeficiency Virus: the virus found in body fluids that leads to AIDS

Hormone

Chemicals carried in blood which affect the development, growth, sex, etc. of the person

I

Infertility

When a person is unable to make a baby

L

Life skills

Abilities which help people to cope with problems, live well with each other and to take good decisions to keep healthy. They include skills in communication, problem solving and empathy

M

Menstruation

Monthly bleeding from the female uterus, when an unfertilised egg passes out in a flow of blood through the vagina. See 'period'

O

Organs

A part of the body which has a particular job

Ovaries

Two sacks in the female body, each side of the uterus, which produce eggs

P**Penis**

The part of a male's body which is used for urinating and in sexual intercourse

Period

Another word for menstruation

Prostate

An organ in the male body placed near to the penis, which produces a liquid that mixes with and carries sperm. This is called semen

Puberty

The stage in a person's life when they develop from a child into an adult because of changes in their body that make them able to have children

R**Reproduction**

The process of producing babies

Rights

The claim which a person has to be treated in a fair, morally acceptable or legal way, or to have the things that are necessary for life

S**Scrotum**

A bag of skin behind the penis which contains testes

Self-esteem

Belief and confidence in your own ability and value

Sexuality

A person's ability to experience or express sexual feelings. It refers to a person's feelings and behaviour, and the way they dress and speak

Sexually transmitted infections (STIs)

Infections which are passed on through sexual activity

Sexual abuse

Having sex with a child, touching a child in a sexual way, talking sexually with a child, or showing a child sexual images

Sexual intercourse

The act of having sex, when the penis enters another person's vagina or anus

Sperm

Cells in a male which fertilise an egg. They come out of the penis during sex in a fluid called semen

Stereotype

A fixed idea that people have about what someone is like, especially an idea that is wrong. Gender stereotypes are fixed ideas about male and female behaviour, which may not be true and can be changed

Stigma

When people disapprove of somebody and treat them badly as a result. People living with HIV often face stigma

T**Testes**

Two balls that produce and store sperm in the male body

U**Urethra**

Tube carrying urine from the bladder to outside. In males, it also carries semen, the liquid that contains sperm

Uterus

Bag at the top end of the vagina in the female body in which a baby grows (the womb)

V**Vagina**

A tube inside the female body that has a very small opening into the uterus and opens between the legs

Values

Ideas which are important to someone and guide their ways of thinking and behaving

Virtues

A good moral quality in a person, such as kindness

W**Wet dream**

A sexually exciting dream which causes a release of semen from a male's penis while he is sleeping

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The process began with a sexuality, gender and HIV awareness workshop for teachers, to allow them to explore their knowledge, values and practices in their private and professional lives and to feel comfortable talking about sensitive issues. The teachers then facilitated participatory activities with their pupils to learn about their needs and how they would prefer to learn about sexuality and life skills. The pupils contributed questions, stories, problem letters and pictures.

The books for pupils are based on this input and incorporate a variety of Zambian learning material used in schools, including 'Happy, Healthy and Safe' produced by Family Health Trust Zambia. We would like to thank Macmillan for their permission to reproduce content and illustrations from 'Choices: a guide for young people' by Gill Gordon.

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Supporting community action on AIDS in developing countries

What is the International HIV/AIDS Alliance?

Established in 1993, the International HIV/AIDS Alliance is a global partnership of nationally based organisations working to support community action on AIDS in developing countries. Our shared mission is to reduce the spread of HIV and meet the challenges of AIDS.

For more information about our work, please visit our website www.aidsalliance.org

Young people today are faced with many pressures and conflicting messages about how to manage their sexuality. They need support to grow up in a safe, happy and healthy way.

To address this, the Government of Zambia has a comprehensive strategy for sexual and reproductive health and HIV education for young people in and out of school.

This series of three books for Grades 4-9 contributes to the strategy by providing clear and factual information about puberty, friendship, gender, sexuality, pregnancy, sexually transmitted infections, HIV and AIDS and drug use.

The books contain many learning activities and illustrations, which engage young people in understanding themselves and their world. They reflect on and practise the virtues and skills needed to develop caring and loving relationships, make good decisions, solve problems and seek help.

The topics and activities are designed to fit into the national curriculum or to be used in extra-curricula activities in or out of school. The books are accompanied by a Teachers' Guide.