

Stay Alive 5 in 1 Lesson Samples

STAY ALIVE – MODULE ONE

C O N T E N T S

Lesson One	I Choose to Be Happy	3
	To help each child understand that the choices they make will help determine whether they will be happy or sad	
Lesson Two	A Loving Family Can Bring Happiness	5
	To help each child understand that a strong, loving family can bring happiness into their lives	
Lesson Three	People Who Love Me Will Care About Me	7
	To help each child understand that people who truly care for them will not do anything to hurt them	
Lesson Four	I Will Not Do Anything to Hurt People I Love	9
	To help each child understand that when they truly love someone they will not do anything that would hurt them, cause them pain, or make them sick	
Lesson Five	I Will Sacrifice for People I Love	11
	To help each child understand that when we love and care about others we will sacrifice for them	
Lesson Six	I Need to Protect My Happiness	13
	To help each child understand that the choices they make today to help their bodies stay HIV/AIDS disease-free will help them and their future family to be happy	
Lesson Seven	I Can Help My Family Be a Happy Family	15
	To help each child think about those choices that will affect their future happiness and the lives of their future family	
Lesson Eight	I Need to Protect Myself and My Future Family by Staying HIV/AIDS Disease Free	17
	To help each child understand that protecting their bodies from disease (HIV/AIDS) will help them and their future family members to be happy	
	“Stay Alive Chant Song” (overall Stay Alive theme song)	19

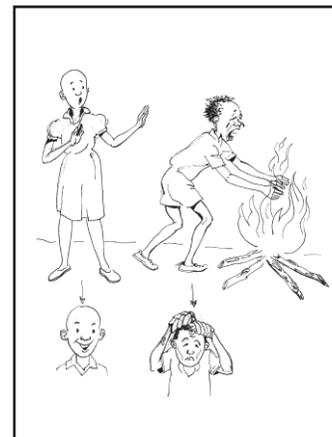
Lesson One – I Choose to Be Happy

Objective: To help each child understand that the choices they make will help determine whether they will be happy or sad

Key Points:

1. All choices have consequences.
2. We “get” the consequence we want by making the choice that leads to that consequence.
3. We can be happy by making choices that bring, or lead the way to, happiness.

Theme: Teacher introduces the Stay Alive Theme and students repeat it together. See page vi.



I. PICTURE

What is happening in this picture? How does it relate to your life?

II. PRINCIPLES AND PARTICIPATION

Key Point #1: All choices have consequences.

- **What is a consequence?** (*A consequence is what happens to us as a result of what we choose to do. Example: If you put your hand in the fire, it gets burned. If you pour boiling water onto your body, it burns you.*)

Key Point #2: We “get” the consequence we want by making the choice that leads to that consequence.

- **After you have made a choice, can you choose the consequence?** (*No. Consequences come as a natural result of the choice you made. Example: If you put your hand in the fire it gets burned. You can't decide, “I don't want to get burned” and have your hand stay cool. Burning automatically comes when you put your hand in the fire.*)

Key Point #3: We can be happy by making choices that bring, or lead the way to, happiness.

- **How do you determine what happens in your life?** (*By the choices you make. Example: If you want to keep your hands from being burned, don't put them in the fire.*)
- **What choice could you make that would bring sadness?** (Encourage many different answers from each child's daily life.)
- **What choices could you make that would bring happiness?**

Conclusion: Whether or not you will be happy, both now and as you grow up, will depend on the choices you make. If you want to be happy, you have to make choices that bring happiness.

Think of your current family (make sure each child identifies a family to which they can/do belong):

- What are some choices that you make every day?

Think of your future family:

- What are some choices that you will make every day when you are a husband, wife, or parent?

III. PRACTICE

A choice that I make every day is:	The consequence of the choice is:	If I want the consequence to be:	Then I would have to change my choice to be:
(Expand number of lines in chart as needed for thorough student learning)			

Cognitive Activities:

1. Instruct each child to copy and complete the above chart in their Stay Alive exercise books.
2. Instruct each child share and discuss their charts with the class.
3. Instruct each child to write an essay entitled, “The Choices I Make Every Day.”
4. Instruct each child to write an essay entitled, “My Choices Bring Me Either Happiness or Sadness.”

Creative Activities:

5. Instruct each child to write a poem entitled, “Choices.”
6. Instruct the students to write and present skits that show the consequences that come from making different choices.
7. Instruct each child to identify a local proverb that discusses choice and consequences.
8. Instruct each child to write a story that tells about the consequences that come to a child as a result of his/her choices.
9. Create a meaningful practice activity of your own that will help each child integrate and practice the principles and skills taught in the lesson.

IV. PLEDGE

Instruct each child to copy and complete the pledge in their Stay Alive exercise books.

“I, _____, pledge that this week I will choose to: _____.”

_____.”

V. PARENT/GUARDIAN DISCUSSION QUESTIONS

Instruct each child to write these questions in their Stay Alive exercise books leaving room for their answers. Remind the each child to discuss these questions with a parent or guardian.

1. What choices have you made in your life that have brought you happiness?
2. What choices have you made in your life that have brought you sadness?
3. Do you want your life to be full of happiness or sadness?
4. What different choices do you need to make to help you have a life full of happiness?

Teacher introduces the Stay Alive Motto - to be recited at the end of each lesson

Recite the Stay Alive Motto

“I Will Live a Long, Loving Life!”

STAY ALIVE – MODULE TWO

C O N T E N T S

Lesson One	I Determine My Happiness	23
	To help each child understand that their choices and actions will determine their happiness both now and in the future	
Lesson Two	I Am Important	25
	To help each child understand that he/she is of great worth	
Lesson Three	I Can Make a Difference by Sharing My Strengths and Abilities with Others	27
	To help each child identify the strengths he or she has and how they can be used to help others	
Lesson Four	I Can Make a Difference by Being an Important Part of a Family	29
	To help each child understand the important part they play in their current family and will play in their future family	
Lesson Five	I Deserve to Live	31
	To help each child realize that his or her life is worth preserving and protecting	
Lesson Six	I Will Live	33
	To help each child identify specific behaviors and practices that will help keep his or her body free from HIV/AIDS	
Lesson Seven	I Will Live <u>Long</u>	35
	To help each child identify the happiness they have to look forward to in the future, including a family of their own	
Lesson Eight	I Will Live a Long, Loving Life	37
	To help each child better understand what it means to care for or love someone, and to identify ways they can show others that they care for or love them	
Song: “I Am a Person of Great Worth”	39

Lesson One – I Determine My Happiness

Objective: To help each child understand that their choices and actions will determine their happiness both now and in the future

Key Points: 1. I can choose.
2. Every choice has a consequence.
3. My choices and actions determine my happiness.

Theme: Teacher introduces the Stay Alive Theme and students repeat it together. See page vi.



I. PICTURE

What is happening in this picture? How does it relate to your life?

II. PRINCIPLES AND PARTICIPATION

Key Point #1: I can choose.

- **When someone says that you “make a choice,” what does that mean?** (*You decide between things, are deciding to do one thing and not another thing, etc.*)
- **What are some choices that you make every day?** (Encourage responses from each child’s everyday life.)

Key Point #2: Every choice has a consequence.

- **What is a consequence?** (*What automatically happens as a result of a choice, decision, or action*)
- **What is a “positive” consequence?** (*a consequence that brings happiness*)
- **What is a “negative” consequence?** (*a consequence that brings sadness*)
- **Once you have already made a choice, can you change the consequence that will come as a result of that choice?** (*No. The consequence comes automatically with your choice.*)

Key Point #3: My choices and actions determine my happiness.

- **How do you determine if you will have a positive consequence or a negative consequence?** (*By making choices that will have/bring positive consequences or negative consequences, by the choices you make, etc.*)
- **What are some examples of choices you can make that will bring you happiness now?**
- **What are some examples of choices you can make that will bring you happiness in the future?** (Make sure that staying HIV/AIDS disease-free is mentioned.)

Conclusion: We make choices everyday. Our choices will always have consequences, either positive or negative. We bring happiness into our lives by making choices that will bring us that happiness.

Think of your current family (make sure each child identifies a family to which they can/do belong):

- What choices could you make that would bring negative consequences or sadness to your family?
- What choices can you make that would bring positive consequences and happiness to your family?

Think of your future family:

- What choices could you make that would bring negative consequences or sadness to your family?
- What choices can you make that would bring positive consequences and happiness to your family?

III. PRACTICE

Choices I have to _____ or _____	I choose to:	Positive consequences of this choice:	Negative consequences of this choice:	Will this choice bring me happiness or sadness?
(Expand number of lines in chart as needed for thorough student learning)				

Cognitive Activities:

1. Instruct each child to copy and complete the above chart in their Stay Alive exercise books.
2. Discuss each child’s answers as a class and write them on the board. Make sure that staying HIV/AIDS disease-free is mentioned.
3. Instruct each child to write an essay entitled, “My Choices and Their Consequences Determine My Happiness.”

Creative Activities:

4. Instruct each child to write a poem about choices they make and the consequences that come into their lives as a result of those choices.
5. Instruct each child to write a story about the happiness or sadness that comes into someone’s life because of a choice they make.
6. Create a meaningful practice activity of your own that will help each child integrate and practice the principles and skills taught in the lesson.

IV. PLEDGE

Instruct each child to copy and complete the pledge in their Stay Alive exercise books.

“I, _____, will bring happiness into my life by making the following wise choice:
_____.”

V. PARENT/GUARDIAN DISCUSSION QUESTIONS

Instruct each child to write these questions in their Stay Alive exercise books leaving room for their answers. Remind each child to discuss these questions with a parent or guardian.

1. What is a consequence?
2. How do you determine your happiness?

Recite the Stay Alive Motto
“I Will Live a Long, Loving Life!”

STAY ALIVE – MODULE THREE

CONTENTS

Lesson One	I Determine My Happiness	43
	To help each child understand that he/she determines whether or not he/she will have a happy life	
Lesson Two	I Am Responsible	46
	To help each child understand what it means to be responsible	
Lesson Three	I Can Make Responsible Decisions	49
	To teach each child a process for making responsible decisions	
Lesson Four	I Will Accept Responsibility for What I Do	52
	To teach each child to accept responsibility for their choices and actions	
Lesson Five	I Am NOT Responsible For....	55
	To help the children understand that they are not responsible for situations that were forced upon them, nor are they responsible for the consequences resulting from those situations	
Lesson Six	I Am Responsible for Making Choices That Will Keep My Body HIV/AIDS Disease-Free	58
	To help each child understand that he/she is responsible for making decisions and behaving in ways that will help keep his or her body free from HIV/AIDS	
Lesson Seven	I Am Being Responsible When I Sacrifice for Something Worthwhile	61
	To help each child understand that he/she is being responsible when he/she sacrifices now for worthwhile things in the future	
Lesson Eight	I Am Being Responsible When I Am Helpful and Kind to Those with HIV/AIDS	64
	To help each child understand that he/she is being responsible when he/she is helpful and kind to those with HIV/AIDS	
Song: “I Am Responsible”	66

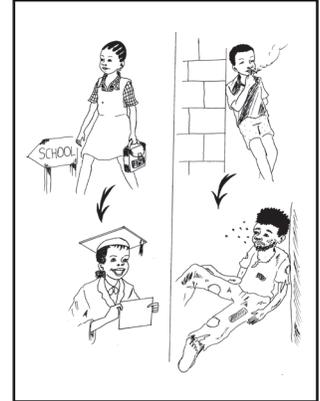
Lesson One – I Determine My Happiness

Objective: To help each child understand that he/she determines whether or not he/she will have a happy life

Key Points:

1. My choices and decisions will bring me either happiness and joy or sadness and pain.
2. Other people's choices and decisions do influence my life. What I "do" with that influence, and how much I let it affect my life (both now and in the future) is up to me.
3. There is a difference between "short-lived fun" and "lasting happiness."

Theme: Repeat the Stay Alive Theme together as a class. See page vi.



I. PICTURE

What is happening in the picture? How does that relate to your life?

II. PRINCIPLES AND PARTICIPATION

Key Point #1: My choices and decisions will bring me either happiness and joy or sadness and pain.

- What are some examples of decisions that will bring positive consequences and happiness to your life?
- What are some examples of decisions that might bring negative consequences and sadness to your life?

Key Point #2: Other people's choices and decisions do influence my life. What I "do" with that influence, and how much I let it affect my life (both now and in the future) is up to me.

- What are some examples of how someone else's choices and decisions have brought happiness into your life?
- What are some examples of how someone else's choices and decisions have brought sadness into your life?
- Do other people and their choices determine what will ultimately happen in your life? (No.)
- Why not? [*While others' choices and decisions affect (influence) us, we ultimately decide what we will do, what we won't do, what we can and will overcome, and what our lives will be like.*]
- How do you overcome some of the difficulties others have brought into your life? (*By using your individual strengths and abilities, taking advantage of good opportunities, getting a good education, receiving assistance from others, etc.*)
- How have you "overcome" some of the difficulties that have come into your life because of poor decisions others have made? (Point out and praise the individual strengths and abilities each child used in their efforts.)

Key Point #3: There is a difference between "short-lived fun" and "lasting happiness."

- What is the difference between "short-lived fun" and "lasting happiness?" [*While an activity may be enjoyable or "feel good" at the moment (is fun), it will not bring lasting happiness if it also brings long-term negative consequences or sadness.*] (Help each child to discuss and understand the difference.)
- What are some examples of things that are "fun"? (*Playing games, singing songs, etc.*)
- Do all "fun" things bring lasting happiness? (No.)

- **Why not?** (Some things that people may think are “fun” at the time have very negative consequences.)
- **What are some things that may be “fun” at the moment, but have negative consequences?** (Not going to school, which leads to a lack of education; smoking a cigarette, which can lead to lung cancer; drinking alcohol, which can lead to alcoholism; etc.)
- **What do we mean when we say “having pre-marital sex”?** (“Having pre-marital sex” means having sex with someone before you are married to them.) (Use terminology appropriate for your culture.)
Does having pre-marital sex increase your chance of getting HIV / AIDS? (Yes.)
- **Why?** (The more people you have sex with the greater your chance of being infected with the HIV virus.)
- **Since having pre-marital sex increases your chance of getting HIV/AIDS, will pre-marital sex bring you “short-lived fun” or “lasting happiness?”** (Short-lived fun only. While premarital sex may bring immediate physical pleasure, the possible long-term negative effects of HIV/AIDS -- i.e., sadness, pain, death, etc.-- make having premarital sex an unwise choice.)

Conclusion: We determine our happiness by the choices and decisions we make. While others’ decisions influence our lives, we ultimately determine the extent of that influence. Wise choices and decisions bring lasting happiness.

Think of your current family (make sure each child identifies a family to which they can/do belong):

- What “fun” things might you have to give up (or wait for) in order to bring lasting happiness to yourself and others?

Think of your future family:

- What “fun” things might you have to give up or delay in order to bring lasting happiness to yourself and others?

III. PRACTICE

The situation I am faced with is:	I choose to:	Will this choice bring short term fun?	Will this choice bring long term happiness?	Is this a wise choice or a poor choice?
(Expand number of lines in chart as needed for thorough student learning)				

Cognitive Activities:

1. Instruct each child to copy and complete the above chart in their Stay Alive exercise book.
2. Instruct each child to write an essay entitled, “The Difference Between “Short-lived Fun” and “Lasting Happiness.”
3. Instruct each child to write an essay entitled, “I Can Gain Lasting Happiness.”

Creative Activities:

4. Instruct each child to write a story about a choice someone made which they thought would bring them fun, but in the end brought them pain and sadness.
5. Instruct each child to draw a picture depicting their future life and some of the things they want to have in it which will bring them long term happiness.
6. Divide the students into small groups. Have each group write and present a skit depicting someone overcoming negative affects in their life and making their life what they want it to be. Share the skits with other class members, parents, classes, etc.
7. Create a meaningful practice activity of your own that will help each child integrate and practice the principles and skill taught in the lesson.

IV. PLEDGE

Instruct each child to write their pledge in their Stay Alive exercise book.

“ _____ (situation) _____, is very difficult for me. I will overcome it by: _____ (doing what) _____.
As a result I can have _____ (something positive that will bring lasting happiness) _____ in
my life.”

V. PARENT/GUARDIAN DISCUSSION

Instruct each child to write these questions in their Stay Alive exercise books leaving room for their answers. Remind the children to discuss these questions with a parent or guardian.

1. What are some choices in your life that might be fun now, but could bring you pain and sadness later?
2. What are some of the negatives in your life that you want to overcome?
3. What do you plan to do to overcome these negative affects?

Recite the Stay Alive Motto

“I Will Live a Long, Loving Life!”

STAY ALIVE – MODULE FOUR

CONTENTS

Lesson One	I Am Aware of the Negative Influences Around Me 69 To help each student identify and discuss the negative influences they face in their daily lives
Lesson Two	I Need to “Think Through” Important Decisions in Advance 71 To help each student learn and understand how to “think through” important decisions <u>before</u> they are faced with situations where they have to make those decisions
Lesson Three	I Can Make Responsible Decisions 74 To help each student learn a process they can use in standing up to and resisting negative influences
Lesson Four	I Am a Person of Integrity 77 To help each student understand the definition of integrity: As a person of integrity, I make responsible decisions and choose what I know is right (or best), despite the negative influences around me.
Lesson Five	When I Live with Integrity, I Grow Stronger 80 To help each student identify and discuss the personal power and strength of character that is developed by living with integrity
Lesson Six	Being a Person of Integrity Benefits Me and My Family 82 To help each student recognize the immediate benefits of living with integrity and instill in each student a desire to have these benefits as a part of their lives
Lesson Seven	My Future Family, and All Those Around Me, Will Benefit By My Living with Integrity 84 To help each student recognize the future and long-term benefits of living with integrity and instill in them a desire to have these benefits as a part of their future lives
Lesson Eight	My Future Is Solid Because I Am a Person of Integrity 86 To help each student identify and discuss the differences between the <u>stability</u> of a life of integrity versus the <u>instability</u> of a life of inconsistency
Song: “I Am a Person of Integrity” 89

Lesson One – I Am Aware of the Negative Influences Around Me

Objective: To help each student identify and discuss the negative influences they face in their daily lives

Key Points:

1. There are many negative influences around me every day.
2. Negative influences do not care about me or the pain and sadness that comes to me.
3. I must recognize and decide which influences are negative or harmful to me, my current family, and my future family.

Theme: Repeat the Stay Alive Theme together as a class. See page vi.



I. PICTURE

What is happening in the picture? How does that relate to your life?

II. PRINCIPLES AND PARTICIPATION

Key Point #1: There are many negative influences around me every day.

Key Point #2: Negative influences do not care about me or the pain and sadness that comes to me.

- **What do we mean when we say that something is a “negative influence” in your life?** (*A negative influence is someone or something that leads to or brings unhappiness into your life, either now or in the future.*)
- **Is a “negative influence” a person or a thing?** (*It may be either.*) [Help the students see that “negative influences” can be both things (drugs, alcohol, pornography, etc.) or people (people who try to get them to steal, tell lies, cheat, have sex with them outside of marriage, take drugs, hurt others, etc.)]
- **Does a “negative influence” care about what happens to you?** (*No*)
- **Does a “negative influence” care if pain or sadness is brought into your life?** (*No*)
- **If a “negative influence” doesn’t care about you or the unhappiness that comes to you, what do they care about?** (*Themselves, what they want, and what they can get from you*)
- **Can you trust someone who puts their own wants and desires above your well-being and happiness?** (*No.*) (Help each student to see that people who are concerned with themselves at the expense of others’ happiness and well-being are not people who are trustworthy or safe to be around.)

Key Point #3: I must recognize and decide which influences are negative or harmful to me, my current family, and my future family.

- **What are some of the “negative influences” in your lives?** (Instruct each student to carefully and thoughtfully discuss the negative influences around them. Make sure that someone who tries to get each student to have sex with them, without thinking about the possibility of giving them HIV/AIDS, is recognized as a negative influence.)
- **Is it always easy to recognize the “negative influences” around us?** (*No. Sometimes the things and/or people tell us they care about us, when they really don’t.*)
- **What are some of the most difficult “negative influences” to identify?** (*People who make us think they “care for” or “will help” us, but don’t tell us that what they are trying to get us to do will bring unhappiness into our lives.*)
- **How can you determine if something or someone is a “negative influence” on you?** (*By carefully thinking about and looking at the consequences this person or thing will bring into your life*)
- **What are some questions you can ask that will help you determine if someone or something is a “negative influence” in your life?** (Encourage many different answers.) (*Examples include:*
 1. Will this thing or person bring happiness or sadness into my life?

2. *What will be the consequence of having this thing or person as a part of my life?*
3. *What will happen to me later on in my life if I choose to do what this person is wanting or asking me to do?*
4. *What good or happiness can come from my doing this?*
5. *What pain or sadness can come from my doing this?*

Conclusion: Negative influences in our lives may increase our chances of getting HIV/AIDS. When we eliminate these negative influences from our lives, we increase our chances of remaining HIV/AIDS disease-free.

Think of your current family (make sure each student identifies a family to which they can/do belong):

- What influences in your life may be harmful to your current family?

Think of your future family:

- What are some of the negative influences you may come in contact with as you grow older that could be harmful to your future family?

III. PRACTICE

Influence:	How it could help me:	How it could hurt me:	Is it a positive or negative influence?
(Expand number of lines in chart as needed for thorough student learning)			

Cognitive Activities:

1. Instruct each student to copy and complete the above chart in their Stay Alive exercise book.
2. Instruct each student to write an essay entitled, “The Negative Influences I Face Every Day.”

Creative Activities:

3. Instruct students to draw a poster depicting some of the negative influences they face in their daily lives.
4. Instruct students to write a poem or story about the negative influences in their lives.
5. Create a meaningful practice activity of your own that will help each student integrate and practice the principles and skill taught in the lesson.

IV. PLEDGE

Instruct each student to write their pledge in their Stay Alive exercise book.

I _____, will be more aware of the negative influences in my life. Some of these negative influences are: _____.

V. PARENT/GUARDIAN DISCUSSION

Instruct each student to write these questions in their Stay Alive exercise books leaving room for their answers. Remind the each student to discuss these questions with a parent or guardian.

1. What makes something or someone a negative influence in your life?
2. What are some of the negative influences in your life?
3. What will be some of the negative influences you will face as you grow older?
4. Which of these negative influences make you most vulnerable to getting HIV/AIDS?

Recite the Stay Alive Motto:

“I Will Live a Long, Loving Life!”

STAY ALIVE – MODULE FIVE

CONTENTS

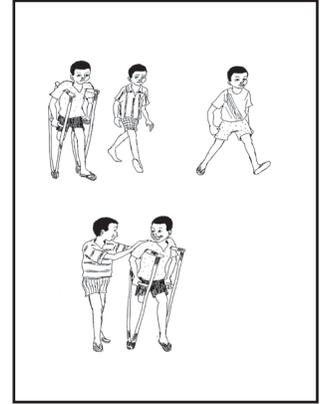
Lesson One	I Look for the Good in Others 96 To help each student look for, recognize, and build upon the strengths of those around them
Lesson Two	We Are All of Equal Worth and Importance 99 To help each student recognize that all people (themselves and others) are of equal worth and importance and to help each student learn that they need to treat everyone with equal respect without placing themselves above or beneath others
Lesson Three	I Am Kind 102 To help each student understand what it means to be kind and how they can be more kind in their relationships
Lesson Four	A Step-By-Step Approach to Being Kind and Caring 105 To help each student learn a process that will help him/her respond to others in a more caring way and to help each student understand that kindness is an important characteristic of caring friendships or emotionally healthy relationships
Lesson Five	I Am Unselfish 108 To help each student understand what it means to be unselfish, how they can be more unselfish, and that unselfishness is an important characteristic of caring friendships and loving relationships
Lesson Six	I Am Patient 111 To help each student learn what it means to be patient, how they can be more patient in their relationships, and that patience is an important characteristic in caring friendships or loving relationships
Lesson Seven	I Communicate Openly and Honestly 115 To help each student understand that effective communication is open and honest, and that communicating effectively involves sharing, speaking and listening
Lesson Eight	I Am Grateful 119 To help each student understand that showing and expressing gratitude is an important part of genuinely caring and loving friendships and relationships
Lesson Nine	I Will Live a Long, Loving Life! 122 To help each student identify and integrate within their daily behaviors the essential skills and abilities that will enable them to live long, loving lives
	Song: “Loving, Caring Relationships” 124

Lesson One – I Look for the Good in Others

Objective: To help each student look for, recognize, and build upon the strengths of those around them

- Key Points:**
1. Each of us has personal strengths and good qualities.
 2. If I look for the good in others I will find it.
 3. Focusing on others' strengths helps me build caring friendships or emotionally healthy relationships with them.
 4. Identifying and building on personal strengths are tools I can use to solve problems and overcome difficulties in my friendships and relationships with others.

Theme: Repeat the Stay Alive Theme together as a class. See page vi.



I. PICTURE

What is happening in the picture? How does that relate to your life?

II. PRINCIPLES AND PARTICIPATION

Key Point #1: Each of us has personal strengths and good qualities.

- **Who among us has personal strengths and good qualities?** (*Each of us*)
- **Are any of us “all good” or “all bad?”** (*No. Everyone has something good in them or about them.*)
- **Is there anyone who does not have strengths or good qualities?** (*No*)
- **What are some of the different strengths people have?** (Encourage a wide list of strengths and good qualities.) (*Examples include: being friendly, being able to express oneself well, being helpful, being smart, being dependable, being able to cook well, being strong, being dedicated, being able to raise crops, having a good sense of humor, being able to make wise decisions, being a good teacher, being teachable, being willing to sacrifice for their family, etc.*)
- **Is it always easy to see strengths in ourselves and others?** (*No*)
- **Why is it sometimes hard to see the good qualities or strengths in ourselves?** (*We have been told negative things about ourselves by someone and we believe them. We doubt our own abilities. We have never recognized our own strengths before. We may have made some poor choices before and so we now doubt ourselves, etc.*)

Key Point #2: If I look for the good in others I will find it.

- **Just because we don't always see or recognize the good in others, does that mean they don't have good qualities and strengths?** (*No.*)
- **If all people have good qualities and strengths, why may we not have seen them?** (There are many reasons. Help each student discuss many of these different reasons.) (*Examples include: If we don't feel good about ourselves it is hard to see the good in others. Others may have hurt us and we are angry at them. Others may have made poor choices which have brought negative consequences into our lives and as a result it is now hard for us to trust them or feel kindly toward them. Our negative feelings about the other person may overshadow our desire and/or ability to see their good qualities and strengths. Because we haven't looked for their good qualities or strengths, etc.*)
- **How can you find the good qualities and strengths in yourself and others?** (*By making a conscious and concerted effort to look for and identify good qualities*)
- **How do you feel around people who only mention the negative things about you or who always condemn you?** (*You start to feel bad about yourself when you're around them. You don't want to be around them as much. You may begin to dislike them. You don't want to work as hard for them, or help them. You don't want to have a friendship with them, etc.*)
- **How do you feel when someone recognizes your good qualities and strengths?** (*Good*)

- **How do you feel about someone who sees the good in you?** *(You are more likely to want to help them, be around them, work with them, etc. It helps you to build a positive friendship with them.)*

Key Point #3: Focusing on others’ strengths helps me build caring friendships or emotionally healthy relationships with them.

- **Is it important to look for the good qualities and strengths in others?** *(Yes.)*
- **Why?** *(This is how we begin to recognize and appreciate them as people. It will help us to build good friendships or emotionally healthy relationships with them, etc.)*
- **How does "friendship" relate to our brothers, sisters, and our future husbands or wives?** *(Help each student realize that when we marry, our husband or wife should be our good friend. Help them see that our brothers and sisters can be our friends.)*
- **Can we apply the principles we are learning about friendships to our current and future family members?** *(Absolutely!)*
- **How?** *(Encourage responses from each student’s daily life.)*

Key Point #4: Identifying and building on personal strengths are tools I can use to solve problems and overcome difficulties in my friendships and relationships with others.

- **How can recognizing someone's good qualities and strengths help you solve problems or overcome difficulties that you might have with them?** *(It can help you find things that are important to both of you, it can help you find things you agree on, it can help you see how you can work together, it can help you see the person in a more positive and less negative way, it can help you see how you need each other and how you can help each other, it can help bring positive feelings into the friendship, etc.)*

Conclusion: Looking for the good in others helps us build caring friendships or emotionally healthy relationships with them. As we recognize the good qualities and/or strengths of others we recognize how important they are. When we realize the importance of each person, we won’t want to do things that could increase their chance of getting HIV/AIDS. Those who are infected with HIV/AIDS have many good qualities and strengths. As we look for others’ strengths we can improve our friendships with them.

Think of your current family (make sure each student identifies a family to which they can/do belong):

- What good qualities and strengths do you see in your family members? Think of your future family:

- What are some of the good qualities and strengths that would be important for you to recognize and acknowledge in your future family members?

III. PRACTICE

Person:	His or her good qualities and/or strengths:	How these can be used to help improve our relationship:
(Expand number of lines in chart as needed for thorough student learning)		

Cognitive Activities:

1. Instruct each student to copy and complete the above chart in their Stay Alive exercise book.
2. Instruct each student to identify one person that they would like to improve their friendship with. Have the student write an essay entitled, “How I Can Use Personal Strengths to Improve My Friendship With _____.”

Creative Activities:

3. Instruct each student to draw a picture of how they can improve one of the friendships in their lives by focusing on personal strengths and good qualities.
4. Instruct each student to write a song about looking for the good in others.
5. Instruct each student to identify a local story or proverb that relates to a principle taught in this lesson. Have them tell or write down the connections between the two.
6. Create a meaningful practice activity of your own that will help each student integrate and practice the principles and skills taught in the lesson.

IV. PLEDGE

Instruct each student to write their pledge in their Stay Alive exercise book.

“This week I will work to improve my friendship with _____ by focusing on his/her strengths and good qualities. His/her good qualities and strengths include: _____ . To build on these strengths and qualities

I _____.”

**V. PARENT/GUARDIAN
DISCUSSION**

Instruct each student to write these questions in their Stay Alive exercise books leaving room for their answers. Remind each student to discuss these questions with a parent or guardian.

1. How does looking for the good qualities or strengths in others help us build caring friendships or emotionally healthy relationships with them?
2. What are some of the strengths and good qualities of the members of our family? (Review each family member and his/her strengths individually.)
3. How can we focus on these strengths and good qualities to improve our friendships and relationships with each other and other members of our family?

Recite the Stay Alive Motto:

“I Will Live a Long, Loving Life!”