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List of contributors

Mr. M.L. Msakatiza (Principal)
Mr. W.A.R. Chalera (Department of Education Foundation)
Mr. E. Chilenje (Department of Social and Environmental Sciences)
Mrs. R. T. Gonani (Department of Expressive Arts)
Mrs. R. Kapito Mndala (Department of Mathematics and Sciences)
Mr. M. Chimberenga (Department of Social and Environmental Sciences)
Mr. A. H. Zimba (Department of Mathematics and Sciences)
Mrs. R. Kapito Mndala (Department of Mathematics and Sciences)
Mr. G. Y. Chipeta (Department of Education Foundation)
Mr. D. Namikungulu (Chief Teaching Practice Coordinator and Deputy Project Coordinator)
Mrs. C.K. Malowa Chirwa (Department of Expressive Arts)
Mr. B.M. Chikopa (Department of Mathematics and Sciences)
Mr. H. Chirwa (Department of Education Foundation)
Dr. Sarah Roelker (Management Advisor)
Mr. A. Chipungu (Department of Expressive Arts)
Mrs. L. Chikwapulo (Department of Mathematics and Sciences)
Mr. B. L. Idrussi (Department of Education Foundation)
Mr. D.I. Nyapwala (Department of Social and Environmental Sciences)
Mr. M. Kassimu (Department of Social and Environmental Sciences)
Mr. M.I. Mpumulo (Department of Education Foundation)
Mrs. Chibweya (Demonstration school)
Mr. E Tembwe (Department of Languages)
Mrs. M. H. Potani Chibaya (Department of Languages)
Mr. I. Tuluka (Department of Languages)
Mr. A.T.L.Z. Banda (Department of Languages)
Mr. C.Z. Chivala (Department of Social and Environmental Sciences)
Mr. A. Salimu (Braille Technician - Department of Education Foundation)
Foreword

Classroom practices have shown that teaching and learning and assessment processes are largely gender biased. One of the major reasons behind this is lack of friendly learning environments in the schools which affect the learning achievements of a girl child.

In 1999 the Education Section of UNICEF’s Programme Division introduced the Child Friendly Schools (CFS) framework for schools that “serve the whole child”. It is therefore on this background that Machinga TTC with support from UNICEF decided to develop teaching resources and train teachers in gender responsive methodologies. This is in line with the second Millennium Development Goal (MDGs), Malawi Growth Development Strategy (MGDS), and the Education for All goals (EFA Goals) which promote gender equality.

This manual is a product of the lessons learnt in the implementation of first phase of the UNJPGE projects and the trainers manual titled *Establishment of teacher resource centres to improve life skills based and gender responsive methodologies*. This manual aims at filling the identified gaps of phase 1 in areas of creating an understanding of resource development, usage and community participation around the schools to support a child friendly curriculum. It also hints on how children learn with emphasis on inclusion and the girl child. It gives teachers an insight of teaching methods and resources which are gender sensitive. It is perceived that through the training of teachers in the targeted districts of Dedza, Salima, and Mangochi, the girl child achievement will be improved and hence achieve the National Goals on Education through provision of quality education and high retention of learners especially girls in the schools.

I am grateful to all who participated directly or indirectly in the development of the manual. Special thanks to UNICEF for entrusting Machinga TTC to take up this noble task for the good of the Malawian child.

M L MSAKATIZA
(Principal)
THE GIRLS’ RESOURCE ROOM (GRR)

Introduction

Girls face many challenges such as discrimination, early pregnancies, gender based violence, STIs and HIV as they enter school life and continue with it. To overcome these challenges there is need to provide a conducive learning environment for the girl child. The Girls Resource Room (GRR) is therefore, important in this respect. For its sustainability, the GRR requires efforts from different Players’ this unit participants will be exposed to the definition, importance and establishment of the Girls Resource Room

Objectives:

Participants must be able to:

- define the term Girl Resource Room (GRR)
- explain the importance of GRR
- explain factors to consider when establishing GRR
- state materials which might be put in the GRR
- explain how to use GRR
- explain the role of different players in the establishment of the GRR

Activity 1: Defining GRR

- Let participants brainstorm the term Girls Resource Room
- Ask them to report in plenary
- Consolidate the activity giving the correct definition of GRR
- Let participants individually think about some importance of the GRR.

Activity 2: Importance of the GRR (Method: Mixed Freeze Pairs)

- Ask them to share with a partner.
- Allow them to form another pair different from the first and share their thoughts and what they discussed with the first partner.
- Give chance to each pair to report their discussion to the whole group. Get as many ideas as possible (remember no idea is wrong).

Discuss the participant’s ideas as a group.

Consolidate the activity.

GRR is an abbreviation for Girls Resource Room. It can be defined as a place or space within the school with resources which can help a girl child achieve their educational goals. The resources are sanitary as well as academic.

Importance of a Girls’ Resource Room

- It helps girls’ access services pertaining to their growth and development.
- It provides a place where girls come together to discuss and share experiences on issues that affect them.
- It helps girls’ learn how to make sanitary pads.
- It provides storage space for sanitary resources which girls can use.
Activity 3: Factors to consider when establishing GRR (Gallery Walk)

- Participants should come up with factors to consider when establishing GRR.
- This could be done in groups of 4.
- Give them a chart paper where they may record their discussions.
- Ask each group to paste the chat with what they discussed on the wall.
- Conduct a gallery walk to observe what each group discussed.
- Ask one group member to explain and answer questions from other participants.
- Consolidate the activity.

Factors
1. Accessibility
2. Space
3. Location
4. Security
5. Layout

Activity 4: Resources found in the GRR (Give one take one)

Ask participants to:

- Brainstorm in pairs the resources which could be found in the GRR (give one take one)
- Describe where some of the mentioned resources can be sourced from.
- Explain how the mentioned resources can be of help to the girl child.
- Consolidate the activity.

Resources found in the GRR
- Buckets of water, washing and bathing soap, sanitary pads, pieces of cloth, Books, Chairs, tables, sewing machines, needles, Charts

Activity 5: Using the resources in GRR (Gallery walk)

- Let participants discuss how the resources can be used by:
  - girl learners
  - mother group
  - teachers
- Consolidate the activity.

Activity 6: How to use the Girls’ Resource Room

- Write four activities on four work stations. On first station write,
  - Station 1: what is the use of the GRR?
  - Station 2: how the GRR could be organised?
  - Station 3: who is responsible for the GRR?
  - Station 4: how can girls support this initiative?
- Divide participants into four groups. Let each group do the activity on each work station.
- Let the last group to work on a station report the responses to all participants.
- Consolidate the activity.
Activity 7: The role of different players in the establishment of GRR (Walk around talk around)

- Let participants discuss the role of different stakeholders in the establishment of GRR
- Let them share their finding to the whole group
- Ask participants to explain the roles of each of the players mentioned
- Let each group present in plenary
- Consolidate the activity
Introduction
It is important to know and understand oneself by realising one's strengths, weaknesses, likes, dislikes, feelings, emotions and capabilities. Knowledge of these enables one to make right choices and informed decisions. In this unit, you will know who you are and how to overcome your weaknesses.

Objectives
Participants must be able to:
1. explain the term ‘self-awareness,’
2. analyse personal strengths and weaknesses,
3. state importance of self-awareness,
4. explain prevention of unplanned pregnancy among the youth using self-awareness

Activity 1: Discussing the term self-awareness
Ask participants to:
1. discuss the term ‘self-awareness’ using think-pair-share,
2. Consolidate the activity by coming up with the meaning of self-awareness from the participants responses.

Activity 2: Analysing personal strengths and weaknesses
Instructions
1. Ask each participant to write how they view their friends using character rating (ego booster).
2. Ask participants to individually analyse their personal strengths and weaknesses using character rating.
3. Ask each participant how they can improve on their weaknesses.
4. Consolidate the activity by isolating common strengths and weaknesses and how they can be maintained and improved respectively using letter to the author method.

Activity 3: Discussing the importance of self-awareness
Instructions.
1. Ask participants to discuss the importance of self-awareness by using ball bearing.
2. Consolidate by using meet at the middle method.
Activity 4: Recognise who they are in terms of growth and developmental stages.

Instructions
1. Ask participants to describe personal growth and developmental stages using jig-saw method.
2. Consolidate by asking members to take turns to report on what they have learnt.

Activity 4: Discussing how self-awareness can be applied to minimise unplanned pregnancy among the youth

Instructions
1. Ask participants to demonstrate an appreciation of who they are using role play method (use attributes discussed in activity 2)
2. Using panel discussion method, explain how self-awareness can help one to avoid unplanned pregnancy,
3. Consolidate the activity by asking the audience to give a summary of the discussion using quick-write and author’s chair methods.

Summary
Ask participants to summarise the unit using question box method.
BUILDING SELF ESTEEM

Introduction
Self-esteem refers to the way we feel about ourselves. This comes when you are able to recognise your own strengths and weaknesses and this makes you become aware of your own self-worth. For example, many boys and girls fail to realise their goals because they do not value themselves. This unit will help you and learners to value life and avoid in indulging in risky behaviours.

Objectives
Participants must be able to:
1. explain the term ‘self-esteem’
2. identify characteristics of a healthy self-esteem
3. identify characteristics of an unhealthy self-esteem
4. explain importance of a healthy self-esteem
5. describe how a healthy self-esteem can be applied to overcome challenges related to sexual and reproductive health

Activity 1: Discussing the term ‘self-esteem’
Instructions
1. Ask participants to:
   a) Brainstorm the meaning of self-esteem.
   b) Discuss the meaning of self-esteem.
2. Consolidate the activity by coming up with the right meaning of self-esteem.

Activity 2: Identifying characteristics of a health self-esteem
Instructions
1. Using card collection and clustering, ask participants to:
   a) Identify characteristics of self-esteem.
   b) Categorise the written characteristics into low and high self-esteem using T-chart.
c) Discuss the low and high self-esteem factors as indicated on the T-chart.

2. Consolidate the activity by emphasising on correct answers.

**Activity 3: Discussing the importance of a health self-esteem**

**Instructions**

Ask participants to:

1. Demonstrate high and low self-esteem using the following scenarios:
   a) Role play a situation in which a girl drops out of school due to pregnancy and ends up getting married.
   b) Role play a situation in which a girl is resisting to be married off and ends up becoming a doctor.

2. Identify the skills that lacked in scenario a) that led to the girl’s pregnancy and skills that were used in scenario b) that assisted the girl to accomplish her goal.

3. Consolidate by asking participants to discuss how the skills identified in scenario b) would be applied to promote girl child education.

**Activity 4: Describing how self-esteem can be applied to overcome challenges related to sexual and reproductive health problems.**

**Instructions**

Ask participants to:

1. Develop case studies in which high self-esteem promotes sexual reproductive health.

2. Formulate questions from the case studies.

3. Discuss the case studies using the formulated questions.

4. Relate the case studies to their daily experiences

**Summary**

Ask participants to develop balloons depicting high and low self-esteem.
Introduction
Assertiveness is a skill that develops when one places a high value on themselves. To be assertive is to have an honest understanding of one’s feelings, opinions and needs. This includes being able to express your opinions and views without feeling self-conscious and guilty. But this has to be done with courtesy and respect. This unit will therefore, empower adolescents to develop positive self-esteem and assertiveness to deal with the many challenges in their lives such as negative peer pressure, drug and substance abuse, HIV and AIDS.

Objectives
Participants must be able to:
1. explain the term ‘assertiveness,’
2. demonstrate the importance of standing for one’s values,
3. explain the consequences of positive and negative peer pressure in relation to sexual and reproductive health
4. (how they can apply assertiveness to overcome negative peer pressure)

Activity 1: Discussing the term ‘assertiveness’
Ask participants to:
1. define the term ‘assertiveness’ using Think-Ink-Pair-Share method.
2. consolidate the activity by coming up with the right meaning of assertiveness.

Activity 2: Demonstrating the importance of standing for one’s values
Ask participants to:
1. discuss the importance of standing up for one's value using pens in the middle method,
2. role play situations in which they can stand up for their values relating to premarital sexual intercourse and drug and substance abuse.
3. consolidate by asking participants to analyse how assertiveness has been applied in the role plays.
Activity 3: Discussing the consequences of positive and negative peer pressure in relation to sexual and reproductive health.

Instructions
Ask participants to:
1. brainstorm consequences of positive and negative peer pressure using T-Chart and Walk Around Talk Around methods
2. ask participants to discuss the effects of negative peer pressure in relation to STIs including HIV and AIDS and teen- age pregnancy using fishbowl.
3. consolidate the activity by asking participants to give a summary of what they have discussed.

Summary
Ask participants to summarise the main ideas they have learnt in the unit through a quick-write method and report through authors chair method.
STRESS AND ANXIETY

Introduction
Stress and anxiety is the state of the mind when one is faced with the demands or events that one perceives as dangerous to one's wellbeing. It is particularly strong when one is not sure of their ability to deal with such events.

In this unit, you will be guided on ways of coping with stress and anxiety and developing girls' and other learners' abilities to cope with stress and anxiety.

Objectives
Participants must be able to:
1. analyse factors that may lead to stress and anxiety,
2. explain the effects of stress and anxiety,
3. describe strategies for coping with stress and anxiety.

Activity 1: Analyse factors that may lead to stress and anxiety
Instructions
1. Ask participants to analyse how each of the following may lead to stress and anxiety.
   a. STIs including HIV and AIDS
   b. Teenage pregnancy
   c. Drug and substance abuse
   d. Forced marriages
   e. Pre-marital sexual relationships
   f. Sexual harassment and abuse
2. Ask one participant from each group to summarise what they have discussed.
3. Consolidate by correcting mistakes

Activity 2: Discussing the effects of stress and anxiety
Instructions
Ask participants to:
1. Discuss effects of stress and anxiety, using one stay three stray method.
2. Summarise what they have discussed.
3. Consolidate by asking participants to narrate effects of stress and anxiety in relation to their life experiences.

**Activity 3: Discussing strategies for coping with stress and anxiety**

**Instructions**

Ask participants to:

1. Brainstorm strategies for coping with stress and anxiety
2. Explain strategies for coping with stress and anxiety using values clarification method.
3. Consolidate the activity by emphasizing on the correct strategies for coping with stress and anxiety.

**Summary**

Ask participants to explain what they have learnt in this unit and research on areas that have not been tackled in the unit.
Introduction

In everyday life, young people and adolescent face a lot of problems. Such problems need to be solved by using effective decision making and problem solving skills in order to avoid negative consequences on their health and social life.

After going through this unit, you will be able to help girls and boys demonstrate an understanding of decision making and problem solving thereby making their own thoughtful decisions in life.

Objectives

Participants must be able to:

- describe the process of decision making and problem solving
- describe situations that require decision making and problem solving
- explain the importance of right decision making and problem solving when resolving conflicts among the youths and parents
- describe effects of wrong decision making and problem solving
- analyse ways of resolving conflicts among the youths and parents

Activity 1: Describing the process of decision making and problem solving

(Method: Paired reading and paired summarizing)

Instructions

1. Ask learners to be in pairs and give them a text containing steps to be followed when making decisions and solving problems
2. Ask one partner in each pair to read out two steps and give a summary.
3. Let the other partner ask questions on the summary.
4. Ask learners to exchange roles and repeat steps two and three until all the steps to be followed when making decisions and solving problems are completed.
5. Ask selected pairs to present their work.
6. Consolidate by arranging the steps to be followed when reporting cases of sexual harassment and abuse on a chart paper.
Activity 2: Describing situations that require decision making and problem solving (Method: Revolution)

Instructions
1. Ask learners to sit in a circular group format and give one paper to each group.
2. Ask the following question, ‘write down one example of a situation that require decision making and problem solving’
3. Tell the learners to keep on passing the paper, in a clock wise direction, and each one who gets the paper should add one example onto the list
4. After a complete revolution, ask a representative from each group to present their findings.
5. Consolidate by confirming correct responses

Activity 3: Explaining the importance of right decision making and problem solving when resolving conflicts among the youths and parents (Method: Meet at the Middle)

Instructions
1. Spread charts on various work stations.
2. Ask four participants at a time to write what they consider to be the importance of right decision making and problem solving when resolving conflicts among the youths and parents. Their responses on the spread charts should begin from each corner of the chart to meet at the middle (center). Continue doing that until everybody has finished.
3. Paste the charts on the walls for a gallery walk.
4. Consolidate by emphasizing on correct responses.

Activity 4: Describing effects of wrong decision making and problem solving (Method: Futures wheels)

Instructions
1. Ask learners to be in groups
2. Ask learners to discuss the effects of wrong decision making and problem solving
3. Ask learners to complete the future’s wheels on the effects of wrong decision making and problem solving
Activity 5: Analysing ways of resolving conflicts among the youths and parents
(METHOD: Role play)

Instructions
1. Ask learners to discuss in groups ways of resolving conflicts among the youths and parents
2. Ask learners to report their findings in plenary
3. Ask learners to organize role plays depicting different ways of resolving conflicts among the youths and parents
4. Ask learners to role play the situations while others observe
5. Discuss the role plays

Summary
Summarise by asking participants to discuss how the decision making and problem solving skills learnt would be applied to help young people from contracting STIs and HIV.
DRUG AND SUBSTANCE ABUSE

Introduction
Drug and substance abuse is one of the challenges affecting young people in Malawi today. Most of them are as a result of the youth indulging in drug and substance abuse, peer pressure and presence of mass media. Abuse of drugs and substances has negative impacts on young people’s health such as mental disorders and contraction of STIs and HIV and AIDS.

This unit, therefore, will equip you with knowledge and skills to assist learners to develop skills to resist the urge to indulge in drug and substance abuse, hence avoiding the contraction of STIs and HIV and AIDS.

Objectives
By the end of this unit, you must be able to effectively teach your learners to;

- define the terms ‘drug, ‘substance’, ‘drug and substance abuse’,
- identify commonly abused drugs and substances,
- explain the causes of drug and substance abuse,
- examine the effects of drug and substance abuse,
- explore ways in which abuse of drugs and substances can expose the youth to HIV and AIDS,
- demonstrate ways of overcoming drug and substance abuse

Activity 1: Defining the terms ‘drug, ‘substance’, ‘drug and substance abuse’
(Method: Mix-Freeze-Pair)

Instructions
1. Create space in the classroom and ask students to follow the flowing instructions;
   i. Mix(move around the room) when the teacher claps hands once
   ii. Freeze (stop) when the teacher claps hands twice and find a partner to work in pairs.
   iii. Ask the following question; ‘define the term drugs.’
   iv. Ask the learners to think through the question and share their responses.
   v. Repeat procedure 2 to 5 but changing the question each time learners freeze (stop) (2. Define the term substance 3. Define the term drug and substance abuse)
2. Ask selected pairs to share their responses with the whole class and record the correct responses on the chalkboard.
3. Consolidate by emphasizing on correct responses.

**Activity 2: Identifying commonly abused drugs and substances**

_(Method: Revolution: )_

**Instructions**

1. Ask learners to sit a circular group format and give one paper to each group.
2. Ask the following question, ‘write down one example of drugs or substances that are commonly abused.’
3. Tell the learners to keep on passing the paper, in a clock wise direction, and each one who gets the paper should add one example onto the list
4. After a complete revolution, ask a representative from each group to present their findings.
5. Consolidate by confirming correct responses

**Activity 3: Exploring causes of drug and substance abuse**

_(Method: One Stay Three Stray)_

**Instructions**

1. Ask learners to be in groups of 4 (home groups) and give themselves numbers 1-4.
2. Arrange the groups in a circular format and number them.
3. Give each group a similar task to do ‘examine causes of drug and substances. Give the groups time to discuss the task.
4. Ask all number ones to stand up and move to the next group; all number twos to move two groups away; all number threes to move three groups away; and all number fours should not move.
5. Ask the visitors (one to three—the guests) to interview the hosts (number fours) to find out what they had discussed in their group.
6. Ensure that the visitors are recording new information from the hosts.
7. Ask the visitors to go back to their home groups and present new information gathered from the visits beginning from number one to three.
8. Ask selected learners from the groups to summarise their discussion.
9. Consolidate by emphasizing on correct responses.
Note: Ensure that the learners in both home and expert groups are recording points being discussed.

Activity 4: Examining the effects of drug and substance abuse  
(Method: Futures’ Wheels)

Instructions

1. Ask learners in groups to write the name of a trend in the middle of a piece of paper in an oval form as follows: ‘Effects of drug and substance abuse.’

2. Ask them to think of and write primary impacts or consequences of drug and substance in separate ovals around the central oval and connect it to the centre with single lines.
   - The primary impacts should form a ring around the centre.
   - Finish all primary impacts before moving onto secondary impacts.

3. Ask learners to identify secondary impacts of each primary impact and write these in ovals and join them to the primary impacts with double lines (or you can use a different colour).
   - This forms a second ring of the wheel.
   - Finish all secondary impacts before moving onto tertiary impacts.

4. Encourage learners to continue this ripple effect, increasing the number of lines or colour used to join the ovals, until a useful picture of the consequences of drug and substance is clearly shown. (See illustration below)

5. Ask each group to present their futures’ wheels through ‘gallery walk.’

6. Consolidate by nominating the best futures’ wheels and justify its nomination in terms of its correctness.
Activity 5: Exploring ways in which abuse of drugs and substances can expose the youth to HIV and AIDS. (Method: Silent participant)

Instructions

1. Introduce the topic to the whole class by asking the following question ‘explain ways in which abuse of drugs and substances can expose the youth to HIV and AIDS’

2. Ask learners to be in groups to find possible answers to the question

3. Each group should appoint one learner to be a “silent participant” who should sit a little apart from the rest of the group members

4. The silent participant should be listening attentively to the group’s discussion, taking notes on important points, but should not interfere with the discussions

5. After group work is finished, ask silent participant from each group to report on the group’s work; the report should include outcomes and differences in opinions that might have emerged during the discussion
6. Ask the group members if the report by the silent participant is a true reflection of their deliberations

**Note:**
- silent participant is not the group’s secretary
- the method can also be used on topics that require use of posters or drawings

**Activity 6: Demonstrating ways of overcoming drug and substance abuse**

*(Method: Devil’s advocate)*

**Instructions:**
1. create a situation in which a group of young people is being forced by a friend to abuse drugs such as Indian hemp or alcohol
2. give different roles to the learners; peers and the devil’s advocate and give them time to prepare
3. allow learners to act out their roles
4. allow learners to discuss lessons learnt from the role plays
5. consolidate by emphasizing on the importance of resisting peer pressure such as drug and substance abuse

**Notes:**
- ensure that in the role play the devil’s advocate tries as hard as possible to convince the friends to give in to drug and substance abuse
- ensure that the other learners in the group respond to all the devil’s temptations by giving the reasons why they do not want to give in to the temptation
- ensure that the devil is convinced with the other learners’ views in order instil the skill of peer pressure resistance in the learners

**Summary**

Ask participants to work in groups according to their schools and come up with an action plan on how to deal with drug and substance abuse in their respective schools.
Introduction
Many boys and girls have problems in managing their physical and psychological changes as they are growing up. Often this happens due to lack of correct information about sex and sexuality, cultural beliefs and failure to apply appropriate life skills to cope with the changes taking place in their bodies. Failure to manage these changes leads to engaging in risky behaviours such as premarital sex which leads to unplanned pregnancies, school dropout and contraction of STIs including HIV and AIDS among others. This unit, therefore, will assist you to effectively be confident to provide correct information on sex and sexuality to the learners. This will help the learners to acquire appropriate skills and knowledge to deal with challenges associated with sex and sexuality.

Objectives
By the end of this unit, you must be able to effectively teach your learners to;

- Define the terms ‘sex’ and ‘sexuality’
- Describe the consequences of misinformation on sex and sexuality
- Describe the factors that influence sexuality
- Analyse physical and psychological changes which take place in boys and girls during adolescence
- Analyse challenges associated with sex and sexuality among boys and girls
- Suggest ways of dealing with the challenges of sex and sexuality among boys and girls
- Demonstrate life skills which can assist adolescents to cope with challenges associated with sex and sexuality

Activity 1: Introducing the topic Sex and Sexuality

(Method: KWL)

Instructions:
1. Introduce the topic to the whole class ‘sex and sexuality.’
2. Write K-W-L on a chart or chalk board (K-W-L stand for K: what I know about the topic; W: what I want to know about the topic; L: what I have learnt from the topic).
3. Ask students to mention what they know about the topic ‘sex and sexuality’ (pre-requisite knowledge) and record under K column.

4. Ask learners about what they want to know about sex and sexuality and record under W column.

5. Proceed teaching according to the topic and activities from the teacher’s guide.

6. At the end of the topic/lesson, ask students what they have learnt and record under L column.

7. In the conclusion, find out from the W column what has been covered and not covered during the topic/lesson.

8. Ask students to research on the work not covered during the topic/lesson or provide them with additional information.

**Note:** The teacher should use this method when introducing, developing and concluding a lesson. It can be used in one or more lessons depending on the nature of the topic.

**Activity 2: Brainstorming the meaning of the terms ‘sex’ and ‘sexuality’**

**Method: Think-Ink-Pair-Share**

Instructions:
1. Ask the learners the following questions ‘what is the meaning of:
   a. sex
   b. sexuality
2. Give learners time to think through the answers and write down the possible responses.
3. Allow each learner to choose a partner, preferably the one sitting close to them, and share their written responses.
4. Let them explain come up with consolidated definitions.
5. Ask selected pairs to share their responses with the whole class.
6. Consolidate by emphasizing on the correct meanings.

**Activity 3: Describing the consequences of misinformation on sex and sexuality.**

**Methods: flashlight and discussion web**

Instructions:
1. Write the following question on the chalkboard or chart paper: what are the consequences of misinformation on sex and sexuality’
2. give one minute to learners to think about the question
3. let each learner present his or her answer following the seating arrangement
4. record correct responses on the chalkboard or chart
5. consolidate by asking learners to give a summary of consequences of misinformation on sex and sexuality

Note: in a large class omit other rows for instruction number 3

Activity 4: Source of information on sex and sexuality
(Method: Discussion web)

Instructions:
1. Introduce the topic ‘what is the best source of information on sex and sexuality?’
2. Ask the learners to be in pairs and discuss
3. Ask two pairs to join each other forming groups of 4
4. Ask each group to discuss and come up with a consolidated best source of information on sex and sexuality
5. Ask each group to present their best source of information on sex and sexuality to the whole class (subsequent groups should not repeat what others have already presented)
6. Consolidate the activity by nominating the most frequently mentioned source as the best source of information

Activity 5: Describing factors that influence sexuality
(Method: values clarification)

Instructions:
1. Introduce factors that influence sexuality; parents, environment, religion, migration
2. Paste already prepared questions, one at a time, on the wall or sometimes read out the questions, for example ‘does religion influence one’s sexuality?’
3. Paste the following information on opposite walls of the classroom: AGREE DISAGREE
4. Let each learner freely choose the side they support and stand on that side
5. Ask learners from each side to give reasons for their choice
6. Allow learners to switch sides if convinced by the other side
7. consolidate by highlighting points generated from both sides or ask one learner to summarise the points from both sides

**Activity 6: Analysing physical and psychological changes which take place in boys and girls during adolescence (Method: card collection and clustering)**

Instructions:
1. give pieces of paper to each learner
2. ask a question which generates many responses (mention changes which take place in boys and girls during adolescence)
3. give learners time to write down responses on the pieces of paper (if it’s a large class one response from a learner is enough, but if it’s a small class two or more responses can be given per learner)
4. Write two subheadings as follows on the chalkboard/chart:

<table>
<thead>
<tr>
<th>PHYSICAL CHANGES</th>
<th>PSYCHOLOGICAL CHANGES</th>
</tr>
</thead>
</table>

5. Ask each learner to come in front and stick their piece of paper under the relevant category
6. If it is a large class;
   a. Collect pieces of paper from the learners (ask other learners to assist) and place them on the table in front of the classroom
   b. Call two learners in front, one to be picking a paper/card and ask fellow learners to identify its category. The other learner should be sticking the identified category on the chart/chalk board
7. consolidate the activity by emphasizing on correct responses under each category

**Activity 7: Analyse challenges associated with sex and sexuality among boys and Girls. (Methods: Seven Line Dialogue and M-Chart)**

Instructions:
1. Arrange learners in a circular group format
2. Ask each learner to write down the following question on a piece of paper; state any one challenge that affects/affected you due to sex and sexuality?
3. Ask each learner to pass the piece of paper to the next person (in clockwise direction) to respond.
4. Let the respondent ask another question before giving it back,
5. Let learners repeat the process until each dialogue has a minimum of seven lines
6. Ask learners to analyze the challenges and their solutions using the M-Chart

**Note:** make sure that some of the questions that learners ask each other should include; how the challenge was dealt with; and life skills which could be applied to overcome the challenge

**M-Chart**

**Instructions**

1. Ask learners a three segment question; identify challenges from the seven line dialogues, their solutions and life skills which could be applied to overcome the challenges.
2. Allow learners to analyze the question in groups
3. Create an M-Chart with three columns as follows:

<table>
<thead>
<tr>
<th>Challenge associated with sex and sexuality</th>
<th>Solution</th>
<th>Appropriate life skill(s) to overcome the challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in risky behaviours, for example, pre-marital sexual intercourse which results in - unwanted pregnancy - abortion - School dropout etc.</td>
<td>-seeking correct information on sex and sexuality -provision of guidance and counseling to adolescents</td>
<td>-assertiveness -self-awareness</td>
</tr>
</tbody>
</table>

4. Paste the chart on the wall
5. Ask group representatives to come in front and write down their responses in the appropriate columns of the M – Chart
6. Consolidate by asking selected individual learners to suggest other ways of overcoming the challenges indicated on the chart paper

**Activity 6:** Demonstrating life skills which can assist adolescents to cope with challenges associated with sex and sexuality. **(Method: Role play)**

Instructions
1. Create situations in which an adolescent is coping with challenges associated with sex and sexuality using some of the following life skills; assertiveness, decision making, high self-esteem, critical thinking and self-awareness.

2. Assign learners roles to play and give them time to prepare

3. Let the learners role-play the situations

4. Jointly discuss with learners the life skills demonstrated in the role plays

5. Consolidate by asking few questions based on the success criteria

6. De-role different roles that learners played

Note:
- teacher should assign time for the role play
- ensure that learners are not carried away
- encourage shy learners to participate
- use both volunteers and non-volunteers to take part in the plays

Summary
Ask participants to complete the L column of the KWL used in activity one and make sure that participants are given chance to research on information not covered in the W column.
Introduction

Cases of sexual harassment and abuse are rampant in our schools and communities. In many instances the victims suffer in silence due to lack of knowledge on reporting procedures and cultural beliefs. In some cases, it has led to school dropout especially among girls.

This unit, therefore, will assist you to acquire knowledge and skills which will help you to effectively teach learners reporting procedures on issues to do with sexual harassment and abuse, and skills to protect themselves from the malpractice to avoid contracting STIs including HIV and AIDS.

Objectives

By the end of this unit, you must be able to effectively teach your learners to;

- Define the terms ‘sexual harassment’ and ‘sexual abuse’
- Analyse causes of sexual harassment and abuse
- Describe the dangers of sexual harassment and abuse
- Demonstrate appropriate ways and skills of protecting oneself from sexual harassment and abuse
- Identify responsible people and organizations to whom cases of sexual harassment and abuse can be reported
- Describe steps that can be followed when reporting cases of sexual harassment and abuse (paired reading and paired summarising)
- Identify cases of gender based violence from the community
- Describe cases of sexual harassment and abuse at school
- Explore ways in which gender based violence promotes the spread of HIV and AIDS

Activity 1: Brainstorming meanings of the terms ‘sexual harassment’ and ‘sexual abuse’

(Method: Group brainstorming)

Instructions:

1. Ask learners to brainstorm the meaning of the following terms to the whole class: ‘sexual harassment’ and ‘sexual abuse’
2. Ask learners to be in groups and brainstorm the given tasks
3. Advise learners to record suggested meanings raised in their groups
4. Ask a representative from each group to present their meanings and write them down on the chalkboard or chart paper
5. Discuss each meaning together with the learners
6. Consolidate by emphasizing on the correct meanings of the terms
   
   **Note:** Take note that the procedures for group and pair brainstorming are the same.

**Activity 2: Analysing causes of sexual harassment and abuse**

   *(Method: One Stay-Three Stray)*

   **Instructions:**
   1. Ask learners to be in groups of 4 (home groups) and give themselves numbers 1-4.
   2. Arrange the groups in a circular format and number them.
   3. Give each group a similar task to do ‘analyse causes of sexual harassment and abuse’. Ensure that every learner is recording the points and allocate time to the group discussions.
   4. Ask all number ones to stand up and move to the next group; all number twos to move two groups away; all number threes to move three groups away; and all number fours should not move.
   5. Ask the visitors (one to three—the guests) to interview the hosts (number fours) to find out what they had discussed in their group.
   6. Tell the visitors to record any new information from the hosts.
   7. Ask the visitors to go back to their home groups and present new information gathered from the visits beginning from number one to three.
   8. Ask selected learners from the groups to summarise their findings.
   9. Consolidate by emphasizing on correct responses.

**Activity 3: Describing the dangers of sexual harassment and abuse**

   *(Method: The Baobab Tree Competition)*

   **Instructions:**
   1. Mount a model of a Baobab tree in front of the classroom with the following inscription on its trunk ‘dangers of sexual harassment and abuse.’
2. Ask them to analyse dangers of sexual harassment and abuse in groups and write each danger on a strip of paper (indicate group number or name on each strip).

3. Tell the learners that the group that comes up with the highest number of points will be declared the winner.

4. Ask each group to paste/pin their strips on the branches of the tree (the strips should be hanging like baobab fruits).

5. Ask a representative from each group to come to the tree and present their findings to the whole class and find total number of points they have come up with.

6. Consolidate by confirming correct responses and rejecting wrong ones and removing them from the tree.

7. Award the winning group (verbal).

**Activity 4: Demonstrating appropriate ways and skills of protecting oneself from sexual harassment and abuse.**

*(Method: Role play)*

Instructions:

1. Create situations in which a person is protecting himself or herself from sexual harassment and abuse

2. Assign learners roles to play and give them time to prepare

3. Let the learners role-play the situations

4. Jointly discuss with learners the effectiveness of the messages in the role plays

5. Consolidate by asking few questions based on the success criteria

6. De-role different roles that learners played

**Note:**

- teacher should assign time for the role play
- ensure that learners are not carried away
- encourage shy learners to participate
- use both volunteers and non-volunteers to take part in the plays
Activity 5: Identifying responsible people and organizations to whom cases of sexual harassment and abuse can be reported. (Method: Gallery Tour)

Instructions

1. Introduce the topic ‘responsible people and organizations to whom cases of sexual harassment and abuse can be reported’.
2. Divide the learners into groups of 5-6.
3. Ask each group to brainstorm responsible people and organizations to whom cases of sexual harassment and abuse can be reported.
4. Let them record their findings on a chart/paper.
5. Allow each group to display their work.
6. Ask the groups to go round visiting and observing each other’s gallery and adding important points.
7. Ask selected individuals to summarize what they have observed from the galleries.
8. Consolidate by encouraging learners to report cases of sexual harassment and abuse to the right people and organizations.

Activity 6: Describing steps that can be followed when reporting cases of sexual harassment and abuse.

(Method: Paired reading and paired summarising)

Instructions

1. Ask learners to be in pairs and give them a text containing steps to be followed when reporting cases of sexual harassment and abuse.
2. Ask one partner in each pair to read out two steps and give a summary.
3. Let the other partner ask questions on the summary.
4. Ask learners to exchange roles and repeat steps two and three until all the steps on reporting cases of sexual harassment and abuse are completed.
5. Ask selected pairs to present their work.
6. Consolidate by arranging the steps to be followed when reporting cases of sexual harassment and abuse on a chart paper.
Activity 7: Identifying cases of gender based violence from the community

(Methods: (a) Walk around Talk around (b) Research)

Instructions:

1. Ask learners to mention cases of gender based violence from the community through ‘Walk around Talk around’

2. Give the following instructions;
   i. Ask learners to create space inside classroom or go outside.
   ii. Ask learners to write one case of gender based violence from the community.
   iii. Let them walk around upon hearing a handclap from the teacher.
   iv. Let them stop and pair upon hearing a double hand clap.
   v. Let them share their responses in the pairs.
   vi. Repeat procedures 3-5 two to three times.
   vii. Consolidate the activity by asking selected individual learners to share with the rest of the class and record the correct responses on the chalkboard /chart.

Instructions

1. Ask the learners to research on cases of gender based violence in their communities.

2. Ask them to work in groups.

3. Provide each group with a questionnaire or a question guide and ensure that they all understand it.

4. Allow them to conduct the research in their communities.

5. Ask them to present their findings.

6. Consolidate by summarising major cases of gender based violence from their communities.

Note:

- Make sure that learners are given enough time (days) to do the research.
- Seek permission from community leaders before conducting the research.
Activity 8: Examining cases of sexual harassment and abuse at school

Methods:

a. Brainstorming/Walk Around, Talk Around
b. RAFT (Role, Audience, Format, Topic)
c. Gallery tour

Brainstorming

Instructions:
1. Ask learners to brainstorm cases of sexual harassment and abuse at school.
2. Record all ideas generated by the learners on the chalkboard/chart paper.
3. Analyse all ideas generated with the learners.
4. Accept correct responses and eliminate incorrect ones.
5. Consolidate by asking learners to identify common cases of sexual harassment and abuse at school as recorded on the charts.

RAFT (Role, Audience, Format, Topic)

Ask learners to be in groups and assign a topic to each group for example, male teachers touching breasts of female learners.
6. Ask learners to choose the audience e.g. police, social welfare officer.
7. Ask learners to choose a format of their petition e.g. a letter, a report, essay or a paragraph.
8. Allow them to write their petitions using the following layout:
   - Role: learners
   - Audience: police
   - Format: letter
   - Topic: male teachers touching breasts of female learners
9. Go round assisting the learners in writing good petitions.

Gallery tour - this method will help learners to share ideas in groups and appreciate views by other groups on cases of sexual harassment and abuse at school.
10. Ask each group to paste their petition on the walls.
11. Allow each group to go round the galleries appreciating what other groups have done.
12. consolidate by highlighting major issues raised by all the groups

**Activity 9: Exploring ways in which gender based violence promotes the spread of HIV and AIDS.** *(Method: Fishbowl)*

**Instructions:**
1. Introduce the topic to the whole class ‘describing how gender based violence can promote the spread of HIV and AIDS’
2. Arrange five seats in front of the class
3. Ask four learners to sit on the chairs and discuss the topic in public
4. Encourage other learners to contribute to the discussion by coming forward and sit on the empty chair and then contribute
5. Tell learners in the fishbowl to leave their sits and join the rest of the learners once they have nothing more to contribute
6. Encourage other learners to occupy the empty seat and contribute
7. When the time assigned to the fishbowl is over ask individual learners especially those who did not take part in the discussion to highlight the main points discussed
8. Consolidate by summarizing the main points discussed

**Summary**
Ask participants to design posters in groups with a message against sexual harassment and abuse.
Introduction

Sexually Transmitted Infections (STIs) are diseases which are transmitted through sexual activities such as sexual intercourse, oral sex and mutual masturbation. The youth and girls in particular are more vulnerable to STIs including HIV and AIDS because of their biological make up. Timely and accurate information on HIV and AIDS and sexual and reproductive health (SRH), is therefore important and should be made available and accessible to the youth.

This unit will equip you with knowledge, skills and attitudes to effectively teach learners about Sexually Transmitted Infections (STIs) and HIV and AIDS. This will consequently assist learners avoid indulging in risky behaviours that may lead to contraction of STIs including HIV.

Objectives

By the end of this unit, you must be able to effectively teach your learners to:

1. mention effective channels for transmitting STIs and HIV and AIDS messages,
2. state factors that contribute to effective communication on STIs and HIV and AIDS messages,
3. list down factors that prevent effective communication on STIs HIV and AIDS messages,
4. explain the causes of misinformation about SRH issues including HIV and AIDS,
5. analyze myths concerning SRH issues including HIV and AIDS,
6. demonstrate effective communication on STIs and HIV and AIDS messages,
7. identify groups vulnerable to HIV infection,
8. describe signs and symptoms of STIs including HIV and AIDS,
9. explain ways in which STIs and HIV are transmitted,
10. explain the effects of STIs including HIV and AIDS,
11. describe ways in which STIs and HIV can be prevented,
12. analyze factors that make women and girls more vulnerable to STIs, and HIV infection,
13. give reasons for seeking HTC (discussion web,
14. explain the HTC process (M-Chart),
15. make an informed decision to undertake HTC (Drama/role play),
16. analyze the main barriers of HTC (gallery walk),
17. suggest possible solutions for overcoming the barriers to HTC (fish bowl),
18. explain the meaning of entrepreneurship (Think-Ink-Pair-Share),
19. explain the relationship between entrepreneurship STIs, and HIV and AIDS (ball bearing),
20. identify causes of stigmatization in terms of HIV, and AIDS and entrepreneurship (conversation circle),
21. explain ways in which stigmatization and discrimination can affect entrepreneurship (bus stop)

Activity 1: Brainstorming effective channels for transmitting STIs, SRH and HIV and AIDS messages: (Method: Class Brainstorming)

Instructions:
1. Ask learners to brainstorm effective channels for transmitting STIs, SRH and HIV and AIDS messages
2. Record all ideas generated by the learners on the chalkboard/chart paper
3. discuss with the learners all ideas generated
4. Accept correct responses and eliminate incorrect ones
5. Consolidate by asking individual learners to express their preferred channels of communication on STIs, SRH and HIV and AIDS.

Activity 2: Discussing factors that contribute to effective communication on SRH, STIs and HIV and AIDS messages.

(Methods: (a) Walk around Talk around (b) Jig-saw)

Instructions:
1. Ask learners to list factors that contribute to effective communication on SRH, STIs and HIV and AIDS messages through ‘Walk around Talk around’
2. Give the following instructions;
   i. Ask learners to create space inside classroom or go outside
   ii. Ask learners to write one factor that contribute to effective communication on SRH, STIs and HIV and AIDS
   iii. Let them walk around upon hearing a hand clap from the teacher
   iv. Let the stop and pair upon hearing a double hand clap
   v. Let them share their responses in the pairs
   vi. Repeat procedures 3-5 two to three times
vii. Consolidate the activity by asking selected individual learners to share with the rest of the class and record the correct responses on the chalkboard/chart.

3. Ask learners to be in groups of six and give themselves numbers 1-6 (home groups/jigsaw groups).

4. Ask all number ones to form their own groups likewise with numbers 2-6 (expert groups).

5. Give each group a task prepared by the teacher in advance as follows:
   i. Group 1: choice of channel of communication
   ii. Group 2: choice of language
   iii. Group 3: the audience to be communicated
   iv. Group 4: tolerance and patience
   v. Group 5: empathy
   vi. Group 6: negotiation

6. Let each group discuss the assigned task and ensure that each participant is actively taking part and recording agreed points (allocate time for the discussion).

7. Ask participants to go back to their home groups and report their findings beginning with number 1 up to number 6 (assign time to each presenter).

8. Ask participants from selected participants to share their responses with the whole class.


Note:
- Number of groups will be determined by number of tasks/points to be discussed.
- Where the learners are struggling, the teacher should provide information to aid discussion.

Activity 3: Describing factors that prevent effective communication on STIs and HIV and AIDS messages. (Methods: T-Chart and Give one take one)
Instruction:
1. Ensure that each learner has drawn a T-chart in their note books with a heading on top; factors that prevent effective communication on STIs and HIV and AIDS messages
2. Ask each learner to write subheadings in the two columns; first column ‘factor’ and second column ‘description’
3. Ask each learner to write one factor and its description in the appropriate column and give the following instructions:
   i. create space inside the classroom or go outside
   ii. write one factor that prevents effective communication on STIs and HIV and AIDS
   iii. walk around upon hearing a hand clap from the teacher
   iv. stop and pair upon hearing a double hand clap
   v. share your responses in the pairs
   vi. Repeat procedures 3-5 two to three times
4. Consolidate the activity by asking selected individual learners to share with the rest of the class and record the correct responses on the chalkboard/chart

Activity 4: Analyzing the causes of misinformation about SRH issues including HIV and AIDS

(Method: (a) Class Brainstorming (b) Quick Write (c) Author’s Chair)

Instructions:
1. Ask learners to brainstorm causes of misinformation about SRH issues including HIV and AIDS
2. Record all ideas generated by the learners on the chalkboard/chart paper
3. Discuss with the learners all ideas generated
4. Accept correct responses and eliminate incorrect ones
5. Consolidate by asking individual learners to explain causes of misinformation about SRH issues including HIV and AIDS
6. Ask each learner to write what he or she has learnt from the topic ‘causes of misinformation about SRH issues including HIV and AIDS’ as quickly as possible without stopping (1-2 minutes)
7. Place a chair in front of a class and call both volunteers and non-volunteers to sit on the author’s chair and present their written ideas to the whole class.
8. Ensure that presenters are not interrupted during presentations.
9. Consolidate by emphasizing on correct responses and eliminating misconceptions.

Activity 5: Examining myths concerning SRH issues including HIV and AIDS

(Method: Gallery Tour)

Instructions
1. Introduce the topic on myths concerning SRH issues including HIV and AIDS.
2. Divide the learners into groups of 5-6.
3. Ask each group to analyze myths concerning SRH issues including HIV and AIDS.
4. Record their findings on a chart/paper.
5. Allow each group to display their work on the wall.
6. Ask the groups to go round visiting and observing each other’s gallery and adding important points.
7. Ask selected individuals to summarize what they have observed from the galleries.
8. Consolidate by commenting on correct information about SRH issues including HIV and AIDS.

Activity 6: demonstrating effective communication on STIs and HIV and AIDS messages. Method: Role play

Instructions:
1. Create situations in which STIs and HIV and AIDS messages are communicated effectively e.g. a health worker communicating to patients and guardians at a health centre.
2. Assign learners roles to play and give them time to prepare.
3. Let the learners role-play the situations.
4. Jointly discuss with learners the effectiveness of the messages in the role plays.
5. Consolidate by asking few questions based on the success criteria.
6. De-role different roles that learners played.

Note:
teacher should assign time for the role play
ensure that learners are not carried away
courage shy learners to participate
use both volunteers and non-volunteers to take part in the plays

**Activity 7: Identifying groups vulnerable to HIV infection**

**(Method: Survey)**

**Instructions**

1. introduce the topic on groups that are vulnerable to HIV infection
2. assign roles to selected learners as researchers and the rest as participants in the survey
3. ask the researchers to go round the classroom collecting data from participants on groups that are vulnerable to HIV infection
4. ensure that researchers are recording the data
5. ask the researchers to report their findings to the whole class
6. consolidate by asking the learners to comment on the findings

**Activity 8: Describing signs and symptoms of STIs including HIV and AIDS**

**(Method: Gallery walk)**

**Instructions**

1. Divide learners into groups depending on the number of STIs
2. Assign each group a different STI to describe its signs and symptoms
3. Ask each group to record their findings on a paper or chart
4. Ask each group to display their work on the wall
5. Ask each group to choose a presenter who will stay at each gallery ready to make presentations to the visiting groups
6. Allow the groups to go around visiting the other galleries, listening to the presentations by the presenters, commenting, asking questions and where necessary making additions
7. Ask the presenters to form their own group and present to each other
8. Allow the rest of the learners to visit any gallery to gather more information
9. consolidate by highlighting correct answers and root out misconceptions

**Note:**

- The teacher should make sure that each group visits each and every gallery.
The teacher should ensure that each group has the right information before pasting their charts.

**Activity 9: Examining ways in which STIs and HIV are transmitted**

*(Method: Make an appointment)*

**Instructions:**

1. Give the following instructions:
   i. Move around the classroom and stop when you hear a handclap
   ii. Find an opposite sex partner close to you
   iii. Make an appointment on a specific day, time and venue, then go back to your places.

2. Give each learner a piece of paper with the following task ‘examine ways in which STIs and HIV are transmitted’

3. Ask them to go for the appointment and do the task

4. Ask them to go back to class and share what they have discussed.

5. Consolidate by highlighting correct responses

**Note:**

- allow learners to go outside for their appointment and assign time
- the teacher should move around to monitor the discussions outside the classroom

**Activity 10: Analyzing the effects of STIs including HIV and AIDS**

*(Method: Pens in the middle)*

**Instructions**

1. Ask learners to be in groups of 5-10

2. Give them a task to do ‘analyze the effects of STIs including HIV and AIDS’

3. Allow each learner to make their contribution by placing their pen in the middle of the group

4. Go round the groups, select a pen and ask what contribution its owner made

5. Consolidate by eliminating misconceptions

**Activity 11: Describing ways in which STIs and HIV can be prevented**

*(Method: One Stay, Three Stray)*

**Instructions**
1. Ask learners to be in groups of 4 (home groups) and give themselves numbers 1-4.
2. Arrange the groups in a circular format and number them.
3. Give each group a similar task to do ‘describe ways in which STIs and HIV can be prevented’.
4. Give the groups time to discuss the task.
5. Ask all number ones to stand up and move to the next group; all number twos to move two groups away; all number threes to move three groups away; and all number fours should not move.
6. Ask the visitors (one to three—the guests) to interview the hosts (number fours) to find out what they had discussed in their group.
7. Ensure that the visitors are recording new information from the hosts.
8. Ask the visitors to go back to their home groups and present new information gathered from the visits beginning from number one to three.
9. Ask selected learners from the groups to summarise their discussion.
10. Consolidate by emphasizing on correct responses.

**Note:** Ensure that the learners in both home and expert groups are recording points being discussed.

**Activity 12: Examining factors that make women and girls more vulnerable to STIs and HIV infection.** (Method: Trade a problem)

Instructions:
1. ask learners to be in groups
2. give them a worksheet containing factors that make women and girls more vulnerable to STIs and HIV infection
3. ask each group to analyze the factors
4. ask each group to write the following task on a piece of paper: ‘explain factors that make women and girls more vulnerable to STIs and HIV infection’ and hand in the piece of paper to another group
5. each group should work out the task and plan on how to present their work to the group that presented the task
6. let the groups that gave each other tasks merge
7. allow representatives from the two groups present their work.
8. ask selected learners from the groups to share their findings with the whole class
9. consolidate by emphasizing on correct information
   **Note:** make sure that number of groups formed should be even

**Summary**
Ask participants to give a summary of all the methods used in the unit by describing the procedure of each method using ball game.

**Activity 13. Giving reasons for seeking HTC. (Method: Discussion web)**

Instructions
1. Introduce the topic-reasons for seeking HTC
2. Ask learners to be in pairs and discuss reasons for seeking HTC.
3. Ask learners to form groups of four by joining two pairs
4. Ask each group to come up with reasons for seeking HTC by analyzing reasons done by each pair
5. Ask each group to present their reasons to the whole class (subsequent groups should not repeat what others have already presented)
6. Consolidate the activity by summarizing the correct reasons given by learners.

**Activity 14: Describing the HTC process. (Method: M-Chart)**

Instructions
1. Ask a three segment question (describe the processes as pre-counseling, Testing and post-counseling).
2. Allow learners to discuss the topic/question in groups
3. Create an M-chart (chart with three columns with pre-counseling, Testing and Post-counseling)
4. Paste the chart on the wall
5. Ask group representatives to come in front and write down their responses in the appropriate columns of the M – Chart
6. Ask learners to highlight main points from the three main stages of the HTC process from the M-Chart
7. Consolidate the activity by emphasizing on the correct responses

**Activity 15: Role playing the decision making process to undertake HTC**
SEXUALLY TRANSMITTED INFECTIONS AND HIV AND AIDS

(Method: Role play)

Instructions

1. Create a situation that depicts the decision making process (use the poem below to stimulate learners’ thoughts)
   a. Why shouldn’t I
   b. Why shouldn’t I go?
   c. For voluntary counseling and guidance
   d. To know my HIV status
   e. To remove ignorance and fear of HIV
   f. To achieve positive living
   g. When reality offers positive thinking
   
   h. Why shouldn’t I get information?
   i. To plan for myself and my family
   j. To get treated for diseases associated with HIV and AIDS
   k. To avoid contracting HIV
   l. To avoid the killer infection
   m. Protecting the uninfected from the infection
   
   n. Why, then, shouldn’t I go
   o. For voluntary counseling and testing
   p. If I get tested voluntarily
   q. I will marry and live safely and faithfully
   r. Our relationship with no doubt and folly
   s. Living a happier, healthier and longer life

2. Assign learners roles to play

3. Let learners role play the situation

4. Jointly discuss with learners what has been shown in the play (focusing on the decision making skills displayed)

5. Consolidate the role-play by asking a few questions from the success criteria to see if the learners are able to answer questions correctly.

6. De-role different roles that learners played
Note: The teacher should be mindful of the time and should make sure that learners do not get carried away. Shy learners should also be encouraged to participate.

Drama
1. Identify a theme relating to the topic under discussion in the lesson
2. Develop story lines (scripts) that outlines tasks relating to the theme and characters (role players) that will assist in developing the storyline
3. Give learners time to rehearse on the storyline (scripts)
4. Prepare the stage and ensure that costumes are readily available
5. Let learners act out a play in line with the storyline

Activity 16: Analyzing the main barriers of HTC
(Method: Gallery walk)
Instructions
1. Ask learners to form six groups and discuss the following barriers to HTC
   a. Group 1: stigma
   b. Group 2: perception of low risk
   c. Group 3: lack of confidentiality by medical personnel
   d. Group 4: transportation challenges
   e. Group 5: scarcity of testing facilities
   f. Group 6: lack of information
2. Ask groups to record their work on flip charts and display for gallery tour
3. Consolidate the activity by asking selected individuals to state new information they have gathered from the tour

Activity 17: Suggesting ways of overcoming the barriers to HTC (fish bowl)
(Method: Fish bowl)
Instructions
1. Prepare a topic of social importance to be discussed/shared on in advance
2. Arrange five seats in a semi-circle in front of the class and in 15 to 20 minutes, the teacher should ask four learners to sit on the chairs and discuss the topic in front of the whole class
3. Encourage class members to contribute in the discussion by coming forward whenever they would like to add anything, take over the empty chair and share their inputs.

4. Tell the learners in the fishbowl to feel free to leave their seats and join other class members whenever they feel like they don’t have anything to contribute.

5. Encourage the class members to take up vacant seats in the semi-circle whenever they have something to contribute.

6. Keep on reminding the class about the time remaining to complete the discussions.

7. Send back learners into plenary and ask one learner to give a summary of the discussions.
   a. Alternatively provide the summary of the discussion to the learners and also correct summaries given by learners.

Activity 18: Defining the meaning of entrepreneurship
(METHOD: Think-Ink-Pair-Share)

Instructions
1. Prepare the question in advance to ask the whole class e.g. what is entrepreneurship?

2. Give learners time to think through an answer and write down the possible responses.

3. Allow each learner choose an immediate partner and share their written responses and explain why they settled for those responses.

4. Ask selected pair partners to share their responses to the whole class.

5. Consolidate by emphasizing on the correct answers.

Activity 19: Identifying the relationship between entrepreneurship, STIs, and HIV and AIDS. (Method: Ball bearing)

Instructions
1. Ensure that this activity is conducted inside/outside the classroom.

2. Ensure that enough space is created at the centre of the classroom to accommodate two circles one inside the other outside. Learners from the
outer and inner circles face each other in a way that each learner of the outer circle faces his peer in the inner circle.

3. Give learners an oral or written task. If it is an oral task the pair must discuss the given task and prepare an oral summary. If it is a written task learners should read the text silently and prepare an oral summary individually.

4. Ensure that each learner in the inner circle presents a summary to the partner in the outer circle.

5. Ensure that each learner of the inner circle presents a summary of the text to the partner in the outer circle (without looking at the text, just telling what was kept in mind).

6. Ask each learner of the outer circle to complement the summary (by adding what the presenter in the inner circle missed).

7. Ask learners in the inner circle move two places clockwise and face a new partner in the outer circle.

8. Let each learner in the outer circle give the summary to the new partner and let the learner in the inner circle complement.

9. Repeat the process if necessary.

**Activity 20: Identifying causes of stigmatization in terms of HIV, and AIDS and Entrepreneurship.** (Method: Conversation circle)

Instructions

1. Create enough space for every learner to move freely
2. Play music while learners walk around
3. Instruct learners to stop when the music stops
4. Ask learners a question for them to exchange on it, for example, what are the causes of stigmatization? What are the ways of overcoming stigmatization? (You can use illustration in standard six leaners ‘book for LSE page 69)
5. Play the music again when both partners have answered the question and walk around until the music stops which will be the signal to choose the new partner
6. Pose a new question and repeat the procedure as often as they think it is necessary to make learners feel comfortable with one another
7. Consolidate the activity by giving summaries on the two questions asked above.

**Activity 21: Describing ways in which stigmatization and discrimination can affect Entrepreneurship.** (Method: Bus stop)

**Instructions**

1. Identify a topic that can be looked at different angles or a skill that can be practiced in different ways (e.g. denied loans, employment opportunities, education opportunities and business partnerships)
2. Divide a topic in subtopics or objectives
3. Formulate four or more objectives which will form the bus stops
4. Divide participants into groups according to the number of bus stop or work stations (each group has a bus stop/workstation)
5. Make sure each station had specific subtopic of interest as related to the main topic
6. Let the groups write what they know about the topics on the work stations
7. Make sure that the learners move from one station to another after a specified time given
8. Let the class to discuss in plenary
9. Ask the learners to look back at what happened
10. Ask few questions on the success criteria to see if learners are able to answer the question correctly
11. Summarize and consolidate the discussion
Introduction

Counselling has existed in different forms in our societies for a long time. Thus counselling is a way of empowering people and supporting them in the development of skills like decision making and problem solving. In each culture there has been well established ways and methods of counselling. In some African societies, guidance is mostly helping individuals by giving advice. However, learners face a lot of challenges such as teenage pregnancies, orphan hood, gender based violence and STI’s. Counselling is more than just giving advice. A counselled individual develops self-confidence.

In this unit participants will learn how to conduct guidance and counselling to learners.

Objectives

Participants must be able to:

- Reflect on counselling and advisory roles/wisdom in their cultures
- State the difference between giving advice, guidance and counselling
- Explain counselling techniques
- Apply counselling techniques
- Identify skills of an effective counsellor
- Identify challenges of counselling
- Find solutions for the challenges identified

Activity 1: Differences between giving advice and counselling

1. Ask participants to brainstorm people of their culture/village who give advice/ counselling. What kind of advice are they giving? Share experiences on advice they were given in their life and the effects. (how they felt)
2. Discuss hand-out on differences between giving advice, guidance and counselling
3. Role play: One facilitator plays the role of a learner with a problem. Another facilitator plays the role of teacher.

4. Two different role plays
   a. Facilitator in the first role play is giving advice
   b. Facilitator the second role play is counselling

5. Ask participants to reflect on the differences of the two role plays and its effects on the learner who is seeking for help.

6. Why to change the approach from giving advice to counselling? Brainstorm reasons. What could the children learn?

7. Consolidate the activity on difference between giving advice and counselling

**Activity 2: Counselling techniques (Jigsaw)**

1. Ask participants to read and discuss in their expert groups one of the counselling techniques (Active listening, Questioning, Assuring, Restatement)

2. Ask participants to go back to their home groups to share the discussions they had in their experts groups.

3. Consolidation the activity on counselling techniques

**Activity 3: Practicing Counselling techniques**

1. Ask participants to develop in groups a case of a girl who seeks for help

2. Number the group members. All number ones are coming together, all number twos etc. Each new formed group is role playing. First round: one is the girl (with the case developed in their former groups), another one is a teacher who is counselling. The others are observers. Second round change of roles. Each member of the group has to play each of the roles (girl, teacher, observers). After each round reflection on the process has to take place. Facilitator to structure the sessions.
3. Role play with a case study prepared by the facilitator. One facilitator is the girl who is seeking for help one participant is the counsellor. Discuss within the whole group. (or one of the cases)

4. Consolidate the activity on counselling techniques

Activity 4: Skills of a Counsellor

1. According to the experience they had during the role play. What are the most important skills of an effective counsellor? (approach give one- take one)
2. Consolidation

Activity 5: Skills of a Counsellor: possible challenges?

In groups,
1. Identify possible challenges the counsellor can experience in a counselling session.
2. Discuss ways of overcoming the challenges identified
3. Present the work in plenary

Consolidation the activity skills of a counsellor and challenges (use Ball bearing)
Introduction

Learners in school where there is high dropout rate, face a lot of challenges. Some of these challenges may include lack of role models to inspire them to remain in school. It is a common knowledge that most learners or children build their character and interest through peer influence, whether positive or negative. Taking this advantage, boys and girls in school can be paired in order to let them develop effective peer relationships which may in turn make them stay in school and possibly succeed.

In this unit therefore, participants will learn about buddying learners and the roles of buddies.

Objectives

By the end of this unit, participants must be able to:

- define buddying
- explain the importance of buddying
- describe factors to consider when buddying learners
- explain roles of buddies

Activity 1: Buddying

Ask participants to work in the following work stations:

1. define the term ‘buddying’
2. what are the importance of buddying?
3. explain factors that need to be considered when buddying learners
4. state the roles of buddies

Activity 2: Planning buddying process

Let participants be in groups according to their schools.

1. let participants draw an action plan for the buddying process
2. let them present in plenary
3. consolidate the activity
Introduction

An action research is very important for teachers in order to improve their own practice and learn more on the conditions their learners are learning and living in. Most teachers lack problem solving and decision making skills and lack of learners’ information about their behaviours. These plus prejudice make teachers fail to understand and address learners daily demands and challenges. Therefore, it is important for participants to develop an understanding of action research.

In this unit, participants will learn how to conduct an action research on the role of the girl child in the surrounding villages.

Objectives

By the end of this unit, participants must be able to:

- define action research
- explain the importance of action research
- formulate research questions on the role of the girl child in the villages surrounding the school
- identify persons who can be interviewed
- conduct interview sessions

Activity 1: Defining action research (Think Pair Share)

1. Ask participants to think of the definition of action research
2. Let them be in pairs and share their definitions
3. Ask a few pairs to share their definitions with the whole group
4. Consolidate in plenary

Activity 2: Reason for conducting action research

1. Brainstorm with the whole group what they know about research and what they want to learn (KWL)
2. Let them explain the importance of action research
3. Consolidate the activity on the importance of action research
Activity 3: Roles of the girl child in the community

1. Let participants brainstorm the roles of the girl child in the communities surrounding the school.
2. Ask each group to choose a role from the list of roles and come up with questions that help them to find out more about the role of the girl child in the villages surrounding the school.
3. Ask groups to present the developed questions using gallery walk.
4. Facilitator to consolidate (e.g. questions have to be open).
5. Ask participants to identify people who could be interviewed.
6. Consolidate the activity by giving other methods of collecting data.

Activity 4: Conducting interviews

1. Ask participants to go through the handout on what has to be considered when conducting interviews.
2. Ask participants to share the ideas (ball bearing).
3. Ask school groups to develop questions for an interview guide.
4. Role play in front of the whole group. One should be the interviewee, the other interviewer and the rest should be observers.
5. Discuss/reflect on the role plays.
6. Consolidation (Consolidation of the activities by using the KWL method).
Introduction

Education is a powerful tool that can be used to change the world. Though said in South Africa by Nelson Mandela, this statement has become an international key statement, especially in the fight for the African girl child who is in most cases denied chance to pursue her educational dream. Different stakeholders have taken part in intervening so that the girl child can be given equal (if not more chance) like the boy child in realising their potential through education.

This unit looks at the role of NGO’s in the education of the girl child. It also looks at the impact of culture on the education of the girl child.

Objectives

Participants must be able to:

- describe what NGO’s are doing to make sure that the girl child has access to education
- list policies that NGO’s are advocating for the education of the girl child
- describe cultural impacts on the education of the girl child
- explain how to solve the negative cultural impacts on the education of the girl child.

NGO interventions that support the girl child education

Activity 1: What NGOs are doing to make sure that the girl child has access to education?

1. Let participants be in pairs and identify some NGO’s interventions on the Education of the girl child.
2. Let the pairs join another pair to form a group of four. Let the formed group discuss the discussion from each pair.
3. Let the group’s report in plenary
4. Consolidate the activity.
Activity 2: Policies advocated by NGOs on girl child education

(Card collection and clustering)

1. Let each participant be given a card.
2. Let each participant write anything that they know that the NGO’s advocate for the girl child education. Encourage them to write some policies being advocated by NGO’s.
3. Let each participant paste their card on the wall
4. Ask one or two participants to sort the cards basing on the advocacy by NGO’s.
5. Discuss with the whole group on the responses on the cards.
6. Consolidate the activity in plenary.

CULTURE

Activity 1: Cultural problems that hinder the education of the girl child

1. Using the devil’s advocate, let participants advocate that culturally both boys and girls are given equal chances to excel in education (alternatively, this can be done using debate). Each participant must justify their view.
2. Consolidate the activity.

Activity 2: Solving cultural problems that hinder the education of the girl child

1. Let participants brainstorm (in groups of 5) what needs to be done to solve cultural problems hindering the education of the girl child.
2. Let each group paste their chat on the wall.
3. Have a gallery walk to learn from what each group has written.
4. Consolidate the activity.
THE GIRLS’ RESOURCE ROOM (GRR)

Importance of a Girls’ Resource Room
- It helps girls’ access services pertaining to their growth and development.
- It provides a place where girls come together to discuss and share experiences on issues that affect them.
- It helps girls’ learn how to make sanitary pads.
- It provides storage space for sanitary resources which girls can use.
- It improves interaction between girls and their communities (mother groups).
- It gives girls’ an opportunity to interact with some role models who might motivate them to work hard in school
- It provides a suitable place for guidance and counselling from mother groups and entrusted teachers

Factors to consider when establishing a GRR
- The GRR should be easily accessible. This will also depend on who the users will be and space available. It should be a place where girls can feel free to discuss issues affecting them.
- The GRR should be of reasonable size to accommodate a number of girls. Its size should depend on how many people are expected to use it and the activities to be taking place at this centre. Negotiate with management including chiefs/SMC/PTA/Mother groups to identify a suitable site. Thus the room needs to be large enough and must have a washroom.
- The GRR should be well secured to avoid theft. Fixed windows with mosquito wires to prevent mosquitoes from entering the room so as to prevent mosquito bites which may lead to malaria.
- The centre should be well lit with natural light. Resources in the GRR must be well shelved or put under shed to avoid direct light and heat from the sun.
- The Layout for the GRR should have a provision of shelves for storing resources. Additionally, there should be buckets for keeping water within the GRR. The GRR should be beautiful, user friendly and attractive. This will encourage girls to use it.

Resources to be found in the Girl Resource Room
Some of the proposed resources to be placed in the GRR include
- Buckets for keeping water, and cleaning and bathing
- Washing and bathing soap
- Sanitary pads, pieces of cloth, face towels.
- Books, fliers, magazines, newspapers, documentaries of role models
- Chairs, tables, shelves, sewing machines, threads, needles
- Posters

Who is Responsible for the Development and Management of Girls Resource Room?
People responsible for the development of resources include teachers, community members, learners, well-wishers.
The GRR should be managed by the teachers, learners, mother groups and the community in general.
Children spend much of their time with parents/guardians in their homes. This means parents and guardians understand their children or wards better. Therefore parents or guardians and other community members need to support the establishment of the Girls’ Resource Room.
Meaning of the term ‘self-awareness’
This is the ability to know oneself in terms of abilities, emotions, strengths, weaknesses, attitudes, likes and dislikes. It is important to know yourself because it helps you to make informed (right) decisions for example, setting up goals.

Analysing personal strengths and weaknesses
1. Participants giving responses on how they view their friends using character rating/ego booster for example, self-centred, honest, hardworking, short tempered, lazy and proud.
2. Participants analysing their strengths and weaknesses using character rating/ego booster for example, hardworking—participants think of things they have achieved in life through hard work.
3. Participants can improve on their weaknesses by accepting them and taking necessary steps to make improvements such as being ambitious and striving to achieve set goals. For example, a student wishing to become a doctor should be committed to his/her studies in order to achieve the set goals.

Table below shows isolated common strengths and weaknesses and how they can be maintained and improved respectively

<table>
<thead>
<tr>
<th>Strength</th>
<th>Maintenance</th>
<th>Weakness</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardworking</td>
<td>Strive to achieve more</td>
<td>Lazy</td>
<td>Commitment</td>
</tr>
<tr>
<td>Honest</td>
<td>Sticking to ones principles</td>
<td>Proud</td>
<td>Learn to be humble</td>
</tr>
<tr>
<td>Humble</td>
<td>Continue valuing others as being important</td>
<td>Self-centred</td>
<td>Considering others as important</td>
</tr>
</tbody>
</table>

Importance of self-awareness
It helps a person to:
- set realistic goals
- avoid unnecessary risks
- cope with emotions and stress effectively
- build self-confidence, self-esteem, and assertiveness
- improve interpersonal relationships
- understand his/her needs to complete a task
- accept errors
- recognise other people’s needs and feelings
- identify areas where he/she can make improvements

How self-awareness can be applied to minimise unplanned pregnancy among the youth
- An ambitious girl who wants to complete her studies will resist sexual activities hence avoid unplanned pregnancy.
- An honest boy/girl will abide by their parents’/elders’ advice not to indulge in sexual intercourse.
The meaning of the term self esteem

**Self-esteem** is the grade we give ourselves based on how much we like and approve of who we are. Someone who sees herself as inadequate and unlovable gives herself a low grade. Someone who values herself as competent gives themselves a high grade and has high self-esteem. Self-esteem answers the question: “How do I feel about who I am?” Self-esteem is our evaluation of our self-concept. It is your thoughts and feelings about yourself and your place in the world.

Self-esteem includes cognitive, affective, and behavioural elements. It is cognitive as one consciously thinks about oneself as one considers the discrepancy between one’s ideal self, the person one wishes to be, and the perceived self or the realistic appraisal of how one sees oneself. The affective element refers to the feelings or emotions that one has when considering that discrepancy. The behavioural aspects of self-esteem are manifested in such behaviours as assertiveness, resilience, being decisive and respectful of others.

**Characteristics of health self-esteem**

Healthy self-esteem exists when we believe we are valued, competent, worthy, loved, and accepted. Unhealthy self-esteem exists when we believe ourselves to be incompetent, rejected, unworthy, unloved, and lacking in value to others. The chart below presents some of the characteristics of a healthy and an unhealthy self-esteem:

<table>
<thead>
<tr>
<th>Characteristics of people with a healthy self esteem</th>
<th>Characteristics of people with unhealthy self esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel good about themselves and have self-love, self-respect &amp; self-confidence.</td>
<td>have negative feelings about themselves such as unlovable, incompetent not good enough.</td>
</tr>
<tr>
<td>have a positive attitude about life and are optimistic, hopeful and use positive self-talk.</td>
<td>have a pessimistic, negative attitude about life and often use negative self-talk.</td>
</tr>
<tr>
<td>feel capable of meeting life’s challenges because they don’t expect to be perfect are not crushed by failures. see mistakes as learning experiences and they are willing to take risks.</td>
<td>are reluctant to take risks for fear of failing because they perceive mistakes as crushing defeats rather than opportunities to learn.</td>
</tr>
<tr>
<td>Their self-esteem does not depend on external circumstances; it stems from within. Their feelings about themselves are not dependent on others’ opinions &amp; they don’t spend a lot of time comparing themselves to other people.</td>
<td>need the approval and praise of others to feel good about themselves and often compare themselves with others and have difficulty resisting social pressures.</td>
</tr>
<tr>
<td>Are comfortable in their relationships with others because they respect their own rights and the rights of others. Are assertive as well as compassionate because they accept and understand others.</td>
<td>often feel isolated and disconnected from others.</td>
</tr>
<tr>
<td>have a positive attitude about life. They are optimistic and hopeful.</td>
<td>have difficulty connecting with their inner selves and may not have a high level of self-awareness.</td>
</tr>
<tr>
<td>have a sense of harmony and peace within and with the world.</td>
<td>Feels and acts as a victim</td>
</tr>
<tr>
<td>Takes appropriate risks</td>
<td>Breaks agreements</td>
</tr>
<tr>
<td>Are responsible</td>
<td>Covert</td>
</tr>
</tbody>
</table>
### Importance of health self-esteem

Skills drawn from role plays done by participants

**Skills that lacked in scenario a**
- Self confidence
- Positive attitude toward life
- Goal oriented-ness
- Decision-making
- Persistence/tenacity
- Assertiveness

**Skills that assisted the girl in scenario b**
- Assertiveness
- Decision-making
- Ability to take on challenges
- Ability to manage stressful situations
- Ability to make healthy choices
- Self confidence
- Independence
- Goal oriented-ness
- Resilient
- Critical thinking

### Describing how self-esteem can be applied to overcome challenges related to sexual and reproductive health problems.

Adolescent sexuality and reproductive health are important contemporary concerns especially for reproductive health problems such as premarital sex, unintended pregnancy, abortion, sexual violence and sexually transmitted disease, including AIDS. Possessing a healthy self-esteem is critical to young people's ability to positively adapt to and deal with sexual and reproductive health problems in their lives. The ability to solve problems and see choices in a given situation is very connected to self-esteem. A positive health esteem can help adolescents to overcome sexual and reproductive problems in several ways such as:

- enabling them to handle pressure i.e. refuse unwanted, unplanned and unprotected sex.
- helping them manage emotions and feelings
- developing independence
- enabling them to consider themselves as valuable persons living for a reason.
- deducing deviance

*Nb.* Responses will be varied according to the participants. However some of the responses may include:

<table>
<thead>
<tr>
<th>Praises self and others</th>
<th>Pretends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are goal-oriented</td>
<td>Have negative attitude</td>
</tr>
<tr>
<td>Accepts limitations</td>
<td>Jealous</td>
</tr>
<tr>
<td>Makes own decisions</td>
<td>Self-destructive</td>
</tr>
<tr>
<td>Adheres to set standards</td>
<td>Complacent</td>
</tr>
<tr>
<td>Persistent</td>
<td>Lazy</td>
</tr>
<tr>
<td>Honest with self and others</td>
<td>Fear mistakes or failure</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Irrational emotions or run by emotions</td>
</tr>
<tr>
<td>Forgiving of self and others</td>
<td>Resentful</td>
</tr>
<tr>
<td>Feels valuable</td>
<td>Inferiority complex</td>
</tr>
<tr>
<td>Cares how others feel</td>
<td>Uncaring</td>
</tr>
<tr>
<td>Tolerates frustration well</td>
<td>Intolerant to frustrations</td>
</tr>
<tr>
<td>Takes challenges</td>
<td>Afraid to take challenges</td>
</tr>
<tr>
<td>Deals competently with stressful situations</td>
<td>Fails to manage stressful situations</td>
</tr>
</tbody>
</table>
**Meaning of the term assertiveness**

Assertiveness is the ability to put together and communicate one's thoughts, opinion and wishes in a clear, direct and non-aggressive way.

**Importance of standing for one's values**

1. Importance of standing up for one's values

A person:
- is able to resist negative peer pressure
- cannot be used as a sex object
- is able to communicate effectively.
- is able to achieve their set goals

2. Situations in which one can stand up for their values relating to premarital sexual intercourse and drug and substance abuse include:
- A teacher asking a girl for sexual favours
- Someone offering assistance (money) in exchange for sexual intercourse
- Being coerced by peers to smoke chamba or drink beer

**Consequences of positive and negative peer pressure in relation to sexual and reproductive health.**

1. Consequences of peer pressure

<table>
<thead>
<tr>
<th>Positive peer pressure</th>
<th>Negative peer pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>One can:</td>
<td>Can:</td>
</tr>
<tr>
<td>• be motivated to work hard by peers</td>
<td>• lead someone to indulge in risky behaviours e.g. Premarital sexual intercourse and drug and substance abuse</td>
</tr>
<tr>
<td>• be influenced to set and achieve realistic goals refrain from risky behaviours</td>
<td>• contribute to poor performance through abscondment of classes</td>
</tr>
<tr>
<td>• emulate acceptable behaviour</td>
<td>• Lead to unruly behaviour at school e.g. taking part in riots and vandalism of school property</td>
</tr>
</tbody>
</table>

2. Effects of negative peer pressure in relation to STIs including HIV and AID and teenage pregnancy using fishbowl.

- Failure to resist peer pressure might lead to indulging in premarital sexual intercourse resulting into unplanned pregnancy and contraction of STIs including HIV
- Giving in to use of drugs and substances might lead to indulging in unprotected sexual intercourse resulting into unplanned pregnancy and contraction of STIs including HIV.
Defining the terms ‘stress’ and ‘anxiety’

- Stress is the body’s physical and mental response to any challenging situation in life as a result of pressure, excitement, tension or anxiety. Stress can be good or bad depending on the situation that has to be responded to.
- Anxiety is the troubled feeling in the mind caused by fear and uncertainty about future. Anxiety can make a person to be stressed.

Explaining situations that may lead to stress and anxiety

The following situations lead to stress and anxiety:
- Child abuse, too much work, death of loved one, adolescence, academic failure, poverty, teenage pregnancy, divorce, bullying and teasing, unfaithfulness, chronic illness, speaking in front of a crowd of people, sexual harassment, losing a job, legal problems, discrimination, awaiting results of HIV test, promotion and success in an examination.

Mentioning signs of stress and anxiety

Short temper, tiredness, sleeplessness, headache, increased drug and alcohol intake, loss of appetite, rapid heartbeat, indigestion, diarrhea and hysteria.

Describing how stress and anxiety can influence the youths to indulge in risky behaviours

When youths are stressed they can indulge in risky behaviours such drug and substance abuse and involvement in unprotected sexual intercourse as a way of getting relief. Such risky behaviours may result in the youths contracting STIs including HIV and AIDS.

Explaining the effects of stress and anxiety on people’s health and future plans

Positive effects

- Improve awareness
- Good performance
- Promotes alertness
- Increase life satisfaction
- Improve overall mental health
- Enhance
- Motivate people to take up positive action

Negative effects

- Abortion
- Prostitution
- Mental confusion
- Lead to physical illness such as constipation, chest pains, headache, and open bowels.
- Lead to emotional disturbance
- Mental distress
- High blood pressure
- Violence
- Depression
- Criminal behaviour
- Death or suicide
- School drop out
- Social maladjustment e.g. withdrawal or short temperedness
- Failure to concentrate
- Failure to finish assigned tasks

Demonstrating ways in which adolescents can cope with stress and anxiety in their everyday life

- Regular physical exercises
- Developing a positive mental attitude to problems
- Proper planning and organisation
- Seeking social and religious support/rehabilitation
- Having adequate rest
- Relaxation
- Having enough sleep
Describing the process of decision making and problem solving

The process of decision making and problem solving can be summarized as follows:

Identification of the problem

*This involves finding out what the problem is*

Description of the problem

*Finding out more about the problem including its causes*

Exploration of the possible solutions and outcomes

*Finding out alternative ways of solving the problem*

Examining consequences of the choices

*Considering consequences for each alternative and how these alternative solutions can affect the child and other provide including family and friends*

Using an informed decision to solve the problem

*Choosing the best solution*

Taking appropriate action following the choice made

*Putting the decision made into action*

Explaining situations that require decision making and problem solving

Some of the situations that require decision making and problem solving include:

- Adolescence
- Sexual relationships
- Drug and substance abuse
- Peer pressure
- Cultural practices
- Career choice
- STIs including HIV and AIDS
DECISION MAKING AND PROBLEM SOLVING

Explaining the importance of right decision making and problem solving when resolving conflicts among the youths and parents

- Responses will vary

Describing the effects of wrong decision making and problem solving

- Youths indulge themselves in immoral behaviour leading to contraction of STIs including HIV and AIDS
- Unwanted pregnancies
- Abortion
- School drop out
- Drug and substance abuse
- Crime
- Suicide
- Forced marriages
- Poor career choice
DRUG AND SUBSTANCE ABUSE

Defining the terms ‘drug’, ‘substance’, ‘drug and substance abuse’

Meanings of the terms

- **Drug**: A drug is a substance used for medical purposes, for example panado, aspirin…Drugs can be dangerous if not used properly.
- **Substance**: It is any kind of matter such as water, glue, coffee and drinks.
- **Abuse**: It means to use something wrongly.
- **Drug and substance and substance abuse** therefore, means a drug for reasons other than those intended by manufacturers or taking drugs not in the required amount or manner.

Identifying commonly abused drugs and substances

Commonly abused drugs and substances

- Chamba (Indian hemp)
- Mandrax
- Cocaine
- Heroin
- Petrol
- Glue
- Valium
- Alcohol
- Tobacco
- Caffeine

Exploring causes of drug and substance abuse

- **peer pressure**
- **curiosity**
- **idleness**
- **means of escaping frustrations**
- **to forget worries**
- **lack of parental care and support**
- **rapid political and social change**
- **relaxation**
- **lack of appropriate leisure**
- **ignorance**

Effects of drug and substance abuse

- **loss of memory**
- **impairment of sense of memory**
- **school drop out**
- **mental disorder**
- **conviction by court of law**
- **death**
- **involvement in petty crime**
- **decline in productivity**
- **dependency on drugs**
- **diseases**

Ways in which abuse of drugs and substances can expose the youth to HIV and AIDS

- Impairment of sense of memory due to drug and substance abuse might lead a person to having unprotected sexual intercourse.
- Might lead to wrong use of condom when having sexual intercourse.
- Loss of memory might lead to committing adultery.

Ways of overcoming drug and substance

- Increasing awareness of the effects of drug and substance abuse.
- Provision of counseling and rehabilitation services to those who are already affected by drugs.
- Avoiding taking expired drugs.
- Proper planning and utilization of free time.
- Avoiding experimenting with drugs and substances.
- Exercising self-control and valuing one’s body.
- Following from qualified medical practitioners when using medicine or drugs.
- Involvement in recreation and vocational activities to keep oneself busy.
THE MEANINGS OF ‘SEX’ AND ‘SEXUALITY’

- Sex is a biological condition of being male or female and it cannot be changed.
- Sexuality is the total expression of who we are as complete human beings, in relation to whether we are male or female. It is shaped by people’s values, mental attitudes, physical appearance, beliefs, emotions, personality, likes and dislikes, being in love as well as relationships that include sexual intimacy, physical sexual activity, and their spiritual selves. Sexuality begins at birth and continues till death.

Consequences of misinformation on sex and sexuality

- Increased possibility of contracting STIs including HIV and AIDS.
- Delinquency resulting to vandalism, prosecution and imprisonment Unplanned teenage pregnancies.
- School dropout.
- Abortion.
- Rape.

The following factors influence sexuality:

- Parents: they socialize and teach their children the appropriate codes of conduct for example, dressing.
- Religion: it teaches principles of moral behaviour such as abstinence from sexual intercourse before marriage, dressing mode and acceptable code of conduct among members.
- Migration: when people move from one place to another, there ways of living can be affected. This affects their attitudes, values, and behaviours, eating habits, mode of dressing and code of conduct.
- Environment: the environment in which a child grows up influences their sexuality.

Physical and psychological changes which take place in boys and girls during adolescence

A. Physical and psychological changes which take place in boys:

<table>
<thead>
<tr>
<th>Physical changes</th>
<th>Psychological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growing taller and heavier</td>
<td>Develop sexual feelings and start getting excited on seeing a girl</td>
</tr>
<tr>
<td>Hands and shoulders grow bigger and stronger</td>
<td>Interest in girls increases and start to take extra care on how they look</td>
</tr>
<tr>
<td>The penis and testes increase in size</td>
<td>Develop more self confidence</td>
</tr>
<tr>
<td>The voice becomes deeper</td>
<td>They do not like to be forced to do thing they do not want</td>
</tr>
<tr>
<td>Hair grows around the pubic area, armpits and eventually on face and the chest</td>
<td>They prefer to be treated like adults and want to make their own decision.</td>
</tr>
<tr>
<td>Skin becomes more oily and pimples grow on face</td>
<td>They develop increased sensitivity to failure.</td>
</tr>
<tr>
<td>The penis becomes erect more often and there may be wet dreams</td>
<td>They frequently change in their mood.</td>
</tr>
</tbody>
</table>

B. Physical and psychological changes which take place in girls:
### Activity 5: Analysing challenges associated with sex and sexuality among boys and girls

The following are the challenges associated with sex and sexuality among boys and girls:

- Unplanned pregnancies
- Early marriages
- Drug and substance abuse
- Increased possibility of contracting STIs including HIV and AIDS.
- School dropout.
- Abortion.
- Delinquency resulting to vandalism, prosecution and imprisonment.
- Rape.

### Life skills which can assist adolescents to cope with challenges associated with sex and sexuality

- Decision making and problem solving
- Stress and anxiety management
- Self-awareness
- Assertiveness
- Negotiation
- Conflict resolution
- Effective communication
- Interpersonal relationship
- Critical thinking
- Empathy
Meanings of the terms ‘sexual harassment’ and ‘sexual abuse’

- **Sexual Harassment**: Is an of a sexual nature upon or with a child or any other person without his/her consent
- **Sexual Abuse**: bad treatment of somebody sexually; offensive or cause language; using insulting words

Causes of sexual harassment and abuse

- Low social economic status of women and girls in society-women and girls being forced to engage in sexual intercourse in exchange for financial and material support.
- Male aggressiveness to females-as we grow up in families, boys and men are considered as strong, courageous and leaders and this influences them to be harsh and mistreat females even sexually.
- Breakup of families due to death, divorce, separation or migration-this results in both boys and girls being raised by adults that are not responsible and they also lack both social and financial support. This makes the girls being exposed to sexual exploitation in search of financial support.
- Peer pressure among adolescents.
- Some cultural practices in Malawi encourage older men to force young girls to have sexual intercourse.
- Boys and girls drinking alcohol and taking drugs-this results in loss of judgment and may result in boys forcing girls into having sexual intercourse.

The following are the dangers of sexual harassment and abuse:

- Unplanned pregnancies.
- Contraction of STIs including HIV and AIDS.
- Destruction of one’s self-esteem.
- Dropping out of school.
- It results in confusion of the abused-the abused person may become confused and angry towards the abuser and towards parents and others for not preventing them.
- The abused becomes withdrawn as she/he may not be interested in what is happening around them. In class, the abused may not participate in activities.

Appropriate ways and skills of protecting oneself from sexual harassment and abuse

- Avoid close contact with potential abusers.
- Avoid using deserted or bushy routes.
- Learn skills of overpowering the abuser, for example, kicking the abuser in the lower abdomen, throwing sand or pepper into their eyes, shouting for help and running away.
- Avoid taking intoxicating drugs and substances.
- Avoid responding to unknown persons.
- Make sure you move in groups when going and coming from school.

The following are the skills to use for protecting oneself from sexual harassment and abuse:

- Assertiveness
High self-esteem
• Critical thinking
• Decision making

Responsible people and organizations to whom cases of sexual harassment and abuse can be reported

- Uncles
- Aunts
- Guardians
- Community leaders
- Teachers
- Church elders
- Education officials
- Victim support unit of the police
- Social welfare office
- Health centres

Steps that can be followed when reporting cases of sexual harassment and abuse

a. At school:
   - inform your immediate friends
   - report to your teacher or head teacher
   - report to parents/guardians
b. in case it is rape
   - do not take a bath
   - do not change clothes
   - inform nearby persons/parents/friends/relatives
   - report to the authorities at school
   - report to police
   - Go to the hospital for medical tests and treatment
   - Inform parents

Cases of gender based violence from the community

The following are some of the cases of gender based violence:

- Rape
- Wife battering

Cases of sexual harassment and abuse at school

The following cases of sexual harassment and abuse occur at school:

- Negative remarks by teachers towards girls
- Teachers being in love relationship with learners
- Only girls being allocated morning house-keeping chores such as cleaning classrooms and head teacher’s office
- Teachers making sexual remarks on girls’ beauty
- Teachers/boys touching girls’ sensitive parts e.g. private parts, breasts

Ways in which gender based violence promotes the spread of HIV and AIDS

- Women are forced to have unprotected sexual intercourse
- Women might be forced not to access HTC services
- Gender based violence may lead to breakup of marriages leading to re-marriage which might expose them to HIV infection from the new partners
Effective channels for transmitting STIs, SRH and HIV and AIDS messages

- Newspapers
- Radios
- Books
- televisions

Factors that contribute to effective communication on SRH, STIs and HIV and AIDS messages

- Choice of channel of communication
- Choice of language
- Audience to be communicated
- Tolerance
- Patience
- negotiation
- Respect for others
- Empathy
- Adherence to human rights
- Interpersonal relationships

Factors that prevent effective communication on STIs and HIV and AIDS messages

- Illiteracy
- Lack of knowledge
- Gender bias
- Low self esteem
- Poor communication channel
- Age
- Social status of the one delivering the message as well as the one receiving it
- Religion
- Language used
- Stress and anxiety
- Noise
- Mixed messages
- Cultural factors

Causes of misinformation about SRH issues including HIV and AIDS

Myths concerning SRH issues including HIV and AIDS

1. A person can contract HIV through
   - Sharing a room with is HIV positive
   - Sharing utensils such as spoons and folks used by a person who is HIV positive
   - Being bitten by mosquitoes
   - Sharing toilets or swimming pools with a person living with HIV and AIDS
   - ARVs/ART cure AIDS
   - AIDS can be cured having sexual intercourse with virgins

2. Myths about SRH
   - One cannot become pregnant having sex once
   - Having sex while standing does not result in pregnancy
   - One falls sick if they do not have sex for a long time
   - Having multiple sexual partners is a sign that he is real man

Effective communication on STIs and HIV and AIDS messages

- Role plays which illustrate effective communication on SRH and HIV through application of some of the following skills
  - empathy
  - interpersonal relationship
  - tolerance
  - patience

Activity 7: identifying groups vulnerable to HIV infection

Vulnerable groups to HIV infection

- Orphans
- Sex workers/prostitutes
- Drug and alcohol
- prisoners
- People with multiple sexual partners
Signs and symptoms of STIs
- discharge from genital penis/vagina
- pain when urinating
- vulva itching
- swollen lymph glands
- bad odour
- sores on genitals
- vulva irritation lumps or ulcers on the penis

Ways in which STIs and HIV are spread
- sexual intercourse
- infected blood and organs
- mother to child transmission
- through body fluids

Effects of STIs of STIs including HIV and AIDS
- destruction of some body organs and tissues.
- paralysis of body parts
- miscarriages
- baby born blind
- an increase in orphans
- blindness
- infertility in both males and females
- mental illness
- death

Ways in which STIs and HIV can be prevented
- total abstinence from sex
- avoid sharing skin piercing objects
- avoiding risky behaviours such as drug and alcohol abuse
- avoiding harmful cultural practices
- using condom consistently and correctly when having sex
- being faithful to a mutually-faithful and uninfected spouse

Activity 12 Examining factors that make women and girls more vulnerable to STIs and HIV infection
- Biological makeup of the female sexual organs
- Cultural beliefs, for example, women are not supposed to negotiate sex but be submissive to male sexual demands
- Lack of economic empowerment
BUDDYING LEARNERS

Definition
Buddying is the process of pairing individuals of different ages, levels of achievement and experience in order to support the less experienced in a friendly manner.

Importance of buddying
- It gives children an opportunity to practise important values of respect.
- It helps to combat bullying and other forms of anti-social behaviour such as harassment and teasing.
- It helps children to develop resilience and protective factor if they experience hardship or loss.
- It enables younger children to feel safe and cared for while order children feel valued and respected.
- It helps to strengthen school community and help to challenge stereotypes, misconceptions or fears that students hold about younger or older learners.
- It assists learners’ transition to primary school.
- It helps to develop positive cross age relationships.
- It provides opportunity for peer tutoring.
- It contributes to positive and caring school culture.
- It contributes to more positive behaviour by providing positive role models.
- It develops pro-social values and skills.
- It involves parents.
- It helps to develop responsibility.
- It helps to build self-confidence.
- It develops empathy.
- It promotes inclusion.

Factors to consider when buddying learners:
1. Pairing should be of learners of the same sex. This is helpful because they have a lot of issues in common to share. In addition, there is no fear of the relationship to develop into an intimacy.
2. Older learners should be paired with younger ones so that the younger learners get support from the older ones. An older learner can take care of the younger learner when need arises, for example sicknesses.
3. Consider pairing/grouping learners according to the village or location they come from. This will help them to travel together and take care of each other when necessary.
4. Pairing/grouping should take into consideration the behaviour and conduct of the older learner. Those with bad behaviour should not be paired or grouped with younger ones. This is to let the older one act as a good role model to the young ones. A hard working and committed older learner can inspire the younger ones who might in turn aim at achieving more.
5. Sensitise teachers, parents and other learners about buddying so that they can appreciate its importance and thereafter express their acceptance for its take off.
6. Class teachers for both lower and upper classes should work together when pairing the learners for effective results. The teachers should keep record of the pair/group formed and monitor the learners.

Action plan for buddying (Buddying process)
- Sensitizing stakeholders (community, learners, and parents).
- Identifying buddies. (senior learners with junior and infant learners)
- Pairing/grouping learners (buddying)
- Monitoring buddies.
1. **Defining Action Research:**
   Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals work with others in teams or as part of “community practice” to improve the way they address issues and solve problems. (Wikipedia,).

2. **Importance of action research**
   - It helps to promote reflective thinking among teachers.
   - It promotes effective problem solving.

3. **Roles of a Girl child in the community**
   - Working in the home. E.g drawing water and cooking.
   - Caring for siblings.
   - Caring for the sick. E.g parents and siblings.

4. **Conducting Action research**
   - Problem identification
   - Formulating a research question
   - Selecting a sample for data collection
   - Developing data collection instruments such as questionnaire and interview guide.
   - Data collection
   - Data analysis
   - Drawing conclusion and making recommendations
   - Taking action
NON-GOVERNMENTAL ORGANISATIONS AND CULTURE

It is widely acknowledged that the empowerment of women must begin with the empowerment of girls through education so as to achieve gender equity. Currently, in Malawi, women are underrepresented in decision making. This is said to emanate from the education background. For example, parents could let girls work or take care of the young ones at home while attending school. In addition girls still remain less likely to enroll and graduate than boys, and women still account for two-thirds of adults without literacy skills in Malawi, hence the need for NGOs to assist government in promoting girl child education.

What do NGOs do in girl child education?

- NGOs are there to advocate, complement and partner with government to improve girl child education
- NGOs use advocacy to influence the financing for education, by looking at the amount of money allocated as well as how it is spent.
- NGOs can collectively advocate for relief of debt and loan restrictions that limit education financing.

This is done when NGOs advocate:

- For donor governments to allocate their fair percentage of Overseas Development Aid to education-prioritizing girls
- For developing nations to appropriately fund education with at least 6% of their Gross National Product.
- The primary role of most NGOs is to empower communities, including girls, to know their rights to education and work with the government at various levels to ensure all people are educated.
- NGOs also complement the work of the government through redressing many of the less direct financial costs and social barriers that keep girls out of school. For example NGO’s are advocating for toilets which are girl friendly, establishment of GRR and sensitizing people in protecting and supporting people with albinism.
- NGOs also partner with districts or schools through sharing work, in-kind, and human resources to promote quality education. For example, through research NGOs can work with universities and colleges to collect data on girls’ education and implement activities aimed at addressing girl educational challenges. NGOs also support girl education in financing and provision of resources in various schools.
- Often NGOs work closely with communities of the marginalized and left-out children, and thus they can serve as critical partners for inclusion.

SOME OF THE POLICIES WHICH NGO’S ADVOCATE FOR

Constitution of Malawi which advocates that education is a right to everyone despite gender, race and religion.
**Readmission policy**: which encourages girls to continue with education after giving birth

**Gender policy**: The goal of gender policy is to mainstream gender in the national development process to enhance participation of women and men, girls and boys for sustainable and equitable development for poverty eradication (gender policy) (Hanchett, Feb. 25, 2008)

**Culture**
Culture is the characteristics and knowledge of a particular group of people defined by everything from language, religion, social habits, music and arts. These can be beliefs, customs, arts, values, attitudes, and meanings, hierarchies of a particular society, group, place or time

**Malawian culture**
Elderly people have a final say on the running of the household and raising the children. An uncle has a final say on his household in the Southern part of Malawi. Males go to the uncles for advice on who they want to marry in the South. Children are brought up in strict control of the mother until they leave home. They are expected to help with the house chores

**How does culture hinder girl’s education?**
Studies show that girls spent more time on house chores than boys leaving them with few opportunities to study. Cultural constraints- the benefits of teaching a girl are not clearly observed than that of boys. This causes late entry of girls to school hence they are caught up with puberty whilst in junior primary school.

Some schools are not girl friendly as they have no sanitation facilities for girls. Some girls lack clothes to wear due to poverty. For instance, one to get a school uniform is a problem

**How to resolve cultural problems that hinder the education of the girl child in Malawi**
By advocating for the following:

(i) Pregnancy policy- allowing girls to return to school after delivery (**CCAM and NCDW 1993**)  
(ii) Repetition policy- this is to be based on the premise that if repetition rates for girls are reduced they will move faster and complete their studies before the societal pressures behind that they have to get married and have children.  
(iii) Sensitizing the communities on the issue of child friendly schools which are inclusive  
(iv) Genuine community participation to look into cultural factors that constrain girl’s participation in education.  
(v) Building on existing local and international support for girls’ education that can help to develop positive attitudes among the community and other stakeholders.
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