



OUR FUTURE Teaching sexuality and life-skills

A guide for teachers using Our Future pupils' books

Acknowledgements

The 'Our future' sexuality and life-skills education package includes:

- **Preparing to teach sexuality and life-skills**
- **Teaching sexuality and life-skills**
- **'Our future': three supplementary books for learners in grades 4-5, 6-7 and 8-9.**

These materials were developed through a project started in 2003 that involved the Ministry of Education, Zambia, the International HIV/AIDS Alliance, Planned Parenthood Association of Zambia (PPAZ), Young, Happy, Healthy and Safe, (YHHS) and teachers and learners in grades 4 to 9 from 13 schools in Chipata District, Eastern Province Zambia. We would like to acknowledge the commitment and talent of all these stakeholders in the design and production of the 'Our future' package.

This guide was developed through a series of workshops with teachers from the 13 schools, including those selected to become core trainers in the programme. The guide is based on the experience of their training and guidance needs of teachers who will use the 'Our future' pupils' books. The core trainers listed below deserve special mention for their skills in teaching, training and developing the guide: Enoch Kaluba, Daphne Tembo, Luckwell Banda, Helmina Phiri, Edward Kasonde and Dailess Mathotho.

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1 Introduction

1.1 Who is this guide for?

The guide is intended to support anyone who wants to use the 'Our future: sexuality and life-skills education' books for primary schools, Grades 4-5, 6-7 and 8-9, to facilitate sexuality and life-skills lessons with learners in or out of the classroom. Users include teachers teaching in Grades 4-9 or higher classes and student teachers as well as community workers such as peer educators, community health workers, NGOs and traditional teachers.

1.2 How was the guide developed?

The guide is part of the 'Our future: sexuality and life-skills education' series developed by the International HIV/AIDS Alliance, Planned Parenthood Association of Zambia, Young, Happy, Healthy and Safe, teachers from basic schools in Chipata district and curriculum development specialists from the Ministry of Education. The materials are based on a participatory needs assessment with learners and the experience of training teachers and testing the sexuality and life-skills materials in 13 schools. The series includes this guide, 'Preparing to teach sexuality and life-skills': a manual for teachers and three 'Our future' learners books, Grades 4-5, 6-7 and 8-9.

1.3 What are the aims of this guide?

This guide aims to:

- equip teachers with the knowledge, attitudes and skills needed to plan and facilitate effective sexuality and life-skills lessons. Teachers should be able to:
 - easily understand the information in the 'Our future' books
 - identify ways to include the lessons in and outside the core curriculum
 - write learning objectives for knowledge, virtues and skills
 - identify learning activities to use for specific objectives and topics
 - understand when and how to use role-plays and other interactive learning activities
 - develop their facilitation and class management skills
 - process the learning from the activities
 - ensure the safety of learners in and outside the classroom
 - assess and evaluate lessons.

- motivate teachers to take responsibility for their learners' sexual and reproductive well-being and create caring schools
- help teachers to understand and appreciate the concept of the whole school site and how to implement this approach.

1.4 What is in this guide?

This guide contains information and activities to encourage users to try out ideas in the classroom and feel confident to plan and facilitate sexuality and life-skills lessons.

The guide has seven sections:

- 1 an introduction to the guide
- 2 understanding sexuality and life-skills education
- 3 the concept of a whole school site
- 4 how to use 'Our future' books to plan lessons
- 5 the skills needed to facilitate skills-based learning
- 6 how to use different learning activities to achieve objectives
- 7 objectives for the chapters and sub-topics in the 'Our future' books from Grade 4-9 with tips and additional information for teachers.

1.5 How can we use this guide?

This guide serves two purposes:

It is a training manual for anyone who wants to train others to use the 'Our future' books. This could be in a training college or in school in-service development sessions.

It is a reference book for users to support them in teaching from the 'Our future' books. Users can, for example:

- find out more about the interactive activities found in the 'Our future' books and how to use them
- understand more on working with the community in the whole school site
- find questions and examples to help them plan a lesson
- get guidance on how to assess and evaluate a lesson
- get guidance on objectives and teaching tips for chapters and sub-topics in the 'Our future' books.

1 Introduction

1.6 What preparation do we need to use this guide?

It is helpful if users are trained using the first manual in this series, 'Preparing to teach sexuality and life-skills'. They will then have basic knowledge on puberty, sexuality, sexual and reproductive health, rights, gender and life-skills. They will also have reflected on their own values and have some facilitation and life-skills.

If users have not had this training, they can use this guide, and the 'Our future' books, to gain basic knowledge and develop their facilitation skills. They can use reference books to add to this knowledge and invite resource people to contribute to the teaching.

The Ministry of Education and YHHS have trained a group of core trainers – teachers who are highly skilled in training and facilitating sexuality and life-skills lessons who, might be called on to provide training using these materials.



1.7 What additional resources can we call on to support us?

Teachers can use textbooks and guides from the core curriculum and other materials on sexual and reproductive health and HIV and AIDS. See Resources on page 75.

The 'Our future' books contain many stories, pictures and diagrams. Teacher and pupils can adapt these or create new pictures, songs, stories and diagrams. There are activities that do this in the 'Our future' books. Each school will then have its own set of learning materials to complement the books.

Communities have resource-people who can contribute to learning, either by teaching in class or through learners visiting local knowledgeable people or organisations – for example, parents/carers, peer educators, traditional counsellors, health centres and victim support units.

1.7 Activity

- 1 Divide into groups.
- 2 Half of the groups draw a diagram to show all the resource people that they could call on to contribute to learning about sexuality and life-skills.
- 3 The other groups list all the reference materials they know about and discuss how to access additional materials or information.
- 4 The groups share ideas in plenary.

2 Sexuality and life-skills education

2.1 Why do young people need sexuality and life-skills education in school?

Problems young people face in growing up and with their sexuality

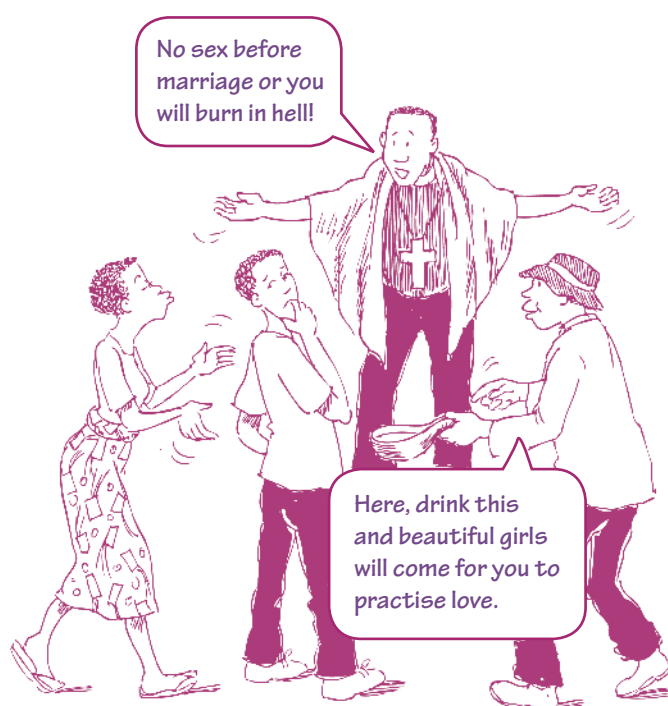
Young people face problems in growing up for a number of reasons:

- strong sexual feelings and inexperience in coping safely with them
- lack of experience and power in decision-making
- negative peer pressure
- the need to sell sex to meet basic needs
- abuse by teachers, parents/carers and people from the community
- lack of trusted people to talk to about their growing up and sexuality because guardians and adults do not talk about sexuality openly with their children
- lack of accurate information and services
- people not respecting their opinions and rights as they are growing up
- imposed traditional practices such as, Nyau and Chisungu/Chinamwali initiation ceremonies
- HIV and AIDS cause illness and death.

All of the above put young people at risk of unwanted pregnancies, STIs and HIV.

Learning about sexuality

Traditionally we learned about sexuality through the elders when we reached puberty. This worked well because in the past puberty came later, people married early and HIV and AIDS did not exist. Nowadays, there is a gap between puberty and marriage and young people need to learn how to manage their sexuality safely, in and out of marriage.



2.1 Activity

- 1 Divide into groups.
- 2 Ask each group to draw a picture of a young person of a specific age, sex and situation. They then write on one side of the picture the things that put this particular young person at risk of HIV and sexual and reproductive health problems and on the other side the things that protect them.
- 3 Show the pictures and discuss how we can increase the protective factors and reduce the risk factors.
- 4 Ask, 'How can we learn more about our learners' needs?'

It is important to realise that every child in our class already has some ideas, beliefs and information about sexuality. Most children and adolescents do not receive formal lessons or talks about sexuality from their parents/carers or teachers. Their ideas about sex come from what they see and hear from:

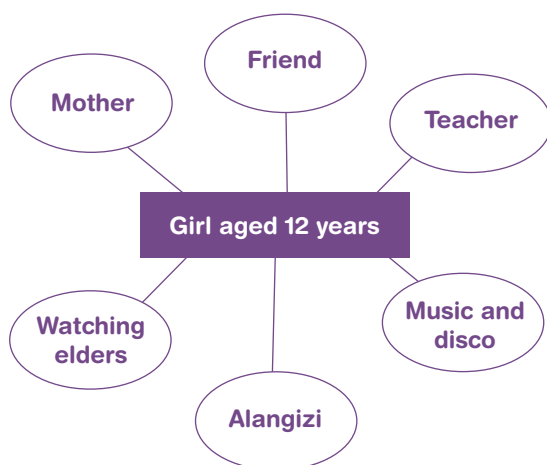
- parents/carers, teachers, other adults and their peers
- the media, magazines and books
- the teachings of their religion and culture
- initiation ceremonies such as Chisungu and Nyau.

The messages, from these different sources of information, can be contradictory and young people need opportunities to assess which are true and to discuss different points of view.

2 Sexuality and life-skills education

2.1 Activity

- 1 Divide into the same groups as the previous activity.
- 2 Ask each group to draw a diagram to show the different ways that the young person in their picture might learn about sexuality.



- 3 Ask, 'What have we learned from our diagram? How can we apply this to our teaching of sexuality and life-skills?'

the lesson and use it to plan the lesson. Read the feedback and use it to evaluate the lesson and improve on the next one.

- Adapt some of the activities in the 'Preparing to teach sexuality and life-skills manual' for your learners – for example, mapping risky places, the anonymous participatory survey and agony aunt letters.
- Use the activities in 'Working together safely' in 'Our future' books with learners, at the start of the sexuality and life-skills lessons, to understand their hopes and fears and how they would like the subject to be taught.
- Use participatory activities in the 'Our future' books that encourage learners to talk about their lives, thoughts and feelings – for example, role-plays, stories and songs.
- Listen to learners, in and out of class, to learn more about their needs. Counsel learners with problems.
- Create a caring and safe environment in class so that learners feel free to express themselves without fear of bullying, harassment or punishment.
- Be trustworthy, supportive, friendly and understanding to learners so that they are able to open up. Play a caring, parental role rather than an authoritarian and judgemental role.
- Be free and open. If appropriate talk about how things were when we were growing up and how things are now.
- Encourage learners to talk about private things as though they happened to others.

2.2 How can we learn from young people?

It is very important we keep learning from young people about the reality of their lives – the things that protect them and put them at risk and how they are using what they learn from the sexuality and life-skills classes. This way we can design relevant lessons based on learners' life experiences. Caring attitudes towards learners and arranging and facilitating sexuality and life-skills lessons well can help us to understand their needs better.

Some ideas:

- Put an anonymous question box in class and invite learners to put all their questions, worries and stories into the box without putting their names on them. Ask them to put questions about specific topics before teaching them and give feed-back after the lesson. Read the content of the box before

2.2 Activity

- 1 Put a question box in the room and invite participants to use it.
- 2 Ask participants to read the chapter on 'Working together safely' in the 'Our future' books for their grade.
- 3 Ask them in pairs to list their own hopes and fears and how they would like to teach sexuality and life-skills lessons in their school and share them in plenary.
- 4 Discuss ways to achieve the hopes and reduce the fears.

2

Sexuality and life-skills education

2.3 What are the objectives of sexuality and life-skills education?

The list below was created by teachers during a workshop and included learners' hopes for sexuality and life-skills lessons.

After participating in sexuality and life-skills lessons we hope that young people will have the motivation, knowledge, virtues and skills to:

- develop high self-esteem and self awareness
- understand sexuality as a natural and positive part of life
- talk about sex and sexuality in a safe and comfortable way.
- have accurate and comprehensive information about sexuality, gender, sexual and reproductive health and rights, including HIV and AIDS.
- practise life-skills such as communication, empathy, assertiveness, making informed and responsible decisions, solving problems and thinking critically
- show understanding, tolerance, respect, kindness, courage and other virtues
- be aware of their rights and promote their fulfilment
- grow up with more equal and caring gender relations
- seek effective help on all aspects of their lives
- adopt behaviour that enables them to live happy, healthy and safe lives, including their sexual lives
- co-operate with others and contribute to creating a caring environment in and out of school, where young people are protected from sexual intercourse and other forms of abuse.

2.3 Activity

- 1 Divide into groups. Using the findings from the activities in 2.1 and 2.2, ask participants to list all their objectives for sexuality and life-skills education.
- 2 Group the objectives under headings such as knowledge, virtues and skills.
- 3 In plenary, share the objectives and agree on the final list.

2.4 What is the difference between sex and sexuality?

Sexuality is a key part of being human and affects people throughout their lives from birth to death. It is about our bodies, feelings and behaviour as males and females. It includes issues related to gender, sex, sexual orientation, pleasure, relationships and reproduction. We can express our sexuality through our thoughts, beliefs, desires, fantasies, attitudes, values, behaviours, roles and relationships. We express it in the way we walk, talk, dress, dance, sing and enjoy being with people of the same and opposite sex. It includes all the ways that we enjoy expressing ourselves as sexual beings. A wide range of factors influence our sexuality, including social, political, biological, psychological, cultural, economics, religious, legal and historical factors.

Sexuality is different from sexual intercourse, which is the act of a man putting his penis into the vagina or anus of a woman or man and 'making love' or 'having sex'.

2.4 Activity

- 1 Divide into single sex and age groups. Ask half of the groups to draw a mind map showing what they understand by 'sexuality' and the other half to draw a mind map to show what they understand by 'sex'.
- 2 In plenary share the mind maps and agree on the meaning of 'sexuality' and of 'sex' and why they are different.
- 3 Discuss how they can use this learning in their teaching and school.

Sexuality is much more than sexual intercourse. There are many ways that we can enjoy our sexuality safely. We can encourage young people and elders to think of sexuality in a broader way rather than just focusing on intercourse.

2

Sexuality and life-skills education

2.5 What are life-skills

Life-skills are all those skills that help us to live a safe, happy and healthy life. They are skills relating to ourselves as individuals, our relationships with others and how we manage situations in our lives. Life-skills include having self-esteem and self-awareness, skills for critical thinking, communicating, negotiating, assertiveness, decision-making, taking responsibility and solving problems. Life-skills also include skills that we can use to make a living – for example, farming, carpentry, hair-dressing and business skills.

2.5 Activity

- 1 Invite participants to share their ideas on the meaning of life-skills. Clarify and add any that are missing.
- 2 Divide into groups.
- 3 Ask each group to think of a situation where they are at risk of HIV infection.
- 4 Act out the steps leading up to the situation that puts them at risk.
- 5 Identify the reasons why they got into a risky situation.
- 6 Re-play the situation, this time using life-skills to enable the character to avoid the risk.
- 7 Show the role-plays and make a list of all the life-skills used.
- 8 Ask what people have learned and how they will use the learning for themselves and in school.

We are teaching children for today and for the future. Many girls leave school after grade 7; half are married by the age of 18 years and have children by the age of 20 years. Boys and girls need sexuality education before they reach puberty, have sex, get married and have children because afterwards may be too late.

The 'Our future' books were designed with the needs of young people at different ages in mind. They use a spiral curriculum which builds on the complexity of information and activities each year.

Children up to 9 years

Children of this age ask a lot of questions about sex and they may have seen others doing it and played at doing it themselves. They may be at risk of sexual abuse. We can help them to develop skills and virtues as they are growing up by:

- giving simple and accurate answers to their questions
- giving information about and names for their body parts, including sexual and reproductive body parts and what they are used for
- encouraging them to keep body parts clean
- teaching them what to expect as they reach puberty, in simple terms, particularly wet dreams and menstruation
- tell them where to go for help with growing up
- tell them that some parts of their body are private and people should not touch them, unless they are sick or being washed by close family. They should report anyone who touches them in a bad way
- explain that sex is good for mature people who care for each other and can do it safely. It is dangerous for children because it can cause HIV and other diseases and pregnancy.

2.6 What content do young people need at different ages?

We worry that giving children information about sexuality will result in early sexual activity and 'spoil' them. But we were surprised how much pupils know about sex and how early they start sexual activity; but without the information, virtues and skills needed to protect themselves. Teachers and parents decided that children need correct information from about nine years. Evidence shows that when children have the facts early, they delay starting sex and do it more safely when they do begin.

Children from 9 to 14 years

This is the beginning of puberty and boys and girls need to know about their changing bodies and feelings and how to cope with sexual feelings safely. We can help them to develop skills and virtues by covering the below topics:

- sexuality and life-skills
- the changes in boys and girls as they are growing up in their bodies, minds and feelings.
- basic anatomy and physiology including sexual and reproductive systems

2 Sexuality and life-skills education

- menstruation and wet dreams
- joys and problems faced when growing up and how to cope with them, for example skin problems
- friendship and love
- gender equality and how to relate well to the opposite sex
- coping with sexual feelings, saying no to unwanted touch and sex
- choices for avoiding high-risk sex, with a focus on abstinence, but information about staying with one partner and condoms
- children's rights and how to ask for their fulfilment
- Conception, childbirth and how to protect their fertility
- how to avoid STIs and HIV and get treatment
- HIV and AIDS.

Children from 15 years and above

Many teenagers are sexually active and they may not be given or accept the information and services they need to stay safe. They need to know everything they can about sexual and reproductive health and how to stay safe. Teenagers want to be taken seriously and given responsibility. They can become peer educators or join clubs and help the community. They need to be able to access services and information and they need strong relationships with caring adults. Cover the below topics:

- love and friendship
- gender equality
- sex, sexuality and life-skills
- how to have a good marriage when they are ready
- contraception, coping with pregnancy, fertility

2.6 Activity

- 1 In grade groups, ask participants to go through the 'Our future' book for their grade and list the content on flipchart. Write the ages of their learners (range and percentages) next to the list. For example, my learners in grade 5 are aged 11 to 16 years. Around 55% are 11 to 14 and 45% are 15 to 16 years.
- 2 In the groups, discuss whether the content is appropriate for the age groups. Summarise points on a flipchart or blackboard.
- 3 If the age range is wide, discuss how they can arrange the class so that learners have information and activities appropriate for their age. Summarise ideas on the flipchart.
- 4 In plenary review and comment on the lists and ideas from the discussion.
- 5 Make a summary list of good strategies to use in class and out of class.
- 6 *What can we do to help people who have not been involved in teaching sexuality and life-skills to accept that young people know and do more about sex than we think, and need information before they are sexually active if they are to stay safe?*

Some ideas of good strategies from our workshop

- Ask children to put their questions into the question box, adding their age and sex but not name.
- Group children according to their age, questions and experience.
- Put girls and boys into separate groups. If you have two facilitators, they could go to different rooms or spaces.
- Work with peer educators to provide lessons to older, more experienced learners.

2 Sexuality and life-skills education

- how to prevent and get treatment and care for STIs and HIV
- how to avoid or use drugs safely.

2.7 What are the principles of sexuality and life-skills education?

Sexuality and life-skills education is different from teaching mathematics because it involves a sensitive area of life that people have strong views about; it links to virtues and requires skills; and has the potential for bad as well as good consequences. Using activities in the 'Preparing for teaching sexuality and life-skills manual' and the needs assessment with learners, teachers and learners made a list of things that they would like to happen in sexuality and life-skills education or principles.

These included:

- young people participate and get involved fully in the activities. They are allowed to discuss issues about growing up and ask questions anonymously
- learners and teachers are open and trust each other
- accurate and full information is provided, rather than myths or beliefs
- young people acquire positive knowledge about their sexual well-being
- teachers and learners have understanding, tolerance and respect for differences – they do not stigmatise or discriminate
- learners and teachers challenge each other to think more deeply
- learners explore their values, feelings and emotional needs
- young people learn virtues and life-skills as well as facts
- young people and the teacher work together to create a safe environment and avoid risky

2.7 Activity

- 1 Give everyone three pieces of paper and ask them to write one principle on each piece.
- 2 Cluster the principles and discuss each one to agree on a list to apply in school.

situations. If appropriate, they share experiences that help them to make progress.

2.8 What are the qualities and skills of a sexuality and life-skills educator?

Some people enjoy teaching young people about sexuality and life-skills and find it easy to work in a participatory and non-judgemental way with their

2.8 Activity

- 1 In groups, draw a picture of a teacher in the middle of a flipchart paper and write around it all the qualities and skills that make a good sexuality and life-skills teacher.
- 2 Share the pictures.
- 3 Individually think about your own qualities and skills. Identify the qualities and skills you are strong in and those you would like to develop further.
- 4 In plenary, make a line on the ground. Mark one end 'Not confident' and at the other 'Very confident'. Invite people to stand along the line in the place that matches their feelings at the moment.
- 5 Ask, 'Are you a person who is...'
 - interested and committed to teaching sexuality and life-skills
 - knowledgeable about sexual and reproductive health, HIV and AIDS
 - committed to good values and a good role model
 - liked, trusted and respected by learners
 - a skilled facilitator
 - able to encourage the community to accept sexuality and life-skills lessons
 - humorous and confident
 - gender sensitive and sensitive about other peoples' feelings
 - not judgemental or stigmatising but realistic.

Take note of areas where people want to build their qualities and skills so you can include this in the training.

2

Sexuality and life-skills education

learners. Some people find it more difficult. However, most of us can develop the qualities and skills needed to teach basic sexuality and life-skills and help young people to grow up happy, healthy and safe.

2.9 How can we make sexuality and life-skills education safe for learners and teachers?

Sexuality and life-skills education can harm learners if we do not take steps to create a safe and caring climate in the classroom and outside. It can result in harassment and abuse, punishment and breaking of confidentiality.

The 'Our future' books begin with a chapter entitled 'Working together safely' covering sexuality and life-skills education, making guiding rules, trust and keeping secrets, working together with respect and supporting each other as we grow up. This chapter

was based on learners' own fears and how they would like sexuality and life-skills lessons to be taught. The sub-topics are covered in full at the start of each book and readers are reminded of them at the start of a new grade.

It is important that sexuality and life-skills education begins with these topics and activities aimed at creating a safe and caring climate inside and outside school. This includes good relationships between boys and girls and learners and teachers.

Teachers and other adults should never ask learners to disclose personal information in class about their sexual activities or problems. This violates the right of privacy and can result in harm. If a teacher is concerned about a learner, a person trained in counselling who can maintain confidentiality can talk with the learner in private. If the problem involves sexual abuse, the learner has to know that the counsellor is likely to have to tell people who can help.

2.9 Activity

- 1 In grade groups 4-5, 6-7 and 8-9, read through the chapter 'Working together safely'.
- 2 Each grade group selects a sub-topic, objective and activity from this chapter and practices facilitating the other members of the group in the lesson.
- 3 Discuss what went well and suggest improvements.
- 4 Make a plan for working together safely in the classroom.
- 5 In plenary share ideas about the 'Working together safely' chapter and the plans.

An example from our workshop

- Ask learners to share their hopes and fears about sexuality and life-skills lessons.
- Help learners to come up with class rules for learners and teachers.
- Agree on ways to keep secrets.
- Do activities with learners on respect, consideration, co-operation and kindness and how they will show this in class and outside.
- Explain well why we are teaching sexuality and life-skills and what it will cover.
- Create a classroom climate that is teacher and learner friendly and caring.
- Divide learners in their age and sometimes sex groups so that they have information according to their age in a safe space.
- Teachers should know their audience using the anonymous participatory survey. See 'Preparing to teach sexuality and life-skills', page 65.

2

Sexuality and life-skills education

2.10 Why do we behave as we do?

Our behaviour is how we act and react in different situations in life. This can have good or bad effects on our own wellbeing and the wellbeing of others. For example; If we behave in a caring and respectful way towards those of us living with HIV, we can reduce stigma and discrimination and improve our wellbeing. If we have sex without knowing whether we have HIV or using a condom, we may put others and ourselves at risk of HIV.

In our sexuality and life-skills lessons, we aim to equip our learners to adopt healthy behaviours. In order to do this, we need to understand why we and our learners behave as we do. Our behaviour as individuals has an important effect on our health, but we do not always have free choice in our behaviour because of social and economic factors outside our control. If we understand the forces that influence our behaviour, we can work to strengthen those that enable us to practice healthy behaviours and reduce those that harm us. We can use life-skills to understand why we behave as we do and have more influence over the factors that affect us.

Factors that influence our behaviour

What do we know and think?

Sometimes a new piece of information is all we need to adopt a healthy behaviour. For example, a friend talks with us about HIV and AIDS and how to protect ourselves and we decide to abstain from sex or use condoms. However, we often need more than information to enjoy social, emotional and physical sexual health.

What do we feel?

We rarely make decisions on the basis of facts alone, and health is only one concern among many when people have sex or abstain. Feelings of pleasure, virtue, power or group belonging may be more important to us than our physical health.

Feelings that could help us to maintain safe sexual behaviour might include:

- a feeling of personal vulnerability to STI and HIV
- a strong emotional commitment to a healthy behaviour – for example, abstaining from sex until we find ‘Mr or Mrs Right’

- a concern to protect our fertility or people we love
- positive feelings – for example, love or hope, or negative feelings – for example, fear or anger.

Moving towards good things may motivate us to change, more so than running away from bad things. Education that makes us very afraid (e.g. scaring people about HIV and AIDS) may lead us to deny that the problem involves us and we become too frightened to take action or we stigmatise others. If we feel fear, we must know what we have to do to reduce the fear and then be able to do it.

What can we do?

We need to develop skills and confidence in making good decisions, solving problems and practising a new behaviour. For example; refusing sex assertively, deciding to take an HIV test or using a condom correctly. This is why teaching life-skills is very important. However, it is difficult to build our confidence and use our skills if we do not get support from others.

What support do we get from others?

Our relationships are affected by our age, sex, status, power and how we are expected to behave in our culture. We need support and shared responsibility with others to achieve a widespread and lasting change in harmful behaviours, attitudes and social norms. This may mean strengthening or challenging some deep-seated cultural and gender values and power structures.

Trust and helpful relationships among people in a group or community has a big effect on our health, wellbeing and how effectively we work together. Working with groups of learners and those who influence them builds ‘social capital’ and supports group action.

Do we have the power and resources to do it?

Forces in our environment may shape our behaviour more than our individual knowledge, feelings, skills and social support.

Examples include:

- some of us have sex for goods or money because we can see no other way to meet our needs
- our community does not have the resources to

2

Sexuality and life-skills education

provide the services that we need to achieve sexual health

- laws may result in some people having fewer resources and power than others.

We may be able to find some ways to act outside these forces, but changes in the social and economic environment are also usually important. People need to live in an environment where healthy behaviour is made easy, acceptable and even routine and where they have the power to make informed choices about sexual behaviour.

Be realistic about our lives and behaviour change

The gap between the reality of our lives and the health and moral messages that we receive is a major reason why behaviour change education may not be successful. For example, it is not helpful to tell young people that they must abstain from sex until they marry if many will not manage this and if marriage will not protect them. We need to apply information to the reality of our lives as well as talking about virtues and visions of how we might like things to be.

For example:

- Help learners to understand both the positive and negative points of abstinence fully so that they can make informed decisions. It is not helpful to dismiss the negative points unless they are factually incorrect, for example, that abstinence will damage the sexual organs.
- Discussions on avoiding HIV, STI and pregnancy need to include at least the possibility of practicing low risk sexual activities such as using a condom. Explain to learners that condoms are about 90% effective if they are used correctly and consistently every time. They are not 100% effective, because they can slip off or, very occasionally, break.
- Marriage itself does not protect husband and wife. Either, or both of the partners, may be living with HIV because they were infected at birth or had sex before marriage. In marriage, they are likely to have frequent sex with each other, without a condom, which puts them at high risk of infecting each other. It is best if both partners have an HIV test and if either is positive, they can practice low risk sex, including using a condom
- Learners may know more about sexual activities than you imagine, and they may be at risk if they

2.10 Activity

- 1 Read a story or problem letter from your 'Our future' book which describes a situation leading to a boy or girl being at risk of a sexual or reproductive health problem or having the problem.
- 2 List all the reasons why the person was at risk and put them into groups under the five factors described above. *How do they link together?*
- 3 Or ask the question, 'Why did the person have this problem?' When someone gives an answer, say again 'But why?' until you have made a chain of interlinking reasons for the problem. Sort them into groups of factors.
- 4 What could your 'whole school site' programme do to address all these factors in order to protect young people in the community from this problem?

have incorrect ideas. For example, many HIV educators do not mention anal sex, but this is a high risk activity that some young people do, especially if they wrongly think that it has no risk for both pregnancy and HIV.

- It is not helpful to promote zero tolerance to alcohol in the society, because it is part of culture and we know that a small amount of alcohol can help to reduce stress and heart problems.
- Poverty often makes it difficult for learners to live in a healthy way. Make sure that people are not stigmatised because of their poverty and depressed because they cannot find ways to live healthily. The person with the immediate problem may not, in any way, be responsible for their problem; it is caused by others. The school and learners can ask others to act more responsibly and seek help from the PTA and community stakeholders. For example; poverty was said to be the reason why boys were taken out of school to herd animals. The elders formed a group and took it in turns to herd the cattle so the boys continued in school.

3 Working with the whole school site

3.1 What is a 'whole school site'?

The whole school site has two parts:

- 1 The school itself, as a healthy and supportive environment for learners and teachers.
- 2 The school as part of the community surrounding it that promotes health in the community as well as in the school.

The school as a healthy and supportive environment

When we teach sexuality and life-skills, it is very important to involve the whole school in the programme from the head teacher to the administration, all the teachers and learners and the school governors and PTA. The school needs a policy about teaching sexuality and life-skills so that everyone agrees with what is taught and supports each other. The policy should also state how learners are to be protected from abuse and harm in and out of school and what behaviour is expected of teachers and learners.

The school as part of the community and a health promoting school

This means involving every one in the school and community in creating a protective, low risk and enabling environment for young to grow up happy, healthy and safe. As well as the teachers and learners it includes parents/carers, local leaders, health staff and volunteers, peer educators, service providers, media, traditional counsellors, the church, NGOs, clubs, learners and the community as a whole.

3.2 What are the benefits of working with the whole school site?

The school as a healthy and supportive environment

Benefits include:

- the agreement on teaching sexuality and life-skills among administrators, teachers, learners, parents/carers and governors enables teachers to support each other and get the necessary support from the

head teacher and parents/carers. It prevents a situation where one or two teachers are struggling to teach the subject with opposition from others

- the provision of a co-ordinated curriculum and concept for learners
- the collective power of the school to promote the programme in the community and reduce the risk of opposition
- a policy that protects learners and teachers from abuse and harm
- the teaching affects the whole school not just a few learners who are in one or two classes. Reaching all the learners makes it easier to create and maintain positive changes in groups who can exert positive peer pressure
- easier to sustain the programme and climate when some teachers are transferred, because the system is in place and trained teachers will be able to train newcomers.

The school in the community

Benefits of linking the school and community include:

- the support of key people in the community and a more enabling environment for young people. Poverty, harmful norms and lack of support from adults are major reasons for sexual and reproductive health problems. Young people cannot solve these problems alone
- community groups participate fully to identify their own problems as a community and find solutions. They work together and own the programme. Everyone takes responsibility for young people's needs and mobilises the necessary support and resources
- the community identifies the need to change some harmful cultural practises themselves and this makes it easy for the school to teach the same ideas
- the school promotes learning to parents/carers, family, friends and others outside the classroom during home activities, through taking the 'Our future' books home and performing drama
- the involvement of the community makes it easy to monitor progress through honest feedback.

3

Working with the whole school site

3.3 How can we work with the whole school and the community?

3.3 Activity

- 1 Divide into groups.
- 2 Half of the groups draw a diagram to show the steps they will take to ensure that the whole school is involved in the sexuality and life-skills programme.
- 3 The other half do a diagram to show the steps they will take to involve the community in the sexuality and life-skills education.
- 4 In plenary, show the diagrams and discuss what can help and hinder participants to achieve this plan when they return to their schools.

Some plans from our workshop

Involving the whole school

- Meet with the head-teacher and administration to discuss sexuality and life-skills education and get agreement on teaching it across the school.
- Include head-teachers in training on sexuality and life-skills.
- Meet with the head-teacher and all the teachers in the school to sensitise them on sexuality and life-skills education and get their agreement.
- Train teachers using the manual 'Preparing to teach sexuality and life-skills'.
- Sensitise the PTA and governors about sexuality and life-skills and hold some learning sessions using the 'Our future' books. Agree on what to teach at each grade.
- Train teachers by using this guide.
- Facilitate the 'Working together safely' lessons with learners to get their hopes and fears about

the subject and how they would like to learn about it. Give them the 'Our future' books to show their families and friends.

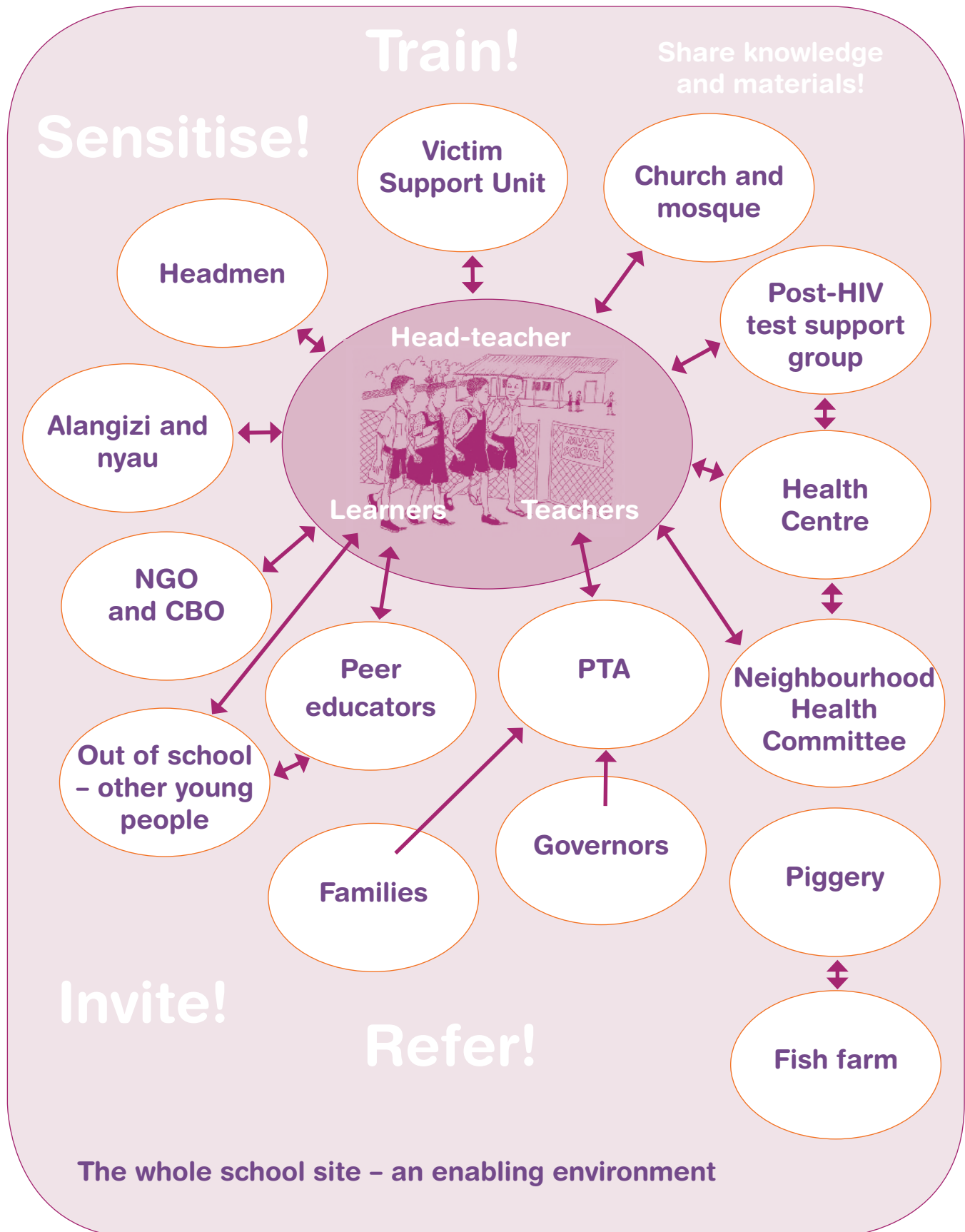
- Ask parents/carers to join the class for a sexuality and life-skills lesson and ask for feedback.

Involving the community

- Mobilise the community to support young people and their sexual and reproductive health. Use participatory activities to help them analyse the situation and find solutions to problems. Share your ideas about sexuality and life-skills as part of the solution. Ask what roles different people can play in supporting young people.
- Use the findings to sensitise all the important groups of people, including leaders, service providers, religious leaders, parents/carers, NGOs, government officers, media and businesses. Help them to understand how sexuality and life-skills education can benefit their young people and their own lives.
- Involve community members in the implementation and activities as much as possible. Co-ordinate the activities of different groups who influence the well-being of young people. For example, work with the government and other NGOs who are dealing with income generating activities, legal issues, health care and social welfare. Work together to complement and supplement each other's efforts.
- Encourage learners to involve the community in home activities and perform drama at meetings or in the community.
- Train a group of parents and carers to educate other families and share the 'Our future' books or read them in the local language.
- Invite helpful people to give talks such traditional counsellors, health staff, peer educators, role models, parliamentarians, church leaders, Victim Support Unit and so on.
- Share learning materials with other partners who find them useful and provide training if requested.

3

Working with the whole school site



4 Planning lessons

4.1 Where and when can we teach sexuality and life-skills education?

Many teachers have a very full curriculum and are preparing for examinations. The teachers and the whole school need to explore ways to fit sexuality and life-skill lessons into the school day or outside school.

There are two opportunities for teaching sexuality and life-skills – integrate lessons into the core curriculum or teach them outside the curriculum as a stand-alone subject. There are advantages and disadvantages to these two options and most teachers find it best to allow for both. We should remember that sexuality and life-skills aim to increase virtues and skills as well as impart knowledge. This means that we cannot just add some information to an existing subject in the core curriculum. We need to give the lesson enough time for learners to practice virtues and skills, which may require having lessons outside the curriculum.

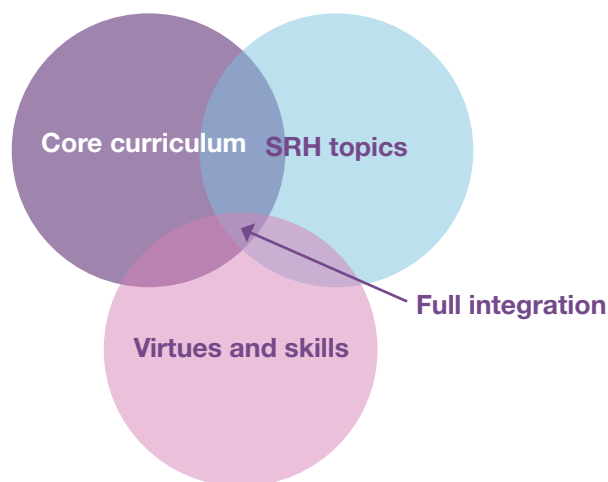
The topics in the ‘Our future’ books are written in a sequence so that concepts build on each other over the year. We can teach some topics out of sequence but it is essential to facilitate the ‘Working together safely’ activities before teaching sensitive issues.

Integrating sexuality and life-skills into the core curriculum

Teachers and learners are used to a curriculum across rigid subject lines – for example, English, Maths and so on. In the integrated, or cross-curricular approach, the topics are defined by the subject syllabus but not taught rigidly along the subject lines. Sexuality and life-skills is a cross-cutting subject; therefore we can teach it across the subject lines. This is necessary because, currently ‘sexuality and life-skills’ does not have an allocation on the national syllabus. It also ensures that the topics are embedded in subjects that schools, learners and parents find important.

How do we integrate sexuality and core subjects?

Teachers need to be creative and find opportunities to integrate the subject into the core curriculum. We can find ways to link either the topic or the virtues and skills or both into the core curriculum.



For example:

In English, learners may be asked to read a story and then solve a problem in the story. They could use one of the problem stories in ‘Our future’ to do this. When all grades have **community studies**, it will be easy to integrate a lot of the topics and activities from ‘Our future’ into the curriculum.

In science, learners may be required to know how a germ can go from one person to another. The teacher could use STIs or HIV as an example of a germ to answer this question and then ask learners to use this knowledge to suggest how a young person could protect themselves from this germ.

In social development, learners might be asked to carry out an investigation into social reasons for a problem. They could do this about a harmful practice that helps to spread HIV, STIs or unwanted pregnancy.

Preparation

We need the following materials:

- the syllabus
- subject text books
- sexuality and life-skills books, especially ‘Our future’ books.

It is helpful to make a grid when integrating sexuality and life-skills with core subjects. The left-hand column of the grid contains outlined specific sub-topics and objectives, while the right-hand columns indicate the core subject and particular topic suitable for integration. See the box on page 18 for an example of a grid.

4 Planning lessons

4.1 Activity

- 1 Write down the sub-topics, from the 'Our future' book for your grade, down the left-hand column, with objectives and activity methodologies.
- 2 Write the core curriculum subjects across the top of the other columns as shown in the example in the box below.
- 3 Examine the content and activities suggested in each 'Our future' sub-topic and the syllabus and subject text books for each subject.
- 4 Identify information and skills gaps in different core subjects that you can supplement with relevant input from the 'Our future' books and vice-versa. See examples in the box below.
- 5 Fill in the cells on the grid in a systematic way to show where you can integrate appropriately. For example, indicate the book, topic and page numbers.
- 6 Write a well integrated lesson plan covering knowledge, virtues and skills in sexuality and the core subject.

These steps and the grid will make it easy for teachers to look up where to integrate sexuality and life-skills into the core subjects and their lessons.

Example of a grade 6 grid

Sexuality and life-skills topic	Maths	Integrated sciences	Social development studies	English	Creative & technology studies
Children's rights 2.1. Understanding sexual and reproductive rights	Division.		Democracy and human rights.	'My rights' page 32 and 35.	
2..2. Supporting our rights	Equalities, inequalities.		Local voluntary organisation.		
2.3. My body is mine		Health, page 15.	Child abuse.		Personal hygiene.
Growing up 3.1.Expressing our feelings		Communication.	What makes people happy page 75.		
3.3. Traditional ideas about growing up	Percentages.	Common deficiency problems.	Colonial laws page 33.	Our country and culture.	
Problems in friendship	Problem-solving using percentages. page 77.	Substance abuse.			Identifying local needs. page 11.

The publication 'The mathematics of HIV' describes learning activities for integrating HIV and AIDS topics into mathematics and shows what we can do with creativity. See Resources, page 75.

4 Planning lessons

4.2 How do we plan a lesson?

Once we have decided where and when to teach the lesson, we can start to plan our lesson using the 'Our future' books and this guide. The list below gives the basic questions that need answering to plan a lesson. We suggest that teachers become familiar with these questions now and then use later sections on using interactive activities and the teachers guide to practice developing lesson plans.

Questions to ask in planning a lesson

- How many minutes do I have for this lesson?
- Is it a stand-alone sexuality lesson or integrated into a core subject?
- How many boys and girls of different ages are there in the class? How will I manage this in teaching the lesson?
- What is the topic and sub-topic? Why have I selected these for this lesson?
- How does this lesson link with the previous sexuality and life-skills lesson?
- What are my learning objectives for knowledge, virtues and skills?
- How will I introduce the lesson?
- What information do the learners need to carry out the activity?
- Which activity will I use to achieve these objectives?
- How will I use the teaching/learning aids?
- How will I ensure the safety of boys and girls in this lesson?
- How will I process the learning from the activity so it is meaningful?
- How will I assess learning?
- What might go wrong? How can I prevent this?
- How will I evaluate my lesson afterwards?
- If I do not achieve my objectives, how will I ensure that the lesson ends well?
- What homework activities will I set? How will they link to the next lesson?

4.2 Activity

- 1 Divide into two grade groups and list all the possibilities for stand-alone lessons in your school. Select those that would be most suitable in your school.
- 2 Put the stand-alone plan together with the grid. Ask, *'Will you be able to teach all the lessons over the year in your school using core curriculum and stand-alone lessons?'*

4.3 Writing learning objectives

Learning objectives tell us what we expect learners to know, feel and do as a result of our lesson.

Learning objectives for sexuality and life-skills education include:

- knowledge about growing up and sexual and reproductive health and the virtues and skills that can support young people to grow up happy, healthy and safe
- holding values and practicing virtues which support young people and others to value themselves, be confident and caring, compassionate, courageous, just and so on. These values and virtues help young people to feel and act in a way that supports caring, loving and safe behaviour
- skills which enable learners to make good decisions and carry them out. They include skills such as problem-solving, critical thinking, communication skills, assertiveness and creative skills.

Learning objectives should be SMART

- S** – specific
- M** – measurable
- A** – achievable
- R** – relevant
- T** – time-bound

4 Planning lessons

These virtues, skills and knowledge prepare young people for a future in which they are able to enjoy their sexual and reproductive lives and protect themselves from infections, unwanted pregnancies and unhappy relationships.

The core curriculum also includes knowledge, values and skills objectives, some of which overlap with the sexuality and life-skills objectives. They include general skills such as reading and writing, using language, creative arts, mathematics, social studies and religious education.

You may teach sexuality and life-skills lessons within a core curriculum subject or as a stand-alone lesson. Either way, the objectives achieved with the learning activities should cut across the core and sexuality and life-skills curriculum.

4.3 Activity

- 1 Ask participants to individually select one chapter in 'Our future' for their grade. Each person should select a different chapter.
Ask them to write knowledge, virtue and skills learning objectives for that chapter.
- 2 Select one of the sub-sections in that chapter and write knowledge, virtues and skills objectives for that sub-section.
- 3 Select one activity from that sub-section and write knowledge, virtues and skills objectives for a lesson using that activity.
- 4 Come together in grade groups and make a chart to summarise learning objectives for that grade.
- 5 In plenary, review the objectives across the grades.
- 6 Discuss:
 - *How did you find this activity? What did you enjoy and what was difficult?*
 - *Are the objectives all SMART? What makes it difficult to make them SMART?*
 - *Suggest improvements on objectives as needed.*

Some examples of verbs to use as objectives

Knowledge verbs	Virtue verbs	Skill verbs
To list	To be courageous	To solve a problem
To explain	To be trustworthy	To make a good decision
To describe	To be kind	To listen
To name	To be caring	To communicate well
To mention	To be considerate	To think critically
To answer questions	To be responsible	To think creatively
To present	To be just	To be assertive
To match	To be respectful	To negotiate
To put in a sequence	To be honest	To write a story
To identify facts from myths	To be self-aware	To act a drama
To demonstrate how to do something correctly (also skill)	To be empathetic	To set a goal
To make an informed decision (also skill)	To show love	To make a plan
	To be hard-working	To demonstrate
	To be tolerant	To analyse

4 Planning lessons

4.4 How do we learn best?

We learn best when:

- the goals are clear and achievable
- we feel safe with and accepted by the teacher and other learners – free to express ourselves and make mistakes
- we feel respected and listened to, that we are making a good contribution
- we learn through doing – through active participation in the learning process. Learners are treated as people who have some knowledge and are capable of using skills such as analysis, problem solving and discovering ideas for themselves. They are not just empty heads to be filled up with information
- there is two-way communication between teacher and learners
- we discuss things with other learners – sharing ideas and experience
- we have an opportunity to practice what we have learned
- we move from analysing a situation to applying it to our own lives
- we connect new information with what we already know.
- there is variety in learning activities and methods
- we use our mind (thinking), emotions (feelings), and hands (skill practice)
- we get feedback on how well we are doing and get a sense of achievement.

- We remember 20% of information when we only hear it.
- We remember 30% of information when we only see it.
- We remember 50% of information when we hear and see it.
- We remember 70% of information when we hear, see and talk about it.
- We remember 90% of information when we hear, see, talk and do it!

Participatory learning means, that which is discussed, understood, practised and applied by the learner – not just what is delivered by the teacher.

The central learning method is discussion. Through discussion learners express themselves, share ideas, analyse issues, solve problems and relate new content to their own ideas and experience. Learners also learn through skill practice and reflecting on virtues and attitudes.

Use small groups, to give everyone a chance to participate – in a large group only a few get the chance to talk.

The focus or triggers for learning are codes – role-play, stories, pictures and games which bring real-life problems and experience into the lesson and act as a focus for discussion, problem-solving and analysis.

The role of the teacher as facilitator is to:

- set clear objectives which build on learners' expectations
- set learning activities through which learners explore new ideas, problems and issues sharing their own ideas and experience
- organise small group work and analysis of group products
- organise skill practice sessions with feedback
- introduce new information and skills
- organise a relaxed atmosphere and check on the learning climate
- organise evaluation of what was learnt and the learning process.

4.5 How do we select a learning activity?

There are many methods or learning activities that you can use as a facilitator. When choosing a method, you need to ask yourself:

- *will it use learners' experience and help them participate actively?*
- *is the method simple enough so that learners will feel comfortable doing it?*

4 Planning lessons

- *is the method appropriate for learning objectives and content?*
 - type of participants (age, gender, experience, etc.)
 - number of participants – for large numbers use small groups
 - timing – length of lesson, timing within lesson, time of day
 - space and resources available.
- *does the method fit with other methods being used in school lessons?*

4.5 Activity

The difference between information and practice

- 1 Complete this sentence in your notebooks:
To me, negotiation skills mean...
.....
- 2 Share and list your ideas about the meaning of 'negotiation skills'
- 3 In pairs do a role-play to show how you would negotiate the following: You and your partner have different ideas about how to use the household money.
- 4 Show a few of the role-plays to the group.
- 5 Discuss the similarities and differences between the two learning activities.

Choose a method relevant to the topic. Ask what it is you are trying to do in the session – for example, to get out learners' experiences, analyse a problem, add new information, make an action plan before going home. Don't choose a method just because you like it – make sure it fits your purpose.

Make sure you don't use the same method over and over again in lessons. It can get very boring. Keep changing the methods and find new ways of doing things.

Interactive learning activities are essential for building skills, virtues and positive values. Providing information alone does not build these skills. Find opportunities and strategies for facilitating interactive learning activities with learners in or out of the classroom.

Specific learning activities help to build different skills and behaviours. In Section 6, we will work with the 'Our future' books to match learning activities with knowledge, values and skills objectives, practice using them and see where they fit into core subjects.

4.6 Monitoring and evaluation

Monitoring

Self-monitoring and monitoring by a fellow teacher, parent/carer, NGO staff or MOE inspector is very helpful because it provides feedback to teachers and allows them to improve their lessons and skills.

Monitoring a lesson helps teachers to answer the following questions:

- *what went well and what did not go well?*
- *was the content relevant?*
- *did I achieve my objectives?*
- *were the methods and process appropriate?*
- *how will I improve the lesson next time?*

See Annex 1 for the monitoring format used in Zambia for sexuality and life-skills lessons.

Assessment and evaluation

There are two types of evaluation.

- 1 Evaluation at the end of the lesson can help learners to assess what they learned and their participation in the lesson. This helps the teacher and learner to improve the sexuality and life-skills lessons.
- 2 End-of-term and end-of-year evaluations help to assess what learners learned and applied in their school and home situation.

End-of-lesson assessment for learners

There are a number of ways to assess what learners have learnt from the lesson and what they enjoyed or did not enjoy about it.

Written assessments

Use the written assessments, or assessment activities, in the 'Our future' books.

4 Planning lessons

Around the circle

Ask for brief comments from each learner on a single question, going around the class. Change the question at every lesson.

- *What was the most interesting thing you learned in this lesson?*
- *What new idea will you take home with you?*
- *How can you use what you learned today?*
- *What did you like/not like about today's lesson?*
- *What points do you want to learn more about in another lesson?*
- *What can we all do to improve the lesson?*

One word feelings

Ask each person to think of one word that expresses how she or he feels about the lesson. Go around the class, getting one word from each learner.

Show of hands

Ask participants to give their opinion about various aspects of the lesson through a show of hands ('high' – hand raised over head, 'medium' – shoulder height, 'low' – ground level)

- *How did you feel about the lesson today?*
- *How was the level of participation in the class?*
- *How was the pace? Was it too fast, too slow or just right?*

On negative ratings, ask participants to explain why and then discuss.

Task groups

Divide into task groups and ask each group to evaluate a different aspect of the lesson:

Group A – *How was participation in the lesson today?*

Group B – *Which activity worked well today and why?*

Group C – *Which activity did not work well and why?*

Group D – *What did you learn today?*

Group E – *What points need further discussion?*

Steering group

Establish a lesson 'steering group' – the teacher and a few learners meet after the lesson or before the next one. Learners would join the steering group on a rotating basis. The steering group quickly gives feedback on the lesson.

Learning review

Conduct a learning review at the start of each lesson. This helps learners to recall what they learned in the last lesson and how it fits into the new lesson.

- **Going 'Around the circle':** Go around the class asking for one learning point from each learner or table. Record these points on the blackboard.
- **Sharing in pairs:** Ask pairs to discuss all the things they learned on the previous lesson and how they applied them on returning home.
- **Use singing games and other local games to assess learning.**
- **Hold a quiz or ask people to call out the answers to questions on the previous lesson.**

End-of-term or year evaluation methods for learners

Written evaluation

Use the school assessment of achievements of learners over a given period. Write assessment questions that relate to the objectives over the term or year.

Group evaluation

Ask small groups to evaluate the year's curriculum in terms of:

- good points, weaknesses and ideas for improvements
- content, methods, materials, teachers (strengths and weaknesses).

Assessment of changes in knowledge and skill

- **Knowledge:** Prepare a multiple-choice test assessing learners' understanding on the major knowledge introduced in the curriculum.
- **Skill:** Prepare a test to assess the skill level in performing key skills.
- **Observation:** Practice sessions during lesson (e.g. Practicing life-skills) can be used to observe learner's skill levels.

4

Planning lessons

4.7 Example 1 of a lesson plan

School: Chinkando Basic	Name of teacher: Mr K Kaoma	TS# 401118
Grade: 8	Class: B	Number of pupils: 40
Date: 24/4/07	Time: 14.00–14.40	Duration: 40 minutes
Subject: Civics	Topic: Human rights	Sub topic: Sexual abuse and rape
Teaching aids: 'Our future', grade 8–9, 2.4, page 29–34		
Reference: 'Our future' as above. Civics text book, page 45. Chart on human rights		
Objectives: By the end of the lesson, learners should be able to: <ul style="list-style-type: none"> ● explain the meaning of the words sexual abuse, rape, sexual molesting and incest and state they are crimes ● name three ways that young people can reduce their risk of sexual abuse. 		
Introduction: Ask learners to mention some women's rights from the previous lesson and give feedback on their homework findings with women on this topic.		
CONTENT		
Steps	Teacher's role	Expected response from learners
Step 1	Ask learners to mention some rights in relation to sexuality.	Sexuality education in school. Free access to condoms and contraceptives. Freedom from abuse and exploitation. Right to health and life.
Step 2	In groups, ask pupils to read the text on page 29 of 'Our future' and note the meaning of the terms sexual abuse, rape, sexual molesting and incest. Ask each group to call out the meaning of one of the terms.	Abuse is when an adult has sexual contact with a girl or boy below the age of 18. Rape is forced sex without consent. Incest is a close relative such as a parent, having sex with a child. Sexual molestation is any unwanted sexual activity, such as touching breasts.
Step 3	In groups, read aloud either Florence's or Simon's story, page 32 or 33 of 'Our future'. Discuss the questions, on page 32, in groups.	Reading, discussion and note-taking
Step 4	Bring the class together to share their answers to the questions.	Bullets 1 and 2 – see 'Our future'. <ul style="list-style-type: none"> ● Walking home from school alone, teacher's house. Bigger and stronger, cruel, older and can help you with gifts and high marks. ● Walk home in a group. Refuse to go to teacher's house alone, rely on yourself and report her.
Exercise: Write the answers to the following questions or statements: <ul style="list-style-type: none"> ● What is sexual abuse? ● Sexual abuse is against the ● What are three forms of sexual abuse? ● Mention three ways that boys and girls can reduce the risk of sexual abuse. 		
Home activity: Draw a map to show places where you, as a boy or a girl, feel at risk of sexual abuse. Add organisations and people who can protect young people from sexual abuse.		
Conclusion: Ask learners to call out important points that they have learned from the lesson. Add any key points that are missing. How will they use what they have learned?		
Evaluation: Complete when the lesson is over.		

4 Planning lessons

4.7 Example 2 of a lesson plan

School: Chipangali Basic	Name of teacher: Nkhoma Ruth	TS# 401147
Grade: 4	Class: B	Number of pupils: 50
Date: 24/4/07	Time: 07.00 –07.30	Duration: 30 minutes (may need two lessons)
Subject: Social development studies	Topic: Living together	Sub topic: Working together with respect
Teaching aids: 'Our future', grade 4-5, 1.3, pages 8-9. Chalkboard		
Reference: 'Our future' as above, pages 7-12		
Objectives: By the end of the lesson, learners should be able to: <ul style="list-style-type: none"> ● explain the meaning of the word respect and why is important in our lives ● name two behaviours that show respect and two behaviours that do not ● support their class-mates when learners or teachers disrespect them. 		
Introduction: Learners report back on their homework, on page 6 of 'Our future', by showing their pictures, singing a song or reciting a poem. The teacher lists the ideas.		
CONTENT		
Steps	Teacher's role	Expected response from learners
Step 1	Invite learners to take it in turns to read the bullet points on page 7. Translate for those who find it difficult and make sure that everyone understands the meaning of the word 'respect'.	Respect is caring about everyone and treating them in the way that we want to be treated ourselves. Self-respect is not allowing others to treat us badly. Respect makes our relationships go well and protects us from harm.
Step 2	In groups, ask learners to look at the pictures on page 8 and 9, activity 1 and discuss what was good and bad about the way the boys, girl and teachers behaved in each of the pictures. Ask them to call out their answers.	In picture 1, the boy, girl and teacher had respect for each other and wanted to keep each other safe from harm and sex. In picture 2, the boy and teacher had no respect for the girl. They blamed her for male harmful behaviour rather than looking at they could change and were not interested in protecting her.
Step 3	Ask how they think the girl and the boy felt in the two pictures.	In picture 1, the girl felt confident and protected from harm. The boy and teacher felt powerful and good that things are changing for the better. In picture 2, the girl felt humiliated, afraid and unprotected. The boy and teacher felt they were better than the girl and did not feel guilty about bad male behaviour because it was her fault.
Step 4	Ask learners in their groups to act out what they would say if they were a girl in the class in the bad picture and what they would say if they were a boy in that class.	Encourage boys and girls to speak up to support the girl and try to change the behaviour of the boy and teacher. They could say that this is against her rights and now clever people see boys and girls as equal and respect each other.
Exercise: Ask learners to call out what they have learnt from the pictures.		
Home activity: Explain how to do the survey, on page 12, and give learners time to agree on groups, practice asking the questions and decide on whom to ask.		
Conclusion: Teacher consolidates the learning and asks how learners will use it at home and in class.		
Evaluation: Complete when the lesson is over.		

5

How to facilitate skills-based learning

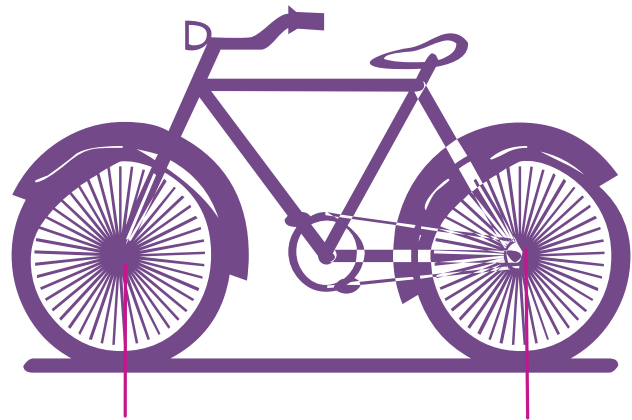
In 4.4, on page 21, we described the characteristics and benefits of skills-based learning, in which teachers use interactive methodologies to enable learners to gain knowledge, virtues and skills.

In this chapter we describe the role of a facilitator and the attitudes, skills and processes needed to encourage participation and achieve learning objectives.

5.1 The role of a facilitator

A facilitator has two roles which are both essential, in the same way as a bicycle needs two wheels. Both roles must go well for the class to move smoothly forward to their destination. The roles are:

- to encourage the participation of learners, help them to work well together and ensure that they are safe and comfortable
- to facilitate activities in order to achieve the objectives of the lesson. This includes providing information and guidance.



Encourage group participation

Achieve results

This is a different role from a teacher who provides information to the class in a lecture, and follows it with questions to see if learners have understood.

All teachers in Zambia are being encouraged to engage learners in participatory activities to discover knowledge and gain skills for themselves rather than to fill their heads with information to be repeated in tests.

Encourage group participation	Achieve results
<p>Respect everyone and act as a caring adult rather than an authoritarian person.</p> <p>Call learners by name and show interest in them.</p> <p>Get everyone involved.</p> <p>Listen and ask questions that help learners to talk and think.</p> <p>Do not be judgemental or stigmatise.</p> <p>Encourage learners to ask questions.</p> <p>Use groups effectively.</p> <p>Be aware how learners are feeling.</p>	<p>Prepare a good lesson plan with clear objectives and questions.</p> <p>Know your topic.</p> <p>Select a good activity for the purpose.</p> <p>Help the class to stay focused.</p> <p>Give learners tasks appropriate to their level, in groups if helpful.</p> <p>Report back on group work.</p> <p>Analyse the results of discussions.</p> <p>Manage time.</p> <p>Be creative.</p>

5 How to facilitate skills-based learning

Our relationship with our learners

Our behaviour towards our learners affects the way they respond to our lessons. If we behave in a bossy, critical or disrespectful way they may stop thinking for themselves or refuse to listen to our ideas. If we treat our learners as emerging young adults by drawing out their own ideas, we can expect more adult behaviour from them. They will do their own thinking and learning and use it to make decisions or solve problems. We help them to learn new knowledge, virtues and skills as they grow up, according to their age and ability. They are between childhood and adulthood and still need guidance and protection.

DO!

- Respect that younger people have ideas, experience and ability.
- Listen to their concerns with respect and take them seriously

- Accept that they have a right to participate in decisions that affect their lives.
- Help them to think, decide, plan and act with the support of others, where necessary.
- Help them to trust their own ideas and ability and challenge them to think more deeply.
- Encourage them to take responsibility.
- Be tolerant, patient and supportive.

DON'T!

- See yourself as the expert, the only person with ideas and experience.
- Try to solve problems and make decisions for learners without their inputs.
- Criticise, condemn or make fun of their ideas.
- Make them dependent on your advice.
- Talk too much and not give them a chance.

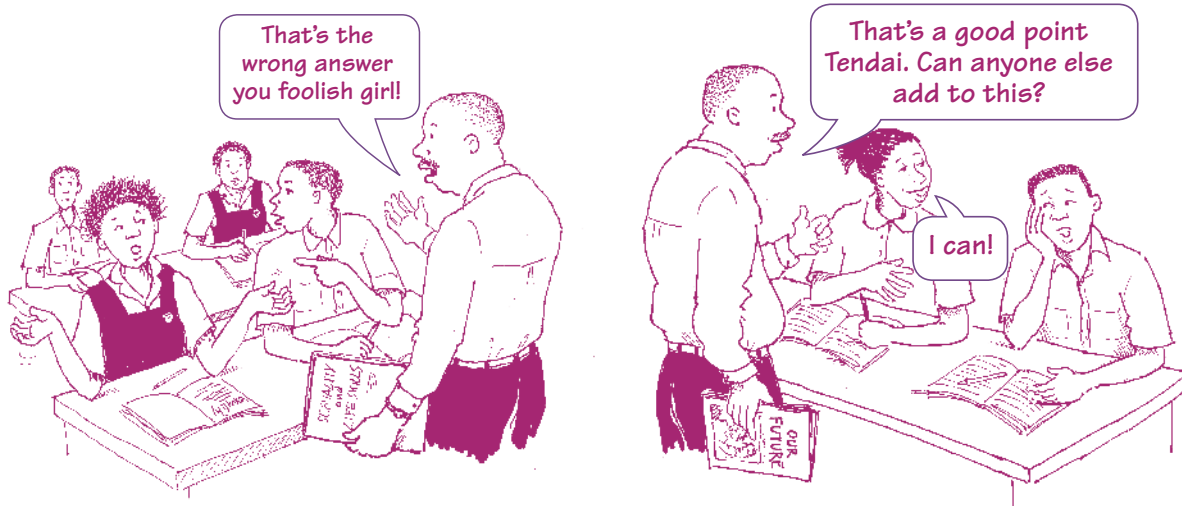
5.1 Activity

1 Look at the two pictures below.

2 Discuss:

- How do you think the learners are feeling in each situation? What is the impact on their learning and well-being?
- What role model does each way of behaving give learners for the future?
- How are the teachers feeling? Why is each person behaving the way they do?
- How can teachers help each other to develop more supportive and caring relationships with their learners?

3 Perform some role-plays to try out different ways of relating as teacher-facilitators to learners in a lesson. Discuss which way is most helpful and why.



5

How to facilitate skills-based learning

5.2 Ways to encourage participation

Be friendly and relaxed. Don't be too formal – talk in a conversational tone. Create an open atmosphere in which learners feel free to talk.

Ask questions to get everyone talking and giving their opinion. Questions are your main tool for building participation. Keep your questions simple and easy to understand. If learners don't understand, repeat or rephrase your question. Use different types of questions for different purposes – see the chart on page 29.

Wait for responses. Be patient. Ask your question and then pause. Give learners time to think and come up with an answer. Don't bombard them with more questions before they have responded.

Use body language to encourage everyone to speak. Look directly at learners, use your hands to encourage people to talk and walk close to invite responses.

Use encouraging words and gestures – 'yes', 'good', 'tell me more', 'and then ...?'

Listen actively to ensure you hear what learners say so you can respond appropriately. Show learners that you are listening – with your eyes, nodding your head, and using minimal encouragers.

Limit your own talking. Your job is to help learners to think, talk and discover their own ideas and solutions, as well as providing them with relevant information.

Observe and equalise participation. Look around

and check on who is participating and who is left out. Prevent the big talkers from dominating the discussion. Are learners still interested or are they bored? If the energy level is low, take a break or do an energiser.

Use group work appropriately to build participation.

Get contributions from different sections and groups – move around the class, stop at each part of the room and ask learners in that section to contribute.

Make room for the voices of girls and shy learners. Look at them and invite them to speak. Make sure they are listened to and their views taken seriously. Create activities that give equal time and attention to boys and girls.

Praise contributions, especially from those who are shy. Learners like to feel their ideas are appreciated and it builds self-esteem.

Summarise so that learners understand what is happening and can contribute more easily

Be respectful. Don't dismiss ideas you don't agree with in a hurtful way. Say, 'Thank you. What do others think?' before you provide correct information and challenge harmful ideas. Make sure that learners do not go away with incorrect ideas or harmful attitudes and behaviours.

Be positive, energetic, enthusiastic, focused, and interested. If you are alert and energetic, your learners will be too.

5 How to facilitate skills-based learning

5.3 Asking good questions

Good questions get everyone talking and giving their opinions. Questions are our main tool for building participation and reaching our objectives. Keep your questions simple and easy to understand. If people don't understand, repeat or rephrase your question. We use different types of questions for different purposes, as outlined in the chart below.

We select the questions we need in a sequence as we facilitate a discussion. We may begin with questions that get everyone talking and then use probing questions to understand the issue more deeply, as shown in the box below.

Do not ask questions that: suggest the answer – for example, 'Matilda was feeling angry wasn't she?'; judge and stigmatise people – for example, 'Why didn't Matilda make a garden rather than getting a sugar daddy?'; make assumptions about people – for example, 'What should your mothers and fathers do to protect you from sugar daddies?'

Facilitator: What would you like to see happening in the sexuality class? **Open**

Learner: I would like boys and girls to treat each other with respect.

Facilitator: What would make you know that this is happening? **Probing**

Another learner: We don't propose love to each other in class.

Facilitator: What do others think shows respect? **Re-directing**

Learner: Boys should not insult girls and tell them they are stupid.

Facilitator: So are you saying that it is only boys who insult girls? **Re-phrasing**

Learner: No, I didn't mean that. Girls should also not insult boys.

Type of question	Purpose	Example
Open	To encourage learners to give their ideas freely.	In the role-play, what do you think Matilda and Timothy were feeling?
Closed	To get a specific factual short answer or yes or no.	Was Matilda feeling sad?
Clarifying questions	To make sure that everyone understands the response. Repeat your question, ask it in a different way or ask others to add something.	What makes you think that Matilda was feeling angry?
Probing – follow-up questions	To deepen the discussion and bring out more details. Use the questions, What? Why? When? Where? How?	What were the reasons that Matilda was feeling angry with Timothy?
Repeating in your own words what was said	To check whether you have understood. Mirror back to the speaker and value what they said.	So you are saying, that if a girl takes money from an uncle, she is a prostitute. Is that right?
Re-directing the question to other learners	To build on one learner's answer in order to get others involved in the discussion and encourage other views.	Rebecca thinks that girls should help their families in whatever way they can. What do others think?

5 How to facilitate skills-based learning

5.3 Activity

- 1 Ask participants to give examples of the different types of questions outlined on page 29 and their purpose. Make sure that everyone is clear about them.
- 2 Ask participants to divide into two groups. Each group prepares a lesson plan using a topic and story or role-play from an 'Our future' book for their grade.
- 3 Some participants perform the role-play to the other group and the remainder divide into facilitators and observers.
- 4 Each group facilitates the lesson with the other group as learners. The facilitators take it in turns to ask different types of questions to achieve the objectives of the lesson. The observers note the questions used and their effect on the lesson.
- 5 Discuss:
 - Which questions helped learners to talk more openly and deeply?
 - Which questions helped everyone to participate?
 - Which questions hindered the discussion?
- 6 Ask what people learned from the activity and how they will use it as facilitators.



5.4 How to listen actively

Listening is as important as asking questions and providing information. It is only by listening that we can understand our learners and respond to their needs for information, virtues, skills and support. Listening helps us to make the lesson more relevant. Listening makes people feel valued. Most of us are poor listeners. We think we listen, but often we only hear part of what is said, or we shut out things we don't want to hear, or we become so focused on what we want to say in reply that we don't hear what is being said. Listening is hard work. We need to control our love of talking and instead focus our attention on what the learners are saying.

Ask yourself the following questions:

- *do I do all the talking in my classes?*
- *do I have trouble resisting the temptation to talk too much?*
- *do I try to give learners all the information rather than letting them discover things for themselves?*

If you answered 'yes' to these questions, you have the 'talking disease'. Don't worry, many people suffer from it. The best 'cure' is to get your learners talking, by asking them questions and learning to listen actively.

Do not respond to a contribution by saying 'Mary is trying to say ...' and then repeating what she said – unless it is clear that learners have not understood her. If you are not sure if they understood, check and if some haven't ask a person who has to explain.

5 How to facilitate skills-based learning

5.4 Activity

In threes, participants try out listening skills under different conditions – sometimes with active listening and sometimes without – and learn how to be more effective listeners.

Warm-up

Divide into pairs. Ask the A and Bs to think of something that has happened to them today, and get ready to tell each other. Shout, “Go”. Naturally they are both going to speak at once.

Ask the group, ‘How much did each partner hear from the other?’



Part one

- 1 Form threes and ask each group to find a separate space. Within each trio ask them to decide who is the speaker, listener and observer.
- 2 Ask the ‘speakers’ to stand up to hear their task:
You will tell the ‘listener’ about an experience in your life or your work that has made a big impression on you. Think about this for a minute while I instruct the ‘listeners’.
- 3 Brief ‘listeners’ outside the room so the others won’t hear:

You are going to listen carefully to what the ‘speaker’ says, but you will pretend not to be listening. How can you show that you are not listening, not interested? (Expected responses; not looking at speaker, bored face, no encouraging smiles.)

- 4 Ask the ‘observers’ to stand up to hear their task:
Your job is to carefully observe the other two and keep notes on what happens so that you can describe it.
- 5 Shout, ‘Go!’ Stop all trios after five minutes.
- 6 When all have finished, ask the ‘speakers’ to stand up. ‘How was it to tell your story? How did you feel?’ Allow everyone to talk, because they will be very frustrated!
Ask, ‘Why do you think the listeners were not listening/not interested?’
- 7 Ask the observers to explain what they saw in the listener.
- 8 Tell the speakers what you told the listeners. If emotions rise, allow the listeners to prove they did listen, and were interested, by repeating the story.
- 9 Ask people to summarise what they have learnt from this activity. As facilitators, we have to listen carefully and show that we are listening.

Part two

- 1 Rotate roles, within each trio, so that speakers become listeners, listeners become observers, and observers become speakers.
- 2 Ask the new ‘speakers’ to tell a story and ask the new ‘listeners’ to show that they are listening carefully. Allow five to ten minutes for the groups to finish.
- 3 Analyse by asking the speakers to stand up. ‘How was it to tell your story? How did you feel? What did the listener do that made you feel good, that made you think that they were interested in the story?’
- 4 Ask the observers to give their comments.
Discuss, ‘How can this exercise help you become better facilitators?’

5

How to facilitate skills-based learning

Feedback from our workshop

Round one: No response from the listener

Listener

Pretended not to be listening
Avoided eye contact and looked bored
Frustrated because speaker upset
Difficult not to look at the speaker

Speaker

Felt useless, frustrated, ignored
Did not get the attention of listener
Felt the listener was not interested
Was discouraged to tell the story

Round two: Full attention from the listener

Shown interest and listened carefully
Asked questions to find out more
Kept nodding my head to encourage
Shown concern with my face and smiled

Felt good because the listener was interested and concerned
Happy because she was asking questions and showing interest
Felt approval and praise

5.5 How are learners feeling?

The facilitator should check on learners' interest and energy levels at regular points and take appropriate action. Here are some techniques to 'test the climate'. Observe learners and pay attention to:

- body language – are learners yawning, dozing, sagging, fidgeting?
- facial expression – are they focused or staring into space? Do they look upset?
- side conversations – have they withdrawn from the discussion and started their own conversation?
- flow of discussion – are they listening to each other or are they arguing and interrupting each other?

If any of these things are happening, find out how participants are feeling. It may be time for a short break, an energiser, song or game or a move to the next step of the lesson. If there is tension or conflict get everyone to stand up and find a new place to sit or use a period of silence to calm things down.

Use humour to break tension or boredom. Sometimes if you say something funny, you can loosen up a tense situation or catch the attention of learners whose minds have wandered.

5.5 Activity

- 1 Divide into groups of eight to ten people. Each group selects a topic and activity from the 'Our future' book and make a lesson plan.
- 2 Select one person as the facilitator, one person as the observer with the rest of the group as learners.
- 3 Ask the learners to act in the way that learners in their class might behave – for example, one could be very talkative, one shy and so on. People could get bored or tense in the class.
- 4 Ask the observer to note down the skills used by the facilitator, how they encouraged participation and how they observed and responded to the learners.
- 5 After facilitating the lesson, ask first the teacher, then the learners and finally the observer, the following questions:
 - What do you think went well?
 - What skills did the facilitator use?
 - What was challenging?
 - What did you observe about the learners and how was it managed?
 - How would you improve the lesson next time?

5 How to facilitate skills-based learning

5.6 How to facilitate lessons to achieve objectives

Participatory activities and discussion do not achieve learning unless the teacher helps learners to organise, analyse and apply the ideas to their lives.

Summary of steps in using an activity

- 1 Introduce the activity
- 2 Explain the topic, objectives and the activity clearly.
- 3 Provide any information on the topic that learners need to do the activity.
- 4 Explain the time available.
- 5 Divide learners into groups, if necessary.
- 6 Explain the method for the report back.
- 7 Check to make sure learners understand what they have to do.
- 8 Help learners to do the activity
- 9 Allow learners to get on with doing the activity.
- 10 Move around the groups to clarify the task and help, where needed.
- 11 Remind learners about the time available.
- 12 Keep the lesson and discussions on track by restating the objectives and issue if necessary.

Process the learning from the activity

- Ask groups to report back and record on the blackboard or on manila.
- Look for patterns and help people to analyse.
- Use follow-up probing questions to help dig deeper into an issue.
- Draw out or add information or where needed.

- Organise skills practice if appropriate.
- Summarise to help learners understand the main points and move to the next step.

5.7 How to use groups effectively

Many learners find it difficult to speak in a large group, but once they are in a small group they participate actively and share ideas with other learners. We describe some types of groups below.

- **Buzz groups** are made up of two to three people sitting alongside each other. This is a quick and easy way of getting everyone to talk, for example, at the start of a new topic.
- **Groups of four to six members** allow for many ideas and are a good size for a practical exercise.
- **In topic groups** each group is given a specific task or topic. This technique can save time.
- **Separate age, ability and gender groups** are needed for some activities and in some classes.

Learners in many classes have a wide age range – for example, grade 5 may have learners aged between 9 and 16 years. These learners will have different needs in relation to sexuality and life-skills. We can divide them into age groups to work on adapted topics and activities that are appropriate to their age. The 'Our future' books have a number of activities for each topic, that teachers can select or adapt for different groups. They can also create new activities. Divide learners into same sex and age groups as shown in the grid below.

Grade 5 Topic: Prevention of STI		
Age groups	Objectives	Activity
10–12	Name two ways that people can protect themselves from STI.	The groups could do the same activities but will explore the situation for people of their age.
13–16	Be aware of and avoid risky places for sex. Be able to refuse sex.	For example, in mapping risky places for sex, the younger group might map different places to the older group. The younger group could role-play saying 'no' to older people who want to abuse them. The older group could role-play saying 'no' to boy or girl friends or sugar daddies. The older group could talk about condoms.

5 How to facilitate skills-based learning

There will also be mixed abilities – for example, in reading, understanding and writing English. We can form groups based on ability and give learners different tasks.

Putting girls and boys in separate groups is important in sexuality lessons when boys and girls may be embarrassed to talk about a topic together, or they have very different views and needs or talking together may result in harassment in class or later. Boys and girls can do activities separately and then only share what they wish in class. This helps them to talk and gain confidence before speaking in the whole class.

It is sometimes helpful to have mixed groups – for example, in mixed age or ability groups. Older or more able learners can share their experiences of growing up and give tips on how to manage – for example, menstruation or wet dreams. They can read a passage from the 'Our future' books and help less able learners to understand it. In mixed groups, boys and girls can help each other to communicate more freely and sensitively about sexual issues as they grow up.

Quick reaction groups discuss a series of questions assigned by the teacher. Each group has a short discussion and then gives a report from where they are seated.

Change the groups sometimes, so that learners get a chance to work with different people. This keeps activities interesting and helps the learners to form new friends and gain confidence.

How to form groups

There are several ways of forming groups of learners if you do not want to divide them by sex, age or ability. To select learners on a random basis, decide on the number of people in each group (say six people) and divide the total number of learners, (say 24) by this number to determine number of groups, i.e. four. Then count off around the group in fours – '1-2-3-4-1-2-3-4 ...' Or call out four different names – 'Mango-orange-banana-lemon-mango ...' You can also use more creative forms of group dividers such as the life-boat or the disco activities.

5.7 Activity

- 1 Divide into grade groups and select a topic and activity from the 'Our future' book. Select something that might be quite challenging.
- 2 Write a lesson plan with particular focus on how you will organise the classroom and groups to teach the lesson.
- 3 Present the lesson plans in plenary focusing on how you will organise the groups and the reasons for your decisions.
- 4 Discuss and share tips and ideas on – for example, using groups to manage a large, mixed age and ability class.

5.8 Reportback sessions

At the end of a small group session, groups are asked to report back so that learners can learn from the discussions in the other groups. Usually each group decides on a reporter and points are noted on the blackboard or groups prepare their own presentations on manila. These reportback sessions may be boring if they are poorly organised. If each group gives a full report, there may be repetition and the last group feels there is nothing left to say.

Here are a few ways to improve report back sessions:

- **Round robin reporting:** Each group presents only one point at a time going round the class until all the points are exhausted. Group reporters are asked to only give fresh points so learners need to listen to what other groups are saying. If you have little time, ask groups to give the most important point.
- **One group, one topic:** Each group reports on a different topic or question.
- **Only one question:** Groups report on the key question only.
- **Creative report:** Groups give their report in the form of a picture, drama or song.
- **Gallery walk:** Each group writes a report on manila and tapes it on the wall. Learners walk around the room reading the different reports. A group representative remains with its report to answer questions.

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How to facilitate skills-based learning

- **Collective report:** Group reporters meet during a break to combine their reports.
- **Common format:** About 15 minutes before the end of the small group discussion, ask each group to prepare a report and provide a sample format – for example, ‘The main points we discussed were ... We recommend ... The most interesting point we discussed was ...’
- **Report back in paired groups:** Sometimes it is more helpful to have two small groups meet and share what they have learned. The smaller numbers allow for a more intensive discussion.

5.8 Activity

- 1 Share ideas about different ways of reporting back and which ones have worked well.
Add any that have not been mentioned.
- 2 Divide into eight groups. Give each group one of the reporting methods.
- 3 Ask each group to select a topic and activity from the ‘Our future’ books and outline a lesson plan in which they use their given reporting back method.
- 4 Ask each group to present their lesson plan with a focus on reporting back.
- 5 Keep the lesson plans for later activities to practice facilitating lessons.

5.9 Recording the results of the activity

Recording learners’ points on the blackboard or on manila helps to improve the discussion. Learners see what they have discussed and what they need to add. Writing down points triggers other ideas and helps to avoid repetition. It also helps to summarise the points in the discussion. When learners see their ideas being recorded, they get a sense that their contributions are taken seriously.

How to organise the recording

Record points on the blackboard or on sheets of manila taped to the wall. Alternatively, ask learners to write points on pieces of rough paper, which are taped on the wall – this approach makes it easier to develop

categories for the information. You can position similar points together on the wall.

- Ask learners who are able to act as recorder while you facilitate or vice-versa. This team-work builds confidence and saves time.
- You can do the recording of reports from small group discussion in two ways. If groups have been discussing the same topic or question, facilitators should record the report back, drawing out points from each group on a round robin basis and recording them. If groups were assigned different topics or questions, each group should be asked to write its own report on manila.

Here are some tips on how to do the recording.

- Write only the main points, not everything that learners say – try to summarise each contribution in a few key words. Use learners’ own words as much as you can.
- Write big and clear (ideally capital letters) so people at the back of the room can see.
- Don’t put too many points on one board or sheet – start each new point on a new line.
- Use different colours – for example, black or blue for the main text and red for underlining key words or indicating categories. You can also use different colours for colour coding – for example, a different colour for each of four or five topics.

5.9 Activity

- 1 Ask participants to talk about ways that they organise the recording of key points in their classes, what has worked well and challenges.
- 2 Add any of the methods outline above that have not been mentioned.
- 3 In groups, using lesson plans developed in 5.7 and 5.8, focus on how recording will be done.
- 4 Present to the plenary.

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How to facilitate skills-based learning

5.10 Managing time

One of your most important skills is timing and pacing. The trick is to know when to slow down and when to speed up. Below are some tips for managing time.

- Be well prepared and organised. Have everything ready (the room, materials, blackboard, manila paper taped-up, etc.) before starting the lesson.
- Set realistic time limits for each activity beforehand as a guideline and then work to these time limits. Don't underestimate the time it takes for participatory activities. Allow enough time for small group work and reporting back. Do not try to cover too many activities or ideas in one lesson. It is better to cover one idea and activity well.
- Don't cut off activities in the middle but also don't allow them to go on too long. Be flexible because there will be times when learners are getting a lot out of an activity and want to continue. If you cannot finish a topic, try to stop at a positive point and make a plan to finish it in another lesson.
- Announce at intervals the time used up or the time remaining for an activity.
- Set talking rules to limit the amount of time each learner talks. Encourage learners to keep their comments brief and to the point and set a good example yourself.
- Select priority topics to cover.
- Divide up the work so that different task groups deal with different topics.
- Ask groups to produce written reports on manila paper and tape on the wall. Then limit the verbal report to main points.
- Organise report back sessions well. See 5.8.

5.11 Teaching sensitive topics

Talking about sex

Teachers may find it difficult to teach about the sexual organs and their functions because the language is seen as insulting and learners and parents/carers can get upset. Explain that we need to learn about these things so that we can make good decisions about sex. The words are not insults; they are just naming body parts in the same way as we name the heart and lungs. Organs that can be used to make babies are wonderful, not bad.

5.10 Activity

- 1 Share ways that participants manage time effectively in the classroom.
- 2 Add any points from the list above.
- 3 In pairs, ask participants to return to one of the lesson plans developed in 5.7 to 5.10 and make a plan for time management.
- 4 Present the plans and discuss whether they are realistic and will give learners enough time to participate and draw out the learning.
- 5 In groups of eight, facilitate the lesson plans and observe how well the time allocated matches the reality. If the time is more than allocated, find ways to, for example, focus on priorities, shorten reporting or reach a suitable point, leaving the remainder for the next lesson.

5.10 Activity

- 1 In two grade groups, facilitate a lesson where you are helping learners to find the words that they want to use for sexual organs and functions. Help learners to make up positive words that suggest life and happiness for the organs rather than negative ones that suggest death and suffering.
- 2 Organise your class to reduce embarrassment, perhaps in same age and sex groups, and remind learners of the guiding rules if they start insulting each other.

The topics in the 'Our future' books are not intended to suggest that learners should start to practice sexual activities straightaway. Explain to learners that they are learning things that will help them to have happy, healthy and safe sexual lives when they are mature. It is good that they learn these things whilst they are still at school in case they do not have the opportunity later.

5

How to facilitate skills-based learning

Living with HIV

Remind the class that any of us might have HIV and either not know or do not wish to share our status with others. Those who have had a test are part of the solution, not the problem. We need to talk about 'those of us who are living with HIV' rather than talking as if we are all free of HIV. When we talk about 'people who contract HIV', we need to include 'people who get re-infected with HIV'. We should talk about the important leadership role that those of us with HIV play in coping with the epidemic and educating people to avoid infection.

Prepare for the lesson by knowing how you will look out for and respond to a learner who becomes upset or learners who stigmatise others.

Stigma and discrimination

We always need to be aware of the risk of stigma and discrimination when we teach sexuality and life-skills lessons. In all societies, we tend to blame and stigmatise anyone who has problems in their life. We stigmatise people because they are poor, illiterate, disabled, ill, orphaned or different. We especially stigmatise people because of what happens to them in relation to their sexual and reproductive lives.

5.11 Activity

- 1 In same sex groups, think of as many ways as possible that we stigmatise each other because of things to do with sexuality.
- 2 Share the lists. *Are there any differences between the male and female lists?*
- 3 Individually, think about times that you have stigmatised someone because of something to do with sexuality. Think about the reasons why you stigmatised them.
- 4 Individually, think about times that you have been stigmatised for reasons to do with sexuality. *How did this affect you?*
- 5 Share and list the reasons for stigmatising and how it feels to be stigmatised. Ask what participants have learned from the activity and how they will use it in and out of class.

From our workshop

People who we stigmatise

Pregnant teenagers
Infertile people
Sexually abused children
People with HIV or AIDS
People who have an STI
Homosexuals
Young people without a boyfriend or girlfriend
Separated or divorced people

Reasons why we stigmatise

Fear of getting infection or bad luck from them
Disapproval of their behaviour
Not wanting to be stigmatised by associating with them
Anger at having to look after them and lack of income
Not wanting to offend a more powerful person
To make ourselves feel superior

How we felt when we were stigmatised

Isolated
Humiliated
Lonely
Angry
Useless
Ashamed
Not able to decide or take action

Traditional culture

Learners may find it strange to discuss good and bad points about traditional culture because they have been brought up to believe that culture is given by the elders and not to be questioned. Explain that culture is always changing, in all societies; people have the power to strengthen helpful parts and change harmful parts for the better, as they adapt to the changing environment. The same thing applies to gender. Gender norms are made by society and can change. Explain how gender norms may limit the potential of males and females to live a happy, safe and fulfilling life. Teach them about the benefits of gender equality and sharing roles.

5

How to facilitate skills-based learning

Controversial topics

Some sexual practices are controversial and may be illegal. However, some people continue to do them in secret. This causes harm to the people concerned, who lack services and information, and to others around them. Young people need correct information about these issues and a chance to discuss their feelings about them. They also need to consider the rights and public health implications of laws and how to challenge stigma and discrimination.

Abortion: People have different views on abortion but in reality many unsafe abortions are done each year and this harms and kills women. In Zambia, abortion is legal if three medical doctors agree that to continue the pregnancy would damage the physical or mental health of the mother and give their permission for an abortion. A properly performed abortion is safe. Often people with more money can buy a safe abortion whilst poor people have unsafe abortions. Provide learners with correct information about abortion and post-abortion care but also allow them to talk about their feelings about abortion. Be clear that some people feel it is immoral, whilst others think the woman has a right to decide because it is her body.

Homosexuality is not accepted in Zambia and it is illegal for men to practice anal sex. This has a negative effect on the lives of people who are attracted to people of their own sex. Stigmatising homosexuality does not make it go away because sexual orientation is mainly decided by our genes – we are born with it. It just makes it a secret activity. If homosexuality is accepted, it will not result in young people copying it, because most of us become more attracted to people of the opposite sex when we grow up. It will just make it possible for people who have same sex partners access information and services and to practice low risk sex and avoid the bad effects of stigma and discrimination.

5.12 How to handle challenging situations

We may be faced with challenging situations in the classroom, especially when we are starting to teach sexuality and life-skills in the school. See the examples described below.

5.12 Activity

- 1 Invite participants to share challenging situations that they have faced in teaching sexuality and life-skills and list them. If there are many, ask learners to vote on the most common and/or difficult ones.
- 2 Add any of the situations described above if they are not mentioned and include them in the ranking.
- 3 Go into pairs and give each pair one of the situations. Ask them to discuss and try out through role-play different ways of managing the situation.
- 4 In plenary, the whole group acts as learners and the pair role-play their preferred way of managing the situation.
- 5 Invite participants to comment and come up and try a different way of managing the situation if they think it can be improved.

A learner talks too much: Use group rules to avoid this problem and involve the whole class in addressing this problem without embarrassing the person. Thank him or her for their contribution and ask for other contributions. Avoid eye contact so the person does not use recognition as a clue to speak.

Few learners are talking: Sometimes learners are silent or not taking part. To get everyone talking, break into smaller groups.

Learners seem confused: Sometimes learners may not understand your question and there is total silence. If so, rephrase the question and give an example of what you are looking for or get someone else to ask the question their way.

Discussion goes off track: When discussion goes off the topic, bring it back by repeating the last question. Or praise the point and relate it to another topic, e.g. 'That's an important point. When we move to the next topic we will make use of it. Let's finish with the first topic before we deal with that issue.'

5 How to facilitate skills-based learning

Learners are too general: Learners may make general responses – for example, ‘The problem is the result of our culture.’ Encourage them to be more specific by asking, ‘What is it about our culture that causes the problem?’ or give an example to make it clearer.

Learners begin to argue: Disagreement is good if it gets learners thinking and knowing how to put across and listen to different points of view. This is an important skill. It only becomes a problem when learners get angry and it turns into an argument and people begin to repeat their points. To deal with it, clarify the points of disagreement, then ask others, ‘Do you understand each person’s point of view?’ To end the argument, say, ‘We will need to include both of these points of view in our discussions. Now let’s move on to another topic.’

Learners start talking about the behaviour of a named person in the class or the community in a negative way. Remind learners of the lesson on trust and keeping secrets and refer to the guiding rules. Ask them to imagine how they would feel if they were the one being talked about and what the

negative results of their behaviour might be. Make ‘trust’ the class virtue for the week and let everyone demonstrate it in some way for homework.

A learner begins to cry: Talk to the learner privately to find out what has upset them and what help they need. Ask if they would like a friend to sit with them or go outside with them. Tell them that it’s OK to cry. If teasing, bullying or insensitivity caused the tears, look for a good way to use the situation to talk about responsibility and compassion. Help learners (and yourself) to acknowledge your joint responsibility, repair the damage and make sure that no-one repeats it.

In the next chapter, we will provide more guidance and activities on using the interactive methodologies found in the ‘Our future’ books. Participants will have opportunities to write and facilitate lesson plans using a particular methodology. This will also give participants more opportunities for building the skills in facilitation and classroom management outlined in this chapter.

6 Learning activities

6.1 Introduction

The 'Our future' books describe learning methodologies aimed at achieving knowledge, virtue and skills objectives. This chapter aims to:

- describe a training exercise that we can use to understand and practice the different methodologies found in the 'Our future' books
- describe each methodology, different ways of using it, objectives that it can achieve and tips on facilitating it.

This chapter does not go into detail on every methodology used because they are described in the 'Our future' books and the companion manual 'Preparing to teach sexuality and life-skills'. The Teachers' guide on page 54 also provides tips for specific methodologies. The methodologies used involve discussion and expressing feelings, that are covered in Chapter 5. We assume that teachers are familiar with reading and writing activities. We can use activity 6.1 to write lesson plans using a specific methodology – for example, stories. Share experience, challenges and tips for using this methodology and practice facilitating it.

Methodology chart for lesson planning

Our future, grade 4			
Topic/ page	Story	Learning objectives	Core subjects
Rights Page 27	Story about a problem	By the end of the lesson, learners should be able to: <ul style="list-style-type: none"> ● name three children's rights ● know that the abuse of children is a crime ● gain problem-solving and critical thinking skills ● seek help if one is badly treated ● demand their rights assertively. 	Social studies Language

6.1 Activity

- 1 Describe the methodology – for example, storytelling – and share experiences of using it in different ways.
- 2 Identify the benefits and challenges of using the methodology in class.
- 3 Review the 'Our future' book, for your grade, for sub-topics that use the selected methodology. Using the chart on this page as an example, complete the left-hand column for the methodology in each sub-topic. Identify where you could integrate each sub-topic and methodology into the core curriculum.
- 4 Select one sub-topic and the selected activity from the book and prepare a lesson plan. Try to select a lesson that is new or challenging in some way.
- 5 Practice facilitating the lesson with fellow teachers as learners. If you have a large enough group, ask one person to be an observer.
- 6 Give feedback to each other using the following questions. Ask the facilitator to give feedback first, then the learners and finally the observer.
 - *What went well?*
 - *What was challenging?*
 - *Did the lesson achieve its objectives?*
 - *In what way did the methodology assist learners?*
 - *What would be easier if you were teaching the lesson in the classroom?*
 - *What additional challenges would you face in teaching this lesson in your classroom? How would you handle these?*
 - *What improvements do you suggest to the lesson plan and teaching?*
- 7 Share lessons learned about using the activity in plenary. Share tips for making the lesson go well. You can use this activity to explore and practise facilitating all the different methodologies in the 'Our future' books, which are described in the next chapter.

6 Learning activities

6.2 Stories

Stories belong to a set of performance methodologies that include role-play, poems and songs, dance and drama.

Performance methodologies are effective because:

- they tell and show real situations and happenings that allow us to think about the big issues in life
- they allow us to show people behaving in different ways and the results of their behaviour
- they show good role models and people practising virtues through these activities
- they show problem situations that we can work together to solve. We can show a problem story and then re-play it so that the problem doesn't happen. This is very motivating and encouraging
- they link the past, present and future and show new ways of behaving to learners
- they engage our feelings and thinking
- they allow us to be very creative and think 'outside the box'. They can imagine what might happen in the future
- they only need people, not electricity or technology.

What is a story?

In storytelling, people describe situations, events and characters and what the characters feel, do and say. Storytelling is a skill found in all cultures, and stories are a familiar way of learning for many people. Stories communicate ideas, feelings, values and culture. Storytellers adapt their traditional stories in the light of changes in the environment. This makes storytelling a powerful technique for change, especially when the stories are developed by the community and not imposed from outside. Stories are a low cost, local media that we can use in different ways to inform, stimulate discussion and motivate action.

Different ways of using stories

The 'Our future' books contain many stories and suggestions for facilitating stories. Teachers and learners can adapt the stories, or create new ones, but need to ensure that they bring out the same issues and messages and lead to a discussion of similar points.

6.2 Activity 1

- 1 Select a sub-topic with a story from an 'Our future' book and write objectives.
- 2 Ask participants to act as learners and take it in turns to read aloud while the rest of the group listens.
- 3 Define any new vocabulary in the story and translate it into your local language.
- 4 Facilitate a discussion using the suggested questions or write suitable questions. Here are some examples:
 - *What happened in the story?*
 - *Does this happen in our community?*
 - *How do you think the characters felt?*
 - *What were the good points about the situation?*
 - *What were the bad points?*
 - *What were the causes of the situation?*
 - *What were the consequences?*
 - *What would you do next if you were the people in the story?*
- 5 Role-play the story, if that is helpful.

In some activities, learners are asked to make up stories, usually about a situation that might happen to people like them. The following activities are useful as warm-ups, or as the basis for developing stories, role-plays or drama. They encourage groups to work together and can be lots of fun.

Building a story with clapping

Start a clapping rhythm, 'CLAP, CLAP, CLAP' and explain that we are going to fit the story into the three silent beats between claps. Each person adds a sentence or phrase to the story as it goes around the circle. The clapping rhythm continues and learners add their contribution in the silent period between claps. The game goes around the circle in this way:

Three claps – first phrase or sentence.

Three claps – next bit of story.

Three claps, and so on.

Instead of clapping, each person ends their piece of the story with 'and then' or 'but' as a signal for the

6 Learning activities

next player to carry on. Everyone must listen carefully so that the stories make sense. Individuals cannot predict the story in advance, but they can introduce words such as 'suddenly', 'quickly', 'cautiously', 'surprisingly' and so on to move along the action.

Using clay models or drawing stick figures

Make some clay models or stick figures and make up the story around them.

Adapt traditional stories

Learners and teachers can use traditional storytelling techniques such as call and response and adapt local stories for new situations.

Real life stories

Often the best stories are those that really happened. However, it is often safest to tell them as if we heard of them happening to an unnamed person because of confidentiality.

Letters to 'Agony aunts and uncles'

Write letters to 'Auntie Stella' about a problem as if writing to a magazine. Discuss ideas for solving the problem in class.

Teachers devise stories

We can build our storytelling skills through practice so that we are able to create helpful and interesting stories. The story should depict the reality of learners' lives and their concerns. We can find out more about these, for a particular topic, by asking learners to post questions, stories or worries into an anonymous question box and then use them as a basis for a story.

We could also invite a small group of learners to work with us to devise a story or do the group storytelling games above with them to develop the story.

Make sure that stories do not show any recognisable people in school or the community. Stress that the story is made up and not about actual people. Make sure that it does not stigmatise any group.

Other ways to use stories

- Read the stories aloud in small groups or with the whole class and discuss the questions.

6.2 Activity 2

- 1 Ask learners to sit in a circle.
- 2 Explain to them that as a team everyone will participate in telling a story in a way that you will explain. Select one of the methods described below.
- 3 Ask for a volunteer to begin the story and decide on the direction in which the story will go round the circle. Mistakes are very welcome!
- 4 After a while stop the activity and ask the learners:
 - *What is your story about?*
 - *How do you feel about your story?*
 - *What makes the story interesting?*
 - *How could you improve the telling of the story?*
 - *Does the story have a beginning, a middle and an end?*
 - *What did you learn from the story?*

- Draw pictures to show what happens in the story.
- Turn the story into a role-play or drama.
- Re-tell the story to show how people might avoid problems or how they could solve them.

What makes a story interesting?

- Stories have a beginning, middle, and end.
- People see the story as coming from real-life – it could happen to them. The situations and attitudes of the characters are found in the community
- The issues are relevant to the audience.
- The language is used in the community, including local jokes and proverbs.
- The story relates to traditional myths and legends.
- The story makes us feel – for example, we laugh, cry or feel afraid for the characters.
- The story makes us want to know what is going to happen next, it keeps us in suspense.
- There is plenty of action and adventure, not just talking.
- The story poses problems but does not give all the solutions.
- The story does not stigmatise or blame anyone.

6 Learning activities

6.3 Role-play

What is role-play?

In a role-play, people get into the role of a character and act out a particular situation. They may act as themselves if they are using role-play to practice skills in an imaginary situation. There is no written script in role-play and the focus is on what happens in the interaction, not on how well people 'perform' or act. If learners are using role-play to practice skills, feedback from observers can help them to develop their skills.

Role-playing is always followed by discussion. This helps learners get a deeper understanding of the situation, the roles and feelings involved and the problems and how to solve them.

Role-play is an activity that helps us to achieve many important learning objectives.

Purposes and objectives for role-play

We can use role-play for many purposes, for example:

- to try out new and unfamiliar roles
- to understanding and analyse a situation
- to help us think creatively
- to explore problems in depth and understand their causes
- to try out different approaches to solve problems
- to practise communication skills – for example, how to say 'No' to sex, how to talk about sex with a partner, how to disclose one's HIV status, how to counsel someone with a problem, how to be assertive and negotiate so that everyone is satisfied
- to model helpful and harmful attitudes and behaviours
- to rehearse taking responsibility for our actions
- to build confidence by rehearsing how to cope with difficult situations
- to explore attitudes, beliefs, and values – for example, stigmatising attitudes
- to look at our feelings about different issues and express them openly
- to see how others think and feel – for example, through playing the role of a girl or a boy who has been stigmatised, learners can begin to understand their viewpoint.

How to organise role-playing

- 1 Use warm-up games to overcome shyness.
- 2 Paired role-playing is a good way to help everyone participate. Divide into pairs, explain the situation, and ask pairs to act it out. Since everyone is performing at the same time, no one is watching others and learners will be less shy.
- 3 Never force an unwilling person to play a role; instead call on volunteers. However, try to encourage everyone to take part.
- 4 Role-playing can be done in pairs with or without an observer, in small groups, or with the whole group – a few actors at the centre and the others observing.
- 5 Define your objectives and be clear about what you are trying to achieve.
- 6 Help learners to define the situation to be played out or use the ideas in the 'Our future' books. Who are the characters? What is the background? How does the problem arise? Make the situation similar to situations people face in their daily lives.
- 7 Encourage learners to take on roles or ask for volunteers. Be cautious about giving anyone a role that is close to his or her real one.
- 8 Allow a few minutes for learners to get into their roles and prepare themselves. Help people if the roles are unfamiliar. Encourage people to get into the role they are playing. If they are playing a new character, have people asking them questions about themselves to help them get into that person's shoes.
- 9 Give questions or things for observers to look out for, based on the objectives of the lesson.
- 10 Say, 'Play' to get the role-play going. Help the role-players to stay focused and explore the situation fully.
- 11 Cut the scene when it has achieved its purpose – for example, it has raised sufficient issues for a discussion or tested out a solution. Most role-plays come to a natural pause. The best role-plays are fairly short, not more than ten minutes at the most. Don't allow it to go on too long and stop it if things go wrong.
- 12 Look out for people who might be upset. Remind learners about their guiding rules to keep everyone safe in and outside the class
- 13 Talk about the role-play positively in ways that increase the self-esteem of the players, especially if they have been brave enough to practise new

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skills and deal with difficult situations.

- 14 Process the role-play for meaningful learning. Challenge players and observers to think more deeply by asking questions to help analyse what they learned from the role-play. Ask each of the actors to describe how they felt, then ask the observers to give their comments. The 'Our future' books suggest some questions for discussing the role-play, for example:
 - *What happened in the role play?*
 - *Why did it happen?*
 - *What did the characters feel?*
 - *How did others react?*
- 15 Then discuss what people learnt from the role-play and how they will use this in their lives.
- 16 Players may become very involved in their role. After the role-play help them to get out of the role, especially if they played a distressing role. Ask players to change seats or identify themselves by their real name and say something about themselves. Check with each person that they are back with their own character and remind the group that everyone was playing a role, not themselves.
- 17 At the end provide a brief summary, listing new insights which learners have discovered. This will give learners a sense of achievement.

Role-play for skills practice

Role-play is a key tool for building communication skills and the whole class can practice using 6.3 Activity 2.

How to manage role-play in a large class

The skills practise activity above is a good activity for a large class. You could also divide the class into smaller groups, by age and/or sex if appropriate. Give each group a role-play task and ask them to prepare and act out the role-play in their group. Go around the groups to guide them if needed.

After the groups have done their role-play, ask them to discuss the questions in their groups and be ready to report back on their answers to the whole class. Invite groups to show their role-play and feedback on their learning.

6.3 Activity 1

- 1 Divide into four groups and discuss your own experiences of facilitating role-play. Two groups write on separate pieces of paper all their tips on what makes role-play go well as a learning activity. Two groups write all the challenges – for example, using role-play with large, mixed age classes or a player being stigmatised later on.
- 2 The two groups with tips come together and arrange all the papers in a sequence from the start to the end of the role-play activity. The two groups with challenges arrange them in order of priority. In plenary, review the tips and challenges and see whether some of the tips can address the challenges.
- 3 Do a carousel to find solutions to the challenges. See page 50.
- 4 Divide into groups and select different types of role-play and objectives from 'Our future' to practice facilitation. Give each other feedback on what went well and suggestions for improvement.

6.3 Activity 2

- 1 Select a sub-topic and activity in your 'Our future' book which allows learners to practise a communication skill.
- 2 Ask learners to go into threes. One person practices the skill, one person acts as the other person in the situation and one person observes the interaction. Ask people to take turns so that everyone has a chance to play each role.
- 3 Ask groups to select one role-play, from the three, that shows the skill best and to perform to the class or half the class.
- 4 Provide additional information and plan time for more skills practice if necessary.

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6.4 Poems and songs

Poems and songs tell a story or an idea in a creative way, set to a rhythm or to music. This makes it easier for people to remember the words and the idea.

'Our future' books contain poems and songs. You can also ask learners to write poems or songs on a topic. Performances in assembly or in the community often contain poems or songs about HIV and AIDS.

What learning objectives can poems and songs achieve?

- Poems and songs are particularly good for developing creative, performance, communication and musical skills, imagination, expressing feelings and using language.
- Learners can remember songs and poems and share them with others easily.
- A song or poem can capture an important message in a powerful but simple and concise way.

Facilitating poems and songs

- Poems and songs are facilitated in the same way as stories and role-play.
- Learners may find it difficult to understand or write poems and songs in English. Encourage them to use their local language and translate poems in the 'Our future' books.
- Give time for learners to prepare their poem or song. Go through the poem or song with them before it is recited or sung to help learners to give a good message that is easily understood.
- Help learners to speak or sing the words clearly and to create a good rhythm or melody.
- Encourage learners and others to create positive poems and songs about coping with the HIV epidemic and living with HIV. If learners write poems or songs based on fear or showing stigmatising attitudes, help them to change them to more positive images.

6.4 Activity

- 1 List the sub-topics with poems and songs in your 'Our future' book and their objectives and integration into core subjects.
- 2 Get into four groups to discuss experiences, tips and challenges in using poems and songs. Brainstorm to find ways to address the challenges.
- 3 Divide into three groups.
 - One group practises facilitating a lesson using a poem or a song.
 - The second group writes one of the poems or songs in the homework activity.
 - The third group facilitates helping a class to write a poem or song on a topic.

6.5 Drama and dance

What is drama and dance?

Drama is a performance that tells a story or shows a situation. Drama could show a problem, its causes, consequences or solutions. It could show different relationships and helpful and harmful attitudes. The people performing the drama agree on the story, words and actions rather than making it up as they go along. The drama is performed to an audience so it is important that it is entertaining as well as educative and clearly understood.

In the 'Our future' books, learners are asked to create dance and drama to show at assembly, to the PTA or in the community. The drama or dance aims to educate people on sexual and reproductive health topics and advocate for safer, more enabling environments for young people. It is a powerful way to share learning from the school to parents/carers, leaders and young people out of school.

Dance is movement to music, which we can use to tell a story or illustrate a song. Traditional dances often tell stories about courtship, love or gender relations.

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What learning objectives can drama and dance achieve?

Drama achieves many learning objectives for the actors and the audience, especially if they interact. For example, drama can:

- stimulate imagination and creative thinking
- encourage co-operation
- enhance confidence and self-esteem
- develop verbal and nonverbal communication and assertiveness skills
- help us to express our feelings and sexuality
- model virtues and good behaviour.

How to develop a drama

The teacher may decide on the content of the drama and assign learners to take roles, give clear instructions to each character and tell them the story and scenes to be acted. However, if there is time, learning is increased by asking the learners to devise the story, improvise the dialogue and develop the scenes with the teacher's help.

Hot seating

Hot seating is a technique to explore the reasons behind our behaviour. A group presents a role-play showing certain behaviour, such as drinking alcohol. The actors then sit in the 'hot seat' in front of the audience. Audience members ask the actors open ended and probing questions to understand why each actor behaved as they did. The aim is to understand the characters, rather than making assumptions or judging them. The actors should remain in role and really think about who they are and why they find themselves in the situation.

Play-replay

This technique is used to explore solutions to problems. A short drama is presented which shows a problem and the events leading to it. The same drama is then replayed and people can stop it to suggest how the characters could have avoided the problem. The audience members could also take over the role of the actors in order to show the solution or how to avoid the problem.

6.5 Activity

- 1 Make up a story that tells what happens to some characters and has a beginning, middle and an end. The story should be relevant to the objectives of the activity.
- 2 Turn the story into a series of scenes and act them as role-plays.
- 3 Develop the scenes into a drama, using props, such as clothes, to make it interesting for the audience.
- 4 The people performing the drama agree on the story, words and actions rather than making it up as they go along.
- 5 Process the learning from the drama after the performance by asking questions to start a discussion.
- 6 You can use drama interactively by asking the audience to:
 - come up and take over acting a character to make a situation go better
 - say what should happen next
 - replay the drama to show a different ending.See hot seating and play-replay opposite.
- 7 Encourage everyone to participate in some way and ensure that the scenes and dialogue are positive and non-stigmatising and will not be misinterpreted by learners and the audience.
- 8 De-role the players.

6.6 Debate

In a debate, learners are given a statement and asked to argue for this position or against it. They prepare their reasons for being for or against and communicate them as persuasively as possible. At the end of the debate, they vote to see which view has won the majority vote.

What learning objectives can debate achieve?

Debate develops many social skills, for example:

- communication skills
- competitive skills

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- assertiveness
- leadership skills
- practicing virtues
- building confidence
- critical thinking
- tolerance and listening to others' points of view
- behaving responsibly and courteously
- building initiative and independence in learners.
- increasing knowledge about a topic and linking it to values and attitudes.

How to facilitate debate

It is important to facilitate debate in a responsible way because learners can bring out many contradictory and sometimes harmful ideas. Your job as the facilitator is to ensure that at the end of the day, they know which ideas are helpful and which are harmful.

6.6 Activity

- 1 Select a debate activity from the 'Our future' books.
- 2 Give clear objectives and guidelines.
- 3 Determine the number of speakers.
- 4 Choose a moderator and time keeper.
- 5 Introduce the motion.
- 6 Give groups time to prepare.
- 7 Give time limits for each speaker.
- 8 Agree on rules to be observed during deliberations.
- 9 Arrange a seating plan for good eye contacts.
- 10 After the speakers, allow the audience to contribute to the debate.
- 11 Ask the audience to vote for or against the motion.
- 12 Ensure that you challenge and correct all the ideas that may be misinterpreted, misconceptions and negative information after the vote and if necessary ask people to vote again. You may need to follow up with more information and activities in the next lesson.
- 13 Give a good summary to the whole debate.

6.7 Games

A game is a fun activity that also has learning objectives.

What learning objectives can games achieve?

Games are excellent for helping learners to relax and feel more comfortable talking about sensitive issues. They also:

- help learners to get to know each other
- build up mutual trust and team spirit
- energise and relieve tension
- introduce different topics
- make learning fun
- build life-skills such as taking responsibility, decision-making, creative thinking, negotiation skills and personality development.

How to use games

- Choose games that are suited to the objectives and learners.
- Choose games that are safe for boys and girls and do not result in unwanted touching.
- Make sure the game is not too competitive. Introduce walking (rather than running) to make things less competitive and safer.
- Try to keep everyone involved. In games where people get eliminated, get those eliminated to become the referees.
- Use games as a lead in to the next activity.
- Decide what learning objective you want to focus on during the game
- Demonstrate the game and start. Teach the rules as you need them to ensure that the game achieves its objectives.
- Stop the game when interest is high.
- After playing a game ask, 'How are you feeling?' If it is a topic introducing game, ask, 'What did you learn from the game?'

Trust games

Trust games are aimed at deepening trust in the group or class so that learners feel safe to share ideas and feelings within the group. They are used at the start of the 'Our future' books to create the caring climate and

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openness needed to talk about sexuality. They require that learners support and look after each other. Help everyone see that they are responsible for each other's safety.

6.7 Activity

- 1 Select and facilitate different games from the 'Our future' books
- 2 Identify local games and adapt them for a sexuality and life-skills objective.

6.8 Illustrations

The 'Our future' books have lots of illustrations that are used for the purposes listed below. Many of them are cartoons that show what people are saying or thinking. Some activities ask learners to create their own pictures or posters. Teachers are encouraged to make their own illustrations to adapt or supplement those in the 'Our future' books and to set up a 'Sexuality wall' where learners and teachers can put up their pictures and messages.

Purposes and objectives for illustrations

We can use illustrations to achieve our learning objectives by:

- triggering discussion
- telling or creating stories
- making people laugh
- modelling good and unhelpful attitudes and behaviour
- showing present and possible future situations and behaviour
- challenging typical thinking
- showing different points of view
- making difficult concepts and information easier to understand
- explaining an activity
- advocating for rights and support.

As well as the specific objectives of the lesson, using illustrations also:

- develop skills in art and design

- develops skills in 'reading' and analysing visual materials
- develops creativity in transforming ideas or stories into visual materials.

6.8 Activity

- 1 Look at the pictures in your 'Our future' book and complete the chart on their objectives and where they could be integrated.
- 2 Select a sub-topic and illustration or illustrations and write a lesson plan to facilitate. Ask learners,
 - *What is happening in the picture?*
 - *Does the picture show a situation that happens to people like us in our communities?"*
 - *What are the people in the picture saying, feeling and thinking?*
- 3 Then go on to ask questions relevant to the topic, picture and objective.
- 4 You could draw or act out a story from the picture or make it into a poster to put on the sexuality wall or take home.

6.9 Diagrams

A diagram is a visual depiction of a situation that learners create for themselves following guidelines. The 'Our future' books describe diagrams – for example, mapping, 'But why?' diagram, spider diagrams, time diagrams and grids.

Purposes and objectives of using diagrams

Diagrams are interesting to do and can develop core skills, such as descriptive, analytical, creative, decision-making, problem-solving and artistic skills. We use diagrams to:

- show ideas and their connections
- describe or analyse a situation
- identify the causes and consequences of a problem
- identify solutions to a problem.

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6.9 Activity

- 1 Select a sub-topic from your 'Our future' book, that uses a diagram activity.
- 2 Write a lesson plan for this topic.
- 3 Facilitate the activity following the steps in the book.
- 4 Allow learners to work independently in groups, only helping them to use the methodology correctly.
- 5 Ask learners to show their diagrams to each other and ask questions to bring out the learning from the activity.
- 6 Ask how learners will apply this learning to their own lives.

Some examples of diagram activities are described below. See also Resources on page 75.

Mapping

Learners make maps of their community showing major roads, rivers, areas and buildings. They then mark on the map places or items that are important for the topic under discussion – for example, risky places for young people, places where there is stigma or places where helpers and services are available. This is followed by discussion.



'But why?' diagram

This is a method used to analyse the root causes of a problem and show the links between causes. The teacher or learners can make the 'But why?' diagram on the blackboard or groups can draw it on paper or manila. You start by writing a problem/situation in the



middle – for example, 'Why do girls have early sex'. Draw a bubble around it and ask for answers. When someone gives an answer, write it near the problem, making a bubble around it and a line pointing towards the problem. Continue to ask the class, 'But why?', in order to understand the causes more deeply, until they run out of ideas.

6.10 Additional participatory activities

The 'Our future' books describe additional participatory activities aimed at achieving specific objectives. You can find more detail on facilitating these activities in the 'Preparing to teach sexuality and life-skills' manual from the 'Our future' project and from resources listed in the back of this manual.

Each activity has specific objectives. They all develop a range of life-skills that include communication, critical and creative thinking and confidence. An example is given on the next page.

6 Learning activities



6.10 Activity

- 1 Select an activity from your 'Our future' book and write a lesson plan for it.
- 2 Prepare to do the activity with your group by talking through it and trying it out.
- 3 Facilitate the activity using the steps given in the book.
- 4 Discuss and make notes on how you could improve the activity or make the instructions clearer in the teacher's guide.

Counselling carousel or Margolis wheel

This is a technique using pairs, to find solutions to problems – one has a problem and the other gives suggestions for solving the problem. Learners go into two circles with the outer circle facing the inner circle. The inner circle contains the 'advisors' and the outer circle, the people seeking help. After three minutes of consultation, the outer circle moves one place to the left, creating new pairs who repeat the process. The aim is to generate many ideas quickly through responses from different learners. After repeating the consultation a few times, learners summarise the different ideas for solving the problem and discuss the advantages and disadvantages of each solution. They rank them and then make an action plan.

River of life game

In this game, we learn that we have different choices for protecting ourselves from STI, HIV infection and re-infection, and pregnancy that may be good at different times of our lives. Some examples are abstinence, going for a HIV test, fidelity and using condoms or low risk sexual activities. We think about the reasons why we might choose one option at this time, what could make it difficult and how we can help each other so we reach a good future.

In the game, crocodiles in the river of life represent the problems of STI, HIV and unplanned pregnancy. People can choose the boats of abstinence, fidelity,

HIV testing and condoms to get safely across the river to their good future. Ask learners to draw crocodiles, boats and islands with chalk on the floor or use available materials outside.

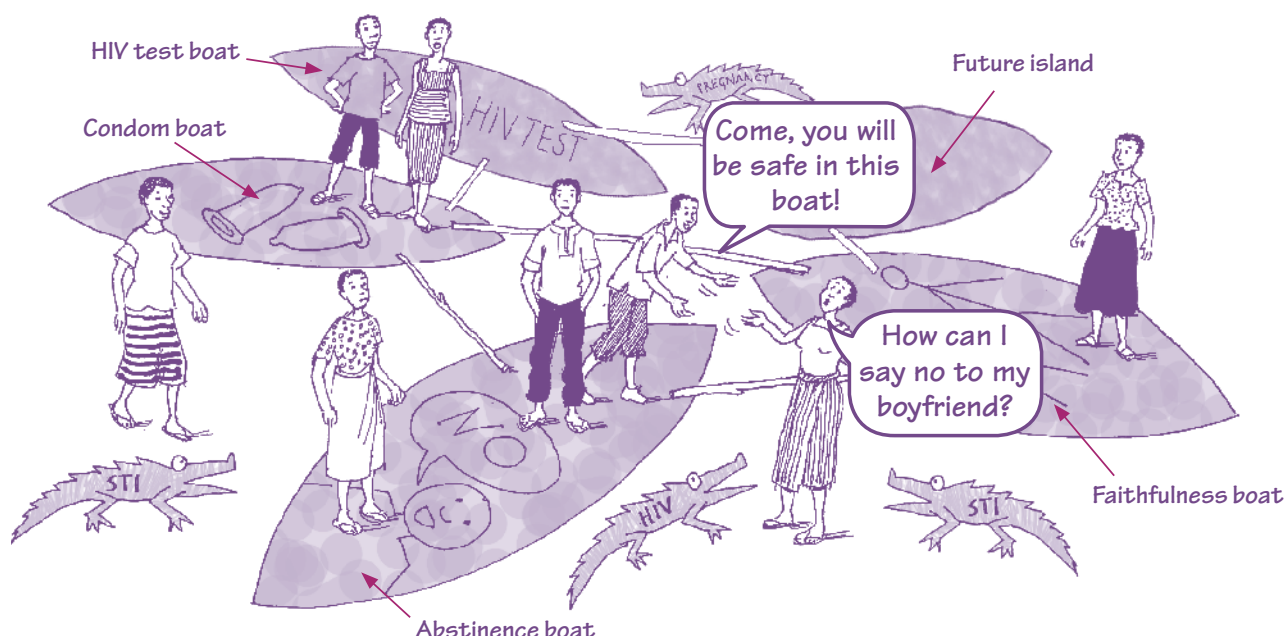
The learners role-play different characters and imagine which boat they would get in if they were that character. It is best for people to play roles rather than themselves otherwise everyone may go into the abstinence boat and it will not be possible to openly discuss different choices in different situations.

The teacher can ask learners to suggest different types of characters (no names!) in their community. They can be people like them or older or younger people. Give each person time to get into their role and think about what choice they would make to stay safe or if they have any choices. Some characters may stay in the water because they cannot see how they can join any of the boats. For example, a young married woman may not feel able to abstain, use condoms or ask her husband to go for an HIV test with her.

Ask learners to think about their age, sex, whether they are married or single, in or out of school, their occupation, economic status, whether they know their HIV status and so on. If no-one plays a person with HIV, the teacher could act this character or ask 'which boat might those of us with HIV choose to avoid re-infection and protect others?'

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River of life game



6.11 Home activities

The 'Our future' books suggest home activities at the end of each sub-section. These activities play an important role in making this a whole school site programme as they encourage parent/carer, leader and key stakeholder involvement and co-operation, and a wider dissemination of the sexuality education. Many of the activities are also a preparation for the next lesson.

Teachers need to take enough time to prepare the community, parents/carers and learners for home activities on sexuality and life-skills. Otherwise learners may not do the home activity at all or do it badly; they may be punished or put at risk.

- Sensitise community leaders, parents/carers and service providers about the sexuality and life-skills programme at the start and inform parents/carers about the types of homework tasks in the sexuality and life-skills lessons.
- Try to give out some 'Our future' books to community members and encourage them to share them with others. Point out some of the home activities.

- Encourage parents/carers to come to 'family pac' lessons and find out what their children learn in school.

What activities do learners do at home and with what objectives?

The home activities have important objectives as listed below. Talking about learning from sexuality and life-skills lessons with others helps to:

- engage parents/carers and community members in sexuality education and life-skills
- strengthen parents/carers' abilities to support their children in SRH as they grow up
- encourage community members to talk more openly about sexuality and feelings
- build the skills of young people as educators and advocates
- strengthen relationships between the generations and males and females.

Practising a skill or virtue that was learned in class helps learners to:

- apply what they have learnt in class and strengthen their skills and virtues
- encourage those skills and virtues in their families

6 Learning activities

and community by acting as positive role-models and creating positive peer pressure.

Carrying out investigations helps to:

- prepare for the next lesson
- understand more about SRH issues within the community
- understand what help young people can find in the community and strengthen it when necessary
- learn methods and skills to find out about things around them.

Taking action helps to:

- solve community problems
- encourage young people to work together towards a good life and an enabling community environment
- strengthen the best from traditional and new ideas on sexuality and gender and reduce harmful practices.

How to support learners on home activities

The following are some tips for talking to people at home about learning from sexuality and life-skills lessons.

- Ensure that parents/carers have been informed about the sexuality and life-skills lessons before asking learners to talk about sensitive issues at home.
- Agree with learners who they will talk to, what messages they will give and what questions they will ask.
- Rehearse the interaction in pairs. Ask one of the pair to act as they imagine their family member or other person might react.
- Bring the class together and identify ways to make the interaction go well and avoid problems.
- If anyone does not feel able to talk to others, allow them to wait until they feel more confident after some more lessons.

Tips for practicing skills and virtues

In class, ask learners to tell the person sitting next to them what they intend to do before the next sexuality and life-skills class and shake hands on their agreement.

In the next lesson, ask learners to tell the same classmate whether they were able to carry out their plan, what the result was and any challenges they faced. Invite some pairs to tell the class what they achieved. The teacher should also tell the class about his or her own experience of using the skills or virtue. Draw a picture to put on the wall to remind learners that they have practiced this skill or virtue. Give rewards, such as 'stars', to those who do very well.

Guidelines for carrying out investigations

Many home activities involve finding out what friends, family, service providers and community members think, feel and do about SRH issues.

Preparation

- 1 Ensure the learners are very clear about the objective of the activities.
- 2 Choose activities that learners feel comfortable with or adapt them.
- 3 Explain how learners will carry out the investigation in detail.
- 4 Translate the objectives and the questions into the local language and ensure that everyone has understood.
- 5 Practice asking the questions in pairs using role-play.
- 6 Talk about and allow learners to decide whom they will talk to about an issue. Check that their choice is a safe one.
- 7 Talk about what might go wrong and how to cope if it does.
- 8 Tell learners not to talk to people they do not know about sexuality. Learners should go in small groups to collect information, tell their parents/carers what they are doing and where they are going and not go to dark or lonely places.
- 9 Identify with learners reliable sources for factual information.

Processing the activities in class

- 1 Ask learners to explain the source of the information, if this does not break confidentiality.
- 2 Ask learners to talk about the good points and challenges of collecting the information. How could they avoid the challenges next time?
- 3 Help learners to analyse the information using tables and diagrams.

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- 4 Summarise the findings and ask learners what the key learning points are and how they can use them.

Taking action

The idea of the whole school site is that the teachers and learners work with parents/carers, services and the community to create supportive environments for young people. Learners are actively sharing knowledge, talking about issues and developing their community. Actions can include performing a drama on an issue covered in class.

Putting on a performance

Learners might put on a performance about a sexuality issue at an open assembly or in the community. Support them by linking up with local drama groups, peer educators and other stakeholders. Use the information in this chapter and in the resources at the end of the book to devise and perform an interesting and relevant event. Discuss the issues with the audience after the performance.

6.12 Visits and inviting visitors

The 'Our future' books have suggestions for visits to facilities, such as the Rural Health Centre or Victim Support Unit, and for inviting local experts, such as traditional counsellors and health workers to talk with learners and answer their questions.

Examples of the objectives of visiting facilities and inviting local experts:

- to understand what services are available in their community and how to use them
- to gain confidence in using services through visiting them and meeting service providers
- to appreciate local resources
- to act as advocates to improve available services through giving feedback to providers on their experience of using the services.

Tips for facilitation

Provide information about the service or visitor and encourage learners to share their experiences of using the facility. Talk about what improvements they would

like to see and how they will feed this back to the visitor or provider – for example, they might want to devise a small drama on how they experience their interactions with providers and how they would like it to be. Ask learners to make a list of their expectations and questions to ask the visitors or service provider. After the visit, discuss any actions that learners would like to take.



7.1 Teachers' guide grade 4

Objectives and guidance

1 Working together safely

→ Chapter aim

To create an environment where boys, girls and teachers feel comfortable and are able to work together in a supportive and safe way on the topic of sexuality and life-skills.

1.1 Hopes, fears and guiding rules

Objectives

- List hopes, fears and guiding rules for sexuality and life-skills education.
- Talk honestly about their hopes and fears.
- Talk with one other person about their hopes and fears on sexuality education.

Teacher tips

- You may need to explain a bit more about sexuality and life-skills before discussing hopes and fears.
- You may want to put learners into age and sex groups for the discussions.

1.2 Trust and keeping secrets

Objectives

- Explain the meaning of trust and why it is important to keep secrets.
- Identify one way that you will show trustworthiness in sexuality lessons.
- Critically think about a story and identify one way to apply it to your own life.

Teacher tips

- **Walking blind:** If you do not have a cloth, learners can just shut their eyes.
- **Talking about a story:** Make up another story if it is more appropriate for your class.

1.3 Working together with respect

Objectives

- Explain the meaning of the word respect and why it is important.
- Name two behaviours that show respect and two behaviours that do not show respect.
- Identify one way that you showed respect during the lesson.

Teacher tips

- **Pictures of good and bad behaviour:** Make sure that learners understand that the teacher and boy

learner in picture 2 are showing a great lack of respect to the girl learner. Males and females are both attracted to each other after puberty but this does not mean that males have a right to force touches and sex on girls. Sexual harassment and forced sex are a crime.

- **Snakes and ladders:** You can adapt this to fit any topic and put your own words on it.
- **Survey:** Allow the learners to practice asking the questions in class. Revise the questions so they are easy to understand if necessary.

1.4 Supporting each other during puberty

Objectives

- Give one example of behaviours that shows co-operation, kindness and consideration.
- Mention one act for each virtue that you did the week before to show co-operation, kindness and consideration.

1.5 Sexuality and life-skills education

Objectives

- Explain the difference between sexuality and sex.
- Name two life-skills.
- Give two reasons why young people need to learn about sexuality and life-skills at primary school.
- Identify two options for avoiding sexual intercourse.

2 Children's rights

→ Chapter aim

To ensure that learners understand their rights and responsibilities as human beings and are able to use this understanding to stay safe and get the care and support that they need.

2.1 Understanding our rights

Objectives

- Name three main types of rights.
- Act a role-play to show one situation where these rights are met and one where they are not.
- Tell one other person about a right that is not met for some children.

Teacher tips

You could ask the learners with a picture of a right being met (1 and 2) to act a role-play to show that same right not being met and then vice-versa.

7.1 Teachers' guide grade 4

Objectives and guidance

2.2 Sexual and reproductive rights

Objectives

- Name three sexual and reproductive rights.
- Choose one right and identify how it affects your life at the moment.
- Courageously ask questions about rights in your homework.

Teacher tips

Explain the rights and questions for homework and allow learners time to talk about the questions in their groups and ask about anything they don't understand.

2.3 Getting our rights met

Objectives

- Report back on homework clearly.
- Identify a person or place to get help from when a right is violated.
- Role-play explaining a problem and what you would like to happen courageously and assertively to an adult.

Teacher tips

Select problems that are important to the learners and make up questions for them.

2.4 Good touch, bad touch

Objectives

- Describe touches and behaviours between a child and older person that are good and those that are wrong and criminal.
- Be able to courageously and assertively resist bad touch and report it to a trusted person.

Teacher tips

Ensure that learners understand that child sexual abuse is never the fault of the child, it is always the fault of the older person in law and morally. People often blame the child because they do not want to offend an older person or lose their support.

3 Growing up

→ Chapter aims

To provide learners with clear and full information about their bodies as they are growing up so that they are prepared as they get older to manage their sexual feelings safely and happily.

To enable learners to feel comfortable to talk openly about sexual organs, activities and issues without fear of insults.

3.1 The joys and problems of growing up

Objectives

- List three joys and three problems in growing up.
- Critically reflect on a poem and their own experience of growing up.

3.2 Physical changes at puberty

Objectives

- Mention three changes in boys and three changes in girls as they are growing up.
- Be able to talk courageously about sexual and reproductive organs without insults.

Teacher tips

At the beginning of these lessons remind learners of the guiding rules, especially if they get excited and use insults. Explain that we need to learn about these things so that we can make good decisions about sex. The words are not insults, they are just naming body parts in the same way as the heart and lungs. Organs that can be used for making babies are wonderful, not bad. Help learners to make up positive words for the organs rather than negative ones.

3.3 Female sexual and reproductive system

Objectives

- Name two external and two internal sexual and reproductive organs and explain what they do.
- Make a picture to show the organs and what they do in a simple way.
- Talk openly about sexual organs and what they do without fear.

7.1 Teachers' guide grade 4

Objectives and guidance

3.4 Male sexual and reproductive system

See objectives and teacher tips in 3.3 above.

3.5 Menstruation

Objectives

- Explain what happens when females have monthly periods. Explain why girls can get pregnant before they start their periods
- Name two ways that girls can look after themselves when they have periods.
- Describe one way that you could support a girl who is having her period with kindness.

Teacher tips

Boys need to learn about periods as well as girls. Organise your class to reduce embarrassment – in age and single sex groups and remind learners of the guiding rules. If you cannot answer any questions, tell your learners that you will find the information and provide the answer in the next class.

3.4 Wet dreams

Objectives

- Explain what happens when boys have wet dreams and why they happen.
- Explain assertively to your friend why having wet dreams does not mean you should start having sex.

Teacher tips

Answers to questions:

- A boy who has wet dreams is abstaining if he does not have sex with another person.
- Wet dreams in boys and girls are caused by the body's organs getting ready for reproduction, not by having sex with a ghost.
- All the organs in the body continue to work whilst we are asleep, otherwise we would die. For example, the heart beats and the lungs breathe. In the same way, the reproductive organs continue to work and the penis can become erect and ejaculate while we sleep.
- Wet dreams get less frequent as we get older because our hormones and organs settle down and we have regular sexual intercourse.
- It is not possible or necessary to control wet dreams, anymore than we can control our heartbeat or digestion.

- Wet dreams in boys and girls are natural and not a disease. They show that the body is maturing and getting ready to make babies.

4 Understanding ourselves

→ Chapter aim

To increase learners' understanding of their feelings and self-esteem, how to make good friendships and get help when they need it.

4.1 Coping with our feelings

Objectives

- Give two reasons why it is good to show our feelings and to understand other people's feelings.
- Name two feelings and do a sculpture to show them. Describe a situation where you had those feelings.
- Empathise with one friend who is showing a strong feeling.
- Show one way to cope with feeling moody.

4.2 Self-esteem and growing up

Objectives

- Name two ways to give each other high self-esteem.
- Make a shield to show the good things about you.
- Make two friends feel good about themselves.
- Make a request to your teacher or parent to behave in a way that raises your self-esteem.

4.3 What makes a good friend

Objectives

- Name four ways that good friends behave towards each other.
- Demonstrate one behaviour and one virtue that increase the friendliness of the class.

4.4 Getting help about growing up

Objectives

- Name four problems and match them with a person to get help from for each problem.
- Ask for help for a problem assertively and respectfully.
- Perform a drama about rights.
- Share the information from 'Our future' with at least five friends and family members.

7.2 Teachers' guide grade 5

Objectives and guidance

5 Understanding gender

→ Chapter aim

To increase understanding, equality and co-operation between males and females*.

5.1 Gender and sex roles

Objectives

- Name two differences between sex and gender.
- Name one male and one female sex role and one male and one female gender role in our culture. Out of them, tick the gender roles that both sexes could do with training.
- Mention one gender role that you would like to change for males and one for females and explain the reasons.

Teacher tips

Encourage learners to see that gender norms are made by society and can change. Explain how they can limit male and female potential; and the benefits of more gender equality and sharing of roles.

5.2 Gender values

Objectives

- Name two gender values and explain how they affect your life.
- Demonstrate how you would courageously resist harmful gender stereotypes in a real situation.

Teacher tips

Example of 'real' boys and girls.

'A real girl is a girl who obeys her boyfriend.'

'She is not supposed to refuse to have sex with him.'

'But the cost of being a real girl is that she can't protect herself and her boyfriend from HIV and pregnancy.'

Checking our values: Allow learners time to discuss their ideas but challenge them to think again if they agree with harmful gender values.

6 Understanding sexuality

→ Chapter aim

To motivate and enable learners to cope with their sexual feelings safely.

6.1 Sexual feelings

Objectives

- Name one sign of sexual feelings in boys and one in girls.
- Explain assertively to a friend why having sexual feelings does not mean that a person should have sex.
- Name one thing that we can do to reduce sexual feelings and one thing that we should stop until we are older because it increases sexual feelings.

Teacher tips

Debate: Make sure that at the end of the debate, learners understand that it is not good to have sexual intercourse every time we have sexual feelings; and girls and boys both have sexual feelings and individuals vary in their level of sexual feelings regardless of sex.

An erect penis will usually go down by itself. Other ways are washing it in cold water, thinking about something else (boring or unpleasant perhaps!), masturbation, if in private, or exercise.

It is not harmful to abstain from intercourse if we feel sexy. We may feel uncomfortable because of the extra blood in the genital area, but this will go back to normal after a while, causing no harm.

6.2 Worries about sexual feelings

Objectives See 6.1 above.

Teacher tips

Answering questions: See answers to questions in 'Our future'.

Agony aunt letter: You could also write an agony aunt letter from a girl who, for example, has high sexual feelings and whose family want her to marry young because of this.

* You can use grade 4's 'Working together safely' before starting on the grade 5 topics.

7.2 Teachers' guide grade 5

Objectives and guidance

7 Reproductive health

→ Chapter aim

To motivate and enable learners to avoid pregnancy and unsafe abortion and protect their fertility.

7.1 What is pregnancy?

Objectives

- Explain to a friend how a baby is made.
- Give three reasons why it is best to wait until at least 18 years old to have a baby.
- Make up a story to show three reasons why a young boy and girl made a baby while in grade five. Give one way to prevent this for each of the reasons.

7.2 Signs of pregnancy

Objectives

- Name the first sign of pregnancy and three other signs that suggest pregnancy.
- Resist someone who is persuading you to have sexual intercourse with courage and assertiveness.
- Imagine one good and two bad points about being pregnant or impregnating someone at this time.

7.3 Unsafe and unwanted pregnancies

Objectives

- List three reasons why it is best to abstain from sex when we are young rather than have an unsafe abortion.
- Mention two differences between a safe and an unsafe abortion.
- Talk with a friend who has an unwanted pregnancy about the good and bad points of 3 options.

Teacher tips

Many people disapprove of abortion but it still happens. In Zambia, people who have money can buy a safe abortion but poor people often have unsafe abortions. Provide learners with correct information but also allow them to talk about the moral aspects of abortion, without being judgmental yourself.

7.4 Infertility

Objectives

- Name three ways that boys and girls can protect their fertility.

- Explain assertively to a group of friends why it is important to protect our fertility when we are young.

Teacher tips

This lesson teaches learners that there are some things we can do to protect our fertility. However, some people are born with fertility problems and we cannot prevent some causes of infertility. Ensure that learners understand this so that they do not feel bad or discriminate against infertile couples.

8 Sexually transmitted infections

→ Chapter aim

To motivate learners and equip them to protect themselves from STIs and get correct treatment if they are infected.

8.1 What are STIs?

Objectives

- Name three signs and symptoms of STIs that show in both males and females.
- Name one sign or symptom that is seen only in women and one sign in men.
- Explain to a friend why it is essential to go for a check up for an STI even without signs and symptoms if they have been exposed to risk. (Mention two risks for the people concerned and two for their unborn children.)
- Mention two consequences of untreated STIs for the man and woman infected and two for the unborn child.

Teacher tips

Sneezing, pimples after shaving and whitish, sweet smelling liquid from the vagina are not signs of STIs.

8.2 Prevention of STIs

Objectives

- Name three ways to avoid STIs and HIV infection.
- Demonstrate two life-skills in refusing to have sex with someone proposing it.
- Make up a story about how a couple managed to abstain from sex until marriage, in spite of difficulties.

Teacher tips

River of Life: See more details in Section 6, page 51.

7.2

Teachers' guide grade 5 Objectives and guidance

8.3 Treatment of STIs

Objectives

- Name three reasons why it is important to get treatment for an STI quickly.
- Give more reason why it is important to tell the people you had sex with that you have an STI.
- Assertively persuade a friend who has STI symptoms to go to the clinic for treatment and tell his or her sexual partner to go to.

before intercourse, two that are difficult to stop and two that are impossible to stop.

- Explain assertively and persuasively to a friend your strategy for avoiding HIV infection, giving reasons.

Teacher tips

You may want to divide groups by age and maturity as well as sex and discuss in separate groups with two teachers or outside class. However, remember that learners may know more about sexual activity than they are saying and that they may be at risk if they have incorrect ideas. For example, many HIV educators do not mention anal sex but this is a high risk activity that some young people do, thinking that it is no risk for both pregnancy and HIV.

9 Understanding HIV and AIDS

→ Chapter aim

To motivate and equip learners to make decisions which protect them and others from HIV; and to join those of us with HIV in living positively and advocating for our rights.

9.1 HIV and AIDS and human rights

Objectives

- Name three ways that HIV is spread and 3 ways that it is not spread.
- Name three ways to avoid HIV infection.
- Advocate for a human right that is being violated for your friend or relative with HIV.
- Explain to a friend the benefits of having an HIV test and living positively if you have HIV.

Teacher tips

- Remind the class that any of us might have HIV and either not know or not wish to share our status with others. We should always talk about 'those of us living with HIV' rather than talking as if we are all free of HIV. We should also acknowledge that those of us with HIV make good leaders in working to cope with it and preventing others from getting infected.
- **Sitting on chairs:** Make sure that this game does not result in blaming people with HIV as the ones who made a mistake.

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

Objectives

- Name three ways of enjoying our sexuality that has no risk of HIV, three that have low risk and one that has high risk.
- Name two sexual activities that are easy to stop

10 Understanding drugs

→ Chapter aim

To motivate and equip learners with the knowledge, virtues and skills to use medicinal drugs safely and refuse drugs that risk their health and safety.

10.1 Different types of drugs

10.2 Using drugs safely

Objectives

- Name two drugs that treat illness and two drugs that people take to make themselves feel better.
- Advise a friend who thinks they have malaria and wants to take chloroquin.
- Assertively refuse to take alcohol or cannabis and persuade a friend to do the same.
- Do one thing to reduce stress before the next lesson.
- List three messages to give to friends from grade 5 lessons.
- Report back to class what happened when 'Our future' was shared with friends.

Teachers tips

Debate: It is not helpful to promote zero tolerance for alcohol in mature people and be judgmental. It is part of culture and we know that a small amount of alcohol can help to reduce stress and heart problems. When you sum up the debate, provide this information, but also make it clear that many adults choose not to drink.

7.3 Teachers' guide grade 6

Objectives and guidance

1 Working together safely

→ Chapter aim

To create an environment where boys, girls and teachers feel comfortable and are able to work together in a supportive and safe way on the topic of sexuality and life-skills.

1.6 Sexuality and life-skills education

- Explain to a friend the meaning of sexuality and life-skills.
- Name two life-skills that can help us to avoid HIV.
- Give two reasons why young people need to learn about sexuality and life-skills at primary school.
- List three topics that are covered in sexuality and life-skills lessons.

1.7 Making guiding rules

Objectives

- List hopes and fears for sexuality and life-skills education.
- Talk honestly about their hopes and fears.
- Contribute to guiding rules and be motivated to follow them.

Teacher tips

You may want to put learners into age and sex groups for the discussions.

1.8 Trust and keeping secrets

Objectives

- Explain the meaning of trust and why it is important to keep secrets.
- Identify one way that you will show trustworthiness in sexuality lessons.
- Critically think about a story and identify one way to apply it to your own life.

Teacher tips

Reading a story: Make up another story if more appropriate for your class.

1.9 Working together with respect

Objectives

- Explain the meaning of the word respect and why it is important.
- Name two behaviours that show respect and two behaviours that show lack of respect.

- Identify one way that they showed respect during the lesson.

Teacher tips

Survey: Allow the learners to practice asking the questions in class. Revise the questions so they are easy to understand if necessary.

1.10 Supporting each other as we grow up

- Give one example each of actions that show co-operation, kindness and consideration.
- Carry out one action each that shows co-operation, kindness and consideration.

2 Children's rights

→ Chapter aim

To ensure that learners understand their rights and responsibilities as human beings and are able to use this understanding to stay safe and get the care and support that they need.

2.5 Understanding sexual and reproductive rights

Objectives

- Name three rights with examples about sexual and reproductive health.
- Act a role-play to show a situation where these rights are met or where they are not met.
- Tell one other person about a right that is not met for some children and what they would like to happen.

2.6 Supporting our rights

- Identify a right for young people and name the different people who can help to uphold that right.
- Suggest ways to solve problems where rights are not met.
- Courageously take action to promote rights in the community.

Teacher tip

Problem-solving: Simplify the chart by having three points for scoring instead of five. 1 = not common or not serious; 2 = common or serious and 3 = very common or very serious. Common means that it frequently happens. Serious means that it affects young people badly.

7.3 Teachers' guide grade 6

Objectives and guidance

2.7 My body is mine

Objectives

- Describe touches and behaviours between a child and older person that are good and those that are wrong and criminal.
- Practice assertively resisting bad touch and reporting it to a trusted person.
- Explain to a younger child about good and bad touch and staying safe.

Teacher tips

Ensure that learners understand that child sexual abuse is never the fault of the child, it is always the fault of the older person in law and morally. People often blame the child because they do not want to offend an older person or lose their support.

3 Growing up

→ Chapter aims

To gain skills in reflecting on the experience of growing up and how local culture can adapt to support young people.

To be motivated and equipped to pursue life goals and respond to problems on the way.

3.1 The joys and problems of growing up

Objectives

- Name two physical, two mental and two social changes that happen as we grow up.
- Critically reflect on their own experiences of growing up.

3.2 Expressing our feelings

Objectives

- Explain the word empathy and why it is important.
- Give two reasons why it is good to express our feelings.
- Show a situation where body language matches words.
- Show empathy to a fellow learner.

3.3 Traditional ideas about growing up and sexuality

Objectives

- Name two helpful traditional practices and two harmful traditional practices.

- Critically analyse one traditional practice to identify helpful and harmful effects.
- Courageously talk about changes in culture that would benefit young people.

Teacher tips

Learners may find it strange to discuss good and bad points about traditional culture because they have been brought up to believe that culture is given by the elders and not to be questioned. Explain that culture is always changing in all societies and people have the power to strengthen helpful parts and change harmful parts for the better as they adapt to the changing environment.

3.4 Changing harmful traditional ideas

Objectives

- Use ideas gathered from community members to understand opinions on traditional practices in more depth.
- Critically think and make a decision on how customs should change or not.
- Courageously and clearly argue for a point of view on a controversial issue.

Teacher tips

Debate: If people give incorrect information and express harmful attitudes during the debate, provide correct information and challenge attitudes before the vote.

3.5 Our goals in life

Objectives

- Explain why it is helpful to have goals and a plan to reach them.
- Identify one goal and make a plan to reach it.
- Identify one thing that might throw them off their plan, what they could do to avoid this and who might help them.
- Show one way that learners can support each other to reach their goals.

Teacher tips

Falling off and getting back on stepping stones: Encourage learners not to blame Martha and Dabwiso for their problems but to empathise and recognise the role of poverty and things outside their control. Encourage them to think about what the community and government could do to uphold rights.

7.3 Teachers' guide grade 6

Objectives and guidance

4 Understanding gender

→ Chapter aim

To increase understanding of the effect of gender roles on the well-being of boys and girls and identify changes that would improve the lives of both.

4.1 Changing gender roles

Objectives

- Explain the difference between sex and gender.
- Explain the meaning of gender roles and gender stereotyping. Give two examples that show how gender roles can limit what men and women are able to do in their lives.
- Creatively show how a gender role has a negative effect on males and females and how it could be changed for the better.

Teacher tips

Learners may think that gender roles are given and show real differences between men and women. Encourage them to see that gender roles are made by societies and people can change them.

4.2 Self-esteem and growing up

Objectives

- Name three types of work that people do.
- Make an activity clock and analyse the difference between boys and girls work. Identify the good and bad effects of this for boys and girls and society.
- Courageously take an action to reduce gender inequality in tasks.
- Recite a poem or act in a drama to promote gender equality in the community and school.

4.5 How gender affects sexual health

Objectives

- Name two ways that gender affects sexual health badly for males and for females.
- Make a good decision on whether to have sex in exchange for money or gifts.
- Show caring and responsibility to friends and do not expect them to give sex in exchange for money and gifts.
- Take one action to make life better and fairer for boys and girls in the school or community.

Teachers tips

Problem letter to Auntie Mary: Encourage learners not to judge the letter writers with the problem, but to empathise with them. They should be realistic about alternative sources of income for Anna, the needs of her family and the impact on her life chances if she drops out of school. They should consider all her options, which could include having low risk sex using a condom.

5 Friendship and love

→ Chapter aim

To understand the benefits of friendship groups and contribute to positive peer pressure; and to be able to solve some problems in friendships.

5.1 Friendship groups

Objectives

- Name two things that show helpful behaviour in a friendship group and two things that show unhelpful behaviour.
- Name four virtues that people value in their friends.
- Show kindness and friendliness to a learner outside your friendship group.
- Assertively persuade someone in your friendship group to do something good.

5.2 Problems in friendship

Objectives

- Name three virtues that are important in friendship.
- Role-play the steps in solving a problem in a friendship.
- Help a friend to solve a problem in friendship.
- Identify the main messages from grade 6 that learners want to share with their friends.
- Share the information from 'Our future' with at least five friends and family members.
- Report back on what happened.
- Make a plan of action to address one problem, carry out the plan and evaluate the results.

7.4 Teachers' guide grade 7

Objectives and guidance

Working together safely: See grade 6

6 Love, sex and abstinence

→ Chapter aims

To motivate and equip learners to make clear, strong and informed decisions about sexual activity and protect themselves from HIV, STIs and unwanted pregnancy.

6.1 Friendship between boys and girls

Objectives

- Name three things that show a good friendship between a boy and girl.
- Name three things that show a bad friendship between a boy and girl.
- Show caring behaviour to a friend of the opposite sex.
- Assertively explain to an elder why it is good for boys and girls to learn to be friends without having sex.

6.2 Love, sex and abstinence

Objectives

- Name three actions that show love to another person.
- Assertively explain the difference between sex and love. Give examples of sex without love, love without sex and sex and love together.
- Act out three ways that you can show love to a boyfriend or girlfriend without having sex.
- Assertively explain to a boy or girl friend the benefits of abstaining from sexual intercourse.
- Accept that some of us are attracted to people of our own sex and we also need to protect ourselves from HIV.

Teacher tips

Thinking about abstaining from sex: It is not helpful to dismiss the negative points about abstinence unless they are factually incorrect. Help learners to understand both the positive and negative points fully so that they can make informed decisions. This needs to include at least the possibility of practicing low risk sexual activities such as sex with a condom.

Problem story: Homosexuality is not accepted and is illegal in Zambia. This has a negative effect on the lives of people who are attracted to people of their own sex. Stigmatising homosexuality does not make it go away, because our sexual identity has a genetic component

– we are born that way. It just makes it a secret activity. This increases the spread of HIV and STIs because people do not have correct information, are not able to use services and cannot talk about how to protect each other. If homosexuality is accepted, it will not result in young people copying it because the majority of people are not attracted to people of the same sex. It will just make it possible for people who have same sex partners to practice low risk sex and avoid the bad effects of stigma and discrimination.

6.3 Making good decisions about sex

Objectives

- Explain why it is important to make clear, strong and informed decisions about sexual activity.
- Ask each other helpful questions to make a decision on whether to have sex or not.
- Make clear, strong and informed decisions about sexual activity.

Teacher tips

Hot seating: Monitor the questions that learners ask and point out when they ask a judgemental or leading question. Encourage the people acting the boy and girl to be realistic in their answers and in their decision.

6.4 Safer sex and trust

Objectives

- Explain why 'trusting' someone does not protect us from HIV infection and what we need to do to protect ourselves.
- Critically analyse situations where trust is involved for levels of risk of HIV infection.
- Talk with another person in a caring way about trust and HIV infection.

Teacher tips

Martha and Tim could have HIV without knowing it. If they want to stop using condoms, they need to have an HIV test and then stop using condoms if they are both HIV negative. If either of them have sex outside their relationship, they need to use condoms.

Mary and Kaluba could have HIV if either of them was born with HIV, or they have had unprotected sex before meeting each other. If one or both of them is positive, they are at high risk of infecting each other because they are likely to have sex frequently. They can reduce their risk by having an HIV test and if either of them is positive, using condoms. If either of them have unprotected sex outside their marriage, the other

7.4 Teachers' guide grade 7

Objectives and guidance

one is at high risk of HIV because a person is very infectious when they contract HIV.

Tom and Tina may have HIV without knowing it. If they both have a test, they can find out whether they need to use condoms to protect each other from HIV. Tom may know that he is at risk and want to protect Tina because he loves her. If Tina wants to have a child with Tom, the HIV test will help them to reduce the risk of infecting the baby if either of them are HIV positive.

7 Reproductive health

→ Chapter aim

To motivate and enable learners to avoid pregnancy and unsafe abortion and protect their fertility.

7.1 Prevention of pregnancy

Objectives

- Give three reasons why it is best to avoid pregnancy when we are at school.
- Name three reliable ways to avoid pregnancy.
 - One with no risk of pregnancy
 - One with a low risk of pregnancy but risk of HIV
 - One with low risk of pregnancy and HIV/STI
- Assertively explain to a friend why it is good to use a contraceptive if you are having sex but do not want to have a baby at this time.
- Show how to support a pregnant class-mate.

Teacher tips

Role-plays: Best situation – abstinence, worst situation – sex without any protection.

But why? chart: The pill does not protect against HIV. Other reasons are: risk of having unsafe abortion, stigma, baby may be small and weak, girl may not have enough resources to care well for the baby, family and father may not support her.

7.5 Unsafe and unwanted pregnancies

Objectives

- List three reasons why it is best to abstain from sex or use contraceptives rather than have an abortion.
- Mention two differences between a safe and an unsafe abortion.
- Name four signs and symptoms of problems after an abortion.
- Talk with empathy with a friend who has an

unwanted pregnancy about the good and bad points of different options for coping.

Teacher tips

Many people disapprove of abortion, and, in Zambia, it is illegal unless three doctors agree that to continue the pregnancy would harm the mother's physical or mental health. However, it still often happens. People who can afford it may buy a safe abortion but poor people often have unsafe abortions. Provide learners with correct information, but allow them to talk about the moral aspects, without being judgemental yourself.

7.6 Protecting our fertility

Objectives

- Name three ways that boys and girls can protect their fertility.
- Explain assertively to a group of friends why it is important to protect our fertility when we are young.
- Show how a person who cannot have children could still enjoy children and play a role in their upbringing.

Teacher tips

This lesson teaches what we can do to protect our fertility. However, some people are born with fertility problems and we cannot prevent these. Ensure that learners understand this so that they do not feel bad or discriminate against infertile couples.

8 Sexually transmitted infections

→ Chapter aim

To motivate learners and equip them to protect themselves from an STI and get correct treatment if they are infected.

8.1 All about STIs

Objectives

- Name three signs and symptoms of an STI.
- Explain to a friend why it is essential to go for an STI check-up if they have been exposed to risk. Mention two consequences of untreated STIs for the people concerned and two for their unborn children.
- Mention three ways of reducing the risk of HIV.
- In the 'River of life' game, help a friend to get into one of the boats which protect us from HIV.

7.4

Teachers' guide grade 7 Objectives and guidance

Teacher tips

You could ask learners to make up characters, when they play the 'River of life' game, rather than giving them characters. Make sure that people do not play themselves because this could lead to breaking of confidentiality. See also 6.10, page 49.

8.2 Treatment of STIs

Objectives

- Name three reasons why it is important to get treatment for an STI quickly.
- Give one reason why it is important to tell the people they had sex with that they have an STI.
- Assertively persuade a friend who has STI symptoms to go to the clinic for treatment and tell his or her sexual partner to go too.

9 Understanding HIV and AIDS

→ Chapter aim

To motivate and equip learners to make decisions which protect them and their unborn children from HIV, to join those of us with HIV and challenge stigma and discrimination and to support each other to cope with grief and loss.

9.1 Pregnancy, STIs and HIV

Objectives

- Name two steps that a young man and woman can take before conceiving to reduce the risk of HIV transmission to the baby.
- Name two steps the couples can take during pregnancy and delivery to reduce the risk of HIV transmission to the baby.
- Name two ways that a mother and father can reduce the risk of HIV transmission to the baby during breast-feeding.
- Make a plan to have healthy children when they are ready. Tell a friend at home about the plan.

Teacher tips

Remind the class that any of us might have HIV and either not know or wish to share their status with others. We should always talk about 'those of us living with HIV' rather than as if we are all HIV-free. We should also acknowledge that those of us with HIV make good leaders in working to cope with it and preventing others from getting infected.

9.2 HIV, stigma and discrimination

Objectives

- Explain the meaning of the words 'stigma' and 'discrimination'.
- Give one cause of stigma about HIV and AIDS and three consequences.
- Make a plan to challenge and reduce stigma and discrimination in the school and carry it out.

9.3 Coping with loss and grief

Objectives

- Name three feelings that we may have if we have lost someone we love.
- Explain why it is important to show our feelings.
- With empathy, show three things that you could do to help your friend who is grieving for a loved one.

10 Thinking ahead

→ Chapter aim

To motivate and equip learners with the knowledge, virtues and skills to use medicinal drugs safely and refuse drugs that risk their health and safety.

10.1 Drugs use and abuse

Objectives

- Explain the difference between drug abuse, drug dependence and drug addiction.
- Name two drugs which people use to feel good.
- Assertively refuse to take alcohol or cannabis and persuade a friend to do the same.
- Do one thing to reduce stress other than taking drugs or alcohol before the next lesson.

Teacher tips

People may also smoke cannabis to relax, to do the same as their friends or to feel more creative.

10.2 Keeping on your path

Objectives

- List three things that they can do to help others.
- Review their goals, how far they have travelled along their stepping stones to reach their goals and revise the plan if necessary.
- List the main messages that they want to share with others from their lessons and 'Our future'.
- Identify a priority problem for young people, analyse it further, make an action plan and carry it out.

7.5

Teachers' guide grade 8

Objectives and guidance

1 Working together safely

→ Chapter aim

To create an environment where boys, girls and teachers feel comfortable and are able to work together in a supportive and safe way on the topic of sexuality and life-skills.

1.1 Sexuality and life-skills education

Objectives

- Explain the difference between sexuality and sexual intercourse.
- Name two life-skills.
- Give two reasons why young people now need to learn about sexuality and life-skills at primary school.
- Choose a person of a certain age and explain how they might express their sexuality.

1.2 Making guiding rules

Objectives

- Talk honestly about their hopes and fears.
- Contribute creatively to the guiding rules.
- Be motivated to follow the guiding rules and courageously encourage class-mates and teachers to do so.

1.3 Trust and keeping secrets

Objectives

- Explain the meaning of trust and why it is important to keep secrets.
- Be aware of their qualities as trustworthy people and how they can build on these qualities.
- Identify one way that they will show trustworthiness in sexuality lessons and one way outside school.

Teacher tips

Trust game: Make sure that the circle is close enough that there is no danger of someone falling.

Qualities of trustworthy people: Tell learners that they should not name the person, but talk about why they chose them and their qualities.

1.4 Working together with respect

Objectives

- Explain the meaning of the word respect and why it is important.

- Name two behaviours that show respect and two behaviours that do not show respect.
- Identify one way that you showed respect during the lesson.

Teacher tips

Picture: Teachers and other adults should never ask learners to disclose personal information in class about their sexual activities or problems. This violates the right of privacy and can result in harm. If a teacher is concerned about a learner, a person trained in counselling who can maintain confidentiality can talk with the learner in private. If the problem involves sexual abuse, the learner has to know that the counsellor is likely to have to tell people who can help.

Survey: Allow the learners to practice asking the questions in class. Revise the questions so they are easy to understand if necessary.

1.5 Supporting each other as we grow up

Objectives

- Give one example each of actions that shows co-operation, kindness and consideration.
- Set a goal to do something that requires courage and achieve a step towards it over the coming week.
- Share their experiences of practicing a virtue and not practicing a virtue and praise each other.

2 Children's rights

→ Chapter aim

To motivate and equip learners to understand and advocate for their rights and to fulfil their responsibilities.

2.1 Understanding our rights

Objectives

- Explain three different rights and give one example where the right is upheld for each.
- Analyse a situation and identify which right is being violated.
- Explain and discuss one right with a friend or family member.

Teacher tips

Matching rights and problems: you could ask learners to put examples of rights being violated in the

7.5 Teachers' guide grade 8

Objectives and guidance

question box the day before this activity and make the list from their ideas.

2.2 Upholding our rights

Objectives

- Rank rights violations in terms of how common and how serious they are.
- Analyse the reasons why rights are not met.
- Take action in the community to promote children's rights.

Teacher tips

Learners and adults may disagree on what is a violation of rights. For example, adults may say that teaching young people about sex will result in them becoming sexually active. You need to explain that there is no evidence for this when learners learn about the dangers of having early sex and how they can protect themselves. This works better than keeping them in ignorance.

Encourage learners to look for alternatives to the current harmful situation, even if the reason for it seems good. For example, if poverty is said to be the reason why boys are taken out of school to herd animals, talk with the community to look for a solution. In one community, elders formed a group and took it in turns to herd the cattle so the boys could go to school.

2.3 Women's rights

Objectives

- Explain the meaning of justice and why it is important to a friend.
- Select one CEDAW Article and describe how statutory law and customary law support or do not support this article.
- Write a letter to an MP advocating for a change that you want to see in the law, giving reasons.
- Contribute to a plan to bring gender justice to the classroom and take one action to increase justice in the classroom.

Teacher tips

In the debates, provide correct information and challenge harmful attitudes before learners vote. Aim to strengthen the good parts of customary laws and change the harmful parts.

2.4 Sexual abuse and rape

Objectives

- Explain the meaning of the words sexual abuse, rape, sexual molesting and incest.
- Name three ways that a learner can reduce their risk of sexual abuse and rape.
- Assertively act out resisting a person attempting sexual abuse and reporting it to a trusted adult.
- Advise with empathy a friend who has been sexually abused.
- Meet with the PTA and show maps and situations where learners are at risk of sexual abuse and make a plan of action to make the school and community safer.

Teacher tips

Support learners by working with the whole school and the PTA to protect them from sexual abuse and rape in and out of school.

3 Growing up

→ Chapter aims

To motivate and equip learners to develop problem-solving skills, responsible behaviour and an increased understanding of their bodies.

3.1 The joys and problems of growing up

Objectives

- Mention two points each for mental, emotional, social and behavioural changes during adolescence.
- Be more aware of their risk-taking behaviour and how they can change dangerous risks to more positive ones.
- Make a plan for one action to help others in the community and carry it out.

3.2 Coping with the problems of growing up

Objectives

- Solve a problem creatively and with empathy using the seven steps.
- Identify helpful people to solve different types of problems.
- Plan action to address causes of problems arising at individual, community or societal level.

7.5

Teachers' guide grade 8 Objectives and guidance

Teacher tips

Take problems seriously and ensure that learners do not blame individuals for their problems. Solving problems like those in the story is very difficult and requires community and state action.

3.3 Fertility awareness

Objectives

- Explain what happens to the female body during the menstrual and fertility cycle if the girl does not have sexual intercourse and if the girl does have sexual intercourse.
- Explain which days are fertile and which are not fertile during the cycle, giving reasons.
- Assertively explain why it is not safe for a girl and boy to have sexual intercourse on the infertile days of her menstrual cycle.
- Be motivated to understand their own menstrual cycles (girls) and to support girls during their menstrual cycles (boys).

Teacher tips

You might want to divide into single sex and age groups for some activities and select activities for each group. Take care that girls are not embarrassed and upset by asking them how they would like to learn about the fertility cycle and arranging the lesson that way.

3.4 Responsibilities as we grow up

Objectives

- Explain the meaning of the virtue responsibility and why it is important.
- Analyse who has some responsibility in a problem situation and how they could act responsibly to solve it.
- Praise each other for the responsibilities that they carry out everyday.
- Make four resolutions to act responsibly and a plan to keep to them.

Teacher tips

Usually there are several people who have some responsibility for a situation. The person with the immediate problem may not be responsible in any way for their problem, it is caused by others. But they are responsible for how they respond to the problem. Part of this could be to ask others to act more

responsibly and seek help from others. If only one person accepts responsibility and others continue to behave irresponsibly, things are unlikely to improve.

Role-plays: If the characters in the role-plays in activity 2 act responsibly to solve their problems, there is no need to use the same role-play in activity 3. You can either use the role-plays where people did not behave responsibly or make up some new problems.

3.5 Behaving responsibly

Objectives

- Name the four steps in responsible behaviour and courageously apply them to a practical situation.
- Critically think about how many children they would like to have and explain this assertively to an imaginary future husband or wife.

Teacher tips

A story: Encourage learners to empathise with the characters in the story rather than judge them.

4 Understanding gender

→ Chapter aim

To increase understanding of the effects of the gender system on male and female well-being and be motivated to empower each other.

4.1 Responsibilities and gender

Objectives

- Increased awareness of how different responsibilities for each sex affect well-being and motivation to find ways to share work more equally.
- Critically think about the advantages and disadvantages of different opportunities for income earning and identify two jobs that they would consider, giving reasons.
- Creatively and with empathy identify strategies to enable girls and boys to fulfil their responsibilities safely and with proper support from adults.

Teacher tips

Agony aunt letter: Encourage learners to be realistic about responsibilities and options for fulfilling them. Work with the learners to perform drama to the PTA and community leaders to trigger discussion on how

7.5

Teachers' guide grade 8

Objectives and guidance

the community and families can acknowledge and fulfil their responsibilities towards children and young people.

4.2 Our changing gender system

Objectives

- Analyse traditional and changing gender values to identify their helpful and harmful effects on males and females.
- Creatively describe an ideal gender system that they would like to see happening.
- Plan to carry out one action to increase gender fairness.
- Perform a drama to show on school open day.

Teacher tips

In all the activities, encourage boys and girls to stand in each other's shoes and see how more gender equality could benefit males and females.

4.3 Gender equality and empowerment

Objectives

- Define the meaning of the words 'gender equality' and 'empowerment'.
- Identify three things that increase power for both girls and boys; and one thing that increases power for boys and one thing that increases power for girls.
- Identify three things that decrease power for both girls and boys; and one thing that decreases power for boys and one thing that decreases power for girls.
- Show three things that boys and girls can do to empower each other.

Teacher tips

Balance of power: Some examples – education, avoiding high-risk sexual activities and having a source of income increase power for both males and females. In the same way the lack of these decreases power for males and females. Inheritance laws that treat men and women equally empower women. Gender norms that do not expect males to provide money, gifts and *lobola* before marriage can increase power for males.

7.6

Teachers' guide grade 9

Objectives and guidance

See grade 8, chapter 1, to remind learners on working together safely.

5 Love, marriage and sexuality

→ Chapter aims

To motivate and equip learners to avoid risky sexual behaviour and to prepare for a happy and safe marriage at the right time. To reduce stigma towards people with a different sexual orientation.

5.1 Sexual feelings and behaviour

Objectives

- Explain sexual feelings and name three things that can arouse sexual feelings.
- Assertively explain to a friend of the opposite sex whom they are attracted to what they want to do to cope with their sexual feelings and why this is important.

Teacher tips

You might want to do the activity from 'Our future' grade 4-5, pages 116 to 117.

5.2 Having a happy sexual life

Objectives

- List three things that can help a couple to enjoy a long and happy sexual relationship.
- Say one proverb that could help a couple have a happy sexual life and one proverb that might hinder a good sexual life.

Teacher tips

Explain that these lessons do not mean that learners should start looking for marriage or having a sexual relationship. They are intended to encourage norms that will help them to have safe and happy relationships when they are mature. Many young people do not continue with school after grade 9 and this is an opportunity to empower them with knowledge, virtues and skills before they need them. Around 50% of girls in Zambia are married by the age of 18 years.

5.3 Thinking about our future

Objectives

- Name two different types of marriage and two advantages and disadvantages for each of them.

Select the type they prefer, giving reasons.

- Interview each other as if they are planning to marry to see how well they agree on key issues.
- Assertively and courageously challenge a family who want to force a young girl to marry an older man, giving their reasons why this is a harmful action.

5.4 Staying safe and happy in marriage

Objectives

- Name two actions and two qualities that help married people to live together happily and safely.
- Assertively explain what married couples can do to avoid HIV infection.
- Identify two strategies that will help them and their partners to avoid outside lovers when they marry.

Teacher tips

Ensure that learners understand that marriage by itself does protect the couple. If either or both of the partners were born with HIV, or have unprotected sex before marriage, they may be living with HIV. In marriage, they are likely to have frequent sex without a condom and this puts them at high risk of infecting each other. It is best if both partners have an HIV test and if either is positive, they can practice low risk sex, including using a condom.

5.5 Solving problems in marriage

Objectives

- Name two things that can help people to solve problems in a relationship or marriage.
- Help each other to solve a problem by seeking help from appropriate people.
- Learn about sexual problems in the community.

Teacher tips

Talk with the PTA and community about learners finding out about sexual problems in the community. Get suggestions on the best way to do this without putting learners at risk and offending people. Emphasise that this learning will help them when they are mature.

See Section 6, 6.10 for more details on how to do the counselling wheel.

7.6 Teachers' guide grade 9

Objectives and guidance

5.6 Friendships of the same sex

Objectives

- Increased understanding of heterosexual and homosexual attraction and behaviours.
- Empathise with the difficulties of people who are attracted to people of the same sex in a disapproving society and understand their human rights.
- Critically think about the differences between close friendships between the same and opposite sex and mention two good points and two problems for each.
- Mention three actions that can be taken to support people who are attracted to people of the same sex to protect themselves and others from HIV.

Teacher tips

See Section 5, 5.11, page 36, 'teaching sensitive topics' for help.

Group discussion: The chart shows some examples only. Encourage learners to discuss and give their own examples.

5.7 Solving sexual problems

Objectives

- Name two problems that a couple may meet in their sexual life.
- With empathy, help a married friend who has a sexual problem to solve it.

Teacher tips

Again, emphasise that this topic is not intended to encourage learners to start a sexual relationship or get married. It is intended to prepare them for marriage by showing them that people can solve sexual problems with help rather than keeping silent about them. This is one way to help people to stay with each other and have a happy and safe marriage. If they get this idea at school, they can use it when they do get married. You may want to do the lesson with older learners outside the classroom.

6 About pregnancy

→ Chapter aim

To motivate and equip learners to avoid unwanted pregnancy, to cope well if it should happen and to protect their fertility. To reduce stigma and discrimination towards people who have an unplanned pregnancy or who cannot conceive.

6.1 Prevention of pregnancy

Objectives

- Name three ways that people use to avoid pregnancy which do not work and explain why.
- Name three ways to avoid pregnancy that do work and explain why.
- Name two ways to avoid pregnancy, STIs and HIV.
- Explain to a couple who do not want to have a child at this time the advantages of modern contraceptives and where is the best place to obtain them.
- Make a plan to act responsibly about having children. List the barriers that might get in the way and how to overcome them.

Teacher tips

Madalito's story: Ensure that people do not judge or stigmatise Madalito. Encourage them to identify the different people who had some responsibility for her situation and how they can use her experience in their own lives.

6.5 Early pregnancy

Objectives

- Name two health problems that are common when girls give birth before the age of 16 years.
- Role-play assertively talking to a male who has got a young girl pregnant about his roles and responsibilities.
- Show empathy and kindness in supporting a friend who is having high risk sex to feed herself and her siblings.

Teacher tips

Encourage learners not to talk in stigmatising ways about girls who have early unwanted pregnancies or have sex for money.

7.6

Teachers' guide grade 9

Objectives and guidance

Role-plays: Encourage learners to be realistic in their role-plays and discussion of the options for vulnerable young people to make a living.

6.6 Coping with unwanted pregnancy

Objectives

- Name two reasons why girls should not have unsafe abortions.
- Name three things that can support a girl who has an unplanned pregnancy.
- Make a plan to courageously support their friend who has an unplanned pregnancy and talk to her friends about it.

Teacher tips

Learners may want to discuss moral issues in relation to abortion. People have different views on the rights of the mother and baby in different situations, but the reality is that many unsafe abortions are done each year and this harms women. Be clear that a properly performed abortion is safe but some people may feel it is immoral whilst others think the woman has a right to decide because it is her body. Remind learners that it is best to avoid pregnancy by abstaining or using contraceptives.

Two stories: Point out that the two stories also show that wealth has a big effect on the choices that people have and make about an unplanned pregnancy. It is often easier for better off people to act responsibly.

6.7 Helping with difficulties in fertility

Objectives

- Name three ways that boys and girls can protect their fertility.
- Explain why males and females both need to see a doctor to find out why they are having difficulty conceiving a child.
- Advise a friend who has not conceived after a year of marriage on ways to increase the chances of conception.
- Courageously take one action to make life easier for an infertile couple.

Teacher tips

Ensure that you do not increase stigma by saying that it is an STI and unsafe abortion that cause infertility. Emphasise that there are many other reasons for infertility, but that young people can take action to avoid STI and unsafe abortion.

7 Sexually transmitted infections

→ Chapter aim

To motivate and equip learners to take helpful actions if they have signs or symptoms of an STI and to protect themselves and others from STIs.

7.1 Signs and symptoms of STIs

Objectives

- Give three reasons why it is important to know the signs and symptoms of an STI and go to a clinic if we notice them.
- Give two reasons why men have a big responsibility to tell their sexual partners if they have an STI.
- Make a plan to avoid getting an STI and being harmed by them in your life.

Teacher tips

You could use the written exercises to set your objectives.

7.2 Treatment of STIs

Objectives

- Name four steps that people should take if they notice signs of an STI with reasons.
- Assertively explain to a friend two things that do not cure STIs and one action that does cure most STIs, giving reasons.
- Explain why early and correct treatment of STIs reduces risk of HIV infection.

7.3 Preventing STIs

Objectives

- Name three ways to protect themselves and others from STIs and HIV.
- Identify the best source of condoms in their locality.
- Effectively negotiate condom use with a partner.
- Share knowledge about condom use with friends and family.

Teacher tips

Explain to learners that condoms are about 90% effective if they are used correctly and consistently every time. They are not 100% because they can slip off or break very occasionally. However, they are 90 times more effective than sex without condoms.

7.6

Teachers' guide grade 9 Objectives and guidance

8 Understanding HIV and AIDS

→ Chapter aim

To motivate and equip learners to have an HIV test if they have been exposed to risk, to live positively and to work with those of us with HIV to reduce stigma and respond effectively to the epidemic.

8.1 Voluntary counselling, testing and care

Objectives

- Explain four advantages to having an HIV test to a friend.
- List three ways to reduce the possible disadvantages of having an HIV test.
- Name two issues that are discussed during pre-test counselling and two issues that are discussed during post-test counselling.
- Imagine a friend is thinking about going for an HIV test. Explain the window period and what the results of the test mean if they are positive or negative.
- Make their own plan about HIV testing, including how they will live positively whether the result is positive or negative.

Teacher tips

Remind the class that any of us might have HIV and either not know or not wish to share our status with others. We should always talk about 'those of us living with HIV' rather than talking as if we are all free of HIV. Some learners may have had an HIV test or know that they were infected as a baby. We should also acknowledge that those of us with HIV make good leaders, working together cope with it and preventing others from getting infected.

8.2 Living positively with HIV

Objectives

- Name five ways that everyone can build their immune system, avoid transmitting or receiving HIV and live positively whether they have HIV or not.
- Make a plan to help a friend who has just been diagnosed with HIV.
- Explain to a family who is caring for an ill person with HIV how they can help the person and avoid infection themselves.
- Analyse the effect of stigma and discrimination on the community, family and individuals who are

affected by HIV. Courageously join a friend affected by HIV or a post-test club to reduce stigma and discrimination in the school and community.

Teacher tips

Prepare for the lesson by knowing how you will respond if a learner becomes very upset or learners stigmatise someone. Look out for learners who are upset. Constantly emphasise that any of us could have HIV and that those who have had a test are part of the solution, not the problem.

9 Coping well with life

→ Chapter aim

To motivate and equip learners to overcome a drug or alcohol problem and help others to do so; cope with stress and sadness and support others; and identify ways that they can improve their health and support others to do so in terms of nutrition, exercise and rest.

9.1 Overcoming a drug problem

Objectives

- List four steps to overcoming a drug or drink problem and four strategies that can help a person to stop abusing drugs or drink.
- Analyse the use of one drug in their community in detail, the good and bad points about it and ways that people with a problem manage to stop.

Teacher tips

Tell learners about counsellors or others who can help a person to stop taking drugs. If a group of learners have a drink or drug problem, you might set up an anti-drug club or do group counselling.

9.2 Overcoming an alcohol problem

Objectives

- Make a plan to cope with the problem of having an alcoholic in the family.
- Act assertively when a drunken person is acting dangerously.
- Make a good decision about drinking alcohol and explain the reasons for it.

7.6

Teachers' guide grade 9 Objectives and guidance

Teacher tips

Try to work with the community to reduce heavy drinking and support families with a person with a drink problem.

9.3 Coping with stress and sadness

Objectives

- List three ways that they would recognise if they or a friend were depressed.
- Make a plan to help a friend or relative who is sad or depressed using information from 'Our future' and their own experiences.
- Identify three people in their locality who can help a person who is depressed.

Teacher tips

Be sensitive to learners who are sad or depressed or have lost relatives or friends recently. Identify a person who can counsel them or a friend to support them if necessary. Acknowledge their sadness and encourage learners to show kindness and empathy.

9.4 Keeping healthy

Objectives

- Keep a food diary and analyse it to see whether the four food groups are included each day.
- Make a plan together to help each other to eat better, involving the community if necessary.
- Analyse their daily exercise over a week and discuss whether they need to take more or less exercise and what options they have for doing this.
- Make a plan to share the knowledge from their lessons with their family and friends and help each other to be more healthy.

Teacher tips

Poverty often makes it difficult for learners to live in the healthiest way possible in relation to food and exercise. Make sure that people are not stigmatised because of their poverty and depressed because they cannot find good ways to improve their diet or level of exercise. Link this lesson up with PTA and community actions to support children who cannot afford a good diet or less heavy exercise.

Resources

All together now! Community mobilisation for HIV/AIDS

The International HIV/AIDS Alliance (2006) UK

Choices: a guide for young people

Gill Gordon (2007) Macmillan Education, Oxford, UK

Educator's guide

LK Popov (2000) The Virtues Project, Jalpar Press, Torrance, Canada
www.thevirtuesproject.org

Gendering prevention practices: a practical guide to working with gender in sexual safety and HIV/AIDS awareness education

Jill Lewis (2003) Nikk Publications

Happy, healthy and safe: youth-to-youth learning activities on growing up, relationships, sexual health, HIV/AIDS and STDs life-skills

Family Health Trust Zambia (1998) Lusaka, Zambia

HIV/AIDS guidelines for educators

MOE, HIV/AIDS Unit (2003) Ministry of Education, Zambia

100 ways to energise groups: games to use in workshops, meetings and the community

The International HIV/AIDS Alliance (2002) UK

Life-skills and HIV/AIDS education. A manual and resource guide for intermediate phase school teachers

Planned Parenthood Association of South Africa. (2000) Heinemann

Life-skills and HIV/AIDS education. Teacher's guides; Pupil's books and training manual

Curriculum Development Centre (2000 ongoing) Ministry of Education, Lusaka

Our future: sexuality and life-skills education for young people. Grades 4-5, Grades 6-7, Grades 8-9

The International HIV/AIDS Alliance (2006) UK
Preparing to teach sexuality and life-skills
The International HIV/AIDS Alliance (2007) UK

Sexuality education for senior phase teachers

T Vergnani and E Frank (1999) Heinemann

Stepping stones: a training package on HIV/AIDS, communication and relationship skills

Alice Welbourn (1995) Strategies for Hope

Teaching about HIV and AIDS

Maren Bodenstein, Gisela Winkler (2005) Macmillan Education, Oxford, UK

Teaching sexuality and life-skills

The International HIV/AIDS Alliance (2007) UK

The mathematics of HIV/AIDS: a maths teacher's guide to bringing HIV/AIDS awareness into the classroom

Dominic Eastham (2004) VSO, RAISA and Government of Zambia

Tools together now! 100 participatory tools to mobilise communities for HIV/AIDS

The International HIV/AIDS Alliance (2006) UK

Understanding and challenging HIV stigma: toolkit for action

The International HIV/AIDS Alliance (2007) UK

Sexuality and life-skills monitoring tool

Type of monitoring:		Date of monitoring:	
Teacher's name:			
Phase:	TS#	Grade:	
School:		# of CSEN	
Lesson type: Integrated, stand-alone		Topic:	
Number of pupils in class:		No. males:	No. females:

Preparation

	✓	x	?	N/A
Is there a 'sexuality talking wall'?				
Does the 'talking wall' contain appropriate charts and vocabulary?				
Is the teaching station set up appropriately for the lesson?				

Materials

Are 'Our future' books looked after by teachers and learners?				
Is the inventory up-to-date?				
Are sexuality materials safely stored in school?				
Are learners allowed to take 'Our future' books home?				

Lesson preparation

Are good and up-to-date lesson plans available in class? (Check the lesson plans since the last monitoring visit.)				
Are the knowledge, virtues and skills objectives clearly stated, relevant and adequate?				
Does the content match the objectives?				
Is there an appropriate mix of information and activities in the content and is work set according to age and gender?				
Are teachers' resources prepared in advance?				

Starting time

Does the introduction link to the previous homework or today's lesson?				
Are learning activities explained clearly?				
Is the methodology appropriate for the objectives?				
Is there sufficient emphasis on virtues and skills?				
Are all learners involved, not the same few all the time?				
Does the teacher manage sensitive subjects appropriately?				

Learning activity groups				
	✓	x	?	N/A
Do learners know what to do and are they busy at all times?				
Are learners working collaboratively?				
Are learners using 'Our future' correctly?				
Are learners using core subject or sexuality exercise books correctly?				
Do teachers supervise at appropriate intervals in class?				
Are discussions reported appropriately?				
Sharing time				
Is reporting back done using an appropriate method?				
Are the lessons learned analysed and summarised?				
Is relevant homework given and clearly explained?				
Are learners encouraged to apply learning at home?				
Management				
Is time management well observed but with sufficient flexibility to meet learners' needs?				
Are girls and boys and older and younger learners equally involved in lessons and as group leaders?				
Are teachers' comments, management and materials gender neutral?				
Does the teacher ensure the safety of learners during the sexuality lesson?				
Does the teacher identify and help learners with special educational needs?				
Assessment				
Are correct assessment procedures followed regularly? (Written assessment after each chapter.)				
Is appropriate assessment of learning done at the end of each lesson?				
Are learners' exercise books and homework marked regularly and appropriately?				
What is your home work policy:				
Group leaders				
Are older and younger boy and girl group leaders clearly identifiable?				
Are older and younger boy and girl group leaders working effectively?				
Feedback from learners after lesson/chapter				
How many times have you learned sexuality and life-skills?				
How often do you learn it?				
When do you learn it? In core subject/by itself/after school/during holidays or weekends				

What did you learn from the lesson?

What would you like to tell your friends and family about the lesson?

Progress

Use assessment after each lesson and chapter to monitor progress

	✓	x	?	N/A
Is the progress of least able learners satisfactory?				
Is the progress of most able learners satisfactory?				
Is the gap between the most and least able not too wide?				

Community involvement

Who has been sensitised in the community?				
How many family Pac sessions have been held?				
Is the action plan for the whole school available?				
Does the school organise outreach programmes?				
How does the school work with line ministries?				

Child protection and HIV policy

How are orphans and vulnerable children supported in your school?

How many single and double orphans attend?

What are you doing to support teachers, learners and their families who are living with HIV?

How many causes of pregnancies did you report last year?

How many were enrolled back into school?

What is the enrolment rate for the school?

What is the drop-out rate for the school?

What are you doing to reduce stigma and discrimination towards people with HIV, pregnancy and disabilities?

What are you doing to protect children from sexual abuse in the school and community?

Action points

Teacher's comments

Head teacher's comments

Name

Signature

Monitors

Position

Signature

Date



A global partnership:
International HIV/AIDS Alliance
Supporting community action on AIDS in developing countries

Who is the International HIV/AIDS Alliance?

Established in 1993, the International HIV/AIDS Alliance (the Alliance) is a global partnership of nationally-based organisations working to support community action on AIDS in developing countries. These national partners help local community groups and other non-governmental organisations (NGOs) to take action on AIDS, and are supported by technical expertise, policy work and fundraising carried out across the Alliance. In addition, the Alliance has extensive regional programmes, representative offices in the USA and Brussels, and works on a range of international activities such as support for South–South cooperation, operations research, training and good practice development, as well as policy analysis and advocacy.

Our mission is to support communities to reduce the spread of HIV and meet the challenges of AIDS. To date we have provided support to organisations from more than 40 developing countries for over 3,000 projects, reaching some of the poorest and most vulnerable communities with HIV prevention, care and support, and improved access to treatment.

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

Registered charity number 1038860

International HIV/AIDS Alliance
(International secretariat)
Queensberry House, 104-106 Queens Road
Brighton BN1 3XF, United Kingdom
Telephone: +44(0)1273 718900
Fax: +44(0)1273 718901
mail@aidsalliance.org
www.aidsalliance.org

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