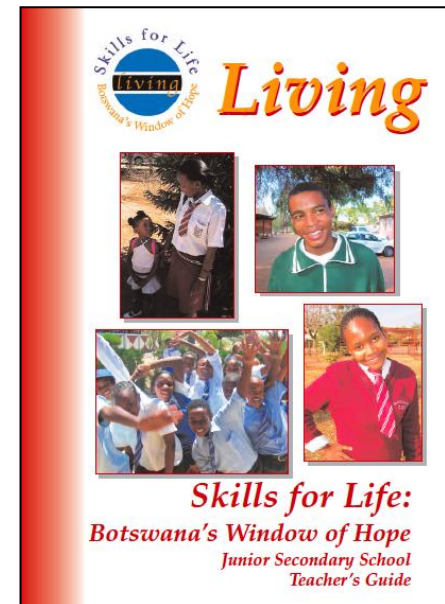
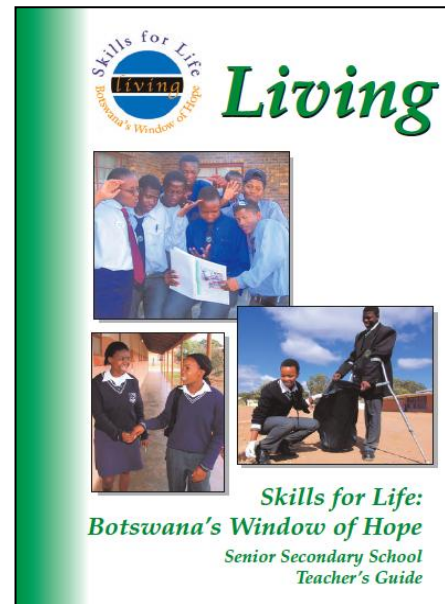


**Living: Skills for Life
For Standard 1- Form 5**



*EnCompass LLC
Education Development Center, Inc.*

**Technical Assistance given to the
Botswana Ministry of Education
with support from BOTUSA (CDC
Botswana)**



Gender

The “Living” materials are designed to be gender-balanced in all aspects, addressing the particular needs of both boys and girls



WORKSHEET 1.5a CREATING BIO-POEMS

Your teacher will explain to you what a Bio-poem is. You will be asked to describe yourself in the form of a Bio-poem. Use the guide provided below.

My name is . . .

I like . . .

I'm good at . . .

I want to . . .

I would like to be better at . . .

When I grow up, I want to become . . .



WORKSHEET 2.1 YOUR VALUES

Follow the instructions below:

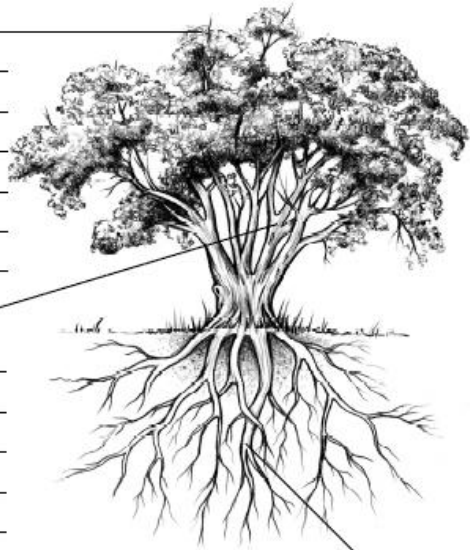
a. In the pot below, identify the words that represent values and those that do not:

2. In the tree below:

- Write your *abilities* near the stems and branches.
- Write your *strengths* near the roots.
- Write your *limitations* near the leaves.

Limitations

Abilities



Strengths

The “Living” materials stress self-reflection and understanding as a means of fostering life skills for health

WORKSHEET 8.2 HIV AND AIDS

In groups, complete the following sentences by choosing the correct word in brackets:

- HIV is a _____ (bacteria, virus, disease).
- HIV infects _____ (plants, people, animals).
- AIDS is a _____ (bacteria, virus, disease).
- You can get HIV from _____ (body fluids, food, water).
- You can get HIV by sharing _____ (utensils, toilets, razors).



Remember:

A person with HIV has the virus but may not be sick. A person with AIDS has the virus and is sick. Understanding HIV and AIDS helps us to protect ourselves and help others.

WORKSHEET 8.3a KNOWING YOUR HIV STATUS

In your pairs, create a role play in which one person who is a risk-taker is worried that he has been infected with HIV but is reluctant to go for an HIV test. The second person should try to persuade the first to seek voluntary counselling and testing by explaining the benefits. Make sure that your role play addresses the following:

- Why the risk-taker thinks he or she has contracted an infection
- Why the risk-taker resists the idea of getting tested (include issues of stigma and discrimination)
- What arguments the friend can make for healthy living
- What arguments the friend can make for knowing one's HIV status
- What arguments the friend can make for voluntary counselling and testing

Be prepared to present your role play to the class.

HIV/AIDS

“Living” provides learners with the basic facts of HIV/AIDS as well as opportunities to discuss and practise their responses to HIV/AIDS and related issues



Made in Botswana

The scenarios used in “Living” were written to be relatable to Batswana learners- by using Setswana names and phrases, introducing situations common in Botswana, and using pictures of learners in Botswana.

WORKSHEET 11.1 DEALING WITH DILEMMAS: CARE-GIVING

Listen to your teacher read the story below and role-play it.

Story: *Thuso, a Care-Giver*

Thuso is a 10-year-old boy in Standard 4. He lost his father to AIDS, and now he is looking after his sick mother who has just been put on medication to make her live longer. He also has to look after his three younger sisters. Thuso likes to play football and is outgoing at school. He is faced with a choice: to look after his mother or to stay on after school to practise football.

In groups, discuss the following questions:

- What is the dilemma that Thuso is facing?
- What would you do if you had the same dilemma as Thuso? Why?
- Do you know of any place where Thuso can go to ask for help?
- Without saying any names, do you know anybody like Thuso? How can you help that person?

Remember:

When you are in a dilemma it is very important to talk to someone who cares and we trust, for example a teacher or a friend. In life, there will be times when we need help and times when we can help.



WORKSHEET 7.3b EMOTIONAL AND SEXUAL ABUSE

In your pair, read the case study below and answer the questions that follow:

Case Study: Tebogo

Tebogo arrives at her aunt's home at 11am, pushing a wheelbarrow loaded with the monthly food rations for orphans. Tebogo, who is wearing an old, torn dress too small for her, is an 18-year-old girl doing Form 4 at Shashe River SSS. She off-loads the groceries, puts them in one of the rooms, and starts preparing the meal for the day.

Tebogo stays with Mantho, her maternal aunt, who has four children: two sons, Kadimo (22 years) and Botshelo (19 years), and twin daughters, Lorato and Ratanang, who are 17 and doing Form 5 at the same school as Tebogo.

Ratanang: Hee hee! Lorato, look at the destitute girl, today she has Pink Dawn and 2 kg Omo, she feels like a queen. If her mother had not died, she wouldn't be having all these.

Lorato: You are right, remember she used to buy “*punchenyana ya 150 g*”? (A small packet of punch at 150g) *Mma, ke raya wena o mosetlha*, (Hey you, with ashy skin, I'm talking to you) have you ironed my uniform? And, remember to cover my notebooks.

Tebogo: (*in a timid voice*) I will do all those after cooking.

(*Kadimo enters.*)

Kadimo: Hee! Cousy! (*patting Tebogo on the buttocks*), you look so dirty. When was the last time you bathed?

(*Tebogo does not respond but is visibly upset. Botshelo enters, whistling, hands in pockets, and approaches Tebogo.*)

Botshelo: (*whispering loud enough for Kadimo to hear*) Tonight it is my turn in the bedroom.

(*The twin girls laugh.*)

Lorato: *A mme le a itlhokomela ka “condom” mo malwetsing a sone selo se?* (Do you gusy protect yourself with condoms from this thing's illnesses?)

Coping Skills

“Living” teaches learners how to communicate and cope with difficult emotions and stress in a healthy way

WORKSHEET 6.3 FEELINGS IN STRESSFUL SITUATIONS

Each of the pictures below shows a situation that can cause stress. In groups, discuss how you feel when you look at each of the pictures. For each of the situations pictured, discuss the following:

- What you do when you feel hurt, angry, or sad about the situation.
- How you and those around you are affected by what you do in 'a.' above
- Ways in which you can avoid hurting yourself and others in these stressful situations



Remember:

There are times when we cannot avoid stress, but there are many ways in which we can manage it. It is important to learn ways in which to manage and reduce the amount of stress we feel.

WORKSHEET 4.1 COMMUNICATING FEELINGS

You will be asked by your teacher to do the following:

- Brainstorm some feelings that you might want to tell others
- Brainstorm some ways you can use to tell others your feelings
- In your groups take turns telling others how you are feeling without speaking



Remember:

It is important to know how to express our feelings and to understand what others are trying to express to you about their feelings so that we can avoid frustration, anger, and sadness.

WORKSHEET 13.2 PRACTISING HEALTHY BEHAVIOURS

In your group, role-play a situation in which healthy living is not being practised, and then role-play how the situation can be corrected. Use the following questions to plan your role play:

- a. How many characters are in your role play?
- b. What unhealthy behaviours are being practised by these characters?
- c. Why do they behave this way?
- d. What can your characters do to develop healthy behaviours? What would cause them to make this choice?

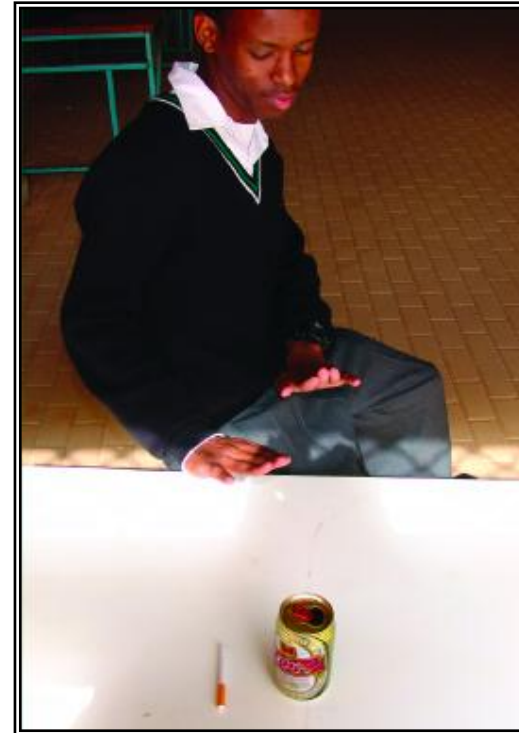


Remember:

There are situations around us where healthy living is not being practised. There are steps we can take to correct unhealthy situations. If we have the opportunity to help ourselves and others by correcting an unhealthy situation, we should do so whenever we can.

Interactive Approach

Whenever possible, “Living” employs an interactive, participatory approach in order to engage learners in the material. Common activities include: Role play, classroom debate, group discussion, and storytelling.



Consistent Characters

Learners follow a consistent set of characters through their life choices – from Standard 1 through Form 5

This is one book in a series of five that will cover Standard One to Form Five. The characters you will read about appear at all levels—that is, from Lower Primary to Senior Secondary. Therefore, you will meet these characters and grow with them. The role plays and stories are fictitious, or made up, to show real-life situations but without naming a particular person. These are the names of the characters in this book:

Mmaonyana	Thuso
Thabo	Biki
Tshepo	Xuma
Mosetsana	Kabo
Ngeve	Nxau
Kedisaletse	Tanyala

If you know someone that has one of these names, or someone that is in a similar situation as described in the stories or role plays, it is only a coincidence.

WORKSHEET 2.2a LOYALTY TO FAMILY

Read the following story:

Story: "Thabo"

Thabo was a primary school student. She lived with her parents, who wanted to see her succeed in life. They gave her love and advised her to stay focused on her school work. Even though she was only in standard seven, she became attracted to a form three student who had been chasing her for a long time. The charming boy kept pressuring Thabo with a love proposal.

Thabo was confused at first. She liked the boy, but she also knew that she needed to spend time studying for her standard seven exams as she had promised her parents. She refused the boy's proposal, studied very hard, and then passed her exams. Her parents were very happy that she respected their wishes and kept her promise. She earned the trust of her parents, and she felt good about herself.



WORKSHEET 4.3a SENDING AND RECEIVING MESSAGES

Role-play the two scenarios below with your partner, the receiver:

SENDER

Scenario 1—Sender

You are having trouble with your math homework. Your partner is good at math, but you are embarrassed to ask directly for help. Still, you realise that the only way you can pass the exam is to get some help. Try to overcome your embarrassment and ask your partner to help you.

Scenario 2—Sender

You are at a party with your partner. Several people at the party are joking around and laughing. At first you are having a good time, but then these people begin to make fun of your classmates, saying that some are fat and some are ugly. You are not comfortable with these kinds of jokes. In fact, you find them mean and nasty. However, your partner is having a good time joking around. Communicate that you are uncomfortable and want them to stop.



Peer Learning

The “Living” materials are designed such that learners do not learn from teachers alone, but from each other as well

WORKSHEET 9.3 PRACTISING SAFETY

Work in pairs to discuss the safety precautions you would use in each of the situations below:

- Handing a pair of scissors to your friend
- Crossing the road
- Picking up a razor blade
- Helping a friend who is bleeding
- Someone offering you a cigarette
- Someone offering you alcohol
- Playing with matches



Remember:

There are many risks in our daily lives, but we have the ability to reduce or avoid each of these risks by applying safety precautions.

Activity 2.4

Demonstrating Botho

Learning Objectives

Learners will:

- Describe the principles of *Botho*
- List instances where they have shown *Botho* to others
- Demonstrate ways of showing *Botho* to others

Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Class discussion
- ❖ Role playing

Procedure

1. Introduce the objectives of the activity to the class.
2. Introduce the concept of *Botho*, and have learners brainstorm examples of how to demonstrate *Botho*.
3. Divide the class into groups to discuss the following (refer to Worksheet 2.4):
 - Describe what is meant by the principles of *Botho*.
 - List instances where you have shown *Botho* to others.
 - State the importance of the principles of *Botho*.
4. Reconvene the class and ask groups to share their responses. Discuss their responses as a class.
5. Ask learners to return to their groups to prepare a role play demonstrating how to show *Botho* to a person in need.
6. Ask learners to perform their role plays for the class.
7. After each group has performed, discuss the role plays as a class.
8. End the activity by asking learners to identify a community setting and explain how they can exercise *Botho* within that community.

Materials

- Worksheet 2.4
- Pens or Pencils
- Paper

Time

80 minutes (over two lessons)

Conclude by saying:

- *Botho* is central to the values of our society. It encompasses all that is considered good in our society. It is what makes us who we are.
- The Setswana saying "*Molaakosi o a bo a ee itaela*", which, when translated directly, means, "When you do something to another person, know that they will do it to you", stresses the concept of *Botho*.
- To be respected, one has to respect others. It is important to remember the value of *Botho* when we are dealing with other people.

Guidance for Teachers

Teacher's Guides accompany all student materials. Each lesson's objective, methods, procedure, and conclusion are provided for the teacher's reference.