

TEACH ENGLISH PREVENT HIV:

A Teacher's Manual



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TEACH ENGLISH **PREVENT HIV:**

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Teach English Prevent HIV: A Teacher's Manual [ICE No. M0090] replaces an earlier publication, *Teach English Prevent AIDS (TEPA): A Teacher's Manual* [ICE No. M0050]. The lesson plans in TEPA were developed in Cameroon by teams of Peace Corps Volunteers, their counterparts, and representatives from the Ministries of Education and Public Health. The teacher's manual was completed and published in Peace Corps/Washington in 1995.

Teach English Prevent HIV: A Teacher's Manual [ICE No. M0090] was produced under contract through the Office of AIDS Relief and the Office of Overseas Programming and Training Support in Peace Corps/Washington in 2011. It contains updated TEFL lesson structures, integrates life skills into the lessons, addresses HIV prevention rather than AIDS, and uses graphics that are less region-specific in order to appeal to TEFL classrooms and clubs worldwide.

Peace Corps appreciates the review of content and illustrations by posts in Uganda, Tanzania, Kazakhstan, Ukraine, Georgia, Honduras, and Belize.

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TEACHER'S PREFACE

INTRODUCTION

Education is a key to preventing the spread of HIV and reducing stigma and discrimination against those who are living with the virus. *Teach English Prevent HIV: A Teacher's Manual* is designed to enable Peace Corps Volunteers in every region to teach English while also providing students a safe space to learn about HIV/AIDS and develop life skills that reduce their vulnerability to infection. The curriculum focuses primarily, though not exclusively, on speaking and listening skills and aims to achieve a measurable impact on students' knowledge, attitudes, self-efficacy, intentions, and behaviors.

This manual is designed for school-based programs targeting students ages 13–16 with an intermediate level of English language proficiency. Instructors are Peace Corps Volunteers teaching English. For the sake of clarity, teachers are assumed to have limited experience blending English language and content instruction. Detailed instructional tips and techniques are therefore provided in this preface and throughout the curriculum.

OVERVIEW OF MANUAL

Teach English Prevent HIV: A Teacher's Manual consists of 14 individual lessons to be taught in a classroom setting. Most lessons may be used independently, but it is recommended that they be taught sequentially with limited time between each lesson. Each lesson presents safety messages and key vocabulary words that are often reinforced in subsequent lessons.

Each lesson begins with an overview page for the teacher's use. The overview lists the following information:

- **Lesson length:** Nearly all lessons in the manual have a suggested duration of one hour. Lessons 10 and 11 have longer suggested durations because they are summary in nature and require project work. However, the length of time a lesson takes in a classroom setting will vary widely depending on students' proficiency levels, level of interest, and knowledge of the subject matter, as well as the teacher's experience and instructional choices. For that reason, it is recommended that teachers not adhere strictly to a one-hour limit and allow additional time in the next class session(s) to complete lessons that run over an hour. Session durations are also addressed in the "What Will I Do?" section on Page 10.
- **Message:** The overall message of each lesson is listed on the overview page. Teachers are encouraged to keep in mind that all activities in the lesson are ultimately designed to convey this important content through the medium of language learning.
- **Enabling language skills:** This manual is designed to be used as a supplement in EFL courses; it is not a comprehensive EFL textbook. It is hoped that these materials will be an interesting and informative complement to an existing curriculum. As such, a certain amount of student knowledge and skill in English is assumed. The enabling language skills listed in each lesson's overview page identify the grammar, vocabulary, and other language structures that must have been covered in class prior to students completing the lesson.
- **Learning objectives:** The learning objectives are the specific and achievable benchmarks that each student should be able to meet after completing a lesson. Each objective is addressed in at least one learning activity in each lesson. The grammar practiced in each section is identified in the box labeled "language focus." You may need to refer to your language text for more practice with these structures.
- **Content focus:** This is a list of content topics involving attitudes, intentions, behaviors, and HIV-related knowledge, which are covered in the lesson.

TEACHER'S PREFACE

- **Language focus:** This lists the grammatical structures and communicative competencies that are highlighted in the lesson.
 - **Key vocabulary:** This lists the most important vocabulary words in the lesson. It is expected that an EFL learner will encounter many new words in the course of a lesson, especially one that blends content instruction with language instruction. At the same time, a student can be expected to learn and retain only a small number of new vocabulary words within the course of an hour-long lesson. As such, the key vocabulary list helps the teacher identify which words to emphasize and practice with students. The same key words often appear in multiple key vocabulary lists throughout the manual.
 - **Materials and preparation:** The overview page lists all the materials that must be gathered and preparation that must be done in advance of the lesson. For the sake of brevity, some materials are assumed to be present in every class session and therefore are not listed. They are: a board (whiteboard or blackboard) or large pad of flip chart paper (or other large roll of inexpensive paper that can be torn into large sheets), appropriate writing tools for the board or flip chart paper, eraser, student notebooks, and student writing tools.
 - **Program evaluation:** Evaluation of your program is important to understand how it may be impacting your students' knowledge, attitudes, and behaviors. It is recommended that questionnaires be administered at three points: at the start of the program, at the conclusion of Lesson 14, and at the conclusion of the booster program. You can find instructions on how to evaluate the program in Appendix 1.
- **Evaluation:** The evaluation is an activity that helps teachers assess students' learning and ability to meet the lesson objectives, but it is not usually a traditional test or quiz. Some evaluations can also help learners recognize and assess their own progress. In the manual, the application and evaluation activities are often combined.
 - **Homework:** Homework assignments are brief, active tasks that students can complete on their own time. They help students further internalize and explore a lesson's message. Frequently, homework tasks require students to talk with friends and family members and record their responses to questions. It is recommended that each student in the class have a separate notebook or folder for homework—a Homework Journal—that he or she uses for each assignment. This will help the student stay organized and increase the likelihood that assignments are completed and brought to class. Because some teachers may not teach the 14 lessons in this manual in consecutive class sessions, instructions for reviewing the homework in the following class session are usually not included. However, teachers should make a point of collecting or reviewing homework in the next class session in order to give students feedback on their work. It is assumed that teachers will integrate the homework check into their lesson plans for each class session.

Each lesson in the manual contains the following six components:

- **Motivation:** This short activity gets students speaking in English and thinking about the lesson topic. It is usually an interactive activity involving the entire class.
 - **Presentation/Information:** In this part of the lesson, the teacher introduces the main message or content focus of the lesson. Often, the language focus is introduced here as well. Presentations incorporate a minimum amount of lecture; instead, they are designed to introduce information in a creative, interactive way.
 - **Practice:** This part of the lesson allows students to practice with the new content and language in a guided and structured way, so as to become familiar and confident with it.
 - **Application:** This part of the lesson allows students to interact with the new content and language in a less structured, more freely communicative way. Students often apply the new knowledge to complete an authentic task. Because application activities often allow the instructor to assess students' learning by their ability to complete the task (and allow students to recognize and gauge their own learning), the application sometimes doubles as the evaluation activity.
- **Anonymous Question Box:** The health and HIV/AIDS content in this manual can be challenging for students. They may feel embarrassed or shy about asking questions aloud in class or they may have concerns that they don't wish to share with their peers. In the very first lesson,

Teach English Prevent HIV: A Teacher's Manual also includes a four-part booster program intended to build upon and sustain students' knowledge. This program is designed to be used within the same school year, no more than six months after the first 14 lessons have been taught. The booster program reviews important points and activities from the 14 lessons in order to reinforce important content knowledge and skills that impact students' attitudes, self-efficacy, intentions, and practice of the skills. Each booster session provides review and extension of key concepts and messages, with references back to the original lessons. Teachers are strongly encouraged to complete these booster sessions with students, in addition to the 14 lessons, to reinforce and revisit this important information.

TEACHING TECHNIQUES

Numerous teaching techniques are included in this manual. While the teacher instructions are purposefully detailed throughout, some techniques may need further elaboration. Those, as well as some general suggested practices for teachers, are listed here:

- **Anonymous Question Box:** The health and HIV/AIDS content in this manual can be challenging for students. They may feel embarrassed or shy about asking questions aloud in class or they may have concerns that they don't wish to share with their peers. In the very first lesson,

introduce students to the Anonymous Question Box. This box should have a lid with a slot on top, through which pieces of paper can be slid. Leave paper and writing tools next to the box. Tell students they should always feel free to write questions (in English or in their native language, if possible) and put them in the box at any time without signing their names. The teacher will periodically review the questions and post answers in the classroom or address them directly with the entire class. Assure them that no questions are too basic or wrong, and that you are also available to speak with them privately about any questions or concerns they may have. To make the students feel more comfortable about submitting questions, request all students put a folded piece of paper in the box regardless of whether or not they have a question. This may further protect the anonymity of those submitting questions.

- **Use of the board/flip chart:** Students of the English language learn best when they receive new information in several different forms; for example, if they hear it, say it, read it, and write it. Teachers should make it a habit to use the board/flip chart frequently throughout class—writing new words, model sentences, and key messages for students to see, as well as hear. In teaching contexts where copies are difficult or impossible to come by, teachers can write student readings and worksheets on the board/flip chart for students to copy or use while they are in a group activity.
- **Communication and interaction:** The lessons in this manual are based on the principles of communicative language teaching. Learners need many opportunities to hear meaningful language, as well as many opportunities to practice using the language. Both the structure (grammar, accuracy, etc.) and the meaning of language are important, but the primary focus is on meaning. For that reason, there is an emphasis on promoting interaction and communication among students in the classroom, and between the students and the teacher. It is not necessary that students *master* the grammar, syntax, or pronunciation involved with a lesson in order to complete it successfully. The main goal is that they use English creatively to communicate with each other, solve problems, and explore the content messages of the lesson. At the same time, recognize that students may not be used to having so much freedom to talk and interact in a classroom. It may take them a while to feel comfortable with the types of activities in these lessons, but if the teacher gently persists, providing extra support where needed, they will most likely eventually benefit from and enjoy the communicative activities. If students have low levels of English proficiency, the teacher should not hesitate to integrate additional structure into the activities. For example, he or she could create scripts for role plays so that students have to supply just a few original words to a familiar dialogue, instead of making up an entire conversation.
- **Authentic materials:** Another principle of communicative language teaching is the use of authentic materials to support learning. To the extent possible, use real items from the students' daily lives as props in the classroom. When they are doing role plays, supply the items they need to make the activity realistic. Bring in local newspaper stories related to lesson topics and health pamphlets from a nearby clinic. **It is recommended that condoms be brought into the classroom and kept there so students can become familiar with seeing them and handling them on a regular basis, if appropriate.**
- **Role plays:** Role plays appear frequently in the manual. Every attempt is made to scaffold instruction carefully so the role plays are not overwhelming for students. When preparing students to engage in a role play, give them plenty of opportunity to practice the language and content involved before they begin. If students have low levels of English proficiency, consider simplifying the activity by providing a full or partial script. Model an example role play in front of the class with an advanced student or another teacher. Finally, avoid critiquing students' grammar, pronunciation, or vocabulary usage during a role play. Allow them to complete the activity and give plenty of positive feedback before mentioning anything that they might improve.
- **Brainstorming:** Brainstorming is another frequently used technique throughout the manual. In brainstorming, the teacher poses a question or a topic and invites students to freely offer answers to the question. Ideally, the teacher does not need to call on students to answer—he or she simply encourages students to call out their answers. As the students call them out, the teacher writes each one on the board or flip chart, while continuing to encourage students to call out more. In this way, the teacher validates everyone's ideas and moves rapidly through this energizing activity, collecting content that can then be used as a basis for introducing a message. Incorrect information or clarification of ideas suggested should be handled after, not during, the brainstorming.
- **Modeling:** Modeling is one of the most important and simplest techniques in the EFL classroom. Simply put, before you ask students to do an activity or complete any task, demonstrate how it is done. Read a dialogue with a volunteer before asking students to read it aloud themselves. On a worksheet, do the first item together as a class, on the board, before asking students to complete the rest of the items by themselves.
- **Mind maps:** The creation of mind maps is a technique similar to brainstorming. In creating a mind map, a teacher will write a question or a topic in the middle of the board/flip chart, and draw a circle or box around it. Then, the teacher will ask students to identify the things they associate with that topic, or answers they have to the question. The teacher starts to draw branches from the central circle and write students' associations at the end of

those branches. Depending on the purpose of the mind map, the teacher might then choose to make one of these associations a central theme, and build a secondary mind map around it. Mind maps are usually created to stimulate learners' thinking on a topic and to gauge what they already know about it. There is a sample mind map in the session materials for Lesson 1.

- **Modifications for cultural appropriateness:** *Teach English Prevent HIV: A Teacher's Manual* is designed to be used in all Peace Corps regions. As such, it is possible that not all activities will be entirely appropriate for all audiences. It is acceptable and recommended that teachers change names, contexts, and other aspects of activities to best reflect students' daily realities.
- **Native language use:** In an EFL class, the use of English should always be encouraged. However, allowing the occasional use of students' native language in the classroom

is acceptable and even recommended. The judicious use of native language may help students grasp challenging content, ensure that safety messages have been conveyed, and help clear up occasional confusion that would take excessive class time to address only in English. However, after the native language has been used in a limited fashion, encourage students to return to the use of English as soon as possible.

CONCLUSION

We hope that *Teach English Prevent HIV: A Teacher's Manual* helps Peace Corps Volunteers teaching English lead students through a valuable exploration of their attitudes, beliefs, goals, and behaviors regarding their vulnerability to HIV—in essence, saving lives through education. It is further hoped that the lessons are engaging for students and conducive to English language learning through interaction and sharing with others.

WHAT IF?

Field reviewers of this manual suggested a number of potential scenarios that Volunteers might encounter in the use of the manual. We have indicated them below, along with potential remedies.

1) What if my classes are 45 minutes long and I cannot complete the lesson in the time allotted?

Plan to conduct the lesson plan over two class periods. You can use a review of the homework assignment as your motivation activity for the second lesson. You may also include additional drills on new vocabulary or grammar structures. Alternatively, you may decide to omit or simplify practice or application activities to fit the time available.

2) What if the level of the lessons is higher than that of my students?

Plan to spend more time on practice of new vocabulary and grammar structures. Each lesson may be split in two, allowing more time for proceeding at a slower pace and more practice. As necessary, translate the instructions for the activities into the local language to make sure students understand; then continue the activities in English.

3) What if students are not taught sex education, learn mostly through myths and stories from others, or there are sexual practices that are culturally accepted that put girls at risk?

Posts have noted that in some cultures and in some conservative areas, teachers will need to locate those adults in town who think this kind of education is important. Having a respected person help to support this teaching, including perhaps even being in the classroom, may be needed. Some students will benefit from sex education, and some will need this type of review in single sex classes.

4) What if students, especially girls, do not start having sex at this age, or that is not the major factor in HIV infection?

If infection through drug use is more problematic, focus on needle exchange rather than sexual transmission. Alcohol abuse may also be a contributing factor and could be emphasized when discussing peer pressure.

5) What if it is not common in my host culture for children to interview parents or elders or discuss topics related to sex? How do I adjust the homework assignments?

You may ask the students to talk to a peer or other family member they feel comfortable with. Alternatively, you may ask the students to inform their parent/guardian about what they are learning to help initiate dialogue with an adult on related topics. The hope is that more dialogue with parents/guardians may help relay important information to adults and help young people make healthy decisions.

6) What if schools resist adding new content to the curriculum?

First, find out if there are local resources for teaching about HIV/AIDS. These may be useful in conjunction with this manual. Review the content of the manual with the school administration and draw parallels to nationally approved healthy lifestyles curricula and/or national AIDS or health strategies and plans. Consider inviting school administrators and teachers to sit in on a demonstration class. If using the manual in class is not an option, consider using it in after-school classes.

LESSON 1:

SETTING GOALS



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Identify and form the simple present tense in affirmative and negative (*I am/We are... She plays/We write*).
- Identify and form the simple future tense in affirmative and negative (*I will/I won't and I'm going to/I'm not going to*).
- Use common, level-appropriate action verbs found in student textbooks.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Use the correct forms of the future tense (i.e., *I will* and *I won't*) to describe five future actions related to personal short- and long-term goals.
- Identify and state three attainable and personal short- and long-term goals.
- Create a written timeline or action plan of at least five steps toward reaching a goal related to their lives.
- Discuss and ask questions of others about personal goals in order to restate future actions in the first person plural (*we*) and the third person plural (*they*).

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Thinking about the future Setting and reaching personal goals Factors that might impact students' abilities to reach a goal Using mind maps or other graphic organizers to organize and present information	Express future tense using <i>will</i> Express future tense using <i>to be going to</i> Express desires using <i>want</i>	Goal Succeed Weekend Week Month Year Next

SESSION MATERIALS

- Drawings or magazine photos of adults doing different things
- Bilingual dictionary
- Copies of the *Instructions for the Homework Assignment* (optional)

LENGTH: One hour

MESSAGE: *If I set my goals, I can work toward achieving them.*

CULTURAL NOTE:

In many cultures around the world, making direct statements about future plans may contradict religious beliefs or sociocultural beliefs about self-efficacy and the power of the individual. You may need to account for your students' beliefs and outlooks by softening some of the goal-oriented language in this lesson to "I hope to..." or "If God wills it..." etc.

IMPLEMENTATION OUTLINE

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> Drawings or magazine photos of adults doing different things 	10	<ol style="list-style-type: none"> Introduce the topic of lesson while reviewing present tense and future tense with students: (3 min.) <ol style="list-style-type: none"> Ask students, "How do we talk about something happening right now?" and elicit examples of present tense statements, such as <i>We are in class. We are studying English.</i> Ask students, "How do we talk about something that will happen in the future?" and elicit samples of future tense statements, such as <i>Tomorrow I will go to the market. Next week I'm going to visit my friend.</i> Tell students, "In class today we are going to talk about things we want to do in the future. You are going to think about your personal goals. <i>Goals</i> are the things that you want to do in your life. For example, do you want to finish school? Do you want to move to a different village? Do you want to get married? Do you want to have a good job?" If available, use locally appropriate drawings or magazine photos of adults doing different things to illustrate these ideas. Ask students to complete these sentences either orally or in writing: (5 min.) <ol style="list-style-type: none"> After class, I will... Tonight at home, I will... This weekend, I will... Next month, I will... Next year, I will... Ask for volunteers to share their sentences with the class or with each other. Write some of their sample sentences on the board, and underline the future tense verbs. (2 min.)

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE						
II. Presentation/ Information Materials: <ul style="list-style-type: none"> • Drawings or magazine photos of adults doing different things • Bilingual dictionary 	15	<ol style="list-style-type: none"> Write the following text on the board and read it to the class. Then read the text aloud again and have students repeat chorally after each sentence or each phrase. (5 min.) <ol style="list-style-type: none"> My name is <u>(write locally appropriate name)</u> and I am <u>(write appropriate age)</u> years old. I am young, but I have many ideas for my future. After I finish school, I want to have a good job and a family. I want to help my brothers and sisters. I want to be a <u>(write locally appropriate occupation)</u>. I will work hard to succeed in these things. Ask students what <i>succeed</i> means or give examples of something they have succeeded in or been successful with. Write a definition for <i>succeed</i> on the board: "<u>Succeed</u> means to reach your goal." Write the word <i>GOAL</i> on the board and ask students to state the goals in the text, <i>e.g.</i>, <i>She wants to have a good job. He wants to have a family. She wants to help her brothers and sisters, etc.</i> In small groups of four or five students, have students copy the following chart on their paper and brainstorm a list of things that they want to have, want to do, and want to be in the future. If they are having a hard time brainstorming ideas, give them the pictures to look at or have them use a bilingual dictionary for ideas. (7 min.) <table border="1" data-bbox="578 919 1395 1008"> <thead> <tr> <th>I want to have...</th><th>I want to do...</th><th>I want to be...</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table> Keeping the students in their groups, provide the following instructions: <ol style="list-style-type: none"> Determine an important goal for themselves. Share it with the group. Ask the students to vote on the most popular goal. (3 min.) 	I want to have...	I want to do...	I want to be...			
I want to have...	I want to do...	I want to be...						

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
III. Practice Materials: <ul style="list-style-type: none"> None 	15	<ol style="list-style-type: none"> Write the winning goal on the board and engage students in a brainstorming activity to think about the steps needed to reach this goal by asking the following questions: (5 min.) <ol style="list-style-type: none"> In what year will you reach this goal? What will you need to have to reach this goal? What will you need to do to reach this goal? What will you need to be to reach this goal? Write down the students' answers using a <i>mind map</i>, using future tense. Frame students' language using "<i>I will have/I will (do)/I will be</i>" or "<i>I'm going to...</i>" See Session Material A (Page 10) for an example of what a mind map with the goal of studying in a university might entail. (5 min.) <ol style="list-style-type: none"> Alternatively, if students select a goal that would require clearly defined sequential steps to successfully reach the goal, you could create a numbered list of steps and begin sequencing the steps in reverse chronological order in a logical way. Use a <i>timeline</i> as a way to organize and present this sequence of events, with specific dates along the timeline corresponding to the steps. <p>Note: You should not get caught up in the logistics of the goal attainment itself. For example, even though studying in a university would probably require a significant amount of money, scholarships, high test scores, etc., you should focus only on intermediate, personal steps that students could take to prepare themselves for such a goal.</p> Draw students' attention to all of the future actions in the mind map that they will need to do to <i>succeed</i> or to <i>reach their goal</i>. Ask them to think about actions that will not help them to reach their goal. Write these as "<i>I will not/I won't...</i>" decisions in a box that is outside of the mind map. (5 min.)
IV. Application Materials: <ul style="list-style-type: none"> None 	15	<ol style="list-style-type: none"> In pairs, have students identify one personal goal together for the end of the quarter/semester (or some other point in time that is two or three months away) that they both agree on. (2 min.) Write the following sentence frame on the board for students to complete. Ask several pairs of students to share their completed sentence frames. (3 min.) <i>By (date/month/time), we will (have/do/be) _____.</i> Have each pair list five actions they will need to complete to reach their goal and two actions they won't do because it would stop them from reaching their goal. (10 min.) <i>By (date/month/time), we will (have/do/be) _____.</i> <i>We will ...</i> <i>We won't...</i>

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
V. Evaluation Materials: <ul style="list-style-type: none"> None 	5	<ol style="list-style-type: none"> Have each pair ask another pair about their goal and their action steps, using the following framework if necessary: <i>What is your goal? (Our goal is...)</i> <i>What is one thing you will do to succeed? (We will...)</i> <i>What is one thing you won't do? (We won't...)</i> If there is time remaining, ask each pair to orally report their partners' response or to write out their response and submit to you for evaluation. <i>Their goal is...</i> <i>They will...</i> <i>They won't...</i>
VI. Homework/Extension Materials: <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>At home, have students ask a parent or other family member (in their native language, unless they speak English) for three things they would like to have, do, and be. Students should then write the notes from their conversation with their parents in English and submit for homework.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure that students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment is. If students are not accustomed to talking to their parents about these types of things or do not have their parents with them, have them choose another older family member to work with.</p> <p>Instructions for the Homework Assignment</p> <p>In [native language] or English, tell a parent or friend that you are studying about goals in English class. Ask them questions about their goals:</p> <ol style="list-style-type: none"> What do you want to do this weekend? What do you want to have next month? What do you want to be next year? <p>In English, write their responses and what they will do or what they won't do. Underline the future verbs in each sentence. For example:</p> <p><i>My mother <u>will take care of</u> my sister this weekend. My father <u>will travel</u> to the capital city next month.</i></p> <p><i>My friend <u>will sing</u> in the choir next year.</i></p> <p>Then, write three goals for yourself. Share your goals with your parents.</p> <p><i>This weekend, I will _____.</i></p> <p><i>Next month, I will _____.</i></p> <p><i>Next year, I will _____.</i></p>

SESSION MATERIAL A: MIND MAP

"WHAT WILL I DO?"



I won't skip English class.
I won't quit school.
I won't use [native language] in class.
I won't forget my homework.

LESSON 2:

STEPS IN MAKING GOOD DECISIONS



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Identify and form the regular past verb tense ("I/We decided").
- Use the modal auxiliary *could* to express possibility ("If I eat that, I could get sick").

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Give examples of "safe" and "unsafe" actions and choices in their personal lives.
- Talk about how they usually make a decision.
- State the five steps in the SAFER method of decision making.
- Use the five steps of the SAFER method to reach a good decision.
- Identify one goal in their lives that they can achieve by using the SAFER method and making good decisions.

LENGTH: One hour

MESSAGE: *Making good decisions will help me achieve my goals.*

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Weighing decisions and results/consequences	Express possibility with the modal auxiliary "could"	Actions Result
Using the SAFER process for decision making	Express hypothetical situations with conditions ("If I..., then...")	Safe Safer Goal Situation Choice Alternatives
Making decisions about boyfriends and girlfriends		

SESSION MATERIALS

- Handout: Action and Result cards
- Illustration A (Girl with boy and female friend)
- SAFER poster (on flip chart)
- SAFER answer sheets
- Copies of the *Instructions for the Homework Assignment* (optional)

IMPLEMENTATION OUTLINE

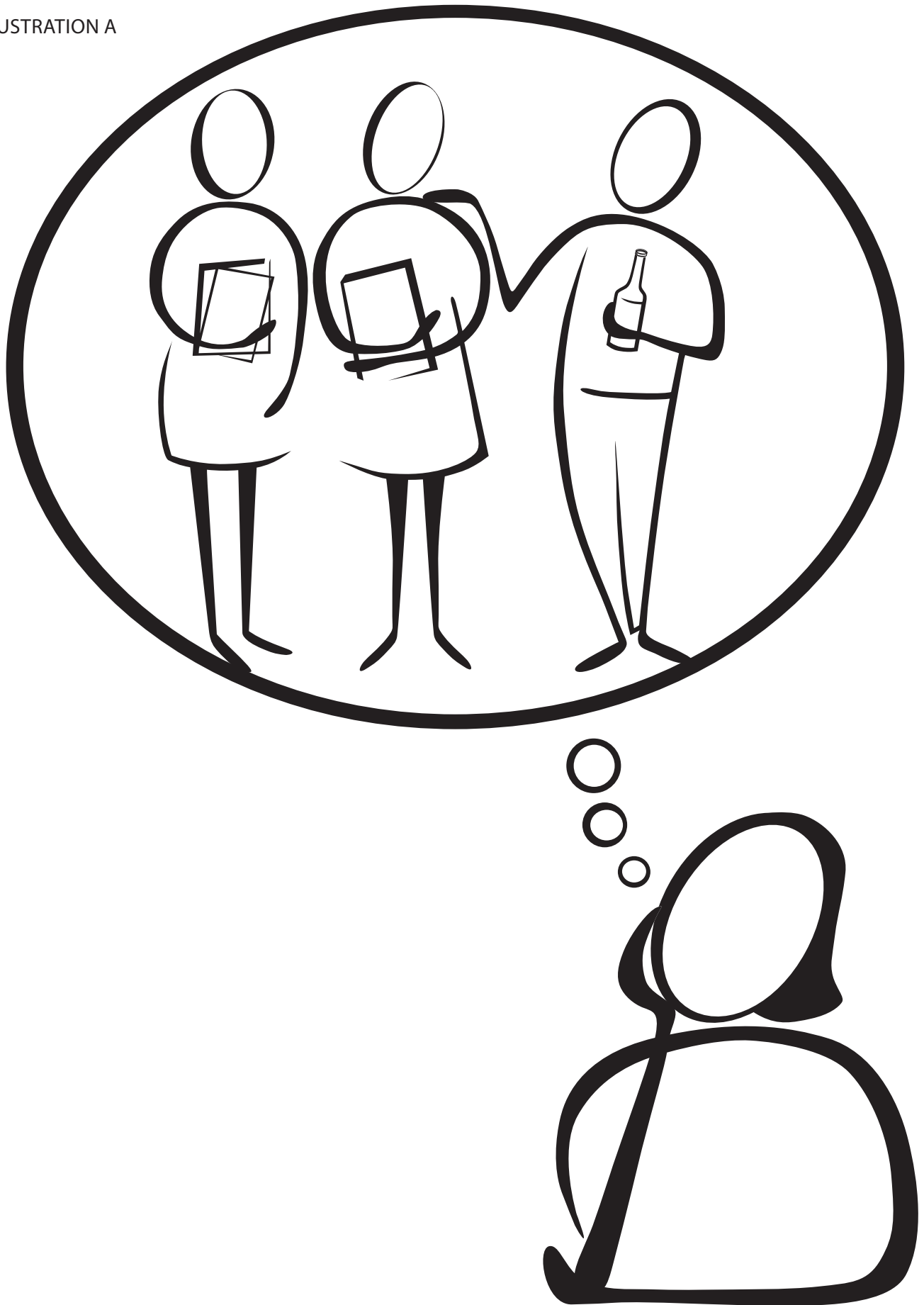
Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> • Four Action cards • Four Result cards 	10	<ol style="list-style-type: none"> 1. Randomly distribute one Action or one Result card to eight students in the class. (See Handout A for sample Action and Result cards.) (5 min.) <ol style="list-style-type: none"> a. Have each student read his/her card aloud for the whole class to hear (first the Action cards, then the Result cards). Tell students to listen for possible matches between the actions and the results read aloud. b. Have each student with an Action card read the card aloud again and have students identify the student holding the corresponding Result card. 2. Write the action and result matches on the board in two columns under <i>Safe</i> and <i>Not Safe</i>. Ask students why some of the decisions are <i>safe</i> and others are <i>not safe</i>. Elicit a working definition of safe (e.g., "Something that is <i>safe</i> will not hurt me or others.") (3 min.) 3. Tell students, "In class today we are going to talk more about what we can do to reach our goals. Do you remember what 'goal' means?" (Write short definition on board: "Something I want to have, to do, or to be.") <ol style="list-style-type: none"> a. "Sometimes it can be difficult to reach our goals. Why is it sometimes difficult?" (Elicit a few responses.) "That's right. And sometimes we make good decisions that help us reach our goals, but sometimes we make bad decisions that stop us from reaching our goals." b. "Some decisions are safer than other decisions. What is something safe you can do to reach your goals?" (Elicit a few responses.) (2 min.)
II. Presentation/ Information Materials: <ul style="list-style-type: none"> • Illustration A (Girl with boy and female friend) • SAFER poster (Session Materials A) 	15	<ol style="list-style-type: none"> 1. Draw a picture on the board of a girl. On one side of her, there is a boy or man who is holding a beer and is smiling at her. On the other side of her, there is another girl (a friend) who is holding some books and is smiling at her. (3 min.) <ol style="list-style-type: none"> a. Tell students, "This is (<u>name</u>). She is (<u>age</u>) years old and in (<u>grade</u>). She wants to finish school, to be healthy and safe, and to have a car in the future." b. Ask students, "What is the boy holding? What do you think he wants the girl to do right now? Do you think it is safe?" (Elicit responses and write a few possibilities on the board.) c. Ask students, "What is the girl holding? What do you think she wants (<u>name</u>) to do right now? Do you think it is safe?" (Elicit responses and write a few possibilities on the board.) 2. Say, "What will (<u>name</u>) do? How can she make a good decision?" Ask students to turn and share with a partner what they think (<u>name</u>) should do. (3 min.) 3. Ask students, "What is the good decision that she can make?" (Elicit responses.) (2 min.) 4. Post the SAFER method poster in front of the class. (See Session Materials A for text to create the poster.) (7 min.) <ol style="list-style-type: none"> a. Read the poster aloud and have students repeat. b. Tell students that the SAFER poster can help them make good decisions to reach their goals. Ask students, "When you make a decision, whom do you like to talk to? Who can help you make a decision? How?" c. Say each letter aloud and have the students read the corresponding text. (e.g., Teacher: "S!" Students: "Say the situation!") d. Review any vocabulary or pronunciation that is unclear for students.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE																		
III. Practice Materials: <ul style="list-style-type: none"> SAFER answer sheets 	15	<p>1. On the board, create a chart with the SAFER letters and the corresponding questions (see below). Tell the students to imagine that they are the girl in the story. Encourage students to talk through the different questions together and to share possible responses. (5 min.)</p> <p>Have students get into five groups. Give each group a SAFER answer sheet (see Session Materials B). Have each group figure out which part of SAFER/which question their answer is addressing. The class then works together to match the questions with the answers for this story. (10 min.)</p> <table border="1"> <thead> <tr> <th></th><th>Questions</th><th>Answers from SAFER answer sheet</th></tr> </thead> <tbody> <tr> <td>S</td><td>What is the situation?</td><td><i>(A boy from my class wants me to drink a beer with him after school, but my best friend wants to study with me. I like the boy. I want to practice my English. I don't know what to do.)</i></td></tr> <tr> <td>A</td><td>What choices do I have?</td><td><i>(I have different choices. I could go to the bar with the boy and drink just one beer. Or I could say "No thanks" to him and go with my friend.)</i></td></tr> <tr> <td>F</td><td>What are the good things about each choice? What are the bad things about each choice?</td><td> <i>(Good things: If I drink the beer, maybe the boy will like me more. Bad things: If I drink the beer, I will not go home on time. I could fail the English test. My friend could be angry with me.)</i> <i>(Good things: If I study with my friend, I could get a good grade on my test. I could help my friend, too. Bad things: If I study with my friend, maybe the boy won't like me.)</i> </td></tr> <tr> <td>E</td><td>Why did I make this decision?</td><td><i>(I decided to study with my friend because it was safer. I don't want to drink beer and fail my test.)</i></td></tr> <tr> <td>R</td><td>Am I happy with the results?</td><td><i>(Yes, I am happy. I passed the exam, and so did my friend!)</i></td></tr> </tbody> </table>		Questions	Answers from SAFER answer sheet	S	What is the situation?	<i>(A boy from my class wants me to drink a beer with him after school, but my best friend wants to study with me. I like the boy. I want to practice my English. I don't know what to do.)</i>	A	What choices do I have?	<i>(I have different choices. I could go to the bar with the boy and drink just one beer. Or I could say "No thanks" to him and go with my friend.)</i>	F	What are the good things about each choice? What are the bad things about each choice?	<i>(Good things: If I drink the beer, maybe the boy will like me more. Bad things: If I drink the beer, I will not go home on time. I could fail the English test. My friend could be angry with me.)</i> <i>(Good things: If I study with my friend, I could get a good grade on my test. I could help my friend, too. Bad things: If I study with my friend, maybe the boy won't like me.)</i>	E	Why did I make this decision?	<i>(I decided to study with my friend because it was safer. I don't want to drink beer and fail my test.)</i>	R	Am I happy with the results?	<i>(Yes, I am happy. I passed the exam, and so did my friend!)</i>
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IV. Application Materials: <ul style="list-style-type: none"> Irina's Safer Chart on board or chart paper, with only the first two columns filled in. (See Page 17) 	20	<p>1. Draw a picture of a boy and a girl and give them local names, such as Andrei and Irina. Tell the students that Andrei and Irina are boyfriend and girlfriend. Andrei invited Irina to his house on Saturday night. His family will not be at the house, so Andrei wants Irina to sleep at his house. Irina likes Andrei but she is not sure if it is safe to sleep at his house. (2 min.)</p> <p>2. Ask students, "How can Irina use the SAFER poster to make a good decision?"</p> <ol style="list-style-type: none"> Have students get into groups of three, with at least one girl in each group, if possible. Have everyone in the group copy down Irina's SAFER chart. In their groups, students should then pretend that they are Irina and complete the answer column of the SAFER chart. (18 min.) 																		

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE																					
IV. Application (continued)	20	<table border="1" data-bbox="578 226 1455 898"> <thead> <tr> <th colspan="3">IRINA'S SAFER CHART</th></tr> <tr> <th>SAFER</th><th>Questions</th><th>Answers</th></tr> </thead> <tbody> <tr> <td>S: Say the situation</td><td>What is the situation?</td><td><i>Possible answer:</i> Andrei wants me to sleep at his house. His family is not there.</td></tr> <tr> <td>A: List alternatives</td><td>What choices do I have?</td><td><i>Possible answer:</i> I can sleep at his house. I can say "No thanks." I can invite him to visit my family at my house.</td></tr> <tr> <td>F: Find the safer choice</td><td>What are the good things about each choice? What are the bad things about each choice?</td><td><i>Possible answer:</i> If I stay at his house, my parents will be angry. If I invite him to my house, he can see my family. We can make safer decisions.</td></tr> <tr> <td>E: Explain your decision to a friend.</td><td>Why is this my decision?</td><td><i>Possible answer:</i> I want Andrei to meet my family. I don't want to be alone with him at his house.</td></tr> <tr> <td>R: Review the results</td><td>Am I happy with the results?</td><td><i>Possible answer:</i> Yes, I am happy. My family is happy, too.</td></tr> </tbody> </table> <p>3. If there is extra time at the end of class (or at the start of the next class), ask each group to present its chart. Discuss the good things and bad things about Irina's decisions.</p>	IRINA'S SAFER CHART			SAFER	Questions	Answers	S: Say the situation	What is the situation?	<i>Possible answer:</i> Andrei wants me to sleep at his house. His family is not there.	A: List alternatives	What choices do I have?	<i>Possible answer:</i> I can sleep at his house. I can say "No thanks." I can invite him to visit my family at my house.	F: Find the safer choice	What are the good things about each choice? What are the bad things about each choice?	<i>Possible answer:</i> If I stay at his house, my parents will be angry. If I invite him to my house, he can see my family. We can make safer decisions.	E: Explain your decision to a friend.	Why is this my decision?	<i>Possible answer:</i> I want Andrei to meet my family. I don't want to be alone with him at his house.	R: Review the results	Am I happy with the results?	<i>Possible answer:</i> Yes, I am happy. My family is happy, too.
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V. Evaluation Materials: None		Remind students that making good decisions can help them reach their goals. Ask students to individually complete the following sentence. <i>I will use the SAFER poster to make good decisions in my life because my goal is _____.</i>																					
VI. Homework/Extension Materials: <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>At home, students tell the story of Irina and Andrei to an older brother, sister, or cousin in English or in their native language. The students should ask their older siblings what decision they would make and what they think the result would be. Students should then write the notes from their conversation with their older siblings in English and submit for homework.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure that students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p> <p>Instructions for the Homework Assignment</p> <p>In [native language] or English, tell your older brother, sister, or cousin that you are learning about making decisions in English class. You need help to finish your homework. Tell them about Andrei and Irina. Ask questions about their ideas:</p> <ol style="list-style-type: none"> 1. What do you think is a good decision for Irina? 2. Do you think Irina will be happy with her decision? Why? <p>In English, write the responses. Do you agree? Write if you agree with your sibling or not, and why.</p>																					

ILLUSTRATION A



HANDOUT A: ACTION AND RESULT CARDS

Depending on the number of students you have, you should create three or four each of Action and Result cards. Ideally, these cards should relate to what you know about students' personal lives and the goals that students identified in the Application, Evaluation, and Homework/Extension phases of Lesson 1 ("Setting Goals"). You may want to write half of the cards with good actions/outcomes and half of the cards with bad actions/outcomes. It is important to recycle students' language from previous lessons in order to review key vocabulary and ideas, as well as to provide clear transitions and links between lessons. The cards below are examples; the length of the text should be short and the level appropriate for your students to read. Write Action or Result on one side of each card, and then the text on the other side.

ACTION CARDS	RESULT CARDS
I leave my baby brother in the bedroom alone.	He falls off the bed.
I visit with my friends all night.	I don't finish my English homework.
I wash my hands before I eat.	I don't get sick with stomach trouble.
I wait to have a boyfriend or a girlfriend until I am older.	I don't have a baby when I am in school.

SESSION MATERIALS A: THE SAFER METHOD POSTER

S	<u>S</u>ay the situation. (What is the situation?)
A	List <u>a</u> lternatives. (What choices do I have?)
F	<u>F</u>ind the safer choice. (What are the good things and the bad things about each choice?)
E	<u>E</u>xplain your decision to a friend and then do it. (Why did I make this decision?)
R	<u>R</u>ev iew the <u>r</u> esults of your decision. (Am I happy with the results?)

SESSION MATERIALS B: SAFER ANSWER SHEETS

<p>A boy from my class wants me to drink a beer with him after school, but my best friend wants to study with me. I like the boy. I want to practice my English. I don't know what to do.</p> <p><i>What part of SAFER is this answer?</i></p>
<p>I have different choices. I could go to the bar with the boy and drink just one beer. Or I could say "No thanks" to him and go with my friend.</p> <p><i>What part of SAFER is this answer?</i></p>
<p>Good things if I drink the beer: If I drink the beer, maybe the boy will like me more. Bad things if I drink the beer: If I drink the beer, I will not go home on time. I could fail the English test. My friend could be angry with me.</p> <p>Good things if I study with my friend: If I study with my friend, I could get a good grade on my test. I could help my friend, too. Bad things if I study with my friend: If I study with my friend, maybe the boy won't like me.</p> <p><i>What part of SAFER is this answer?</i></p>
<p>I decided to study with my friend because it was safer. I don't want to drink beer and fail my test.</p> <p><i>What part of SAFER is this answer?</i></p>
<p>Yes, I am happy. I passed the exam, and so did my friend!</p> <p><i>What part of SAFER is this answer?</i></p>

KEY TO THE SAFER QUESTIONS ABOVE

QUESTIONS	
S	What is the situation?
A	What choices do I have?
F	What are the good things about each choice? What are the bad things about each choice?
E	Why did I make this decision?
R	Am I happy with the results?

LESSON 3:

RESISTANCE AND NEGOTIATION SKILLS



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Use the modal auxiliary *could* to express possibility ("If I eat that, I *could* get sick").
- Use the modal auxiliary *would* to express conjecture ("What *would* her mother say?").
- Participate in role-playing activities.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Identify specific people and entities that influence one's personal decision making.
- Recognize pressure from others to do dangerous things.
- Use the Six S's to firmly resist pressure and negotiate with another person.

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Weighing decisions and results	Make a suggestion with the modal auxiliary "could"	Decision
Influences on decision making	Express conjecture with the modal auxiliary "would"	Influence
Peer pressure	Refuse politely but firmly with no and the modal "can't"	Pressure
Using the Six S's to resist pressure and negotiate		Resist
		Result

SESSION MATERIALS

- Illustration A: Andrei, Irina, and friend
- The SAFER poster from Lesson 2
- The Six S's poster on flip chart paper (see Session Materials A on Page 25 for text to create the poster)
- Make copies of the Six S's poster on an 8 ½ x 11 sheet of paper. Cut each copy into six sentence strips along the horizontal lines. You should prepare one set of sentence strips for each pair of students.
- Before class, ask two students or other individuals at the school who speak English clearly to practice the dialogue in Part II (Presentation/Information) of this lesson, so they can perform it for the class during the lesson. Encourage them to act out their roles, so the dialogue will be interesting to listen to.
- Make copies of the Resisting Pressure Cards (Session Materials B on Page 26) and cut them into long rectangular cards, so every pair of students in the class has one card with both an "A" and a "B" role on it (i.e., don't cut the strips in half so that the "A" and "B" roles are separated. Students A and B should be able to see both roles).
- Copies of the *Instructions for the Homework Assignment* (optional)

LENGTH: One hour

MESSAGE: *People may try to pressure me to make decisions that are not good for me. I know my goals and can resist this pressure.*

IMPLEMENTATION OUTLINE

In this lesson, the discussion of the homework is built into Step 1: Motivation.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> The SAFER Method poster from Lesson 2 should be on the wall Illustration: Andrei, Irina, and friend 	10	<ol style="list-style-type: none"> Before class, draw the same picture on the board that you drew for the Application/Evaluation in Lesson 2: A girl is standing alone, with a big thought bubble above her head. Write the name Irina (or another culturally appropriate name) under the drawing. In the bubble, draw a picture of a boy with two different girls. Tell the students that Irina likes a boy named Andrei (or another culturally appropriate name). Andrei has many girlfriends. Irina wants to go out with Andrei, but she is not sure if it is safe. Remind students that in the last class they talked about <i>decisions</i> that young people have to make. They also talked about good and bad <i>results</i> of those decisions. Write <i>decision</i> and <i>result</i> on the board. (2 min.) Refer students to the drawing on the board. Remind students that, in class and for homework, they discussed different decisions Irina could make, and the possible results of these decisions. What did their older siblings (or other family members) say? Call on a few volunteers to talk about the results of their homework. If there seems to be a consensus that Irina should not go out with Andrei, point that out. (3 min.) Now ask students, "How does Irina make this decision? Who or what helps her decide? Who influences her?" Write "Who <i>influences</i> her decision?" in the middle of the board, and draw a circle around "influence." This word is difficult to define, so let the following discussion and the building of a mind map help you define it. <p>Students might mention the SAFER Method. Tell them they are correct and show students the poster on the wall. But then ask which <i>people</i> in her life might <i>influence</i> the decision. If they don't understand, ask a few leading questions, such as, "What would her friend say about this?" "Does her mother influence her decision? What would her mother say?" "Does her religion influence her decision? What would people at her church (or place of worship) say?" "What other people or things might lead her to one decision or the other?" Slowly build a mind map with students that encircles the question on the board.</p> <p>Students' answers (and your suggestions) should radiate out from the central question, Who influences her? Help students to see that teachers, family, friends, and other schoolmates, her boyfriend, religion, the media—can <i>influence</i> Irina's decision. You might define <i>influence</i> for students as "the power to affect someone or something". (5 min.)</p>

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
II. Presentation/ Information Materials: <ul style="list-style-type: none"> The Six S's poster (Session Materials A) 	15	<ol style="list-style-type: none"> Tell students that they are going to listen to Irina have a conversation with Andrei. Ask the volunteers to read the dialogue twice for the class and ask the class to listen carefully. (5 min.) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Dialogue:</p> <p><u>Andrei</u>: Hi Irina. You really look pretty today. Maybe we could go out together this weekend.</p> <p><u>Irina</u>: Hi Andrei. No, thank you. I can't.</p> <p><u>Andrei</u>: Oh, please? I would love to see you this weekend. You know I can show you a good time.</p> <p><u>Irina</u>: No, thank you. I can't. But you could study for the English test with Beata and me on Friday after school. Goodbye!</p> </div> Check students' comprehension and prepare them for the next step by asking them a few simple questions about the dialogue, such as, "What does Andrei want Irina to do?" "What does Irina say?" "How many times does Irina say 'no'?" "Did Irina suggest something else?" and "What is the last thing that Irina says?" "Does Andrei put <i>pressure</i> on Irina? How?" (He does this by asking twice and saying that she will have a good time.*) Point out that Irina knows her goals and can resist Andrei. Write <i>pressure</i> and <i>resist</i> on the board. Ask students to help you define the terms. You might define <i>pressure</i> as "other people trying to make you do something". You might define <i>resist</i> as "fight pressure" or "avoid pressure". (5 min.) Introduce students to the Six S's poster. Post it on the wall. Tell them it is a way to <i>resist pressure</i>. Read each line of the poster with them, asking them to repeat after you. Then, ask the volunteers to read the dialogue one more time, slowly. As they read, point out line by line each "S" that Irina uses. At the end, point out that Irina will probably stay away from Andrei. (5 min.)
III. Practice Materials: <ul style="list-style-type: none"> Six S's Sentence Strips (Photocopies of Session Materials A, cut into strips, per instructions on Page 19) 	15	<ol style="list-style-type: none"> Ask students if they think the Six S's are a good way to resist pressure. Ask them to give reasons for their opinions. (3 min.) On the board, write the dialogue from Part II above. Ask students to pair up and practice reading the dialogue together. They should both read each role at least once. (5 min.) Temporarily take the Six S's poster off the wall or cover it up. Give each pair a stack of the sentence strips you prepared for this lesson. Ask them to work together to put the strips in the correct order. The first pair who finishes can read the Six S's aloud to their classmates, so they can check their work. (7 min.)

CULTURAL NOTE

* In some cultures, it is expected to say no the first time for anything, but to be asked again. Modify this discussion—and the role play, if necessary—to adjust to cultural norms.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
<p>IV. Application/ Evaluation</p> <p>Materials:</p> <ul style="list-style-type: none"> Resisting Pressure Cards (Session Materials B) 	20	<ol style="list-style-type: none"> Uncover or put back up the Six S's poster. Pair students with new partners. Give each pair a Resisting Pressure card. Ask them to read their card and ask questions if they don't understand something on the card. Assign each partner in the pair an "A" or a "B." (5 min.) Ask each group to do a role play with the problem on their Resisting Pressure card and practice using the Six S's, using the dialogue as a model. If students need extra support to do this communicative activity, create a version of the dialogue with blanks where students can fill in the new information for their new dialogues. If time permits, they should switch roles so that each partner has an opportunity to practice using the Six S's. Encourage them to use grammar that is similar to the grammar in the example dialogue. They should use the modal <i>can't</i> as part of a polite but firm "no," and the modal <i>could</i> to make appropriate suggestions of alternate activities (up to 15 min.). Underline the examples of these modals in the dialogue on the board. If necessary for your learners, take time before they start the role play to discuss the use of these modals and share examples on the board: <div data-bbox="609 751 1482 1738" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Language and Structure Note: "Can" and "Could"</p> <p>If students are unfamiliar with the modal auxiliary <i>can</i> as it is used in the above dialogue, bring their attention to this structure by explaining that it refers to <i>ability</i> here. It can be positive or negative:</p> <ul style="list-style-type: none"> "I <i>can</i> speak English." "I <i>can't</i> go out with you this weekend." <p>Modals are words that appear before the main verb in an English sentence. <i>Can</i> and <i>can't</i> are also used by themselves, preceded by yes and no, to express ability:</p> <p>Question: "Can you go with me this weekend?" Answer: "No, I <i>can't</i>."</p> <p>The modal auxiliary <i>could</i> has several uses. In this dialogue, it is used to make a suggestion. The Six S's says that you can "suggest other things to do." Students can use <i>could</i> to make a suggestion:</p> <ul style="list-style-type: none"> "If you are sick, you <i>could</i> go to a doctor." "Maybe we <i>could</i> go out this weekend." "You <i>could</i> study for the English test with us." <p>If students need more practice with these structures before attempting their role plays, supplement this lesson with exercises from a grammar textbook to create more structured activities to help them practice the forms. One way to practice, without creating additional materials, is to tell students about real or imagined "problems" that you have, and have them take turns making suggestions about how to solve the problems, using <i>could</i>. Teacher: I have a headache. Student: You <i>could</i> take a nap.</p> <p>To practice <i>can</i> and <i>can't</i>, do the same type of exercise, asking students yes/no questions about ability:</p> <p>Teacher: Can you speak French? Student: No, I <i>can't</i>. But I <i>can</i> speak English.</p> </div> If time permits, ask some pairs to perform their role plays.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
<p>VI. Homework/Extension</p> <p>Materials:</p> <ul style="list-style-type: none"> • Photocopy Session Materials C on Page 27 for students or hand copy the homework onto the board. • The Six S's Poster 		<p>This homework assignment has two parts. You can choose to assign the part that is most appropriate for your students' proficiency level, or you can assign both parts. The homework is in Session Materials C. You can either copy the homework onto the board or you can make copies for your students. Tell them they should think about the Six S's when they do their homework.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure that students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p> <p>Instructions for the Homework Assignment</p> <p>Part A: Fill in the blanks with the words from the box.</p> <p>Part B: Imagine that your friend wants you to steal money. What would you do? Think about the Six S's. Finish the sentences. Use the words from the box in your sentences.</p>

ILLUSTRATION: ANDREI, IRINA, AND FRIEND



SESSION MATERIALS A: THE SIX S'S POSTER

S	<u>S</u>top, look, and listen.
S	<u>S</u>ay "no."
S	<u>S</u>tate your response repeatedly.
S	<u>S</u>uggest other things to do.
S	<u>S</u>ay "goodbye."
S	<u>S</u>tay away.

SESSION MATERIALS B: RESISTING PRESSURE CARDS

<p>Student A:</p> <p>Ask your partner to try a cigarette. When your partner says no, put a little pressure on him or her.</p>	<p>Student B:</p> <p>Use the Six S's to resist trying a cigarette.</p>
<p>Student A:</p> <p>Ask your partner to use a drug with you. When your partner says no, put a little pressure on him or her.</p>	<p>Student B:</p> <p>Use the Six S's to resist using the drug.</p>
<p>Student A:</p> <p>Ask your partner to skip school with you. When your partner says no, put a little pressure on him or her.</p>	<p>Student B:</p> <p>Use the Six S's to resist skipping school.</p>
<p>Student A:</p> <p>Ask your partner to steal some money with you. When your partner says no, put a little pressure on him or her.</p>	<p>Student B:</p> <p>Use the Six S's to resist stealing some money.</p>
<p>Student A:</p> <p>Ask your partner to cheat on a test with you. When your partner says no, put a little pressure on him or her.</p>	<p>Student B:</p> <p>Use the Six S's to resist cheating on a test.</p>

SESSION MATERIALS C: HOMEWORK

Part A: Fill in the blanks with the words from the box.

resist	influence	pressure	decision
--------	-----------	----------	----------

Someday, someone might put _____ on you to do something dangerous. You have to stop, look, and listen. Make a good _____. Don't let the pressure _____ you. You can _____ the pressure.

Part B: Imagine that your friend wants you to steal money. What would you do? Think about the Six S's. Finish the sentences. Use the words from the box in your sentences.

resist	influence	pressure	decision
--------	-----------	----------	----------

If my friend put pressure on me to steal money...

I would _____.

Also, I would _____.

Finally, I would _____.

I wouldn't _____.

LESSON 4:

RELATIONSHIPS



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Ask and answer *who, what, when, where, and why* questions.
- Use the modal *should* to give advice.
- Give short presentations in English.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Identify different types of relationships in their lives, particularly romantic (*girlfriend* and *boyfriend*) relationships.
- Describe healthy and unhealthy relationships and give at least three characteristics of each.
- Identify at least three ways to stay safe in relationships.

LENGTH: One hour

MESSAGE: *I can tell the difference between healthy and unhealthy relationships and seek help when needed.*

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Healthy and unhealthy relationships How to stay safe in relationships	Ask and answer <i>who, what, when, where, and why</i> questions Use the modal "should" to give advice.	Boyfriend Friendship Girlfriend Healthy Relationship Respect Romantic Self-esteem Trust Unhealthy

SESSION MATERIALS

- The Six S's poster from Lesson 3 as a reminder of how to resist pressure
- A few pictures of people with whom you (the teacher) have relationships of different types (a parent, a sister, a spouse, a teacher, a supervisor)
- Copies of Relationship Readings 1 and 2 (in Session Materials). Make enough copies so every group of three to five students can have one copy of either 1 or 2. If you do not have access to a copier or time to hand-copy the readings, write each on the board or flip chart paper.
- Copies of the *Instructions for the Homework Assignment* (optional)

IMPLEMENTATION OUTLINE

Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> Pictures of people with whom you have different types of relationships 	10	<ol style="list-style-type: none"> Write the word <i>relationship</i> on the board. (Do this before class begins.) Show students a few pictures of people, naming the type of relationship you have with them. For example, say, "This is Kara. She is my mother. This is Rick. He is my friend. This is Donna. She is my boss at work. This is Oscar. He is my husband." Make it clear that these are all different kinds of relationships. Ask students to repeat the word <i>relationship</i> after you a couple times. As you identify the people in the pictures, write the name of that person's relationship to you on the board below "relationship." Without yet labeling the columns, position the relationship names on the board in such a way that you are beginning to create four columns. These will eventually be labeled family, friends, community, and romantic. For the example in #1 above, the relationship words would be written on the board in the following order: <div style="text-align: center; margin: 10px 0;"> Mother Friend Boss Husband </div> (4 min.) Ask students to name other types of relationships in their lives (e.g., sister, classmate, religious leader, etc.). As they brainstorm, write down the relationship types in the appropriate column. Be sure to encourage students to list <i>boyfriend</i> and <i>girlfriend</i>. (4 min.) After the brainstorm, label the columns as <i>family</i>, <i>friends</i>, <i>community</i>, and <i>romantic</i>. Make sure everyone understands each of the terms. (Note that <i>community</i> encompasses work and school, as well as other people, such as religious leaders, health care workers, etc.) Make sure that <i>romantic</i> is the last column to be discussed, and that it is discussed in the most depth. Leave only this last column on the board as you transition into the Presentation. (2 min.)

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
<p>II. Presentation/ Information</p> <p>Materials:</p> <ul style="list-style-type: none"> Relationship Readings 1 and 2 (Session Materials, Page 34) 	20	<ol style="list-style-type: none"> Put students in small groups of three to five and have them assign one person to take notes. Write the following question on the board and ask groups to discuss it: "Why do people want a boyfriend or a girlfriend?" The designated note-taker should write down the group's answers on a piece of paper. Circulate among students to listen and assist. If groups have trouble getting started, prompt them by asking questions like, "Do they want love? Do they want friendship? Do they want sex?" etc. Write the question that students are discussing. (5 min.) When groups are finished, ask them to designate one person to stand and report their answers to the class. As reporters list their answers, write them on the board under the question. If students do not mention the following reasons, offer them as suggestions and briefly discuss each one to make sure students understand the terms: <p><i>Trust (to have confidence in; believe in)</i> <i>Friendship (a supportive, affectionate relationship between people)</i> <i>Respect (an attitude of admiration)</i></p> <p>Ask students to help you define these terms. Because these are abstract concepts, it may be useful to allow students to define them by using their native language or a class dictionary.</p> <p>If students mention sex as a reason why people want a boyfriend or girlfriend, include it on the board but point out that relationships with boyfriends and girlfriends <i>do not need</i> to involve sex, but that some people want sex to be a part of these relationships. Sometimes one partner does not feel ready to have sex, and that's OK. (5 min.)</p> Keep students in their small groups. Give half of the groups Relationship Reading 1, and the other half Relationship Reading 2 (both found in the Session Materials). Before they read, write <i>healthy</i> and <i>unhealthy</i> on the board. Ask volunteers to define the terms or give examples to illustrate their meaning. Explain that in this context of relationships, the meaning of healthy and unhealthy is figurative. Where possible, use translation or other locally appropriate phrases to convey this meaning. Then, ask them to take five minutes to read. Circulate among groups to answer questions and make sure they understand all the words in their reading. (5 min.) Finally, bring the whole class back together (though students should stay seated in their groups). Ask them the following questions to check comprehension and review key points: <ol style="list-style-type: none"> How do you know if a relationship is healthy? How do you know if a relationship is unhealthy? How can you stay safe in a romantic relationship? What should you do if you feel pressure in a relationship? (5 min.) <p>Write the answers on the board.</p>

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
II. Presentation/Information, continued		<p>Language and Structure Note: “Should”</p> <p>If students are not familiar with using the modal <i>should</i> to give advice, take time to explain it and give examples before moving on to Part III below.</p> <p>Just like the modals <i>can</i>, <i>could</i>, and <i>would</i> covered in previous lessons, <i>should</i> usually appears before a verb. <i>Should</i> is a way to give advice or talk to someone about his or her responsibilities. For example:</p> <ul style="list-style-type: none"> You should eat breakfast every day. She should say “no” if she feels pressure. <p>Ask students to underline the word <i>should</i> in Readings 1 and 2.</p> <p>Ask students a few <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> questions with <i>should</i> to help them practice using the modal construction. For example:</p> <p>Teacher: What should I do after class today?</p> <p>Student: You should take a break.</p>
III. Practice/Application Materials: <ul style="list-style-type: none"> Poster board or flip chart paper Markers, colored pencils, or other decorative art supplies that are available 	20	<ol style="list-style-type: none"> Regroup students so the new groupings of three to five contain some who have read Reading 1 and some who have read Reading 2. Give each group a piece of poster board or flip chart paper and some art supplies. (5 min.) Ask each group to make a poster titled “Healthy and Unhealthy Relationships.” Tell them they can put whatever they want on the posters, as long as they convey information about what is healthy and what is unhealthy in relationships with boyfriends and girlfriends. Keep in mind that you may need to start a poster for them, to model the task. (15 min.) <p>Note: The time allotted for poster creation is based on a one-hour class lesson. It is recommended that you give students additional time to create the poster if you have more than one hour for your class lesson. You might also consider stretching this lesson into a second day or giving students time to work after or before school. Fifteen minutes is allotted for students to just begin to discuss their poster layout together.</p>
IV. Evaluation Materials: <ul style="list-style-type: none"> None 	10	<ol style="list-style-type: none"> Each group should stand and present their poster to the class, explaining why they chose the words or images that they did. Students should be encouraged to ask questions. The teacher should ask questions about the content of the posters in order to review key messages from the readings and discussions. Put up the posters in the classroom or in the school. (5 min.)

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
<p>VI. Homework/ Extension</p> <p>Materials:</p> <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>Ask students to survey their families and friends with two questions, in English or in their native languages:</p> <p><i>How do you know if a relationship is healthy?</i> <i>How do you know if a relationship is unhealthy?</i></p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure that students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p> <p>Instructions for the Homework Assignment</p> <p>Talk to at least two family members or friends. Ask them two questions:</p> <ol style="list-style-type: none"> How do you know if a relationship is healthy? How do you know if a relationship is unhealthy? <p>You can ask the questions in English or in your language. Write down the answers and bring them to the next class.</p>

SESSION MATERIALS: RELATIONSHIP READINGS 1 AND 2

Relationship Reading 1:

Healthy Relationships

In a healthy relationship, there is friendship, trust, and respect. In all relationships, stay safe! To stay safe, you should

- Take your time. Don't start a relationship too fast.
- Go out together with a group of friends.
- Stay in public places.
- Say "no" if you feel pressure.

Relationship Reading 2:

Unhealthy Relationships

In a healthy relationship, there is friendship, trust, and respect. In an unhealthy relationship, a boyfriend or girlfriend might

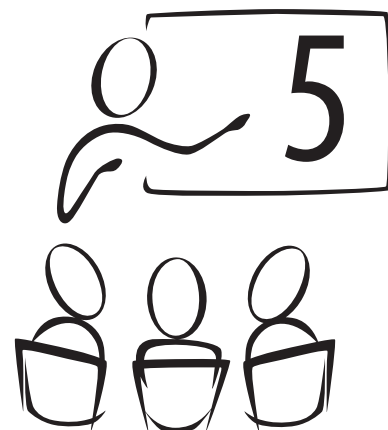
- Say mean things to you.
- Hit you.
- Try to control your life.
- Put pressure on you to have sex.

If you are in an unhealthy relationship, you should say, "Goodbye!"

LESSON 5:

WHAT IS HIV?

(Part 1–How is HIV transmitted, and how does it affect the body?)



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Identify and pronounce basic body parts (e.g., head, stomach, throat, nose, back, etc.).
- Describe basic symptoms related to common illnesses (e.g., cold, flu, sore throat, headache).

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Explain two ways in which HIV is different from common illnesses.
- Identify the four ways that HIV is transmitted.
- Tell a classmate at least five ways that HIV is not transmitted.
- Evaluate the accuracy of common beliefs about HIV transmission in their community by comparing the beliefs to facts provided in this lesson.
- Share correct information orally about HIV transmission in their community.

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
The difference between a strong body and a weak (or HIV-infected) body	Express possibility through “can” and “cannot/ can’t”	Blood Body Having sex
The difference between HIV and common illnesses like colds	Compare	HIV Illness Needle
Ways that HIV is and is not transmitted		Strong Taking drugs Transmission/transmit Weak/Weaken Breastfeeding

SESSION MATERIALS

- Tape
- Short text prepared on flip chart (optional)
- Sets of HIV Transmission cards (enough for small groups in class)
- Real-life objects used in daily life (optional)
- Copies of the *Instructions for the Homework Assignment* (optional)
- Find out how to say HIV/AIDS in the students’ native language (or in local colloquial language)

LENGTH: One hour

MESSAGE: *Contracting HIV can interfere with achieving my goals. I can prevent this by making good decisions.*

Note: This lesson comes after four foundational lessons that address goal-setting, decision making, interpersonal skills, and relationships. Up until this point, HIV/AIDS has not been addressed. Lessons 5 and 6 serve as an introduction to some basic information about HIV within the context of developing important life skills related to self-efficacy and personal empowerment. It is important to keep this context in mind, as well as the developmental stage of your students, and to avoid technical or overly detailed descriptions of health conditions, HIV/AIDS, symptoms, and transmission. Throughout this lesson and the following lessons, students should be encouraged to focus on their own personal goals and the skills needed to reach their goals, while keeping in mind the effect that HIV infection would have on their lives.

IMPLEMENTATION OUTLINE

Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> None 	5	<ol style="list-style-type: none"> Ask students, “When you have the flu, how long are you sick? How do you get better?” Elicit responses that touch on these points: (2 min.) <ul style="list-style-type: none"> Common illnesses like the flu usually last only for a few days. The body usually needs rest, food, and liquids to recover. Tell students that HIV is different from other illnesses, and today they are going to learn some basic information about HIV. Ask them what they know or what they think about HIV; follow up each response by asking, “Are you sure? Is that true?” (3 min.)
II. Presentation/ Information Materials: <ul style="list-style-type: none"> Prepared text on flip chart (optional) 	20	<ol style="list-style-type: none"> Ask students, “How do you say HIV in your language?” Have students share how it is said in their native language(s), but be prepared with the local translation (and other slang/jargon used to describe it) in case students don’t know. (2 min.) Put the following text (without underlined words) on the board and read it aloud. Then, have students read it aloud. (5 min.) <p><i>My body is strong. A strong body fights illnesses like the flu so they leave the body. HIV is different from the flu. HIV weakens the body slowly and over time. A weak body cannot fight illnesses like the flu. HIV never leaves the body.</i></p> Ask for a volunteer(s) to come to the board and underline all instances of these words in the text as you say them: <u>strong</u>, <u>weak</u>, <u>weakens</u>, <u>body</u>, <u>illnesses</u>, <u>HIV</u>. Have the class repeat these vocabulary words aloud to practice pronunciation. (3 min.) Have students stand up at their seats and pantomime what a strong body looks like and then what a weak body looks like. (2 min.) To check students’ comprehension of this important information about HIV and its effects on the body, ask the following questions and then write the students’ answers on the board. Have students copy the answers in their notebooks. (8 min.) <ul style="list-style-type: none"> <i>What can a strong body do?</i> (A strong body fights illnesses.) <i>Does HIV weaken the body?</i> (Yes, HIV weakens the body.) <i>Can a weak body fight the flu?</i> (A weak body cannot fight the flu.) <i>How is HIV different from illnesses like the flu?</i> (HIV never leaves the body. There is no cure for HIV.)

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE												
III. Practice Materials: <ul style="list-style-type: none">Sets of HIV Transmission cards (enough for small groups) (Session Materials, Page 41)	15	<ol style="list-style-type: none">Say, “Illnesses like the flu are easy to give to each other, especially if we don’t wash our hands often (pantomime this) or if we cough (pantomime this) on each other. But do you know how people give HIV to someone else? When you give an illness to someone, that is called <i>transmission</i>. We are going to talk about HIV transmission, or what kinds of things <i>transmit</i> HIV now.” Write <i>transmission</i> and <i>transmit</i> on the board. (1 min.)Divide students into groups of three to five, depending on the size of the class (smaller groups are better, if possible). Give each group a set of HIV Transmission cards. Have each group separate the cards into two piles—one pile for things that can transmit HIV and one pile for things that cannot transmit HIV. They can also keep a separate pile for cards that they are not sure about. (5 min.)Ask one group of students to read the cards with actions that they think can transmit HIV. Ask another group to read the cards with actions that they think cannot transmit HIV. Ask the class if they think the two groups agree on what can and cannot transmit HIV. As a class, generate a list on the board, like the one below, of how HIV can and cannot be transmitted. (5 min.)<table><tr><th>Can transmit HIV</th><th>Cannot transmit HIV</th></tr><tr><td>Having sex without a condom</td><td>Holding hands</td></tr><tr><td>Taking drugs with a needle</td><td>Sharing towels</td></tr><tr><td>Breastfeeding (from the mother to the baby if the mother has HIV)</td><td>Sharing food</td></tr><tr><td></td><td>Kissing</td></tr><tr><td></td><td>Coughing on someone</td></tr></table> <p>Note: Gerunds (e.g., sharing, taking, holding) will be introduced in the next lesson. In this lesson, students should focus on the meaning and not the form of these verbs.</p> <ol style="list-style-type: none">Have students turn to a partner and practice asking/answering simple questions based on the chart. (3 min.)<ul style="list-style-type: none">Can _____ transmit HIV? Yes, it can./No, it can’t.Close this activity by asking students if they can prevent HIV transmission. Affirm for students that they can indeed prevent HIV transmission if they make good decisions about their bodies. (1 min.)	Can transmit HIV	Cannot transmit HIV	Having sex without a condom	Holding hands	Taking drugs with a needle	Sharing towels	Breastfeeding (from the mother to the baby if the mother has HIV)	Sharing food		Kissing		Coughing on someone
Can transmit HIV	Cannot transmit HIV													
Having sex without a condom	Holding hands													
Taking drugs with a needle	Sharing towels													
Breastfeeding (from the mother to the baby if the mother has HIV)	Sharing food													
	Kissing													
	Coughing on someone													

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
<p>IV. Application/ Evaluation</p> <p>Materials:</p> <ul style="list-style-type: none"> Real-life objects used in daily life (optional) 	15	<p>1. In small groups, have students create and practice a short presentation about actions that cannot transmit HIV. Students should imagine that they are giving the presentation to educate others in the community about false beliefs surrounding HIV transmission. The presentations should not feature actions that do transmit HIV (i.e., having sex, taking drugs with a needle).</p> <p>Each presentation should</p> <ul style="list-style-type: none"> Have a title. Include at least five items that students use to illustrate actions that do not transmit HIV (pictures, chalk drawings, or real-life objects). Include a one-sentence explanation for each item (e.g., “Sharing dishes cannot transmit HIV” or “Touching cannot transmit HIV”). Address at least two common myths about HIV transmission that exist in the community. <p>Note: If there is time during this class or a following class, have groups give their presentations in front of the class. However, make sure to give students at least 15 minutes to come up with and practice the presentation; more time would be necessary to perfect the delivery.</p>
<p>V. Homework/Extension</p> <p>Materials:</p> <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>At home, students speak with a member of their family or a friend to get a sense of how illnesses have impacted them or the community. Students should ask the questions below in the native language and then write a summary in English and bring it to the next class. Make sure students know how to say HIV in the native language (or how it is otherwise referred to) in case their family member does not know the technical term.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure that students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p> <p>Instructions for the Homework Assignment</p> <p>In [native language] or English, tell the oldest person in your family that you are learning about illnesses like HIV in English class. Ask the following questions and then write the answers in English.</p> <ul style="list-style-type: none"> When you were younger, what illnesses did people have? Are the illnesses the same or different now? Do you think that HIV is a problem in our community? Why or why not?

ILLUSTRATION



ILLUSTRATION



SESSION MATERIALS: HIV TRANSMISSION CARDS

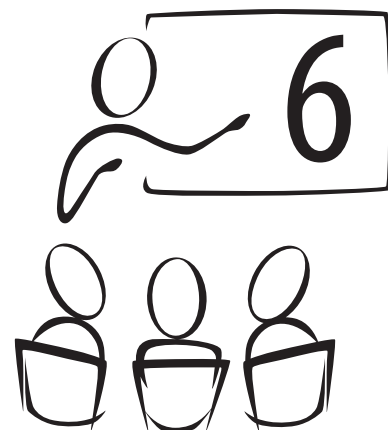
Note: You can replace (or add) any of the non-HIV transmission cards with items that reflect local myths about HIV transmission (e.g., mosquitoes, sharing dishes), but make sure to keep the actions that can transmit HIV (having sex, taking drugs with a needle, breastfeeding) in the set.

having sex without a condom	holding hands	hugging
sharing food	breastfeeding	kissing
taking drugs with a needle	sharing towels	coughing on someone

LESSON 6:

WHAT IS HIV?

(Part 2–How does HIV affect our community?)



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Distinguish between consonants and vowels.
- Identify and use common action verbs related to daily life (e.g., share, hold, drink, touch, etc.).

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Correctly form and spell in written English commonly used gerunds related to their personal lives.
- Use gerunds to describe decisions and consequences related to their personal lives.
- Describe at least three ways that HIV is transmitted and three ways that HIV is not transmitted.
- State examples of how their personal goals affect the decisions they make.
- List at least three ways that people with HIV can be supported within the community.

LENGTH: One hour

MESSAGE: Contracting HIV can interfere with achieving my goals. I can prevent this by making good decisions. It is important to share accurate information about HIV within the community.

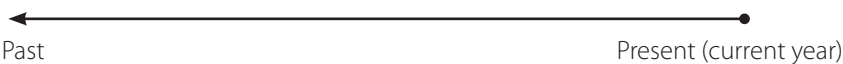
CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Impact of HIV on the community Importance of knowing and sharing correct information about HIV Facts and myths about HIV prevention and transmission Six S's and the SAFER method	Gerunds ("-ing" words) and their spelling	Condom Decisions Drugs Goals Needles Prevent Sex Transmission/transmitted

SESSION MATERIALS

- Basic statistics about HIV rates in the local area or country (See references in Appendix 2)
- Before class, ask two students or other individuals at the school who speak English clearly to practice the dialogue in Part II (Presentation/Information) of this lesson, so they can perform it for the class during the lesson. Encourage them to act out their roles, so the dialogue will be interesting to listen to.
- Copies of the fill-in-the-blank exercise for Part III (Practice) (optional)
- Six S's poster and the SAFER poster (from previous lessons)
- Copies of the *Instructions for the Homework Assignment* (optional)

IMPLEMENTATION OUTLINE

Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> Basic statistics about HIV rates 	10	<ol style="list-style-type: none"> Create a simple timeline on the board, such as the one below, and ask students to share some of the responses they collected for the previous lesson's homework when they asked the oldest member of their family the following questions: "When you were younger, what illnesses did people have? Are the illnesses the same or different now?" Write responses under the appropriate point in the timeline. (5 min.) <div style="text-align: center; margin-top: 10px;">  </div> Based on the answers they received from their homework, poll students on whether or not they think that HIV is currently a problem in the community (why or why not?). (3 min.) <p>Note: Be prepared with some basic statistics about HIV rates in the country, in case students are not aware of the significance of this problem around them.</p> Ask students why it is important to know and share information about HIV in the community. Affirm and add to their responses as needed. (2 min.)
II. Presentation/ Information Materials: <ul style="list-style-type: none"> Copies of dialogue for student volunteers to read 	15	<ol style="list-style-type: none"> Tell students they are going to listen to a conversation a brother and sister are having about HIV. Ask the volunteers to read or act the dialogue twice for the class and ask the class to listen carefully. (5 min.) <p>Note: Consider modifying the conversation to incorporate rumors or myths about HIV transmission and prevention that are appropriate to your region.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Brother: What do you know about HIV?</p> <p>Sister: Well, you can get HIV from taking drugs with a needle.</p> <p>Brother: Oh. Can you get HIV from playing soccer?</p> <p>Sister: No, you can't get HIV from playing a sport.</p> <p>Brother: Can you get HIV from holding hands?</p> <p>Sister: No, you can't get HIV from holding hands.</p> <p>Brother: OK. But can you get HIV from having sex without a condom?</p> <p>Sister: Yes, you can!</p> <p>Brother: Can you get HIV from having sex only one time?</p> <p>Sister: Yes, you can get HIV from having sex only one time.</p> <p>Everyone has to make good decisions about their bodies, you know!</p> </div>

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE																
II. Presentation/ Information, continued		<div>2. Ask students to identify from the dialogue two ways that HIV can be transmitted and two ways it cannot be transmitted. Write on the board: (5 min.)</div> <table><tr><th>HIV is transmitted by...</th><th>HIV is not transmitted by...</th></tr><tr><td>taking drugs with a needle</td><td>playing a sport</td></tr><tr><td>having sex without a condom</td><td>holding hands</td></tr></table> <div>Draw students' attention to the gerund structures: receiving, playing, having, holding. Say, "We can change verbs into nouns by adding -ing to the simple verb. That's called a <i>gerund</i>." Ask students what the original verbs are in the above list of gerunds (receive, play, have, hold) and write them down.</div> <div>3. Have students return to the chart above with gerunds from the dialogue and add additional gerunds that reflect ways HIV can be transmitted and ways HIV cannot be transmitted. For example: (5 min.)</div> <table><tr><th>HIV is transmitted by...</th><th>HIV is not transmitted by...</th></tr><tr><td>taking drugs with a needle</td><td>playing a sport</td></tr><tr><td>having sex without a condom</td><td>holding hands</td></tr><tr><td>breastfeeding a baby when the mother has HIV</td><td>sharing a plate</td></tr><tr><td></td><td>hugging</td></tr></table>	HIV is transmitted by...	HIV is not transmitted by...	taking drugs with a needle	playing a sport	having sex without a condom	holding hands	HIV is transmitted by...	HIV is not transmitted by...	taking drugs with a needle	playing a sport	having sex without a condom	holding hands	breastfeeding a baby when the mother has HIV	sharing a plate		hugging
HIV is transmitted by...	HIV is not transmitted by...																	
taking drugs with a needle	playing a sport																	
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taking drugs with a needle	playing a sport																	
having sex without a condom	holding hands																	
breastfeeding a baby when the mother has HIV	sharing a plate																	
	hugging																	
III. Practice Materials: <ul style="list-style-type: none">None(Optional: create a handout with this fill-in-the-blank exercise to save time if copying it into notebooks would take too long)	15	<div>1. Review basic facts about HIV/AIDS by writing the following sentences on the board and having students select the correct vocabulary word from the word bank and fill in the blanks with the correct form of the word. Ask students to copy the sentences in their notebooks. (10 min.)</div> <table><tr><td>share</td><td>sit</td><td>have</td><td>make</td><td>drink</td><td>use</td><td>hold</td></tr></table> <div>I can prevent HIV infection by not _____ sex. I can prevent HIV infection by _____ a condom if I have sex. HIV can be transmitted by _____ needles. HIV cannot be transmitted by _____ hands. HIV cannot be transmitted by _____ from someone's cup. HIV cannot be transmitted by _____ next to someone. I can prevent HIV infection by _____ good decisions.</div> <div>Answer Key: I can prevent HIV infection by not <u>having</u> sex. I can prevent HIV infection by <u>using</u> a condom if I have sex. HIV can be transmitted by <u>sharing</u> needles. HIV cannot be transmitted by <u>holding</u> hands. HIV cannot be transmitted by <u>drinking</u> from someone's cup. HIV cannot be transmitted by <u>sitting</u> next to someone. I can prevent HIV infection by <u>making</u> good decisions.</div> <div>4. Check their work to make sure that they use the correct vocabulary words and gerund forms. (5 min.)</div>	share	sit	have	make	drink	use	hold									
share	sit	have	make	drink	use	hold												

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE				
<div>IV. Application/ Evaluation</div> <div>Materials:</div> <ul style="list-style-type: none">Six S's posterSAFER poster	20	<div><div><div>1. Review the Six S's and the SAFER method with students, using the posters in the classroom. (3 min.) Remind them that they have practiced how to make good decisions using the SAFER method and have learned how to resist pressure with the Six S's.</div><div>2. Ask students to return to their list of personal goals from Lesson 1 and to think about the impact their decisions can have on their goals. Point out that HIV can affect their ability to meet their goals. Students should complete the following chart and then share it with a partner. Circulate while they are working on their charts to make sure they are using the correct form of gerunds. (17 min.)</div></div><table><tr><th>My goals</th><th>HIV can stop me from...</th></tr><tr><td>(possible responses: <i>finish school, have lots of friends, make money, get a job, take care of my family, buy new clothes, stay healthy, get married</i>)</td><td>(possible responses: <i>finishing school, staying healthy, being with my friends</i>)</td></tr></table></div>	My goals	HIV can stop me from...	(possible responses: <i>finish school, have lots of friends, make money, get a job, take care of my family, buy new clothes, stay healthy, get married</i>)	(possible responses: <i>finishing school, staying healthy, being with my friends</i>)
My goals	HIV can stop me from...					
(possible responses: <i>finish school, have lots of friends, make money, get a job, take care of my family, buy new clothes, stay healthy, get married</i>)	(possible responses: <i>finishing school, staying healthy, being with my friends</i>)					
<div>VI. Homework/Extension</div> <div>Materials:</div> <ul style="list-style-type: none">None (unless you choose to provide copies of the instructions for the homework assignment)	15	<div><div><div>During a following class or an after-school club meeting, invite a local community health worker to speak with the students (in the native language) about the impact that HIV/AIDS has on the community. The health worker should speak specifically about how HIV infection affects the community, but also how the community can help people with HIV lead long and productive lives if we care for them as our brothers, sisters, parents, and friends. The talk should allow students to then complete the homework, which is to write ideas down in English on the following topics:</div><div><div>HIV infection affects a community by...</div><div>We can help people with HIV infection by...</div></div><div><div>Note: Instructions for the Homework Assignment should be shared orally and in written form with the students. Every effort should be made to make sure that students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</div><div>Instructions for the Homework Assignment</div><div>Listen to the health worker talk about HIV/AIDS in the community. Think about what HIV infection does in a community. Think about how we can help people who have HIV. Complete the sentences, using gerunds (-ing words):</div><div><div>HIV infection affects a community by...</div><div>We can help people with HIV infection by...</div></div></div></div></div>				

LESSON 7:

RISKY BEHAVIORS

(Part 1—Drugs/Alcohol and HIV Infection)



ENABLING LANGUAGE SKILLS

Before beginning this lesson students should be able to

- Accurately use adverbs of frequency to describe personal actions (always, often, sometimes, rarely, never).
- Identify common substances found in the community (e.g., alcohol, drugs, cigarettes, herbs, etc.) – **Note:** This lesson is not meant to be an alcohol/drug education and prevention lesson, although it is certainly intended to encourage young people to make healthy decisions regarding drugs and alcohol. Prior to this lesson, you may need to do some awareness-raising activities about drug and alcohol use so that you can focus on the main message of this lesson, which addresses the relationship between substance-related risky behaviors and HIV transmission.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Use common adverbs of frequency to describe habits of personal behavior.
- Categorize personal behaviors according to level of risk using adverbs of frequency (always, sometimes, never risky).
- Identify and discuss reasons that teenagers use alcohol and drugs, in order to recognize impact on HIV exposure.
- List at least three potential HIV-related consequences of drug and alcohol use.

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Defining risky behavior related to HIV transmission Connection between alcohol/drug use and HIV transmission Alcohol/drug use as a result of peer pressure or poor stress management	Adverbs of frequency	Risk/Risky Behavior (Take/use/inject) Drugs (Drink) Alcohol (Smoke) Cigarettes (Have/delay) Sex Condom More likely Less likely

SESSION MATERIALS:

- Three large signs, one of each that says ALWAYS RISKY; NEVER RISKY; SOMETIMES RISKY
- Tape to post signs
- One set of Risk Cards (see Session Materials, Page 52)
- Picture or drawing of a teenager
- Paragraph written on flip chart paper (optional)
- Copies of the *Instructions for the Homework Assignment* (optional)

LENGTH: One hour

MESSAGE: *HIV can be prevented by avoiding certain behaviors, such as drug use and unprotected sex. Delaying sexual activity, not using drugs, and having a monogamous relationship can help prevent HIV infection.*

CULTURAL NOTE:

In some cultures/religions/countries, alcohol is forbidden and may not be an issue in the community. Before teaching this lesson, think about the encounters that students might have with alcohol and drugs, and other substances present in the community, and adjust the content of the lesson as necessary.

IMPLEMENTATION OUTLINE

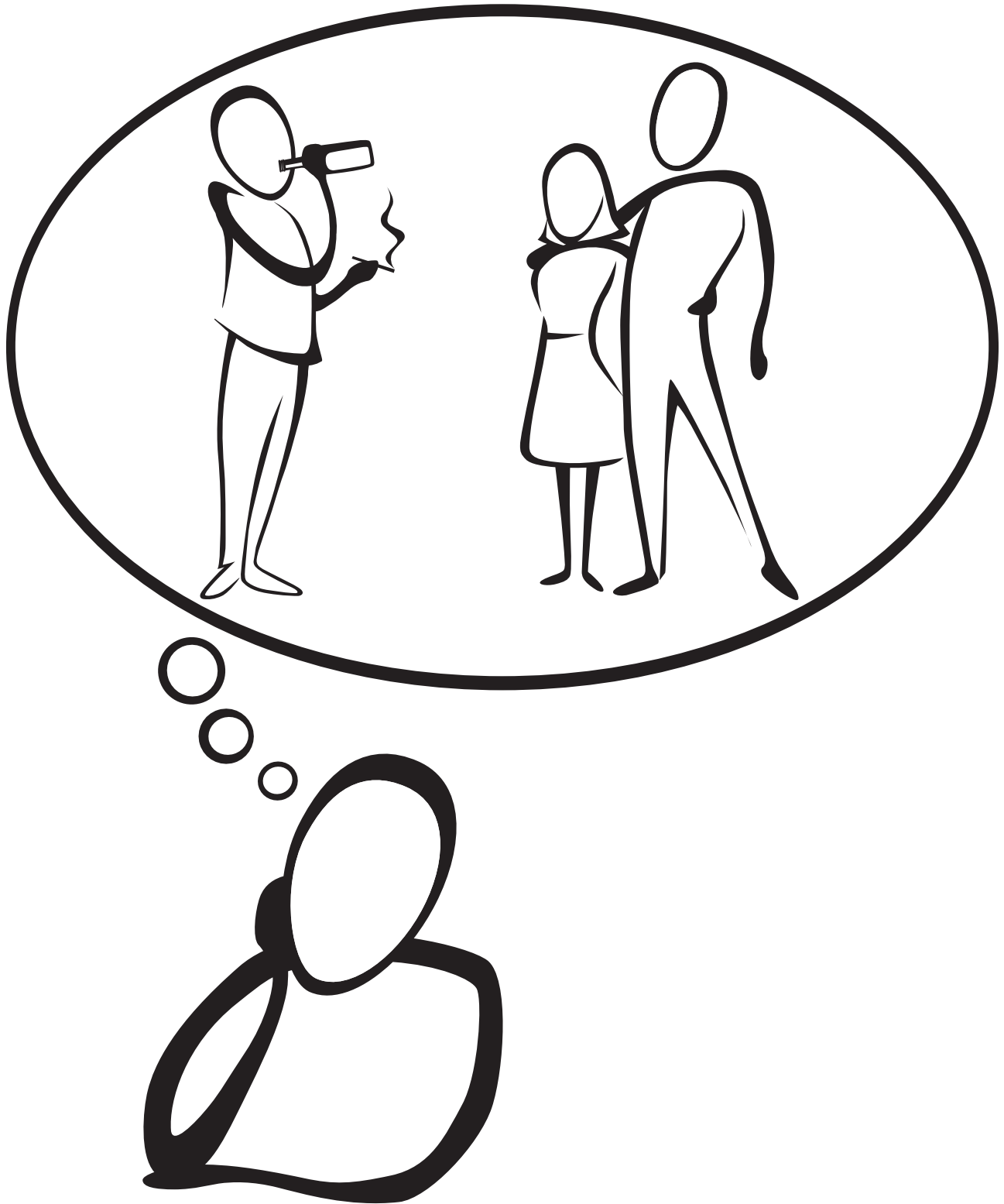
Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> None 	5	<ol style="list-style-type: none"> Begin class by saying, “Today we’re going to talk about risky behaviors that can lead to HIV transmission. Behaviors are the actions that you do in your life.” Write the following definitions on the board and ask for student volunteers to read the definitions aloud. (2 min.) <i>A risky behavior is not healthy. A risky behavior can hurt me or another person.</i> Then solicit some examples of what a risky behavior (in general) might be and what a safe behavior might be (in general). (3 min.)
II. Presentation/ Information Materials: <ul style="list-style-type: none"> Picture or drawing of a teenager Paragraph written on flip chart paper (optional) 	25	<ol style="list-style-type: none"> Post a large picture (e.g., from a magazine) or drawing of a teenage boy or girl on the board, with the following short paragraph that is then read aloud: (5 min.) <i>My name is (appropriate name) and I am (appropriate age) years old. My life is not <u>always</u> easy. <u>Sometimes</u> I have problems. When I have problems, <u>sometimes</u> I cry or I talk to my friends. I <u>never</u> take drugs, but sometimes I drink a beer [or locally appropriate alcoholic beverage] or smoke a cigarette when I am sad. My boyfriend/girlfriend <u>often</u> takes me to parties on the weekend. My friends <u>often</u> drink alcohol or take drugs at parties, because they say it makes them feel good.</i> You can read the story aloud again, pausing when you come to the adverbs (underlined) and have the students say the adverbs aloud. Refer to the definition of <i>risky behaviors</i> on the board, and ask students for examples of risky behaviors in the story. (2 min.) Divide the class into three sections and ask each section to work in pairs or small groups to brainstorm answers to one of the following questions. After brainstorming, have students come up to the board and write their ideas under the respective question. (8 min.) <ol style="list-style-type: none"> “Why do teenagers take drugs or drink alcohol?” “What drugs or alcohol do boys sometimes use?” “What drugs or alcohol do girls sometimes use?” Possible responses to the first question might be: <ul style="list-style-type: none"> Teenagers feel sad/stressed/angry. Teenagers have problems. Teenagers want to be “cool.” Teenagers want to make their boyfriend/girlfriend happy. Teenagers like to go to parties. Possible responses to the other two questions will vary.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE						
II. Presentation/ Information, continued		<div>4. Say, "There are many reasons that teenagers might want to try alcohol and drugs. These are risky behaviors because they are not healthy. Using alcohol and drugs can hurt you or another person. What can happen if you use alcohol or drugs?" (10 min.)</div> <table><tr><th colspan="2">Alcohol and Drugs Chart</th></tr><tr><td>What can happen if I use alcohol or drugs?</td><td><i>Possible responses:</i><ul style="list-style-type: none">• have sex without a condom• have sex with more than one partner• share needles• get pregnant• make bad decisions• get sick</td></tr><tr><td>What can happen if I don't use alcohol or drugs?</td><td><i>Possible responses:</i><ul style="list-style-type: none">• have safer sex by using condoms• think about my health• talk about risks, health, and condom use before sex with my boyfriend or girlfriend• make good decisions• finish school• stay healthy</td></tr></table>	Alcohol and Drugs Chart		What can happen if I use alcohol or drugs?	<i>Possible responses:</i> <ul style="list-style-type: none">• have sex without a condom• have sex with more than one partner• share needles• get pregnant• make bad decisions• get sick	What can happen if I don't use alcohol or drugs?	<i>Possible responses:</i> <ul style="list-style-type: none">• have safer sex by using condoms• think about my health• talk about risks, health, and condom use before sex with my boyfriend or girlfriend• make good decisions• finish school• stay healthy
Alcohol and Drugs Chart								
What can happen if I use alcohol or drugs?	<i>Possible responses:</i> <ul style="list-style-type: none">• have sex without a condom• have sex with more than one partner• share needles• get pregnant• make bad decisions• get sick							
What can happen if I don't use alcohol or drugs?	<i>Possible responses:</i> <ul style="list-style-type: none">• have safer sex by using condoms• think about my health• talk about risks, health, and condom use before sex with my boyfriend or girlfriend• make good decisions• finish school• stay healthy							
III. Practice/ Application Materials: <ul style="list-style-type: none">• 3 large signs, one of each that says ALWAYS RISKY; NEVER RISKY; SOMETIMES RISKY• Tape• Risk cards	25	<div>1. Post three large signs around the room that say "ALWAYS RISKY"; "NEVER RISKY"; and "SOMETIMES RISKY." Give one Risk card to each of the students and ask them to stand under the sign that they think is the best match of the risk factor they have. Once everyone is standing under a sign, have the students read the behavior on their cards aloud and ask the rest of the students if they agree with the level of risk. (8 min.)</div> <div>Note: If the class is too large for everyone to get a card and move around, do this activity with a smaller group of students and have the rest of the class watch and monitor their classmates' responses, then have students switch so others get the chance to do the activity and monitor the responses.</div> <div>2. Referring to the three signs posted at the front of the room (ALWAYS RISKY; NEVER RISKY; SOMETIMES RISKY), ask students to interview each other using the following questions (or come up with their own): (17 min.)</div> <ul style="list-style-type: none">• How risky is it to have sex without a condom?• How risky is it to use drugs?• How risky is it to play with your brothers and sisters?• How risky is it to kiss your boyfriend or girlfriend?• How risky is it to drink alcohol at a party?• How risky is it to delay sex?						

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
IV. Evaluation Materials: <ul style="list-style-type: none"> None 	5	1. Ask students to write down three reasons why they will not use alcohol or drugs. (5 min.)
V. Homework/Extension Materials: <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>At home, have students complete a paragraph similar to the one presented in the II. Presentation/Information section of this lesson, but about themselves.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p> <p>Instructions for the Homework Assignment</p> <p>Complete the paragraph about yourself. Put in the correct adverbs: always, sometimes, never</p> <p>My name is _____ and I am _____ years old. My life is _____ easy. I _____ have problems. When I have problems, I _____ cry or I _____ talk to my friends. I _____ take drugs. I _____ drink alcohol when I am sad. I _____ go to parties on the weekend. My friends _____ drink alcohol or take drugs at parties. I _____ want to be healthy and make good decisions!</p>

ILLUSTRATION



SESSION MATERIALS: RISK CARDS

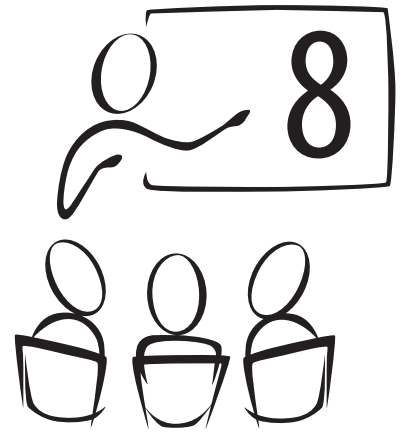
Note: The cards here are arranged in three columns and labeled “always risky,” “never risky,” and “sometimes risky” for your reference. You may choose to change the content of some of the cards to be more locally appropriate. The “sometimes risky” cards should refer to behaviors/activities that aren’t necessarily risky, but could be dangerous given certain conditions (e.g., crossing a busy street without looking both ways). Keep in mind that there might be some discussion among the students regarding where the cards fall on the risk continuum, but make sure to emphasize the cards that are ALWAYS risky.

ALWAYS RISKY	NEVER RISKY	SOMETIMES RISKY
Take drugs	Listen to your favorite music	Travel to a different city
Smoke cigarettes	Play with your brothers and sisters	Cut vegetables or meat with a knife
Drink alcohol	Talk to your parents about school	Touch your boyfriend/girlfriend in a romantic way
Have sex	Delay sex	Have an older boyfriend/girlfriend
Forget to use a condom	Hug someone who has HIV	Forget to wash your hands before you eat
Pay someone to have sex with you	Read a book	Cross the street
Don’t talk to your boyfriend/girlfriend about condoms	Learn how to use a condom	Go to a party where there is alcohol
Have sex with many people	Share food with someone who has HIV	Be friends with people who use or sell drugs

LESSON 8:

RISKY BEHAVIORS

(Part 2–Sex and HIV Infection)



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Accurately use adverbs of frequency to describe personal actions (always, often, sometimes, rarely, never)

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Use common adverbs of frequency to describe habits of personal behavior.
- Categorize personal behaviors according to level of risk using adverbs of frequency (always, sometimes, never risky).
- Identify and discuss reasons that teenagers have sex or engage in risky sexual behavior, in order to recognize impact on HIV exposure.

LENGTH: One hour

MESSAGE: *HIV can be prevented by avoiding certain behaviors, such as drug use and unprotected sex. Delaying sexual activity, not using drugs, and having a monogamous relationship can help prevent HIV infection.*

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Defining risks and identifying common risks to one's own health Risky sexual behaviors	Adverbs of frequency	Alcohol Behavior Belief Cigarettes Condom Drugs Risk/Risky Safe/safer (Have/delay) Sex

SESSION MATERIALS

- Nine behaviors (taken from Lesson 7's Risk cards) written on paper
- Beliefs About Sex handout (male and female versions, Page 57)
- Copies of the *Instructions for the Homework Assignment* (optional)

INSTRUCTIONAL NOTE:

This lesson is different from other lessons in the curriculum, because it requires you to divide the class into two separate groups (boys and girls) and to work with a host country counterpart. Ideally, you will work with a counterpart of your opposite sex who speaks English and can help deliver parts of this lesson to the group of students of the same sex. For example, if you are a female PCV, you will deliver part of this lesson to girls only, while your male counterpart delivers part of this lesson to boys only.

This separation of boys and girls is meant to make students more comfortable with confronting and discussing risky behaviors related to sexual activity that may be specific to their gender. If you do not have an English-speaking counterpart of the opposite sex or if you are unable to separate boys from the girls due to space constraints, you will need to modify this lesson so it is appropriate for your local situation (for example, deliver the lesson to the entire class; have boys and girls working at separate tables; modify some of the information to be more gender-inclusive).

Working with a counterpart is a good opportunity to learn about HIV in the host country from a different perspective, to share HIV information, and to collaborate on classroom instruction, so it is best if you are able to do so. If you are fortunate enough to work with a counterpart, make sure to talk with him or her beforehand and share ideas about best ways to approach this lesson. Your counterpart may have additional ideas for modifying this lesson or addressing particular cultural or gender-specific issues related to adolescent sexual behavior in the host country.

IMPLEMENTATION OUTLINE

Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> Nine behaviors (taken from Lesson 7's Risk cards) written on paper 	10	<ol style="list-style-type: none"> To start, ask nine students to come to the front of the room and give each of them a piece of paper with a behavior from one of Lesson 7's Risk cards written in large, legible letters. Make sure the nine behaviors include a balance of always, sometimes, and never risky behaviors. Ask the students to arrange themselves in a line at the front of the room, ranging from "always risky" to "never risky." Encourage the rest of the class to monitor or direct the students to form the best possible continuum from always to never risky. There can be some discussion among the students about what behaviors in the middle may be deemed more or less risky, but make sure that the "always risky" behaviors and "never risky" behaviors are clearly positioned on opposite ends of the continuum. Ask students if there is any difference between risky behaviors for boys and for girls. Say to students, "Today, we'll be talking about sex and the risk of HIV infection. We want everyone to feel comfortable talking about this, so we are going to separate into two groups: girls and boys." Explain any necessary logistics for working with the two separate groups.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
II. Presentation/ Information Materials: <ul style="list-style-type: none"> • None 	20	<ol style="list-style-type: none"> 1. Separate the class into boys and girls with the help of your counterpart. (See Instructional Note at beginning of this lesson plan.) Briefly review the “Alcohol and Drugs” chart from Lesson 7. (5 min.) 2. In separate groups, ask students to brainstorm some of the things they like about the opposite sex. (5 min.) 3. Then say, “There are a lot of good things about [the opposite sex]. It’s easy to see why many kids would like to have a boyfriend or a girlfriend. Sometimes, boys or girls think it’s necessary to have sex. What are some reasons girls or boys might have sex?” Write the students’ ideas on the board. (5 min.) For boys, pressures or reasons for having sex might include: <ul style="list-style-type: none"> • Pleasure • Belief that other boys are having sex (need to fit in) • Belief that having sex makes you strong • Belief that having sex makes you popular • Belief that having sex with many girls is better than having sex with one girl • Feeling stressed or lonely • Pressure from friends or brothers to have sex • Pressure from a girlfriend to have sex • Alcohol/drugs For girls, pressures or reasons for having sex might include: <ul style="list-style-type: none"> • Pleasure • Belief that other girls are having sex (need to fit in) • Belief that having sex makes you popular or feel pretty • Feeling stressed or lonely • Pressure from a boyfriend to have sex • Pressure from an older man to have sex • Alcohol/drugs • Need for money or resources • Need for a “sugar daddy” 4. After some brainstorming, write the following definitions on the board and discuss. (5 min.) <i>A belief</i> is something that you think, but it might not be true. <i>Pressure</i> is making someone do something that they don’t necessarily want to do. Ask students to identify beliefs from the brainstormed list (or add your own from the suggestions above) that are not necessarily true (e.g., other girls are having sex; sex makes you popular). Ask students to identify people who might pressure them to have sex.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
III. Practice Materials: <ul style="list-style-type: none"> Beliefs About Sex handout (male and female versions, Page 57) 	20	<ol style="list-style-type: none"> Tell students that there are other beliefs about sex and HIV that they might have heard before. Distribute the “Beliefs About Sex” handout (male or female version) and have students complete it in small groups. Pre-teach any of the vocabulary you think students might not know (e.g., <i>delaying sex</i>). Circulate to make sure students understand all of the vocabulary. Go over the answers as a whole group. (15 min.) Remind students that they are able to make good decisions. Other people might have different beliefs about sex or might pressure them to have sex. Ask students to recite the SAFER method and the six S’s as a reminder of tools they can use to make good decisions about sex. (5 min.)
IV. Application/ Evaluation	10	<ol style="list-style-type: none"> “Two Truths and a Lie”: Ask students to each write two beliefs about sex that are true and one belief about sex that is false. For example, “I can wait to have sex. Having sex makes me strong. I need to use a condom every time I have sex.” Ask students to read their truths and lie aloud and have the other students listen and identify which belief is false. (10 min.)
IV. Homework/Extension Materials: <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>Have students do some investigation about condom availability in the community. If this activity seems inappropriate or impossible given the local situation, give students a fill-in-the-blank exercise to complete with information about condom use.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p> <p>Instructions for the Homework Assignment Find the following information about condoms in your community:</p> <ul style="list-style-type: none"> Where are two places in the community where you can buy condoms? How much do they cost? Is there a place in the community where you can get condoms for free? Is there a place in the community where it is easy for girls to get condoms? Where? Is there a place in the community where it is easy for boys to get condoms? Where?

SESSION MATERIALS: BELIEFS ABOUT SEX HANDOUT

BELIEFS ABOUT SEX (BOYS)

Boys and girls have many different ideas about sex. Some false ideas can lead to HIV infection. Which ideas are true? Which ideas are false?

1. Having sex makes me strong.	TRUE	FALSE
2. Having sex makes me a man.	TRUE	FALSE
3. I need to use a condom every time I have sex.	TRUE	FALSE
4. If a girl doesn't want to have sex with me, I should ask her again.	TRUE	FALSE
5. I can wait until I am older to have sex.	TRUE	FALSE
6. Using a condom is too difficult.	TRUE	FALSE
7. If the girl never had sex, I don't need to use a condom.	TRUE	FALSE
8. Using condoms is safe, but delaying sex is safer.	TRUE	FALSE

(Key: 1-F; 2-F; 3-T; 4-F; 5-T; 6-F; 7-F; 8-T)

CULTURAL NOTE

In some cultures, it is expected to say no the first time for anything, but to be asked again. Modify this discussion—and the role play, if necessary—to adjust to cultural norms.

BELIEFS ABOUT SEX (GIRLS)

Boys and girls have many different ideas about sex. Some false ideas can lead to HIV infection. Which ideas are true? Which ideas are false?

1. Having sex makes me beautiful.	TRUE	FALSE
2. Having sex makes boys like me.	TRUE	FALSE
3. I need to use a condom every time I have sex.	TRUE	FALSE
4. If a boy likes me and wants to have sex with me, I should say "Yes."	TRUE	FALSE
5. I can wait until I am older to have sex.	TRUE	FALSE
6. Only prostitutes use condoms.	TRUE	FALSE
7. If the boy never had sex, I don't need to use a condom.	TRUE	FALSE
8. Using condoms is safe, but delaying sex is safer.	TRUE	FALSE

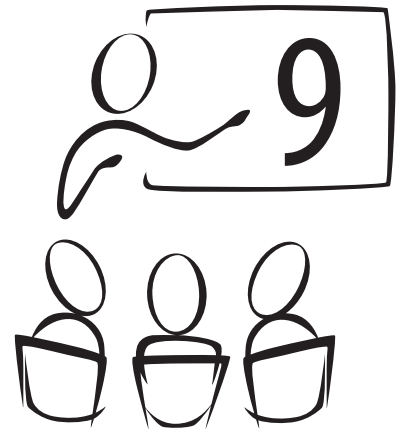
(Key: 1-F; 2-F; 3-T; 4-F; 5-T; 6-F; 7-F; 8-T)

CULTURAL NOTE

In some cultures, it is expected to say no the first time for anything, but to be asked again. Modify this discussion—and the role play, if necessary—to adjust to cultural norms.

LESSON 9:

MAKING GOOD DECISIONS AND USING MY RESISTANCE/ NEGOTIATION SKILLS



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Use the simple past tense of common and familiar verbs (e.g., *go, eat, talk*, etc.).
- Make simple suggestions.
- Refuse a suggestion.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Demonstrate the use of the SAFER method and the Six S's in decision making and negotiation.
- Negotiate with others about condom use and delaying sex using at least one learned phrase (see Language Focus, below).
- Refuse unprotected sex firmly using at least one learned phrase (see Language Focus, below).

LENGTH: One hour

MESSAGE: *People may try to pressure me to make decisions that are not good for me. I can resist that pressure. My future is in my hands!*

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
The SAFER method and the Six S's Negotiating condom use Negotiating delaying sex Refusal of unprotected sex	Making suggestions using the modal <i>could</i> and common expressions such as <i>Let's + verb</i> and <i>I prefer + infinitive verb</i> . Resist pressure and refuse firmly and politely using common expressions such as <i>No, I'm sorry, I'm not interested, I'm not ready</i> , and <i>No thanks</i> . The simple past tense	Condom Dangerous Delay HIV Refuse Unprotected sex

SESSION MATERIALS

- Display the Six S's and SAFER posters on the wall.
- Conversation cards in Session Materials A. Photocopy the sheet, cut copies into individual card sets. If photocopying is not possible, write the questions on a sheet of flip chart paper or the board.
- Problem Scenarios (Session Materials B) and Partially Scripted Role Plays (Session Materials C), photocopied or hand-copied on to the board or flip chart.
- Copies of the *Instructions for the Homework Assignment* (optional)

IMPLEMENTATION OUTLINE:

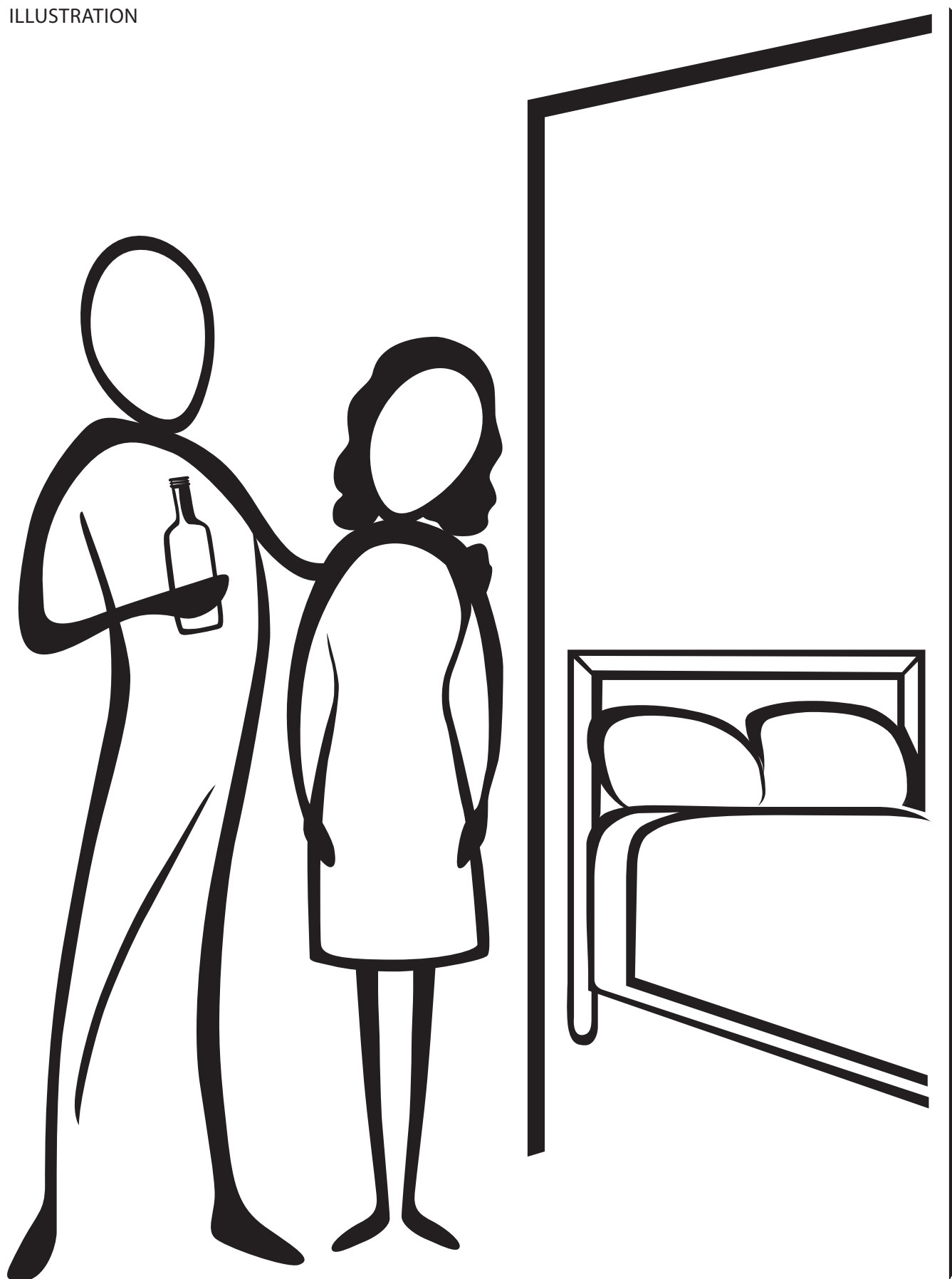
Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> Conversation cards (Session Materials A) 	10	<ol style="list-style-type: none"> Pair students and give each pair a face-down stack of Conversation cards. Tell students that this is a review activity. They will practice what they have learned in the last few class lessons. They should take turns selecting the top card, asking their partner the question, and then replacing the card at the bottom of the deck. Circulate among students to assist and make sure that their answers are correct. Remind them of information they have learned. Encourage them to give complete answers. At the end of this 10-minute segment, bring the class back together. As follow-up, choose a few questions from the stack to ask volunteers. Be sure to ask the following three questions last, in order to transition to the Presentation: <ul style="list-style-type: none"> Why is unprotected sex dangerous? What are some reasons to delay sex? How can you prevent HIV transmission?
II. Presentation/Information Materials: <ul style="list-style-type: none"> SAFER method poster Problem Scenarios (Session Materials B) 	15	<ol style="list-style-type: none"> Divide class into at least three groups of three to five students. Give each group one of the three Problem Scenarios. All scenarios include the character Hanna. Ask students to read their problem and ask questions if they don't understand it. Draw students' attention to the SAFER method poster on the wall and help them remember it by asking some review questions, such as: <ul style="list-style-type: none"> "What is the SAFER method?" (a way to make decisions) "What is the first step in the SAFER method?" "What is the second step?" (etc.) "What are alternatives?" (different choices) <p>Tell students they must work together in their groups to help Hanna solve her problem, using the first three steps of the SAFER method (only Hanna could do the final steps).</p> Circulate among students to assist and give feedback where needed. When groups are finished, choose volunteers to read each of the three problem scenarios and then present Hanna's alternatives and their safer choice. Lead a brief class discussion after each of the presentations, reinforcing key safety messages about condom use, delaying sex, and refusing unprotected sex.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
III. Practice/Application Materials: <ul style="list-style-type: none"> • Six S's Poster • Partially Scripted Role Plays (Session Materials C) 	25	<ol style="list-style-type: none"> 1. Divide students into female/male pairs (to the extent possible). Ideally, each member of a pair should have discussed the <i>same</i> problem scenario in the Presentation phase above. 2. Draw students' attention to the Six S's poster on the wall and help them remember it by asking some review questions, such as: <p style="margin-left: 40px;"> "Why do we use the Six S's?" (to negotiate and resist pressure) "What should you say when someone puts pressure on you to do dangerous things?" "What else can you do?" </p> 3. Ask students for some ways Hanna can say "no" to pressure or to refuse to do something. As students come up with ideas, write them on the board. Ideas might include: <ul style="list-style-type: none"> • I'm sorry. I don't want to. • No. I'm not ready. • I'm not interested. • No thanks. 4. Ask students for some ways Hanna can suggest other things to do. As they come up with ideas, write them on the board. Ideas might include: <ul style="list-style-type: none"> • Let's do something else. • We could _____. • Let's talk to our friends. • I prefer to get something to eat. 5. Give students the partially scripted role play that corresponds to the problem scenario they discussed earlier. Tell them that one of them will play Alek and the other will be Hanna. Alek reads his lines in the role play, and Hanna must respond to him. Hanna should use the Six S's to help her negotiate and refuse pressure. 6. Circulate among students to listen to the role plays, assist where needed, and give feedback. 7. If appropriate, have the students in each pair switch roles so that each has an opportunity to play Hanna.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
IV. Evaluation Materials: <ul style="list-style-type: none"> Six S's Poster 	10	<p>Call on volunteers to perform their role play for the class. Be sure that the class hears at least one role play on each of the three topics. Before each role play, remind students to watch and listen for the Six S's. After each role play, ask the students questions about whether or not the Six S's were used. For example:</p> <p>"Did Hanna say no?" "Did Hanna refuse repeatedly?" "Did Hanna suggest other things to do?"</p> <p>Repeatedly refer students to the Six S's poster to remind them of the steps involved in negotiating and resisting pressure.</p>
IV. Homework/Extension Materials: <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>For homework, ask students to write a short paragraph. In the paragraph, they should tell a story about Hanna and Alek at the party. What finally happened at the end of the party? Students should use the past tense. Write the paragraph starter below and allow students to copy it into their notebooks:</p> <p>One night, Hanna and Alek went to a party. Alek _____</p> <p>_____.</p> <p>Hanna _____</p> <p>_____.</p> <p>_____.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be. Allow them to copy the paragraph starter off the board.</p> <p>Instructions for the Homework Assignment</p> <p>Write a paragraph. Tell a story about Hanna and Alek at the party. What did they talk about? What finally happened at the end of the party? Use the past tense. Use the paragraph starter your teacher gave you.</p>

ILLUSTRATION



SESSION MATERIALS A: CONVERSATION CARDS

Instructions: Photocopy this sheet and cut the copies into individual cards, so each pair of students can have one stack of cards. Alternatively, you can copy these questions onto a piece of flip chart paper or the board.

Why is unprotected sex dangerous?	Where can you buy condoms?
Who influences your decisions about boyfriends and girlfriends?	What is a healthy relationship?
What is an unhealthy relationship?	What is HIV?
How can using drugs lead to HIV transmission?	What are some reasons to delay sex?
What activities can transmit HIV?	What activities cannot transmit HIV?
How is having HIV different from having the flu?	How can you prevent HIV infection?

SESSION MATERIALS B: PROBLEM SCENARIOS**Problem Scenario 1: Delaying Sex**

Hanna is at a party with her boyfriend, Alek. There are no parents at the party—only teenagers. Hanna and Alek have been going out for two months. Alek wants to have sex tonight. Hanna really likes Alek, but she is worried. She doesn't feel ready for sex.

Problem Scenario 2: Using a Condom

Hanna is at a party with her boyfriend, Alek. There are no parents at the party—only teenagers. Hanna and Alek want to have sex. Hanna has a condom, but Alek doesn't want to use it. Hanna is worried. She thinks it's dangerous to have sex without a condom.

Problem Scenario 3: Refusing Unprotected Sex

Hanna is at a party with her boyfriend, Alek. There are no parents at the party—only teenagers. Hanna and Alek want to have sex tonight. But, they do not have a condom. Alek wants to have sex anyway, but Hanna is worried. She thinks it's dangerous to have sex without a condom.

SESSION MATERIALS C: PARTIALLY SCRIPTED ROLE PLAYS

Role Play 1: Negotiating Delaying Sex

Alek: I love you, Hanna. Let's have sex tonight.

Hanna: _____ .

Alek: Please, Hanna. I waited for two months. I am ready!

Hanna: _____ .

Alek: Don't you love me? Someday, we will be married anyway.

Hanna: _____ .

Role Play 2: Negotiating Condom Use

Hanna: I have a condom in my bag.

Alek: No, Hanna. We don't need that.

Hanna: _____ .

Alek: But they don't feel good.

Hanna: _____ .

Alek: But what's wrong? Do you think I have an illness?

Hanna: _____ .

Role Play 3: Refusing Unprotected Sex

Hanna: Do you have a condom?

Alek: No. But it's OK. I am safe.

Hanna: _____ .

Alek: Relax. You can't get pregnant the first time.

Hanna: _____ .

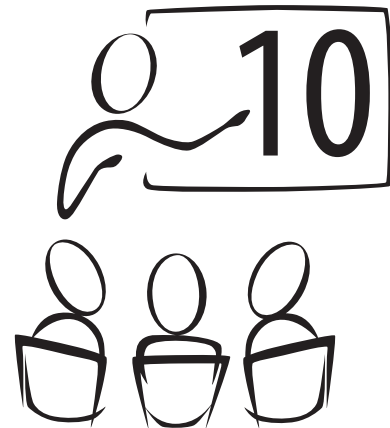
Alek: Hanna, if you don't have sex with me, I won't be your boyfriend anymore.

Hanna: _____ .

LESSON 10:

TEACHING MY FRIENDS AND FAMILY

(Part 1–Identifying the messages)



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Use the modal *should* to give advice.
- Write a simple letter in English.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Describe the importance of sharing what they know about HIV prevention with their community.
- Write a short letter containing advice about HIV prevention and how to treat others with HIV.
- Identify at least two key messages about HIV for their community.

LENGTH: One hour and 30 minutes (Please see note on next page.)

MESSAGE: *I can teach my friends and family about HIV, how to prevent it, and how to support people with HIV. It is my responsibility to share what I have learned.*

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
HIV prevention The treatment of others with HIV Sharing information about HIV with the community	The modal <i>should</i> , for advice Writing letters Writing simple sentences in the present tense	Advice Community False HIV Message True

SESSION MATERIALS

- Create two signs out of construction paper or copy paper. Write TRUE on one sign in a bold-colored marker, and FALSE on the other.
- Tape
- Write the “Dear Abby” letter and her response, listed in the Practice section, on a piece of flip chart paper. (Optional)
- “Dear Abby” letters (in Session Materials A), copied and cut so that every group of two to four students has one letter. There are seven letters in total. Where appropriate, questions from the Anonymous Question Box may also be substituted here.
- Copies of the *Instructions for the Homework Assignment* (optional)

Note: This lesson is the first of a two-part lesson plan. The second part of the lesson plan builds upon the outcomes of the first. As such, it is recommended that this first lesson be followed in the very next class session with the second part.

This lesson is one hour and 30 minutes long, which is longer than most lesson plans in this curriculum. It is a longer lesson because it involves synthesizing information from several past lessons. Lesson 11 is also longer than usual, as it incorporates a class project. Depending upon your time, you might consider combining Lessons 10 and 11 into three class periods, or selecting only those activities from the two lessons that you have time to complete. You also might consider co-facilitating these two lessons with a local counterpart as the students may choose to develop their class projects in the local language.

Please also note that this activity contains an activity based on the *Dear Abby* columns in the United States. If there is a local equivalent to *Dear Abby* or advice columns generally, modify this activity accordingly to make the concept more familiar to students.

IMPLEMENTATION OUTLINE

Note: This lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> TRUE/FALSE signs Tape 	15	<ol style="list-style-type: none"> Before class, tape up the two signs on opposite walls of the classroom. Make sure students understand what <i>true</i> and <i>false</i> mean. Give examples of obviously true and false statements about items in the room, gesturing at the appropriate signs, to aid comprehension. (2 min.) Ask students to stand up. Say, "I am going to read some sentences. If you think the sentence is true, go stand under the TRUE sign. If you think the sentence is false, go stand under the FALSE sign. Do it quickly! You have only five seconds to arrive at the sign. I will read every sentence two times." Give them an example or two as a model, such as, "My shirt is red." Say it twice. Then start counting to five, encouraging them to walk quickly to the appropriate sign. (3 min.) Read aloud the first statement in the list below. Read it twice, then begin to count to 5. If everyone goes to the correct answer, just congratulate them, restate the sentence, and move to the next statement. If there is disagreement, take time to discuss the answers, having each side give their reasons for choosing <i>true</i> or <i>false</i>. Make sure the correct answer is clear before moving to the next statement. (10 min.) <p>The statements:</p> <ol style="list-style-type: none"> You can get HIV by kissing and hugging. (F) Using condoms helps prevent HIV infection. (T) Sharing needles can transmit HIV. (T) Only drug users get HIV. (F) You should never touch someone with HIV. (F) Blood, breast milk, and unprotected sex can transmit HIV. (T) It is safe to have sex just one time without a condom. (F) There is a cure for HIV. (F) If a person looks healthy, then he or she does not have HIV. (F) It is important to teach our community about HIV. (T) <p>Use the discussion of the last statement to transition into the Presentation that follows.</p>

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
II. Presentation/ Information Materials: <ul style="list-style-type: none"> • None 	15	<ol style="list-style-type: none"> 1. Transition into this presentation by discussing students' answers to the last statement in the Motivation section above. If there is disagreement among students, ask volunteers from both sides to give their reasons. If necessary, point out that students know a lot of information. It may be their responsibility to share this information. It might save lives. (4 min.) 2. Say, "In this class and the next class, we will practice sharing information about HIV with our community." (1 min.) 3. Tell students that in the United States, a woman named Abby gives <i>advice</i>. Write <i>advice</i> on the board and ask students if they know what it means. If they do not know, tell them that advice is giving someone your opinion or your thoughts about their problems. You tell them what you think they should do. In the United States, people write letters to Abby, and she answers them in the newspaper. (2 min.) 4. Write the following example letter on the board (or post the prepared flip chart paper): <p><i>Dear Abby,</i></p> <p><i>My boyfriend is going out with two other girls. He wants to have three girlfriends! But, I love him. What should I do?</i></p> <p><i>Sincerely,</i></p> <p><i>Pat</i></p> <p>Discuss the letter with students. Make sure they understand all the words. Ask students to give Pat advice. What should Pat do? (4 min.)</p> 5. Now write Abby's response on the board (or post the prepared flip chart paper): <p><i>Dear Pat,</i></p> <p><i>You should stop going out with your boyfriend. You will find another boyfriend later. He will love only you.</i></p> <p><i>Sincerely,</i></p> <p><i>Abby</i></p> <p>Ask students if they like Abby's answer to Pat's letter. Encourage them to give reasons. (3 min.)</p>

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
II. Presentation/ Information, continued		<div style="border: 1px solid black; padding: 10px;"> <p>Language and Structure Note: “Should”</p> <p>Using the modal <i>should</i> for giving advice was practiced in Lesson 4. If students need more practice, review the following with them before moving on to Part III below.</p> <p>Just like the modals <i>can</i>, <i>could</i>, and <i>would</i> covered in previous lessons, <i>should</i> usually appears before a verb. <i>Should</i> is a way to give advice or talk to someone about his or her responsibilities. For example:</p> <ul style="list-style-type: none"> • You should eat breakfast every day. • You should stop going out with him. <p>Ask students to identify the modal construction with <i>should</i> in Abby’s response on the board.</p> <p>Ask students a few who, what, when, where, and why questions with <i>should</i> to help them practice using the modal construction. For example:</p> <p>Teacher: What should I do after class today? Student: You should take a break.</p> </div> <p>6. Say, “Now, you will be Abby. I will give you letters. You should work together to write an answer to the letter.” (1 min.)</p>
III. Practice Materials: <ul style="list-style-type: none"> • The example “Dear Abby” letter and her response (both in the column on the right) on a piece of flip chart paper (Optional) • “Dear Abby” letters (Session Materials A), cut into individual letters 	30	<ol style="list-style-type: none"> 1. Put students in groups of two to four. There are seven letters, and groups should be formed so that each letter is assigned to at least one group. If the class is large, the same letter can be assigned to more than one group. Tell each group to choose one person who will write their answer. (3 min.) 2. Give one letter to each group. Ask them to take a minute to read it and make sure they understand it. Answer students’ questions and write any new vocabulary on the board, defining it together. Then, tell students they have 10 minutes to discuss and write their answers to their “Dear Abby” letter. Circulate among students to help them discuss and write, making sure they are using their knowledge about health and HIV in their responses. Also encourage them to use the modal <i>should</i> in their responses. (22 min.) 3. When they are finished, ask them to designate two people from their group—one to read the “Dear Abby” letter, and one to read the group’s response. Ask follow-up questions to encourage the class to briefly discuss the safety messages in each response. (5 min.)

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
<p>IV. Application/ Evaluation</p> <p>Materials:</p> <ul style="list-style-type: none"> Ten Things You Should Know About HIV (Session Materials B) 	30	<ol style="list-style-type: none"> To transition from the Practice, point out that the letters show us there are a lot of things people in the community don't know about HIV. Ask students to stay in their groups. (1 min.) Write on the board, <i>Things You Should Know about HIV</i>. Tell students they should think about the most important things their community (or their school, their town, other teenagers, etc.) should know about HIV. Ask students to volunteer some ideas, and write them on the board. Keep each item to just one simple sentence. Here are some examples: (5 min.) <ul style="list-style-type: none"> Blood and breast milk can transmit HIV. Unprotected sex can transmit HIV. Use a condom every time you have sex. If you use drugs, never share needles. When students understand the task, ask them to work in their groups. They should write down at least two important things their community should know. Their items can be similar to the topic of the "Dear Abby" letter they wrote. Circulate among students to assist. (9 min.) Ask groups to choose one student to come up and write the group's items on the board. As a class, review all of the important points on the board. Work together to eliminate the duplicates, fix spelling and grammar, and change wording to make items more accurate. Try to reach consensus on the most important items (no more than 10) for your final list. If there are disagreements, ask each side to state its reasons. Use your greater knowledge about HIV to help them make good decisions. If necessary and appropriate, put difficult decisions to a class vote. See the sample list of <i>Ten Things You Should Know about HIV</i> in Session Materials B to help you make sure the most important points that students have learned are covered. (10 min.) Finally, ask students to copy the final list of <i>Things You Should Know about HIV</i> into their notebooks. (5 min.)
<p>V. Homework/ Extension</p> <p>Materials:</p> <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>Have students share the list with at least one family member or friend. The student should ask the family members/friends if they know all these things, whether they should add more to the list, and who else in the community should read the list. The student should write down what the family members/friends say in his or her notebook and share it during the next class lesson.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p> <p>Instructions for the Homework Assignment</p> <p>In [native language] or English, share <i>Things You Should Know About HIV</i> with a family member or a friend. Ask him or her:</p> <p>"Did you know everything on this list?" "Should I add something to this list?" "Who in the community (village, city, etc.) should read this list?"</p> <p>Write down what your family member or friend says in your notebook. Bring it to the next class.</p>

SESSION MATERIALS A: “DEAR ABBY” LETTERS

Letter 1

Dear Abby,

I had unprotected sex with my girlfriend last night. I didn’t have any condoms. What should I do?

Sincerely,
Kamol

.....

Letter 2

Dear Abby,

My boyfriend says condoms have HIV in them. Is that true? My sister said I should always use condoms during sex.

Sincerely,
Leta

.....

Letter 3

Dear Abby,

My friends want me to use drugs with them. I want to try it just one time. Is that safe?

Sincerely,
Ramelan

.....

Letter 4

Dear Abby,

My aunt says girls can’t get HIV. Only boys can get HIV. Is that true?

Sincerely,
Fatima

.....

Letter 5

Dear Abby,

My uncle has HIV. I am very sad. Can I hug him? Can I share a drink with him?

Sincerely,
Emil

.....

Letter 6

Dear Abby,

How can people get HIV? I asked my friends, but they don't know.

Sincerely,
Abdul

.....

Letter 7

Dear Abby,

My best friend, Hasina, has HIV. Now I don't talk to her—she is sick. But, I miss Hasina. What should I do?

Sincerely,
Eduwa

.....

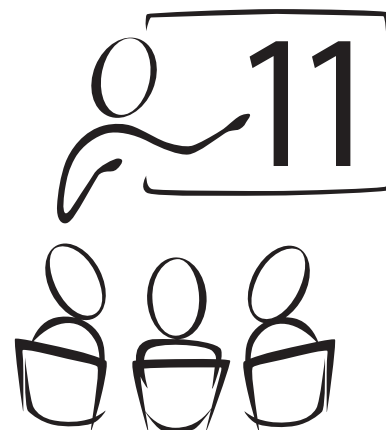
SESSION MATERIALS B: *SAMPLE LIST—10 THINGS YOU SHOULD KNOW ABOUT HIV*

1. Blood, breast milk, and unprotected sex can transmit HIV.
2. Hugging, shaking hands, and sharing food do not transmit HIV.
3. Use a condom every time you have sex.
4. You can get condoms at (Name of local place).
5. Don't let anyone put pressure on you to have sex or use drugs.
6. If you use drugs, never share needles.
7. Both boys and girls can get HIV.
8. It is OK to delay sex until you are ready.
9. People with HIV are the same as you and me—treat them with love.
10. There is no cure for HIV.

LESSON 11:

TEACHING MY FRIENDS AND FAMILY

(Part 2—Sharing What I Learned)



ENABLING LANGUAGE SKILLS

- What prior knowledge students need will vary depending upon the project that students select in this class lesson. In general, students should be able to work together with teacher support, using English, to create a simple project that conveys predetermined messages about health and HIV.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Reach consensus on the best way to educate their school or community about HIV.
- Create and perform or display a vehicle for educating the school or community about HIV.

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
HIV prevention The treatment of others with HIV Sharing information about HIV with the community	Will vary	Will vary

SESSION MATERIALS

- Before class begins, make a large poster of the *Things You Should Know about HIV* list that students developed in Lesson 10.
- Before class begins, make sets of cards for the Sentence Reconstruction activity in the Motivation section of this lesson. Take the first sentence from the *Things You Should Know about HIV* list that students developed in Lesson 10. Write each word of the sentence on a different card or square of paper. Shuffle the pile and put it aside. Do the same for each sentence in the list. Be sure to keep the piles separate. You should have one pile for each pair of students in your class. If you have more students than this, simply repeat the process.
- Materials needed will depend on the projects that students select during this class lesson. They may include art supplies of various types (markers, colored pencils, paints), poster board, tape, glue, extra blank paper, and construction paper.
- Copies of the *Instructions for the Homework Assignment* (optional)

LENGTH: One hour +
(Please see note on next page.)

MESSAGE: *I can teach my friends and family about HIV, how to prevent it, and how to support people with HIV. It is my responsibility to share what I have learned.*

Notes: This lesson is the second of a two-part lesson plan. It builds upon the outcomes of the first part. As such, it is strongly recommended that this second lesson directly follow the first in the very next class lesson.

This lesson involves a class or group project that seeks to educate the local community about HIV. Because students must work together to decide the best way to get the word out in their context, a particular project is not prescribed here. However, suggestions are given. The teacher should use his or her discretion and knowledge of the community to help students arrive at an appropriate project. It is recommended that host country national teachers be engaged in the lesson to ensure appropriate projects are selected. It is also recommended that students be given more than a one-hour class lesson to complete this project. You may wish to extend this lesson plan into the next class lesson, or give students time outside of class hours to complete it. You might also consider combining Lessons 10 and 11 over three class sessions.

IMPLEMENTATION OUTLINE:

Homework from the last session is used on Part II: Presentation/Information

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> Sentence Reconstruction cards 	10	<ol style="list-style-type: none"> Put students into pairs. Give each pair a face-down stack of Sentence Reconstruction cards. Say, "In the last class, we wrote a list of things that people should know about HIV. When I say 'go', flip over your cards and arrange them into a sentence from that list. When you are finished, raise your hands." (2 min.) When you are sure that everyone understands how to play, say "Go." Circulate among students to observe. When a group raises hands, go check to make sure the sentence is correct. (5 min.) Ask one member of each group to stand and read their completed sentence for the class. (3 min.)
II. Presentation/Information Materials: <ul style="list-style-type: none"> Poster of <i>Things You Should Know about HIV</i> 	15	<ol style="list-style-type: none"> Direct students' attention to the poster. Remind them they created this list in the last class. Ask volunteers to report the results of their homework to the class. What did their family members think about the list? Did their family members make suggestions about who else should read the list? (5 min.) Once a few people have reported suggestions about who should read the list, ask the class, "What is the best way to share this information with the community (or school, village, etc.)? Solicit students' ideas and write them on the board. If students find it difficult to come up with ideas on how to spread the word, you might suggest some of the following: (5 min.) <ul style="list-style-type: none"> Write and perform a skit Make a poster, pamphlet, or class newspaper Create a collage Write a comic strip Give a presentation Write and perform poetry or a song Conduct a school survey Story-telling Help guide students through the consensus-building process until they arrive at a project that is culturally appropriate and effective for them. If you have a large class, students could also divide into groups and do separate projects. (5 min.)

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
III. Practice/Application Materials: <ul style="list-style-type: none"> Will vary depending upon group project(s) selected by students 	35	<ol style="list-style-type: none"> Guide students through the process of creating their chosen project(s). Since projects will vary, you will have to identify the best way to guide students. However, the following steps should be common to most projects: <ol style="list-style-type: none"> Have students designate roles in their group. Ideally, everyone should have a role. Common roles include: team leaders, writers, artists, performers, and timekeepers. Arrange to provide students with the materials they need to complete the project. Supervise and assist students as they work together, largely self-directed, to complete their project. Refrain from interfering too much, but do help them when they ask for it, steer them away from inappropriate plans, and encourage them to use English as they work. Ideally, students should be given much more time than 35 minutes to complete their projects. This lesson plan is based on a one-hour class lesson. Give them another class lesson to complete the project, or arrange for them to meet outside of class hours. When students are finished, have them perform a rehearsal for you. Give them feedback to help them improve the final product. Finally, students must work together to create an implementation plan that you approve. Where and how are they going to present or perform their project? How are they going to reach people?
IV. Evaluation Materials: <ul style="list-style-type: none"> None 		<p>The evaluation for the project(s) will be the implementation in a public venue. Give students individual feedback on their work and help them monitor public response to their project. Perhaps you can devise a way for the public to express its opinions about the project, such as by leaving a note next to the poster or answering questions about a performance. Consider writing about your project to share with other classes taught by Peace Corps Volunteers using this curriculum.</p>
V. Homework/Extension Materials: <ul style="list-style-type: none"> None 		<p>Homework for this lesson should involve outside-of-class work on the development or rehearsal of the project and securing a place to post or perform the project.</p> <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p>

LESSON 12:

MY FUTURE IS IN MY HANDS: FINAL REFLECTION



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Identify and form the simple future tense in affirmative and negative (*I will/I won't*).
- Use the construction *want to* + verb to express desire.
- Use common, level-appropriate action verbs found in student textbooks.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Establish at least four personal goals for the next five and 10 years.
- Correctly use the future tense (i.e., *I will* and *I won't*) to describe future actions, orally and in writing.
- Create an action plan of at least five steps toward reaching a goal related to their lives.
- Identify at least three behaviors that may interfere in reaching personal goals.

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Thinking about the future Setting and reaching personal goals Factors that might impact students' abilities to reach a goal	Express future tense using <i>will</i> Express desires using <i>want to</i>	Goal Interfere Succeed

SESSION MATERIALS

- Markers, colored pens or pencils, and white paper for students to draw on.
- Make a simple, colorful drawing of yourself, 10 years in the future. It can be humorous or serious, but it should depict something positive about your life at that time.
- Prepare a piece of flip chart paper by writing the sample sentences and blank sentence frames from the Application section of this lesson. (optional)
- Copies of the *Instructions for the Homework Assignment* (optional)

LENGTH: One hour, five minutes

MESSAGE: *I can make decisions about my future and I can avoid behaviors that will interfere with my goals.*

Cultural Note: In many cultures around the world, making direct statements about future plans may contradict religious beliefs or sociocultural beliefs about self-efficacy and the power of the individual. You may need to account for your students' beliefs and outlooks by softening some of the goal-oriented language in this lesson to "I hope to..." or "If God wills it..." etc.

IMPLEMENTATION OUTLINE:

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> Markers, colored pens or pencils, and white paper for students to draw on A simple drawing of yourself, 10 years in the future 	15	<ol style="list-style-type: none"> Show students your drawing. Describe it to them. Say something like, "This is me in 10 years. I will be married. I will have two kids. I will write books. This is me in the future." (1 min.) Now give each student a piece of white paper and access to the art supplies. Ask them to take about five minutes to draw a picture of themselves in the future. To guide their drawing, write on the board: "You in 10 years: What will you do? Where will you live? What will you have?" (8 min.) Ask volunteer students to present and explain their drawings to the class. Ask follow-up questions to encourage students to talk about why they think these will be their lives in 10 years. (6 min.)
II. Presentation/ Information Materials: <ul style="list-style-type: none"> A simple drawing of yourself, 10 years in the future 	10	<ol style="list-style-type: none"> Erase the board and then write the word <i>goal</i> and ask volunteers to define the term. Remind students that they talked about goals in Lesson 1. (2 min.) Show students your drawing again. Say, "If this is me in 10 years, what are my goals? What do I want?" Students should guess what your goals or desires are, using the construction <i>want to</i>. For example, "You want to get married. You want to have children. You want to be a writer." Write down their correct statements, using the first person (e.g., I want to get married.) (3 min.) Ask students to get into pairs or groups of three. Tell them to take turns showing their drawing to the other members of their group and stating <i>their own</i> goals for the future. Circulate among students to listen to make sure they use <i>want to</i> correctly and give individual feedback or ask follow-up questions. (5 min.)
III. Practice Materials: <ul style="list-style-type: none"> None 	15	<ol style="list-style-type: none"> Ask students to return to their own seats and take out a piece of paper. Ask them to write down at least four goals for themselves. Two of the goals should be for the next five years, and two of the goals should be for the next 10 years. Refer to your own goals on the board (modifying them, if necessary, to fit the task) as models. Circulate among students to help them express their goals grammatically. (7 min.) When students have finished, refer them to your personal goals on the board. Ask students, "What would <i>interfere</i> with these goals? What would stop me from reaching them?" Write <i>interfere</i> on the board and help students understand the meaning of the word, either through volunteers' answers to your questions or through your own examples. For example, if you don't work hard and practice, you might not be a writer. If you stay inside working and never meet new people, you might not get married, etc. Ask students, "What would interfere with your goals?" Get a few volunteers to state their goals and what might interfere. <i>If they don't bring it up themselves, be sure to ask students if drug use, pregnancy, or HIV infection would interfere with their goals.</i> If so, how? (8 min.)

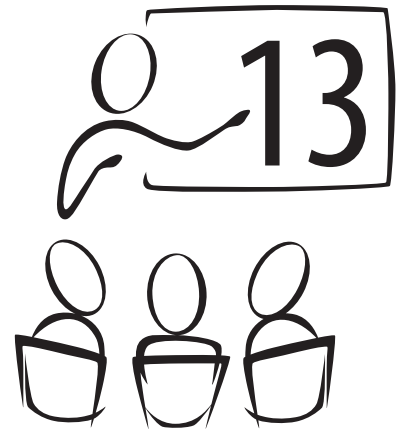
SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
IV. Application Materials: <ul style="list-style-type: none"> A flip chart paper with your examples and the blank sentence frames written out for student use 	20	<ol style="list-style-type: none"> Choose one of your own goals and complete the following sentence frames. To save time, this can be prepared before class on a piece of flip chart paper: GOAL: By (date/month/time), I will (have/do/be) _____. STEPS TO SUCCESS: I will... _____. I will... _____. I will... _____. I won't... _____. I won't... _____. Present your goal to students. Slowly, read them the things you will do to succeed. Then, read them the things you won't do (so you can succeed). (5 min.) Write the blank sentence frames (above) on the board or put up the pre-prepared flip chart paper. Ask students to choose <i>the most important</i> personal goal they have identified and write their own steps to success. What will they do? What won't they do? Circulate while students write their sentences. Work with them individually to help them think through the steps that lead to the completion of a goal. Also, check to make sure they are forming the future tense correctly. (15 min.)
V. Evaluation Materials: <ul style="list-style-type: none"> None 	5	You can choose to evaluate students in one of three ways, depending on your students' needs and the time you have in class. One option is to have students get into pairs and present their goals and steps orally to their partners. A second option is that they turn in their writing for you to evaluate after class and give more comprehensive feedback. A third option is to ask each student in the class to briefly state his or her goal and one thing he or she <i>won't</i> do, in order to have the best possible chance to succeed.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
<p>VI. Homework/Extension</p> <p>Materials:</p> <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		<p>Consider two options for homework:</p> <ol style="list-style-type: none"> 1. After giving students individual feedback on the writing activity they completed in the Application section above, ask them to choose another of their goals and, again, write the steps they will take to succeed in reaching it. You will then collect it in the next class lesson and give feedback on their writing. 2. Plan to make a display on the classroom wall that illustrates each student's most important personal goal and the steps he or she will take to achieve it. This display can take the form of "building blocks" to success, with each one of a student's steps on a separate piece of block-shaped construction paper, taped in a horizontal tower climbing up the wall, culminating in the largest top block or triangular garret, which is the important personal goal that will eventually be obtained. Having each student's steps and goal on the wall will make a colorful, impressive display. The display could take alternative shapes that are culturally appropriate (e.g., building a house, creating a path, running a race). If you choose this homework assignment, send students home with the pieces of construction paper, on which to neatly write their steps and goal. At the beginning of the next class, you can all create your wall display together. <p>Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure that students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be.</p>

LESSON 13:

LIVING WITH HIV

(Part 1–Discrimination)



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Describe common (negative) feelings in English, such as *angry, sad, jealous, hungry, worried*, etc.
- Identify and form the simple present tense in affirmative and negative (*I am/We are/She plays/We write*)
- Use the modal *could* to express possibility.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- Articulate how it feels to be discriminated against and how it feels to discriminate against others, making a list of at least three words for feelings.
- Describe at least three concrete ways to reduce discrimination against people living with HIV, in school or the local area.
- Contradict someone who is discriminating against a person living with HIV, by telling that person he or she is incorrect and then giving him or her correct information.

LENGTH: One hour

MESSAGE:

Discrimination against people with HIV hurts them and me. People with HIV can live longer and healthier lives with support from family and friends, a good diet, and appropriate medicine.

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Forms of discrimination Reasons for discrimination Combating discrimination	Use words for feelings Use the modal <i>could</i> to express possibility Write simple, present-tense sentences.	Discriminate against Discrimination Kindness Respect Unfairly

SESSION MATERIALS

- Obtain enough cards or squares of paper so every student can have one card. Other items that are handy could be used as well (pieces of cloth, stickers, etc.). A third of the items should be colored or marked with green, another third should be red, and another third should be yellow.
- Candies, soda, or another small, inexpensive treat (enough for all students in the class)
- Make copies or a poster of the Anti-Discrimination Dialogue (Session Materials A)
- Make copies or a poster of the Discrimination Story (Session Materials B)
- A picture from a magazine or the Internet of a teenage boy (optional)
- Copies of the *Instructions for the Homework Assignment* (optional)

IMPLEMENTATION OUTLINE

Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
I. Motivation Materials: <ul style="list-style-type: none"> Candies, pastries, sodas, or other small, inexpensive snacks Put all the cards (or other colored items) in a box or bag. Items to use while playing a game (optional – see description in Step #3) 	15	<p>Note: This motivation activity requires that you briefly “discriminate” against students who hold yellow cards. The purpose of this activity is to raise students’ awareness of what discrimination is and discuss how it feels. Though this activity will be brief and the “discrimination” harmless, it is important to guard against lingering hurt feelings among students. Do the activity briefly, and then afterward, be sure to clearly explain the purpose of the activity. Reassure them that the selection of those who got blue cards was random (as they will see from the way they were selected). Sometime before the end of class, give the students with yellow cards a candy or treat as well, so everyone is equal in the end.</p> <ol style="list-style-type: none"> Before class, arrange the chairs so that one-third of the students are able to sit against the back or side wall of the classroom. As students come in to class, ask them to randomly choose a card from the box or bag you have brought. When each student has a card, instruct those with a yellow card to sit in the back in the provided chairs. Kindly tell the students with green and red cards to sit near you. (3 min.) Announce that there’s going to be a treat for the students with the green and red cards. The students with the yellow cards should just wait in the back for the students with the green and red cards to have their treat. Share the snacks that you brought with the green- and red-carded students. If you have time, play a short, fun game with them (e.g., musical chairs, “hot potato” with a ball, etc.) that does not take extensive preparation. Use your imagination and knowledge of the culture to identify a short activity that would be perceived as fun and desirable. (10 min.) <p>When you are finished with the brief treat, ask everyone to sit back down at their desks. The yellow carded students can re-enter the class and sit where they normally sit. (2 min.)</p>

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
II. Presentation/ Information Materials: <ul style="list-style-type: none"> Candies, pastries, sodas, or other snacks 	10	<ol style="list-style-type: none"> When all students are gathered together, ask the yellow-carded students, “How did you feel during the treat (or activity)?” Allow students to express their feelings about it and encourage them to state why they felt like they did. Write their feelings on the board (e.g., angry, sad, hungry, jealous, worried, etc.). Ask the green and red students how they felt during the treat (or activity). Did they feel bad about the treatment of their yellow-carded classmates? (4 min.) Tell students that this was an example of discrimination. Write <i>discrimination</i> on the board. Tell students that it means to treat people unfairly because they are different. In this case, the people with yellow cards were different from those with red and green cards. You discriminated against people with yellow cards. Gesture to your list of words for feelings on the board. Point out that discrimination makes victims feel bad, <i>and</i> it makes the people who discriminate feel bad, too. With discrimination, everybody loses. (2 min.) Say, “Sometimes, people living with HIV suffer from discrimination. Why do others discriminate against people with HIV?” Encourage students to brainstorm some reasons and write them on the board. If students have a difficult time thinking of reasons, be sure to suggest the following two: <ul style="list-style-type: none"> People might think people living with HIV are bad. People might fear they will get infected. Say, “We know discrimination feels bad. And, we know there is no reason to discriminate against people with HIV.” (4 min.) Allow yellow-carded students to get the same snacks that the other students were given during the treat. Reassure them that the activity was done just to make a point. You didn’t want to hurt their feelings.
III. Practice Materials: <ul style="list-style-type: none"> Copies or poster of Anti-Discrimination Dialogue (Session Materials A) 	15	<ol style="list-style-type: none"> Ask students to get into pairs. Hang up the poster of the Anti-Discrimination Dialogue or give each pair a copy of the dialogue. Read it aloud with a volunteer who has advanced English. Check students’ comprehension, writing on the board any words they do not know. Discuss what happens in the dialogue. (5 min.) Read each line of the dialogue again, asking students to repeat after you. (2 min.) Ask, “Who has HIV?” (Javier) “Who discriminates against Javier?” (Maria) “What does Roberto say?” (“No, I’m sorry. That’s not right.” He also gives Maria information about HIV transmission.) Point out that Roberto does not discriminate against Javier. Instead, he treats him with kindness and respect. Write <i>kindness</i> and <i>respect</i> on the board and make sure students understand what they mean. (4 min.) Have students read the dialogue in pairs, taking turns with the Maria and Roberto roles. Circulate among students, giving individual feedback on pronunciation where needed. (4 min.)

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
IV. Application Materials: <ul style="list-style-type: none"> Copies or poster of Discrimination Story (Session Materials B) Picture from a magazine or the Internet of a teenage boy, whom you say is David (optional) 	15	<ol style="list-style-type: none"> Ask students to get into groups of three to five. If you have it, show students the picture and introduce him as David. They are going to read a story about him. Hang his picture on the wall. Give each group a copy of the Discrimination Story, or hang the poster, and give them a few minutes to read the story. While students are reading, write the following questions and sentence starters on the board: (4 min.) <ul style="list-style-type: none"> How does David feel? David feels _____. Why do people discriminate against David? They discriminate against him because _____. Pretend you are a student in David’s school. What could <i>you</i> do to help David? We could _____. When students have finished reading, check to see if they have any questions about the vocabulary or the meaning of the paragraph. After discussing these, then ask students to work in their groups to answer the three questions on the board. One student from each group should write their answers on a piece of paper. Circulate among students to help them discuss energetically and write clearly. (11 min.)
V. Evaluation Materials: <ul style="list-style-type: none"> None 	5	Call on groups to report their answers for the three questions, one by one. Write answers on the board. As students report, ask follow-up questions and encourage them to discuss why they answered the way they did. Point out that people discriminated against David because they were afraid or they thought he was bad. Encourage them to be creative in the ways they could help David.
VI. Homework/ Extension Materials: <ul style="list-style-type: none"> None (unless you choose to provide copies of the instructions for the homework assignment) 		For homework, students should think of three ways they personally can combat discrimination in their school or community. They should write their three sentences using the modal <i>could</i> and bring them to the next class session. Note: <i>Instructions for the Homework Assignment</i> should be shared orally and in written form with the students. Every effort should be made to make sure that students understand the assignment and what they are expected to do. Check comprehension by having students restate what the assignment will be. Instructions for the Homework Assignment: How can you fight discrimination in your school or community? Write three sentences in your notebook and bring them to the next class. Use the modal <i>could</i> to express possibility. For example: <ul style="list-style-type: none"> To fight discrimination, I <u>could</u> treat all people with kindness.

ILLUSTRATION



SESSION MATERIALS A: ANTI-DISCRIMINATION DIALOGUE

Maria: Hey, you ate lunch with Javier yesterday. Listen, I heard he's sick. Stay away from him.

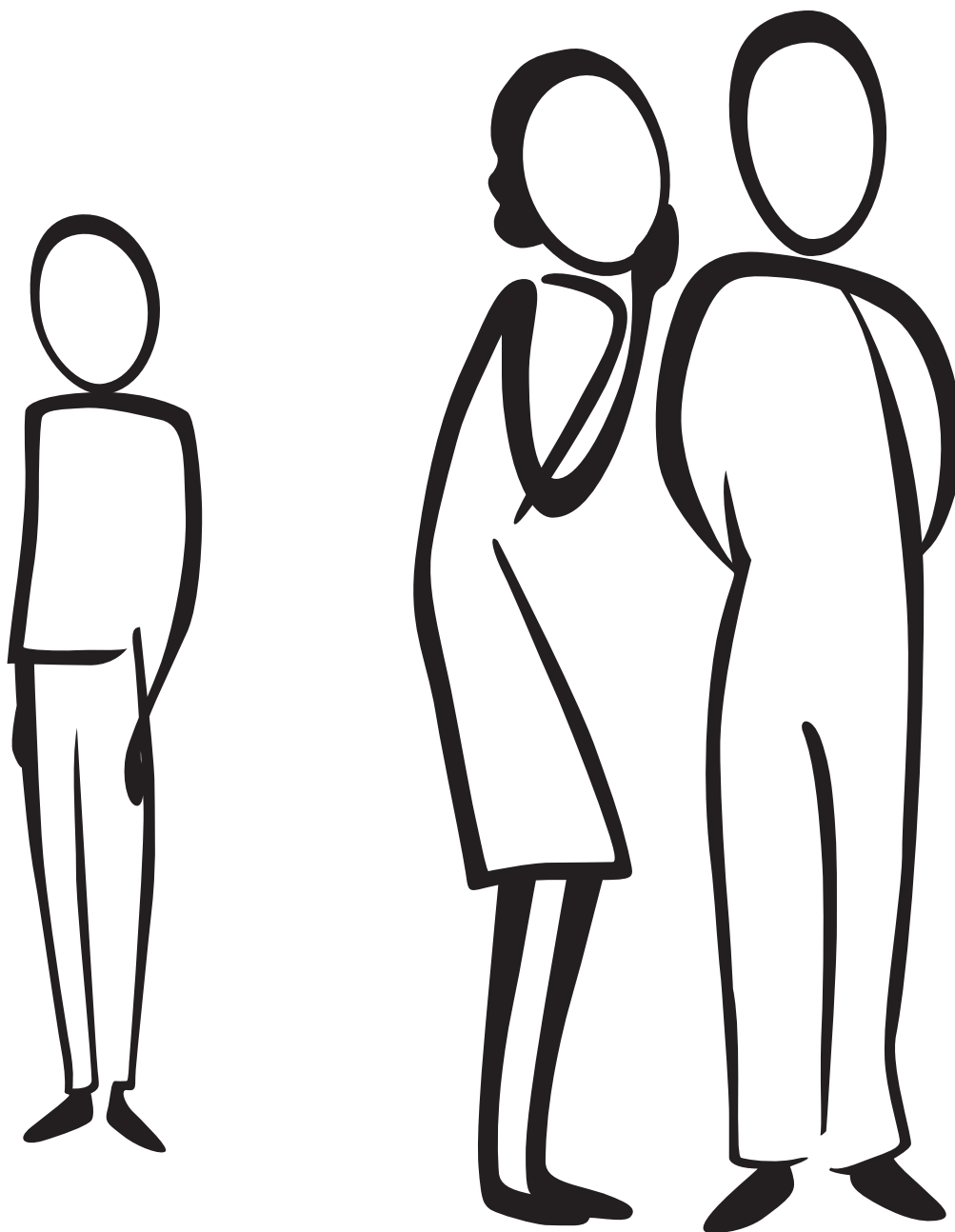
Roberto: What do you mean?

Maria: Don't let him touch you. Don't share your food with him.

Roberto: No, I'm sorry. That's not right. You can't get HIV from touching someone. You can't get HIV from sharing food. He is still my friend.

SESSION MATERIALS B: DISCRIMINATION STORY

My name is David. I have HIV. I told a friend, and he told other people in the school. Now, I don't have any friends at school. They don't invite me to parties. They don't sit next to me in class. They don't talk to me. I am lonely and sad. I don't know what to do.



LESSON 14:

LIVING WITH HIV

(Part 2–Maintaining a Healthy Lifestyle)



ENABLING LANGUAGE SKILLS

Before beginning this lesson, students should be able to

- Use vocabulary from previous lessons and apply the concepts to this final lesson.
- Recognize and use the imperative forms (affirmative and negative) of verbs.

LEARNING OBJECTIVES

By the end of this lesson, students will be able to

- State at least two examples of things people living with HIV can do to remain physically and mentally healthy.
- State at least two examples of things family and friends can do to support people living with HIV.
- State at least two things that a person with HIV can do, despite his or her infection.

LENGTH: One hour

MESSAGE: *Discrimination against people with HIV hurts them and me. People with HIV can live longer and healthier lives with support from family and friends, a good diet, and appropriate medicine.*

CONTENT FOCUS	LANGUAGE FOCUS	KEY VOCABULARY
Activities and behaviors of a healthy lifestyle for people living with HIV Activities and behaviors to support a healthy lifestyle for people living with HIV Lack of cure for HIV, but importance of care Potential for living a long, productive, enjoyable, normal life with HIV	Imperatives (dos and don'ts)	(Take) Care (of) Cure Happy Healthy HIV status Medicine Treatment

SESSION MATERIALS

- One piece of paper with CARE written on it
- One piece of paper with CURE written on it
- Tape
- Picture of happy and healthy looking person
- “Dos and Don’ts for a Healthy Life” handout (and answer key)

IMPLEMENTATION OUTLINE

Note: This hour-long lesson plan does not specifically direct the teacher to review, check, or collect homework from the previous lesson. It is recommended that teachers find time to do so, given that lessons in this curriculum may not be taught consecutively.

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE						
<p>I. Motivation</p> <p>Materials:</p> <ul style="list-style-type: none">• None	15	<p>1. Begin class by asking students to take out a piece of paper and draw a simple T-chart on their paper that looks like this:</p> <table><tr><th colspan="2">“What makes you happy and healthy?”</th></tr><tr><th>Name</th><th>Answer</th></tr><tr><td></td><td></td></tr></table> <p>Model the activity by writing your own name and answer (e.g., sleep, talk with my friends, eat my favorite food, read, etc.) on the board. Have the students write down their own name and answer on the first line of their paper, and ask for some sample answers to make sure everyone is on the right track. Encourage students to be as creative as possible. (5 min.)</p> <p>2. Have students stand up and walk around to interview different students to complete their own charts. Model what they are supposed to do, making sure that they ask “What is your name?” and “What makes you happy and healthy?” and then write down the other students’ response. Explain the task is to get the most names and answers on his or her paper. Circulate during this activity to make sure students are giving their responses orally, rather than just copying each other’s papers. You might want to participate as well. (5 min.)</p> <p>3. Have students return to their seats and share some of the answers they wrote. Make a list on the board of good responses, particularly ones that would be useful in setting the stage for a discussion of maintaining a healthy lifestyle for people with HIV. (5 min.)</p>	“What makes you happy and healthy?”		Name	Answer		
“What makes you happy and healthy?”								
Name	Answer							

SESSION SEGMENTS AND MATERIALS USED	TIME (Minutes)	ACTIVITIES, TECHNIQUES, AND INSTRUCTIONAL SEQUENCE
II. Presentation/Information Materials: <ul style="list-style-type: none"> One piece of paper with CARE written on it One piece of paper with CURE written on it Tape Picture of happy and healthy looking person 	20	<ol style="list-style-type: none"> Say, “We’ve made a really good list of ways that we can take care of ourselves. What does it mean to <i>take care</i> of someone?” Elicit responses related to helping someone be happy and healthy. (2 min.) Write the following two definitions on the board and read them aloud: (3 min.) <ul style="list-style-type: none"> <i>A medicine or a treatment that stops an illness completely.</i> <i>Helping someone, especially when the person is ill, old, or very young.</i> Hold up (or point to) the words CARE and CURE. Pronounce the words and ask students to repeat, emphasizing the difference in pronunciation. Ask for two volunteers—give them the word CARE or CURE and ask them to tape their paper (or write their word) next to the correct definition, with guidance from the class if necessary. Have the students say and write the correct definitions in their notebooks. Ask students, “Is there a cure for HIV?” (Expected/possible responses, depending on the level of your students: <i>No, there is not a cure for HIV. There is not yet a cure for HIV, but maybe there will be someday. There is no cure, but there are medicines to help people with HIV.</i>) Say, “OK, there is no cure for HIV. But is it possible to give care to people with HIV? What can we do to take care of our family, friends, or people in our community living with HIV?” Make a general list on the board of ways to take care of people with HIV. (5 min.) (Expected/possible responses: love; cook good food; talk to them; have fun together; take them to the doctor; give them medicine, etc.) Show students a picture (from a magazine) or a drawing of someone who appears happy and healthy. Ask students to imagine that this person has HIV. Then ask them, “Can a person with HIV go to school? Can a person with HIV have a job? Can a person with HIV spend time with family and friends? Can a person with HIV go to a church/mosque? Can a person with HIV have a boyfriend/girlfriend? Can a person with HIV play sports?” etc. Ask questions to elicit the response from students that people living with HIV <i>can</i> do all of these things, and more. (10 min.)
III. Practice/Application Materials: <ul style="list-style-type: none"> “Dos and Don’ts for Healthy Life” handout (and answer key) 	20	<ol style="list-style-type: none"> Distribute the “Dos and Don’ts for a Healthy Life” handout (or post it on the board for students to copy). Have students complete the handout in pairs. (15 min.) Check responses and reinforce the message about healthy lifestyles, regardless of HIV status. (5 min.)
IV. Evaluation Materials: <ul style="list-style-type: none"> None 	5	<ol style="list-style-type: none"> Have students write down at least two things people living with HIV can do and at least two things the students can do to take care of someone living with HIV.
V. Homework/Extension Materials: <ul style="list-style-type: none"> None 		<p>Note: No homework will be given for the final lesson in this curriculum; however, four “booster lessons” (included in following pages) should be delivered within six months of completing this curriculum.</p>

SESSION MATERIALS: DOS AND DON'TS FOR A HEALTHY LIFE

What can people living with HIV do to be happy and healthy? What can families and friends do to help each other have happy and healthy lives?

Read the sentences. Circle the correct sentence (A or B).

A	B
Have sex with many people.	Don't have sex with many people.
Take drugs if you are sad.	Don't take drugs if you are sad.
Use condoms every time you have sex.	Don't use condoms every time you have sex.
Eat healthy, good foods.	Don't eat healthy, good foods.
Tell your partner about your HIV status.	Don't tell your partner about your HIV status.
Drink alcohol and take drugs with your friends.	Don't drink alcohol and take drugs with your friends.
Teach other people about HIV.	Don't teach other people about HIV.
Take care of people with HIV.	Don't take care of people with HIV.
Take an HIV test if you have unsafe sex.	Don't take an HIV test if you have unsafe sex.
Take medicine and vitamins if you have HIV.	Don't take medicine and vitamins if you have HIV.
Invite people with HIV into your house.	Don't invite people with HIV into your house.
Delay sex until you are older or married.	Don't delay sex until you are older or married.
Pay people to have sex with you.	Don't pay people to have sex with you.
Sleep and rest to stay strong.	Don't sleep and rest to stay strong.
Talk about your feelings and ideas with other people.	Don't talk about your feelings and ideas with other people.

SESSION MATERIALS: DOS AND DON'TS FOR A HEALTHY LIFE: ANSWER KEY

What can people living with HIV do to be happy and healthy? What can families and friends do to help each other have happy and healthy lives?

Read the sentences. Circle the correct sentence.

Have sex with many people.	<u>Don't have sex with many people.</u>
Take drugs if you are sad.	<u>Don't take drugs if you are sad.</u>
<u>Use condoms every time you have sex.</u>	Don't use condoms every time you have sex.
<u>Eat healthy, good foods.</u>	Don't eat healthy, good foods.
<u>Tell your partner about your HIV status.</u>	Don't tell your partner about your HIV status.
Drink alcohol and take drugs with your friends.	<u>Don't drink alcohol and take drugs with your friends.</u>
<u>Teach other people about HIV.</u>	Don't teach other people about HIV.
<u>Take care of people with HIV.</u>	Don't take care of people with HIV.
<u>Take an HIV test if you have unsafe sex.</u>	Don't take an HIV test if you have unsafe sex.
<u>Take medicine and vitamins if you have HIV.</u>	Don't take medicine and vitamins if you have HIV.
<u>Invite people with HIV into your house.</u>	Don't invite people with HIV into your house.
<u>Delay sex until you are older or married.</u>	Don't delay sex until you are older or married.
Pay people to have sex with you.	<u>Don't pay people to have sex with you.</u>
<u>Sleep and rest to stay strong.</u>	Don't sleep and rest to stay strong.
<u>Talk about your feelings and ideas with other people.</u>	Don't talk about your feelings and ideas with other people.

BOOSTER 1: MY GOALS AND MY FUTURE

Review Materials: Lesson 1, Setting Future Goals; Lesson 12, My Future Is in My Hands: Final Reflection; SAFER Method poster

Booster Objectives:

- Identify and remember important information covered in the original curriculum.
- Revisit goal-setting and decision making through reflection on past, current, and future behaviors.

Time: One hour

Materials: SAFER method poster

Activity:

1. Ask students to think back to the previous lessons in the *Teach English Prevent HIV* curriculum, which may have occurred up to six months ago. Bring out some of the materials, products, and work that students created to jog their memories. Lead students through a cycle of brainstorming, starting with themselves and then reaching the entire group. (25 min.)
 - a. Working individually, write three things you learned or that you remember.
 - b. Working with a partner, write three more things that both of you learned or that you remember.
 - c. Working with a small group of three to four students, write three more things that all of you learned or that you remember.
 - d. Working with the entire class, write three more things that everyone learned. Remind students of how far they have come and how much they have learned.
2. Have students copy the following chart into their notebooks and then complete the chart with their own information, relying on their notes from the previous lessons if necessary. Ask students to share in small groups or with the whole class. (25 min.)

What were my goals six months ago?	What good decisions did I make in the past six months?	What are my goals for the next six months?
I wanted to be...		I will be...
I wanted to have...		I will have...
I wanted to do...		I will do...

3. Ask students for ideas on how to continue making good decisions in the next six months. If students don't mention it, make sure to review the SAFER method poster from Lesson 2. (10 min.)

BOOSTER 2: RESISTANCE AND NEGOTIATION SKILLS—THE SIX S's

Review Material: Lesson 3, *Resistance and Negotiation Skills*, especially the “Six S’s” poster

Booster Objectives:

- Review ways to say “No” in different situations and to different people.
- Practice saying “No” in different ways.

Time: One hour

Materials: The Six S’s poster; paper and art supplies for creating “No” posters

Activity:

1. Review the Six S’s poster with students. (10 min.)
2. Ask students to imagine that they are at a party and someone is offering them a beer. Ask students to brainstorm different ways of saying “no.” For example:
 - No thanks.
 - No, I can’t drink.
 - No, I don’t want to drink.
 - No, leave me alone.
 - No, drinking a beer is a stupid idea.
 - No!!
 - Umm.... No, I don’t think so.
 - Maybe not.
 - I’m not sure about that.
 - No. Let’s drink a soda instead.
 - No, I’m not thirsty.

S = Stop, look, and listen

S = Say “no”

S = State your response repeatedly

S = Suggest other things to do

S = Say “goodbye”

S = Stay away

Discuss with students the best ways to say “no” in this situation. What works best when they are saying “no” to their friends and classmates? What would not work very well? (10 min.)

3. Have students get in groups of four to five people. Assign each group a “No” situation from the following list (or other locally appropriate situations). Have each group make a simple poster listing all the possible ways they can say “No” in that situation. Ask each group to share its poster, and have the class practice saying “No” in various contexts. (40 min.)
 - An older man wants to take you out on a date.
 - A friend wants to try taking drugs with you.
 - A cousin wants to smoke some cigarettes with you.
 - A classmate wants to cheat on a test with you.
 - Your boyfriend or girlfriend wants to have sex with you.
 - Your boyfriend or girlfriend wants to have sex without a condom.
 - A friend wants you to lie to your parents.

BOOSTER 3: RISKY BEHAVIORS

Review Material: Lessons 7–8, Risky Behaviors, especially the “Risk cards”

Booster Objectives:

- Identify risky behavior related to drug and alcohol use and unsafe sex.
- Connect risky behavior with health-related consequences.
- Propose safer behaviors to replace risky behaviors and promote good decision making.

Time: One hour

Materials: Risk cards

Activity:

1. Distribute the Risk cards from Lesson 7 to a group of students. Have them come to the front of the room and arrange themselves in a line from *Never Risky* to *Always Risky* and read off their cards. Have the rest of the students monitor to see if the line arrangement makes sense in terms of level of risk (from *always* to *sometimes* to *never risky*). (10 min.)
2. Select three of the most risky behaviors and write them in a chart on the board. Then ask students to brainstorm reasons why they are risky behaviors and alternatives that are safer. (15 min.) For example:

Risky behaviors	Why is it a risky behavior?	What is a safer behavior?
Take drugs with a needle	Drugs can make you sick. Drugs stop you from making good decisions. HIV is transmitted through blood.	Don't take drugs. Don't go to parties where there is alcohol.
Drink alcohol	Alcohol can make you sick. Alcohol stops you from making good decisions.	Don't drink alcohol. Drink soda or water. Don't go to parties where there is alcohol.
Have sex without a condom	HIV can be transmitted during sex without a condom.	Don't have sex. Use a condom when you have sex. Talk to your boyfriend or girlfriend about condoms. Ask your boyfriend or girlfriend to buy and use condoms.

3. Ask students to write a short letter to younger students who don't know much about making good decisions, risky behavior, and HIV infection. What are three important things that these younger students need to know? (35 min.)

BOOSTER 4: LIVING WITH HIV

Review Material: Lesson 14, Living with HIV, especially the “Dos and Don’ts for a Healthy Life” handout

Booster Objectives:

- Review and share ideas about healthy behaviors for people living with HIV and what families and friends can do to take care of people living with HIV.
- Create a cartoon strip about living with HIV that other people can learn from.
- Read and respond to a peer’s ideas about living with HIV.

Time: 1–2 class periods

Activity:

Have students create a five-panel cartoon strip that depicts a person with HIV living a healthy lifestyle. Note: The fifth panel of the cartoon strip should remain blank for now.

The panels should include:

- a. A title and the name of the author
- b. At least two examples of healthy behaviors that the person exhibits (or that the person’s family and friends employ for the person)
- c. At least two examples of things that the person can do, despite having HIV (e.g., finish school, get married, be a teacher, play sports, etc.)
- d. At least one sentence per panel that explains what is going on in the panel (i.e., what healthy behavior is the person engaging in? what is the person accomplishing in his or her life despite having HIV?)

If the materials are available, encourage students to use markers, crayons, and other art supplies to be creative in their artwork. You are strongly encouraged to create a sample cartoon strip yourself to show students and to serve as a model before asking students to create their own. Make sure that students leave the fifth panel blank.

Have students exchange their completed cartoon strip with a fellow classmate. Then, the students read their partner’s cartoon strip and fill in the blank fifth panel with something that the original author did not yet say or depict. When finished, the cartoons may be posted at the school or in the community.

Instructions: Read your classmate’s cartoon. Finish the cartoon with a new idea that your classmate did not already use. Draw a new picture and write a new sentence in the empty box.

Materials: Paper and art supplies for creating cartoon strips; sample cartoon strip to model for the class

APPENDIX 1:

PROGRAM EVALUATION

Evaluation of your program is important to understand how it may be affecting your students' knowledge, attitudes, and behaviors.

Your evaluation may be used to consider:

- What effect did the program have on the students' knowledge of HIV?
- What effect did the program have on the students' attitudes toward people with HIV?
- What effect did the program have on the students' belief in their ability to prevent HIV infection or transmission?
- What effect did the program have on the students' intention to practice protective behaviors (e.g., delay sexual intercourse, use a condom)?
- What effect did the program have on the students' interest in sharing the information they learned with their communities?

It is recommended that questionnaires be administered at three points:

Time 1: at the start of the program

Time 2: at the conclusion of Lesson 14

Time 3: at the conclusion of the booster program

The questionnaires should be anonymous to allow the students to feel more comfortable responding to questions. Comparison of questionnaire results can be done by group, so there is no need to try to match an individual's first questionnaire with the second and third. The questionnaires, therefore, should indicate only the date so you can separate your responses for comparison.

Please note that while you may translate and adapt the questions to your local context, the questions should be the same in all three questionnaires to allow for comparison.

Questionnaire:		
1.	Can using a condom prevent HIV transmission during sex?	Yes/no
2.	Can a person get HIV from mosquito bites?	Yes/no
3.	Can a person get HIV by sharing food with someone who is infected?	Yes/no
4.	Can a healthy-looking person have HIV?	Yes/no
5.	If someone in your family had HIV, would you be willing to care for him or her at home?	Yes/no
6.	If a food seller had HIV, would you buy vegetables from him or her?	Yes/no
7.	If a student has HIV, should he or she be allowed to continue going to school?	Yes/no
8.	I can reduce my risk of HIV by making good decisions.	Yes/no
9.	I plan to abstain from sex, or use a condom if I do have sex.	Yes/no
10.	I can teach my friends and family about HIV, how to prevent it, and how to support people with HIV. It is my responsibility to share what I have learned.	Yes/no

Analyzing responses:

Questions 1–4 evaluate students' knowledge of HIV.

Questions 5–7 evaluate students' attitudes toward people living with HIV.

Question 8 evaluates students' belief in their ability to prevent HIV infection or transmission

Question 9 evaluates students' intention to practice protective behaviors (e.g., delay sexual intercourse, use a condom)

Question 10 evaluates students' interest in sharing the information they learned in their communities

For questions 1-4 and questions 5-7, you can compare the change in correct/incorrect in two ways.

- 1) In the first way, you would compare responses per question. If you choose this method you would simply tally how many students replied correctly in the pre-program questionnaire versus how many students replied correctly in the post-program (or post-booster program) questionnaire. A sample conclusion derived from comparing the responses to question #1 might read, *Following the program, 30 percent more students correctly responded that using a condom can prevent HIV infection.*
- 2) Alternatively, you can look at all the questions in a section together. In other words, only if students respond correctly to all questions in a given section would you determine that they have adequate HIV knowledge. Therefore, you would compare how many students correctly responded to all questions in the section at the start of the program with the number of students who correctly responded to all questions in the same section at the conclusion the program. A conclusion might be, *By the end of the program, 30 percent of students increased their knowledge of HIV.*

APPENDIX 2:

RESOURCES AND REFERENCES

Volunteers will need some information on the status of HIV/AIDS in the communities where they serve, and their host countries. And some may need to brush up on—or learn, in some cases—some information related to HIV/AIDS biology, transmission, myths, stigma and discrimination, etc. Below are suggested references and sources of information.

To learn more about the status of HIV/AIDS in your host country and community, go to www.unaids.org

To brush up on HIV/AIDS biology and aspects of addressing HIV/AIDS in another culture, you may want to order *The HIV/AIDS Training Resource Kit* from ICE (ICE No. T0136K). These specific modules and sessions relate directly to lessons in this manual:

Module 2: Biology of HIV/AIDS

- Session 1: Biology of HIV/AIDS
- Session 2: HIV Transmission

Module 4: Behavior Change

- Session 1: Behavior Change Theory
- Session 3: Understanding Stigma and Discrimination Relating to HIV/AIDS
- Session 5: Facts and Myths about HIV/AIDS

Module 5: Assessment Analysis and Prioritizing Activities

- Session 2: Culture, Assessment, and HIV/AIDS

A reference for grammar practice is Betty Azar’s “Fun with Grammar” at <http://www.azargrammar.com/materials/index.html>



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