



# Living



*Skills for Life, Botswana's Window of Hope*

*Usage Guidelines*

*Junior and Senior Secondary*

Guidelines for Using  
*Living: Skills for Life, Botswana's Window of Hope*



All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, or any information storage and retrieval system, without written permission from the copyright owners. Permission granted to copy for classroom use only.

This document has been prepared by the Botswana Ministry of Education and Skills Development, Department of Curriculum Development and Evaluation; the BOTUSA Project; Education Development Center, Inc. (EDC), and EnCompass, LLC.

Copyright © 2010 by Botswana Ministry of Education and Skills Development



Education Development Center  
43 Foundry Ave.  
Waltham, MA 02453 USA

## Introduction

*Guidelines for Using Living: Skills for Life, Botswana's Window of Hope*, has been designed to help teachers use the *Living* materials in the classroom. They are in response to comments from teachers regarding the lack of clarity on (1) how to use the materials 'as is' and (2) how to use them to infuse life skills and HIV and AIDS topics in different subjects.

Specifically, these guidelines seek to address two objectives. To help teachers to:

1. Use materials 'as is' and through infusion to build life skills
2. Articulate and apply the requirements for effective life skills education in the classroom

## How to Use the *Living* materials

The *Living* materials are designed to be used in two main ways:

### 1. Using the materials 'as is' to build life skills:

This takes place in the teaching of subjects which lend themselves to skills-based health education (e.g. Guidance and Counselling, Religious and Moral Education, and Cultural Studies). With these subjects, the activities in the materials can be used as they have been designed. The teacher will be able to achieve the objectives of the syllabus or curriculum guidelines by following the procedures that have been given in the *Living: Skills for Life, Botswana's Window of Hope Teacher's Guide* for all the levels.

### 2. Using the materials for infusion of life skills and HIV and AIDS topics in various subjects:

This takes place in the teaching of subjects which do not lend themselves completely to skills-based health education. With these subjects, life skills and HIV and AIDS issues can be infused by including part of an activity from the Teacher's Guide in the lesson.

Each of these methods is explained in detail below:

## Using the Materials As Is to Build Life Skills

*"The main objectives of these materials are to impart knowledge, develop healthy attitudes, and instil skills for healthy decision making, since the survival of learners depends on the acquisition of such skills. Participatory methods are used in the materials to achieve a skills based health education. This enables learners to be actively involved in their learning process with minimal supervision and guidance from their teachers." S. Makgothi, Living: Skills for Life, Botswana's Window of Hope Std 5-7 Teacher's Guide, p. V, 2005.*



## Guidelines for Using *Living: Skills for Life, Botswana's Window of Hope*

The process of using the materials to build life skills entails taking an entire activity from the Teachers' Guide, which has been divided into chapters and then further subdivided into activities. The activities should be addressed in this way:

- Each activity has procedures which should be followed by the teacher to help learners acquire the intended life skill or increase their knowledge on the specific topic.
- The last procedure of each activity helps the teacher determine the extent to which the objectives of the activity have been achieved.
- Every activity has a concluding statement for the teacher, which can be read as is or can be summarized or paraphrased by the teacher.

Using the materials in this way is highly encouraged by the Ministry of Education and Skills Development.

*"It is hoped that skills provided will help to develop attitudes and practices necessary to curb the spread and improve the management of HIV and AIDS in order for Botswana to achieve the goal of no new infections by 2016. Furthermore, the skills acquired should not only improve the individual but should also develop the cultural and national identity as well as inculcate attitudes and values that nurture respect for both oneself and others." S. Makgothi, **Living: Skills for Life, Botswana's Window of Hope Std 5-7 Teacher's Guide**, p. V, 2005.*

### **Procedures for Using the Materials to Build Life Skills**

When using the materials to build life skills, the teacher must use an activity in the materials 'as is', that is, from the beginning of the activity to the end.

In order to use the activities 'as is', the objectives of the syllabus should be the same as, or similar to, the objectives of the activities in the *Living* materials.

In this instance, the teacher uses the activity from *Living* to develop a lesson that will help him or her to achieve the objectives of his or her syllabus or curriculum guidelines. This is possible for most topics across subjects; however, the following subjects are best suited for using the activities as they have been written:

- Guidance and Counselling
- Cultural Studies
- Religious and Moral Education

To use the *Living* materials to build life skills follow these steps:

- a. Select an objective from the syllabus or curriculum guidelines.
- b. Go to the table of contents in the Teacher's Guide and select the chapter that addresses the topic you plan to teach.
- c. Select an activity from that chapter which addresses the objective you have

chosen.

d. Develop a lesson plan based on the activity:

- i. In the Student Activity section of the lesson plan, record the learner-centred approaches you will use.
- ii. In the Teacher Resources section of the lesson plan, record the *Living* activity number.

e. Conduct the lesson.

f. Please refer to sample lesson plans in this document for further assistance.

### Using the Materials for Infusion of Life Skills and HIV and AIDS Issues

Infusion is another way of using the *Living* materials, and one which is also highly encouraged by the Ministry of Education and Skills Development. With infusion, the teacher incorporates HIV and AIDS issues into the content of other subjects, ensuring that they blend well with the lesson. This results in the following:

- HIV and AIDS topics are spread across as many subjects as possible, providing learners with frequent encounters with these issues.
- Life skills and HIV and AIDS topics become part of every aspect of the curriculum, such as programs and instructional materials. Infusion does not require strong similarity between the subjects.

Infusion also supports the overall goal of the Curriculum Blueprint for Primary and Secondary Education of an Education System that “nurtures, promotes and sustains skills that will enable young Botswana to meaningfully participate in nation building” **Ministry of Education Primary Curriculum Blueprint.**

In the context of the *Living* materials, it should be noted that infusion includes using interactive teaching methods in all subjects to increase the students’ understanding of life skills.

The concept of infusion is an important aspect of HIV and AIDS education around the world. The idea is that by infusing HIV and AIDS topics into a number of subjects, it is possible to achieve comprehensive coverage. According to UNESCO, infusion has the possibility to:

- a. Enable teachers to complement one another with their skills and competencies
- b. Share responsibilities for delivering the various aspects of the topic and foster collaboration among teachers
- c. Enable learners to see the significance of HIV and AIDS education from different perspectives and approaches

Infusion of HIV and AIDS topics can be used with all subjects and without altering the objectives of the subject lesson. As a result, learners’ exposure to issues relating



## Guidelines for Using *Living: Skills for Life, Botswana's Window of Hope*

to life skills and HIV and AIDS is maximised without additional work for the teacher. Although infusion may require more time to plan in the beginning, this will improve with practice and will actually enhance the achievement of syllabus objectives.

### Procedures for Infusion

To use infusion method with the *Living* materials, follow these steps:

- a. Select an objective from the syllabus.
- b. Identify the methods and key aspects of a lesson that are needed to achieve that objective.
- c. Select a corresponding activity from the Teacher's Guide to align to the method you have identified.
- d. Choose procedures or worksheets that will help you to achieve the objective of your lesson.
- e. Prepare a lesson plan accordingly:
  - i. In the Student Activity section of the lesson plan, record the learner-centred approaches you will use.
  - ii. In the Teacher Resources section, record the Living activity number you will use.
- f. Remember that your lesson and the conclusion should be in line with your objective from the syllabus.
- g. Please refer to the sample lesson plans in Annex 2 of this document for further assistance.

### Life Skills Education and Interactive Methods

Using interactive methods which actively involve learners in their own learning is an effective way of supporting infusion. Irrespective of the subject area, these are some of the methodologies that you can use to successfully develop skills:

- Role plays
- Pair work
- Fishbowl
- Debate
- Group discussions
- Drama
- Storytelling
- Case study
- Research
- Brainstorming

Interactive teaching methods do the following:

- **Promote self-discovery:**
  - By involving learners in the learning process, the materials enable the learners to discover solutions for themselves.
- **Promote peer learning:**
  - Interactive methodologies allow learners to learn from each other.



- **Reinforce life skills:**

- Interactive methodologies help learners to practise skills such as communication, decision-making, assertiveness, self-awareness, and stress management.

Listed below are principles of Living which PROVE to be essential to life skills education:

**Promote inclusion** because *Living* is for all people, regardless of their HIV status, to live positive and healthy lives.

**Require** yourself and your learners **to challenge gender stereotypes** so that males and females learn to protect themselves and others.

**Organise** your class around **learner-centred and participatory methods** so that learners can practise developing skills.

**Validate learners' self-discovery** so that they can apply positive healthy behaviours to their own unique lives.

**Encourage mutual respect** in the classroom so that learners can express themselves without fear of being shamed.

## Reinforcement and Support

### Strategies for Monitoring and Assessment

The *Living* monitoring process is driven by the Ministry of Education and Skills Development and involves stakeholders throughout the education system in Botswana. This includes, teachers, deputy school heads, regional and national officers. It is designed to ensure accurate, complete, and comprehensive implementation of the *Living* materials. The *Teacher On-Going Monitoring Tool* to track implementation of *Living* materials is central to the process. It should be completed by teachers who have used *Living* in the classroom and shared with deputy school heads and education officers. Note that the last section of the tool may be used to assess the class as well as individual learners. This monitoring process will allow teachers to reflect on their teaching and its effect on learners.

Please refer to the Teacher On-Going Monitoring Tool for complete instructions and forms.

### How will teachers be supported?

Specific personnel at the school, regional, and at headquarters levels will provide teachers with support in using the *Living* materials to build life skills.

#### *Deputy School Heads*

Deputy School Heads are members of the school administration who are the designated focal persons of the *Living* project at the school level. They will support teachers by



## Guidelines for Using *Living: Skills for Life, Botswana's Window of Hope*

working with Master Trainers and Trainer of Trainers in the school to ensure that teachers are trained in the use of the materials.

### *Trainers*

- Master Trainers are trained directly by Project Officers. They in turn train teachers in their school. At the primary level, Master Trainers train selected teachers from all schools in their Inspectoral Areas.
- Trainers of Trainers are teachers who are trained by Master Trainers to train ALL teachers in their schools.
- Trainers provide on-going support to teachers in their school and region through refresher sessions and consultations.

### *Principal Education Officers*

Principal Education Officers from the Ministry of Education and Skills Development are constantly support the implementation of *Living*. Their support includes facilitating the ordering of materials, monitoring the usage of the materials, and providing ongoing technical assistance to teachers.

### **How can teachers collaborate to reinforce and support implementation?**

- Teachers can organise *Living* support groups to meet before or after school to discuss timing, lessons, and strategies.
- Teachers can combine two classes together or can collaborate with each other in planning infused lessons.
- Teachers can form *Living* clubs or support groups, where teachers can share experiences related to infusion.
- Teachers should plan lessons together when possible.



## Annex 1

**Junior Secondary Examples of Matching Syllabus Objectives with *Living: Skills for Life, Botswana's Window of Hope***

# Agriculture



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Importance of agriculture	1.1.1.1 appreciate the importance of agriculture in Botswana.	1.1.1.1.2 discuss the social and economic importance of Agriculture in Botswana	<b>Activity 12.3</b> Upholding Botho, pg 149
Agriculture Careers and Training	1.1.1.2 appreciate the career opportunities existing in agriculture.	1.1.1.2.1 describe careers opportunities in Agriculture	<b>Activity 1.1</b> Likes and dislikes, pg 6
Tools, Implements and Machines	1.1.1.4 develop skills on the use tools, implements and machinery appropriately in agricultural production.	1.1.1.4.1 differentiate between a tool, implement and a machine	<b>Activity 9.3</b> Reducing risks, pg 121
Importance of trees and tree products	2.3.5.1 acquire knowledge on the importance of the different types of trees found in Botswana	2.3.5.1.1 identify indigenous and exotic trees found in Botswana	<b>Activity 13.3</b> A plan for healthy living, pg 159
Principles of farm management	2.5.1.1 understand the principles of demand and supply.	2.5.1.1.1 explain farm management	<b>Activity 2.1</b> Your values, pg 25
Functions of Management	2.5.1.2 appreciate the basic organization, functions and roles of management in a business enterprise.	2.5.1.2.1 discuss the different legal forms of a business organization	<b>Activity 5.2</b> Practicing Decision making, pg 68
Reproductive System (Cattle)	3.4.4.1 acquire knowledge and understanding of the anatomy and physiology of cattle	3.4.4.1.1 describe the reproductive organs of a cow and a bull	<b>Activity 7.1</b> Puberty, pg 89

# Commerce and Office Procedures



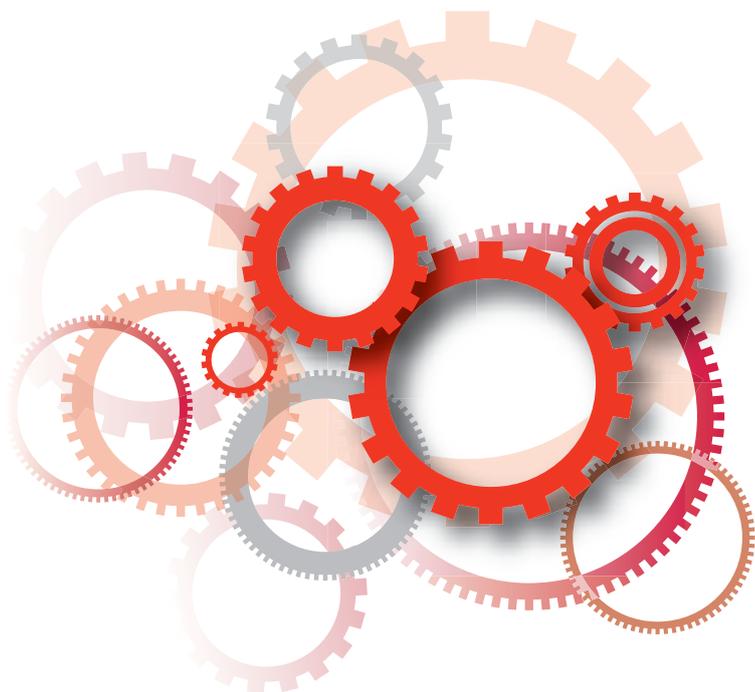
Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from Living
Office	2.1.2. appreciate the nature and functions of the offices	2.1.2.2 explain the functions of an office.	<b>Activity 2.1</b> Your Values pg 25
Health and safety in the office	2.1.3 understand the importance of health and safety in the office	2.1.3.2 state the potential hazards in an office environment	<b>Activity 9.1</b> Identifying Risky behavior pg 115
Human relations	2.1.5 understand human relations in an organization or institution.	2.1.5.5 demonstrate acceptable attitude towards colleagues	<b>Activity 2.2</b> Loyalty, Honesty and Respect pg 28
The Entrepreneur	5.1.1 understand the role of an entrepreneur in small business start up.	5.1.1.5 discuss the effects of unemployment.	<b>Activity 6.1</b> Understanding stress pg76

# Art,



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Safety	1.2 .1 apply safety precautions when using materials, tools and equipment	1.2.1.1 discuss common safety regulations applicable in the art studio.	<b>Activity 9.1</b> Identifying risky behaviors, pg 115
Colour and Colour Pigments	2.5.1 explore and experiment with colour, colour pigments and paint vehicles.	2.5.1.1 define color	<b>Activity 6.1</b> Understanding Stress, pg 76
		2.5.1.3 define pigment and paint vehicle.	
Package Design	12.1.1 develop skills and techniques in package design.	12.1.1.1 define package design.	<b>Activity 5.1</b> Simple and complex decisions. Pg 64

# Design and Technology



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
<b>Graphics</b>	1.1 use IT and conventional methods in graphical communication	1.1.1 construct a circle and tangencies using IT.	<b>Activity 4.1</b> Communicating feelings, wants and needs, pg51
<b>Safety Precautions</b>	1.1 apply safety precautions in the workshop 1.2 understand and appreciate workshop hazards.	1.1.1. use protective clothing in the workshop.	<b>Activity 9.1</b> Identify risky behaviors, pg 115
<b>Design process</b>	3.1 develop the ability to and make products using own initiative.	3.1.1 analyze a given theme.	<b>Activity 5.1</b> Simple and complex decisions, pg 63

# English



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Conversation	1.1.3.1 understand conversations in a range of situations	1.1.3.1.2 interpret a speaker at normal conversation speed	<b>Activity 4.1</b> Communicating feelings wants and needs pg 51
Discussions and debates	1.1.5.1 follow discussions and debates	1.1.5.1.1 follow a line of argument	<b>Activity 1.1</b> Likes and dislikes pg 6
Advertisements	2.4.3.1 explore persuasive writing	2.4.3.1.1 respond to an advertisement	<b>Activity 5.1</b> Simple and complex decisions pg 63
Short stories	5.1.1.1 appreciate short stories as a genre	5.1.1.1.1 determine the theme of a story	<b>Activity 11.1</b> Identifying dilemmas and coping strategies pg 136
Drama	5.1.3.1 explore aspects of drama	5.1.3.1.1 follow a story line in a play	<b>Activity 2.3</b> Botho pg 31
Poetry	5.1.4.1 appreciate poetry	5.1.4.1.1 read and recite poems	<b>Activity 2.1</b> Your values pg 25

# Home Economics



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Hygiene and Safety	1.1.1.1 acquire knowledge and understanding of hygiene and safety measures	1.1.1.1.1 compile guidelines on the safety precautions in the kitchen	<b>Activity 9.3</b> Risk reduction Pg 121
		1.1.1.1.2 discuss the importance of hygiene rules and practices when handling food	<b>Activity 13.1</b> Importance of keeping healthy and safe Pg 155
Nutrition	1.1.2.1 acquire knowledge and understanding of the relationship between nutrients and ones' health	1.1.2.1.1 define the following terms used in nutrition: diet, meal, food, nutrients, balanced meal	<b>Activity 5.1</b> Decision making Pg 63
		1.1.2.1.2 explain the importance of food in the body	<b>Activity 13.1</b> Importance of keeping healthy and safe, pg 155
First Aid	1.2.1.1 develop skills in preventing and treating minor injuries	1.2.1.1.1 state common accidents which occur in the home and ways of preventing them	<b>Activity 9.3</b> Reducing risk, pg 121
Waste Management	understanding of the relationship between nutrients and ones' health	1.2.2.1.1 define the terms sanitation, pollution and waste management	<b>Activity 8.3</b> Home based care, pg 108
Home based care	1.2.3.1 develop a sense of responsibility towards the care of the sick.	1.2.3.1.1 discuss points to consider when caring for the sick at home	<b>Activity 12.1</b> Social responsibility
		1.2.3.1.2 outline ways of preventing the contraction of HIV when caring for the sick	<b>Activity 8.3</b> Home based care, pg 108
Needlework Tools	1.3.2.1 acquire knowledge and skills in using needlework tools.	1.3.2.1.1 classify needle work tools according to their uses	<b>Activity 5.2</b> Practicing Decision making, pg 68
Production of Textiles	1.3.3.1 acquire knowledge and skills in the production of textiles.	1.3.3.1.1 explain fabric construction techniques such as weaving, knitting, crocheting, and macramé	<b>Activity 1.3</b> Abilities, Strengths and Limitations, pg 10
Sewing Stitches	1.3.4.1 develop skills in using sewing stitches	1.3.4.1.1 classify sewing stitches into temporary and permanent	<b>Activity 1.3</b> Abilities, Strengths and Limitations, pg 10

# Mathematics



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Basic properties of operations on whole numbers	1.1.1.4 understand the concept commutativity, associativity, identity, and inverses in the context of whole numbers and basic operation	1.1.1.4.1 identify through investigations the concept of commutativity, associativity, distributivity, identity and inverses for numbers and operations	<b>Activity 8.1</b> Facts and myths. Pg 102
Data collection and Processing	1.5.1.1 understand steps needed to conduct survey	1.5.1.1.1 collect data on different issues including road accidents, environmental issues, HIV/AIDS, passion killings and voter education	<b>Activity 9.2</b> Alcohol and drug abuse. Pg 119-120
Basic Concepts of Probability	1.5.4.1 understand and use concepts of probability in real life situations	1.5.4.1.1 use probability scale to predict or forecast events	<b>Activity 5.1</b> Simple and Complex Decisions. Pg 64
Problem Solving Strategies	2.6.1.1 apply knowledge, skills and processes learnt to identify and solve real life problems	2.6.1.1.1 develop a strategy for solving problems	<b>Activity 3.3</b> Strategies to achieve personal goals, Pg45

# Music



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Role of music	1.1.1 explore the meaning and role of music in society	1.1.1.1 discuss the meaning of music	<b>Activity 1.1</b> Likes and dislikes. pg 6
Popular Music of Botswana	2.1.1 appreciate popular music in Botswana	2.1.1.1 describe popular music	<b>Activity 9.1</b> Identify risky behavior, pg 115
		2.1.1.2 list styles of popular music in Botswana as gospel, jazz, choral, kwasa - kwasa, kwaito, traditional pop, house, rap, rhythm and blues and hip-hop.	<b>Activity 9.2</b> Alcohol and other drug use, pg 119
Types of voices and their combinations - Voice classification	3.1.1 appreciate different voice types and their combinations	3.1.1.1 describe the process of voice production.	<b>Activity 7.1</b> Puberty, pg 89
Recorder	5.1.1 develop knowledge of playing the recorder.	5.1.2.1 label parts of the recorder	<b>Activity 13.2</b> Ways of keeping healthy, pg 157
		5.1.2.2 discuss proper handling and care of the recorder	

# Physical Education

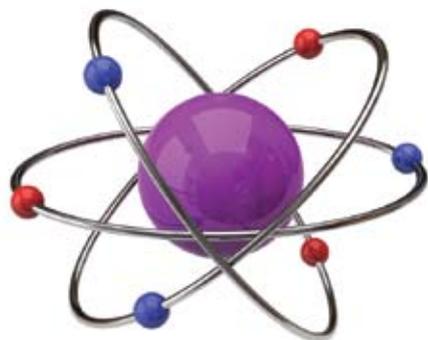


Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Components of Physical Fitness	2.1.1 understand the concept of fitness	2.1.1.1 explain physical fitness	<b>Activity 13.3</b> A plan for healthy living, pg 159
		2.1.1.2 identify components of physical fitness	<b>Activity 13.1</b> Importance of keeping healthy and safe, pg 155
Exercise	2.1.5 appreciate the value of exercise in relation to personal fitness	2.1.5.1 explain the meaning of exercise	<b>Activity 8.1</b> Facts and myths. Pg 102
Development of personal fitness	2.1.7 understand the function of the body systems in relation to movement for the development of fitness	2.1.7.1 discuss body systems relevant to movement as the circulatory, respiratory, skeletal and muscular	<b>Activity 3.1</b> Setting personal goals pg 39
Striking and fielding games	2.3.2 apply skills, rules and techniques for striking and fielding games	2.3.2.4 perform physical fitness components related to striking and fielding games	<b>Activity 5.1</b> Simple and complex decisions, pg 63
		2.3.2.5 apply basic rules, skills and techniques in a game situation	<b>Activity 5.2</b> Practicing decision making, pg 67
		2.3.2.6 perform physical fitness activities related to striking and fielding games	<b>Activity 3.1</b> Setting personal goals, pg 39
		2.3.2.7 devise and integrate a sequence of skills to achieve a goal	<b>Activity 5.1</b> Simple and complex decisions, pg 64

## Physical Education

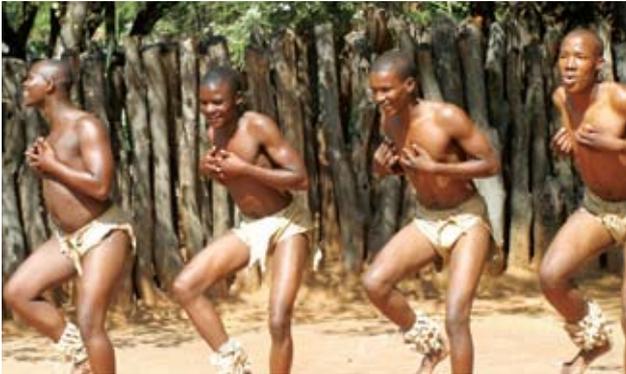
Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Adventure Activities	3.1.1 develop strategies for building self-esteem, self reliance and self confidence	3.1.1.1 demonstrate character and leadership skills	<b>Activity 12.1</b> Botho, pg 145
		3.1.1.2 demonstrate the will to test oneself and to meet challenges with confidence	<b>Activity 13.1</b> The importance of keeping healthy and safe, pg 155
		3.1.1.3 identify skills for survival which enhance a sense of pride in one's achievements	<b>Activity 12.1</b> Botho, pg 145
		3.1.1.4 demonstrate personal commitment skills alone and with others	<b>Activity 12.3</b> Upholding Botho, pg 149
		3.1.1.7 discuss risks associated with environmental pursuits with a focus on identifying strategies to minimize risks	<b>Activity 6.2</b> Dealing with stress, pg 78
Self Awareness in Games	4.1.1 develop inter-personal and social skills through participation in a variety of games	4.1.1.1 explain inter-personal and social skills	<b>Activity 1.1</b> Likes and dislikes, pg 6
		4.1.1.2 differentiate between recreational and social values of games	<b>Activity 1.2</b> Comparing Likes and dislikes, pg 8
		4.1.1.3 demonstrate inter-personal and social skills	<b>Activity 1.3</b> Strengths, Abilities, and Limitations, pg 10
		4.1.1.6 apply decision making skills in games	<b>Activity 5.1</b> Simple and Complex Decisions, pg 63

# Science



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living</i>
Working Safely in the Laboratory	1.1.3 develop basic knowledge, skills and techniques to work safely in the laboratory.	1.1.3.1 identify common hazards in a laboratory.	<b>Activity 9.3</b> Reducing risk Pg 121
Physical Development and Puberty	4.1.2. develop positive attitudes about their sexuality.	4.1.2.1 describe changes that occur at puberty.	<b>Activity 7.1</b> Puberty, Pg 89
		4.1.2.2 describe the menstrual cycle.	<b>Activity 7.1</b> Puberty, pg 89
		4.1.2.3 state the three hormones responsible for changes at puberty.	<b>Activity 7.2</b> Coping with changes, pg 91
Sexually Transmitted Infections and HIV and AIDS.	4.3.1 know about sexually transmitted infections and HIV/AIDS and their prevalence and seriousness.	4.3.1.1 define the concept “sexually transmitted infections” (STIs)	<b>Activity 9.1</b> Identifying risky behavior, Pg 116
Infectious Diseases.	6.2.1. understand the causes and transmission of infectious diseases.	6.2.1.1 define the term “infectious disease”	<b>Activity 8.1</b> Facts and myths, pg 102
Drug Use	6.4.1 understand the nature of drugs and appreciate the consequences of their inappropriate use	6.4.1.1 define a drug.	<b>Activity 9.2</b> Alcohol and other drug use, pg 119
Living Safely	6.5.1 demonstrate skills needed to live safely.	6.5.1.1 explain how common injuries can be prevented.	<b>Activity 13.1</b> The Importance of keeping healthy and safe. Pg 155
The heart and circulatory problems	7.1.2 understand the functions and problems of the circulatory system.	7.1.2.1 describe the heart structure and its function.	<b>Activity 6.2,</b> Dealing with stress, pg 78
Communicating by Using Senses	7.3.1 understand the use of senses in communication by animals.	7.3.1.1 explain communication	<b>Activity 4.3</b> Sending and receiving messages, pg 55

# Setswana



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from Living
<b>Puo ya tlhoafalo, le e seng ya tlhoafalo</b>	1.2.1.1 farologanya puo ya tlhoafalo le e e seng ya tlhoafalo	1.2.1.1.1 farologanya puo ya bone mo thutong go ya ka seemo.	<b>Activity 4.1</b> Communicating, feelings, wants and needs, pg 51
<b>Nnete le kabelelo</b>	1.3.7.1 lemoga diele tsa nnete le tsa kabelelo	1.3.7.1.2 supa diele tsa nnete mo palong.	<b>Activity 8.1</b> Facts and myths, pg 102
<b>Polelo</b>	1.4.5.1 kwala mefuta ya dipolelo	1.4.5.1.1 Kwala polelo ya tlotlego ka ditlhogo tse di filweng.	<b>Activity 8.2</b> Counseling and testing, pg 106
<b>Thanolo</b>	1.4.7.1 tthaloganya go ranola ka fa tshwanelong	1.4.7.1.1 ranola diele le melaetsa go tswa mo Sekgoeng go ya mo Setswaneng.	<b>Activity 3.1</b> Setting personal goals, pg 39
<b>Motshameko</b>	1.5.2.1 sekaseka dintlha tsa motshameko	1.5.2.1.1 tthalosa ka botlalo thulaganyo ya ditiragalo ya motshameko.	<b>Activity 6.2</b> Dealing with stress, pg 78
<b>Nyalo</b>	1.7.2.1 tthaloganya bokao le boleng jwa nyalo.	1.7.2.1.1 tthalosa ka botlalo bokao le boleng jwa nyalo go ya ka ngwao.	<b>Activity 10.1</b> Commitment, pg 127
<b>Lelwapa</b>	1.7.3.1 tthaloganya bokao le boleng jwa lelwapa mo setsong	1.7.3.1.1 tthalosa ka botlalo bokao le boleng jwa lelwapa mo setsong.	<b>Activity 3.2</b> Setting personal goals, pg 44
<b>Go rupa</b>	2.7.1.1 amogela thuto ya go rupa (bojale le bogwera)	2.7.1.1.1 tthalosa bokao le boleng jwa go rupa.	<b>Activity 7.1</b> Puberty, pg 89

# Social Studies



Syllabus Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from Living
<b>1.3.1 Family in Botswana</b>	1.3.1.1 Appreciate the importance of family and marriage	1.3.1.1.1 explain the importance of marriage	<b>Activity 10.1</b> Commitment, pg 127
<b>1.5.1 Governance in Botswana</b>	1.5.1.1 understand the government system in Botswana	1.5.1.1.1 describe the branches of Botswana's government	<b>Activity 1.6</b> Defending our rights and responsibilities, pg 18
<b>2.6.2 Transport and Communications</b>	2.6.2.1 understand Botswana's transport and communication systems	2.6.2.1.1 describe the different forms of transport and communication used in Botswana	<b>Activity 4.3</b> Sending and receiving messages, pg 55
<b>3.4.2 Foreign Relations</b>	3.4.2.1 explore Botswana's foreign policy and international cooperation	3.4.2.1.1 describe the major ways by which nations interact with one another	<b>Activity 2.1</b> Values, pg 25
<b>3.3.1 Population Studies</b>	3.3.1.1 understand population dynamics in Botswana	3.3.1.1.1 discuss factors influencing population growth	<b>Activities 5.1</b> Simple and Complex Decisions, pg 63 ,



## Annex 2

### Sample Lesson Plans for *Living: Skills for Life,* Botswana's Window of Hope

# Agriculture

**Form:** 1

**Topic:** Bee Biology

**Subject Syllabus Objectives:** 1.4.2.1 Acquire knowledge & understanding of anatomy & the duties of the various bee colony members.  
1.4.2.1.5 Describe the composition of a bee colony.  
1.4.2.1.7 Explain the duties of each member of the bee colony.

**Reference:** *Prescribed text for Agriculture*  
*Living: Skills For Life, Botswana's Window of Hope - Worksheet 10.1*

Activities	Concluding Points and Discussion
<ol style="list-style-type: none"> <li>1. Brainstorm with the class on what is meant by 'Commitment'.</li> <li>2. Ask a volunteer to read the story in Worksheet 10.1</li> <li>3. Have a class discussion on questions 'a' and 'b' of the worksheet.</li> <li>4. Divide the class into two groups. One group defines the duties of each member of a bee colony and how they relate to the survival of the entire colony and then they create a brief skit showing what might happen if one of the groups in the colony quit doing their duty.</li> <li>5. After the skit, the group talks about the relationships among the members of the colony and how they benefit one another.</li> <li>6. The second group defines human jobs that compare to the duties of the different members of the bee colony. This group also creates a brief skit showing what might happen to a community of humans if one group no longer made their contribution to the community.</li> <li>7. After their skit, the group talks about the relationships among humans and how they benefit one another.</li> </ol>	<ol style="list-style-type: none"> <li>1. The presentations can be tied together by pointing out that the survival of any species depends on both its relationship to other members of the same species and relationships among different species.</li> <li>2. Humans need to understand how bee colonies function in order to be successful at bee keeping.</li> <li>3. Humans also need to understand how individual actions can impact the health of an entire society.</li> <li>4. Individual behaviours impact the spread and the mutation of the HIV virus just as behaviours of parts of a bee colony can impact the health of the entire colony.</li> </ol>

## **Comments on Infusion**

*By starting with a discussion on commitment, the lesson prepares learners for the discussion on how bees work which is the focus of the lesson. It also brings in the relationship to humans and how commitment is important in all aspects of people's lives. The story of Seretse Khama is something that learners can relate to and generate more discussion on the importance of commitment.*

# ART

<b>Topic:</b>	Colour and colour pigments
<b>Syllabus Objectives:</b> 2.5.1	Explore and experiment with colour, colour pigments and paint vehicles. 2.5.1.1 define colour 2.5.1.3 define pigment and paint vehicle
<b>Life Skills Topic to be infused:</b>	Managing Stress
<b>Materials:</b>	Prescribed text for Art  <i>Living, Skills for Life, Botswana's Window of Hope Worksheet 6.1</i> Paints, brushes, and paper
<b>Teaching Method:</b>	Art Project; Brainstorming; Class Discussion

Activities	Concluding Points and Discussion
<ol style="list-style-type: none"><li>1. Using worksheet 6.1 of the Living Worksheets book students will quickly brainstorm a few causes of stress, its signs and symptoms, and types of art projects can be used to relieve stress.</li><li>2. The teacher will then define colour, pigment, and paint vehicle for the students and discuss other aspects of the lesson objectives found in the syllabus if time allows.</li><li>3. Students will then be provided with paints, paper, brushes or other paint vehicle and allowed to experiment with the paints and colour combinations.</li><li>4. The teacher can then ask the students to review some of the causes of stress and comment on whether or not experimenting with the colors might reduce feelings of stress.</li></ol>	<ul style="list-style-type: none"><li>· The teacher can briefly list other art media and crafts that students might learn and practice to help them manage stress, emphasizing that art can be created without using expensive materials.</li><li>· Examples could be paper collage and other paper creations using recycled paper, sculpting using found objects.</li></ul>

## ***Comments on Infusion***

*This lesson ties in stress management and Art from the beginning. It helps learners to see the importance of art in their lives. It takes away the perception that art is only good as a hobby and motivates learners to learn more. At the same time, the lesson shows learners how to manage stress while having fun.*

# Home Economics

**Form:** 1

**Topic:** Nutrition

**Syllabus Objectives:** 1.1.2.1 acquire knowledge & understanding of relationship between nutrients & ones' health  
1.1.2.1.1 define the following terms used in nutrition: diet, meal, food, nutrients, balanced meal and how important diet is for people who are HIV positive

**Life Skill Topic to be infused:** Facts, Myths and HIV/AIDS

**Materials:** Prescribed text for Home Economics  
*Living: Skills for Life, Botswana's Window of Hope* – Activity 8.3  
Pens, pencils, paper, chalk and board or flip chart

**Teaching Methods:** Pair Work; Presentation

Procedure	Concluding Points or Discussion
<ol style="list-style-type: none"><li>1. Define the terminology for the session and answer questions.</li><li>2. Organize the class in pairs and have each pair list what they think is a fact about nutrition and diet as well as one fact about HIV prevention and transmission.</li><li>3. Ask learners to brainstorm what they know about home-based care.</li><li>4. Divide learners into groups to discuss the following:<ol style="list-style-type: none"><li>a. The diet provided to people with HIV in home-based care</li><li>b. The importance of a good diet for people with HIV</li></ol></li><li>5. Reconvene the class and ask learners to present their discussions.</li></ol>	<ul style="list-style-type: none"><li>• The teacher completes the lesson by summarizing the importance of good diet choices for everybody but more especially for people with HIV.</li></ul>

## **Comments on Infusion**

*The lesson has focused on one syllabus objective. It has used Activity 8.3 to get earners to share experiences with home-based care and for those who do not have the experience to learn about it. Home based care provides a good setting for a discussion on diet for people who are HIV positive. The lesson also provides an opportunity for learners who are HIV positive to see the importance of a good diet especially if they are on ARVs. At the same time, the lesson shows learners the nutrients that are in foods which are good for the body even if they are HIV negative.*

# Social Studies

<b>Form:</b>	1
<b>Topic:</b>	Family in Botswana
<b>Syllabus Objective:</b>	1.3.1.1.1 Explain the importance of marriage
<b>Life Skills Topic to be Infused:</b>	Benefits of Relationships
<b>Materials:</b>	Prescribed text <i>Living: Skills for Life, Botswana's Window of Hope Worksheet 10.1</i> Pens, Chalk
<b>Teaching Method:</b>	Group Work; Presentation; Class Discussion; Case Study/Scenari

Procedure	Concluding Points or Discussion
<ol style="list-style-type: none"><li>1. Introduce objectives.</li><li>2. Break the students into groups of 6-8 and give each group Worksheet 10.1. Have them assign one student in the group to read the story.</li><li>3. After the story has been read, give the group about 5 minutes to answer the three questions on the worksheet.</li><li>4. Reconvene the class and have each group present their answers in front of the class.</li><li>5. Have a class discussion on the importance of marriage</li></ol>	<ol style="list-style-type: none"><li>1. Discuss with the class the implications of lack of commitment in marriage for the wife, the husband, the children, and the society.</li><li>2. Be sure to include how multiple concurrent partners is one of the drivers of HIV, contributing to the high prevalence rate among women.</li><li>3. Finally, also discuss how the lack of commitment in relationships has a negative impact on children in regard to social development and academic achievement.</li></ol>

## ***Comments on Infusion***

*This lesson helps learners to think critically about the importance of marriage. By discussing commitment and fidelity, learners are made to see the importance of marriage and how fidelity and commitment help to maintain it. The lesson has been able to address the objective of the syllabus while, at the same time, made learners think critically about commitment and fidelity in a relationship.*

# Science

<b>Form:</b>	2
<b>Syllabus Objectives:</b>	1.3.2 Students will know the potential benefits and limitations of gene technology 1.3.2.1 investigate the potential benefits of genetic engineering 1.3.2.2 discuss limitations of genetic engineering 1.3.2.3 debate the ethical and moral issues of gene technology
<b>Materials:</b>	<i>Prescribed Textbook for Science</i> <b>Living: Skills for Life, Botswana's Window of Hope Worksheet 5.1b</b>
<b>Life Skills Topic to be Infused:</b>	Decision Making
<b>Teaching Methods:</b>	Group Work; Presentation; Class Discussion; Case Study/Scenario; Debate dy/Scenario

Procedure	Concluding Points or Discussion
<ol style="list-style-type: none"> <li>The teacher will either choose two specific topics from the textbook or from recent news such as stem cell research to examine and prepare for debate, or select several and allow the groups to choose the two that will be debated.</li> <li>Hand out Worksheet 5.1(b) and discuss how it can be used in preparing for the debates.</li> <li>Divide the class into 4 groups, two for each topic, and assign topics. Assign one of each of the two sub-groups to either support or oppose the use of the technology in their assigned topic.</li> <li>Allow time for research and discussion among the groups during the first class period and 10 minutes of the second class period.</li> <li>Hold debates on each of the two topics over the next 20 minutes, giving each group up to 5 minutes to state their arguments.</li> <li>Use the remaining time to review the points of view and discuss any changes of position based on the information given.</li> </ol>	<ul style="list-style-type: none"> <li>The teacher will remind the students to use the stop, think, act, and review techniques in personal decision making in ways similar to what it was used in the lesson on genetic engineering.</li> </ul>

## ***Comments on Infusion***

*This lesson allows learners to put to practical use the decision making steps in the Worksheet. They use them to prepare for the debate on a controversial issue. At the same time, the lesson has used learner-centred methods in an effective way because, while the topic is a technical one, learners have been allowed to explore the concepts involved and to reflect more deeply on the issue. The lesson concludes by tying in the preparation for the debate using the decision-making steps to the learners' lives where they have to make decisions everyday.*



## Annex 3

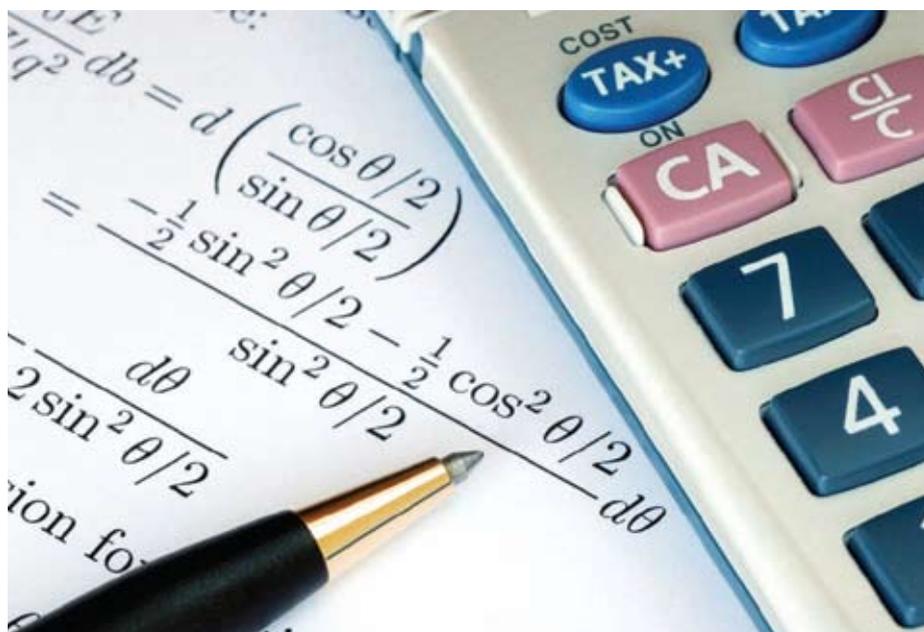
Senior Secondary Examples of Matching Syllabus Objectives with *Living: Skills for Life, Botswana's Window of Hope*

# English Language



Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living Senior Secondary Teacher's Guide</i>
Active listening	Listen actively to information for a variety of purposes	<ul style="list-style-type: none"> <li>• ask questions and make comments to demonstrate understanding</li> <li>• ask questions for clarification or confirmation</li> <li>• identify sequence</li> <li>• identify cause and effect</li> </ul>	<b>Activity 1.4</b> Appraising oneself. Pg 15
Articulation, Intonation and stress	Speak clearly using appropriate intonation and word stress	<ul style="list-style-type: none"> <li>• project the voice when speaking to other people</li> <li>• use pronunciation of words and the rhythm of speech to make meaning clear</li> <li>• express mood through the use of correct intonation and word stress</li> </ul>	<b>Activity 4.1</b> Identifying barriers to effective communication. Pg 49

# Mathematics



Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living Senior Secondary Teacher's Guide</i>
Simple Probability	understand and use probability	<ul style="list-style-type: none"> <li>• understand and use the vocabulary of probability in practical situations</li> <li>• understand and use the probability scale</li> <li>• calculate probability of a single event</li> <li>• distinguish between theoretical and experimental probability</li> </ul>	<b>Activity 3.2</b> Accomplishing personal goals. Pg 42

# Biology



Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living Senior Secondary Teacher's Guide</i>
<b>Nutrition</b>	appreciate how diet relates to energy intake	<ul style="list-style-type: none"> <li>• define balanced diet</li> <li>• explain why diet, especially energy intake, should be related to age and physical activity of an individual.</li> </ul>	<b>Activity 13.3</b> Making a healthy living pledge. Pg 180-181
<b>Transport and circulation</b>	acquire knowledge on the different components of blood and their functions	<ul style="list-style-type: none"> <li>• describe the transfer of materials between capillaries and tissue fluid</li> <li>• discuss common blood-related diseases e.g. HIV/AIDS, malaria, leukaemia, and anaemia</li> <li>• discuss how the blood-related diseases can be prevented.</li> </ul>	<b>Activity 8.1</b> Facts and myths. Pg 111

# Design and Technology



Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living Senior Secondary Teacher's Guide</i>
<b>Safety precautions</b>	acquire and apply knowledge of workshop safety precautions.	<ul style="list-style-type: none"> <li>state possible ways to minimise or control the identified work hazards</li> </ul>	<b>Activity 9.1</b> Risky behaviour. Pg 126
<b>First aid</b>	acquire basic knowledge of first aid.	<ul style="list-style-type: none"> <li>describe the treatment of cuts, bruises, burns and electrical shocks</li> <li>describe the preventative measures of handling any contagious infections (e.g. AIDS and HIV)</li> </ul>	<b>Activity 9.3</b> Reducing personal risk. Pg 131

# Development Studies



Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living Senior Secondary Teacher's Guide</i>
<b>Population</b>	develop an understanding and appreciation of the effects of population on development.	<ul style="list-style-type: none"> <li>discuss the main factors which influence population distribution and population density in the world</li> </ul>	<b>Activity 1.2</b> Identifying and prioritizing needs and wants (refer to Points to Keep in Mind in page 8, specifically Maslow's Hierarchy of needs). Pg 9
<b>Government and Development</b>	explain different forms of governments and their influence on development.	<ul style="list-style-type: none"> <li>identify and explain decision making processes with specific reference to Botswana</li> </ul>	<b>Activity 5.1</b> Decisions and Consequences Pg 69

# Fashion and fabrics



Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living Senior Secondary Teacher's Guide</i>
<b>Clothing choice</b>	acquire knowledge and understanding in the choice of clothing and accessories	<ul style="list-style-type: none"> <li>outline points to consider in the choice of accessories</li> </ul>	<b>Activity 5.1</b> Decisions and consequences. Pg 69
<b>Consumer education</b>	acquire knowledge, understanding and appreciation of consumer rights and responsibilities	<ul style="list-style-type: none"> <li>explain factors that influence consumer decision-making</li> </ul>	<b>Activity 1.3</b> Meeting One's Needs. Pg 12

# Food and Nutrition



Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living Senior Secondary Teacher's Guide</i>
<b>Diet and health</b>	understand the effect of nutrients on an individual's nutritional status.	<ul style="list-style-type: none"> <li>• discuss the nature, sources, properties and functions of nutrients</li> <li>• discuss maintenance of good health through diet</li> </ul>	<b>Activity 13.3</b> Making a healthy living pledge. Pg 180
<b>Production</b>	acquire knowledge understanding and skills in the production of the chosen food product/ service	<ul style="list-style-type: none"> <li>• set realistic goals for production sales and profit of chosen food business</li> </ul>	<b>Activity 3.2</b> Achieving personal goals. Pg 42

# History



Sub-Topic	General Objective <i>Learners should be able to:</i>	Specific Objective <i>Learners should be able to:</i>	Infused topic from <i>Living Senior Secondary Teacher's Guide</i>
<b>The Mineral Revolution up to 1910</b>	understand the impact of diamond and gold discoveries in Southern Africa	<ul style="list-style-type: none"> <li>• state and explain the change in gender roles due to migrant labour</li> <li>• explain the socio-economic results of mineral revolution in Botswana and Southern Africa</li> </ul>	<b>Activity 12.2</b> Principles of Botho.pg 162
<b>Imposition of Colonial Rule: Botswana and either Zimbabwe or Namibia</b>	understand the origins of imperialism, the imposition of Colonial Rule and appreciate the role of imperialism leading to colonisation (motives of imperialism)	<ul style="list-style-type: none"> <li>• explain the reaction of the indigenous people to colonisation</li> <li>• state and discuss examples of resistance posed by the indigenous people</li> </ul>	<b>Activity 12.2</b> Principles of Botho. Pg 162

# Geography



<b>Sub-Topic</b>	<b>General Objective</b> <i>Learners should be able to:</i>	<b>Specific Objective</b> <i>Learners should be able to:</i>	<b>Infused topic from Living Senior Secondary Teacher's Guide</b>
<b>Settlement Studies</b>	Understand the dynamic nature of settlements.	<ul style="list-style-type: none"> <li>discuss the advantages and disadvantages of each settlement pattern</li> </ul>	<b>Activity 11.1</b> Consequences of dilemmas Part 2.pg 153
<b>Population Movements</b>	understand population movements and their socio-economic impact	<ul style="list-style-type: none"> <li>critically assess population movements and evaluate their impact on available resources</li> </ul>	<b>Activity 1.2</b> Identifying and prioritizing one's wants and needs. pg 10