



Sexuality Education in  
Life Skills

# **Scripted Lesson Plans**

## **Grade 4 Educator Guide**



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

Sexuality Education  
in Life Skills

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## Foreword

Since 2000, the Department of Basic Education (DBE) has been offering HIV prevention and Sexuality Education (SE) through the Life Orientation (LO) curriculum, HIV and AIDS Life Skills Education Programme and co-curriculum activities. However, the high rates of learner pregnancy and HIV infection indicate that there has been no change in the behaviour of learners and many educators feel uncomfortable teaching sexuality education.



In 2011, the DBE initiated a process to strengthen its SE programme. One of the key steps was a review of the LO curriculum against International Technical Guidance on Sexuality Education (ITGSE); an evidence-informed approach for schools, teachers and health educators (ITGSE, 2009) from the United Nations Educational, Scientific and Cultural Organisation (UNESCO), as well as a meta-analysis of characteristics of effective sexuality education programmes internationally.

The DBE has developed Scripted Lessons Plans (SLPs) for Grades 4 to 12 through a collaborative and consultative process, including a writing team of curriculum and sexuality education experts, as well as a review team from the DBE and provincial structures.

SLPs are designed to assist educators to teach SE within the CAPS Life Skills and Life Orientation curricula in the classroom. This will be complemented by appropriate Learning and Teaching Support Material (LTSM) and teacher training and development programmes to facilitate optimum teaching and learning. An educator's guide is intended to assist educators with the provision of content, effective teaching methods and tools for measuring what learners have absorbed. This guide will ensure that engagement with learners on SE is age-appropriate and relevant to each grade.

The DBE strongly advocates abstinence among young people. As the first defence against teenage pregnancies and sexually transmitted diseases, learners are encouraged to delay engaging in sexual activities. In addition, the Basic Education Sector is committed towards contributing to the prevention and management of HIV, sexually transmitted illnesses (STIs), and Tuberculosis (TB) by ensuring that learners, educators, officials and parents are informed and equipped to decrease risky sexual behaviour and gender-based violence (GBV) among young people.

The DBE is grateful to the United States Agency for International Development (USAID) for providing the financial support that made the development of this guide and the related SLPs possible.

A handwritten signature in black ink, appearing to read 'Motshekga', written over a light blue horizontal line.

**MRS A M MOTSHEKGA, MP**

**MINISTER: DEPARTMENT OF BASIC EDUCATION**

**DATE: MAY 2019**

## Acknowledgements

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The Educator Guide will be updated periodically. As such, comments and suggestions are welcome and should be sent to: The Director General, Department of Basic Education, for the attention of the Health Promotion Directorate, Private Bag X895, Pretoria, 0001.

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## NOTE TO THE EDUCATOR

This poem serves as an introduction, to remind you of the important role you are playing in the lives of your learners. You are giving your learners the knowledge, skills values and attitudes that will enable them to survive in life! You need not share this poem with your learners.

### You taught me<sup>1</sup>

You taught me the names of the cities in the world

BUT

I don't know how to survive in the streets in my own city

You taught me about the minerals that are in the earth

BUT

I don't know what to do to prevent my world's destruction.

You taught me to speak and write in three languages

BUT

I don't know how to say what I feel in my heart.

You taught me all about reproduction in rats

BUT

I don't know how to avoid pregnancy.

You taught me how to solve math's problems

BUT

I don't know how to solve my own problems.

Yes, you taught me many facts, and I thank you,

I am now quite clever

BUT

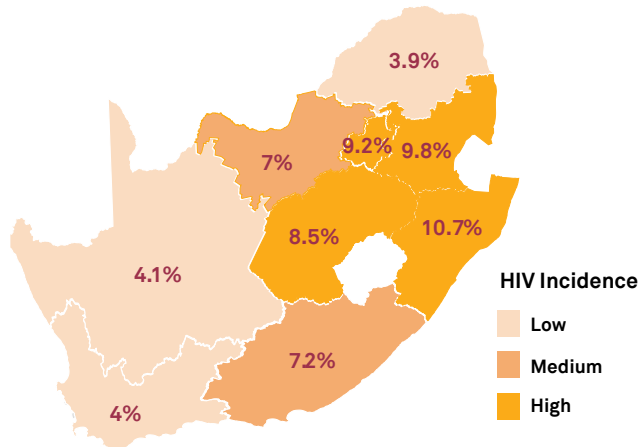
Why is it that I feel I know nothing?

Why do I feel I have to leave school to learn about coping with life?

1 Rooth, E. 1999. Introduction of Life Skills. Hands-on approaches to life skills education. Education for life Series. Cape Town. Via Africa

## A. GUIDE TO TEACHING SEXUALITY EDUCATION IN CAPS THROUGH SCRIPTED LESSON PLANS (SLPs)

### 1. Introduction



Source: SANAC, accessed January 18, 2019

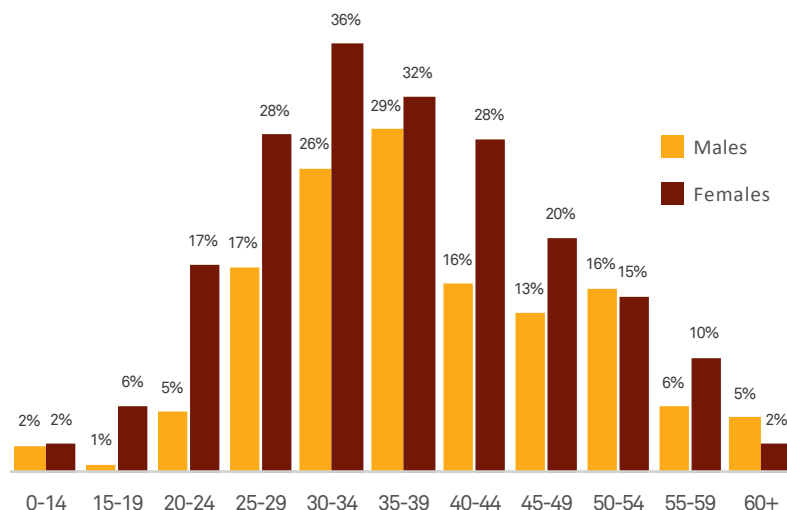
Young people face many pressures and risks that are different to the risks adults may have faced when they were younger. HIV and other infections and early and unintended pregnancies spring to mind, but there are also unhealthy pressures around relationships and influences that come from many sources.

The facts below highlight the need for effective education in sexual and reproductive health so that young people can be equipped to deal with today's challenges.

**Figure 1:** HIV prevalence by province, 2016

### HIV IS EVERYONE'S PROBLEM

No matter where we live in South Africa, everyone is affected or at risk in some way. Working together to break the silence, show compassion, support those on treatment and address risks are the only way to stop the epidemic.<sup>2</sup>



**Figure 2 :** HIV infection rate by age

<sup>2</sup> Shisana, O., Rehle, T., Simbayi, L.C., Zuma, K., Jooste, S., Zungu, N., Labadarios, D., and Onoya, D. (2014). *South African National HIV Prevalence, Incidence and Behaviour Survey, 2012*. Cape Town, South Africa: HSRC Press.

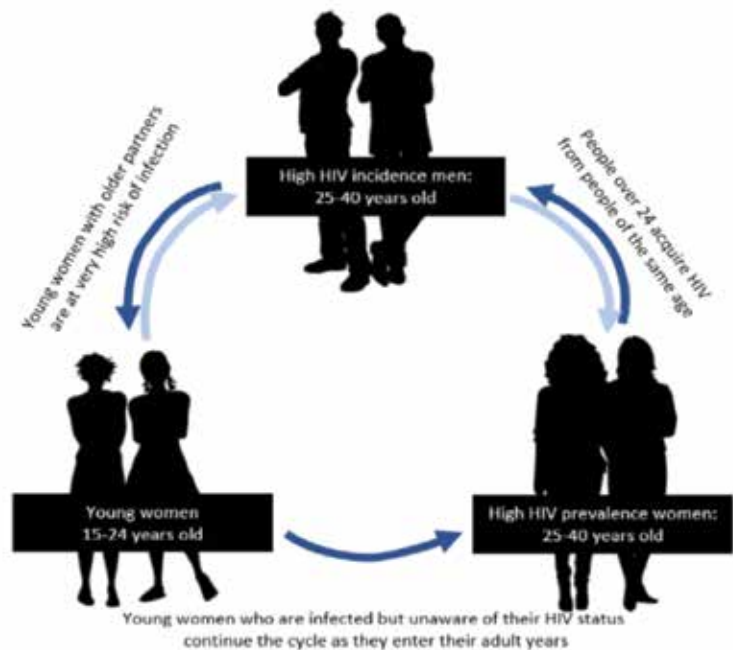


**HIV:<sup>3</sup>**

While all young people are at risk, girls are getting infected with HIV at higher rates than boys. This trend continues through young adulthood.

There are many reasons for this, but age difference<sup>4</sup> is a major factor in South Africa – specifically the relationships between older men and young women and girls.

Experts agree that breaking this cycle is critical for stopping further spread of HIV in South Africa.



16 years and under  
**14%**

Over 17 years  
**27%**

**36%**  
of high school learners have had sex

**... 12%**  
say their first time was before age 14

**PREGNANCY**

Teen pregnancy is common in South Africa, and often interferes with the ability of young people to achieve their goals.

Among youth in school who said they had ever had sex, pregnancy rates are high.<sup>5</sup>

**SEXUAL INITIATION**

The age when young people have their first sexual experience is important. The earlier a young person has sex, the greater their risks of HIV infection and unintended pregnancy.<sup>6</sup>

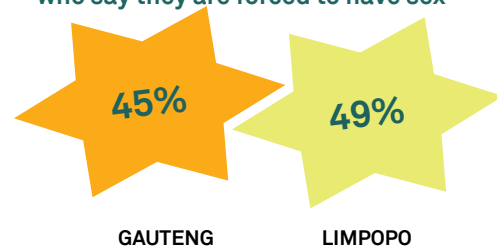
**PRESSURE, FORCE AND VIOLENCE**

Some sexual relationships are voluntary, some are not. Forced sexual relations are regarded as rape and they are a form of gender-based violence. Although it is less common, boys are sometimes forced into unwanted sexual relations. **Forcing anyone to have sex is wrong, and is considered a crime.**

**2. A study of sexual violence in schools**

A study of sexual violence in schools was conducted in Gauteng and Limpopo by Action Aid in 2015.<sup>7</sup> The study found that 45% of female learners in Gauteng and 49% in Limpopo said they had been forced to have sex.

**Percentage of girl learners who say they are forced to have sex**



<sup>3</sup>Shisana, O, Rehle, T, Simbayi, LC, Zuma, K, Jooste, S, Zungu, N, Labadarios, D, and Onoya, D (2014). *South African National HIV Prevalence, Incidence and Behaviour Survey, 2012*. Cape Town, South Africa: HSRC Press.

<sup>4</sup>De Oliveira, T., Kharsany, AB., Graf, T., Cawood, C., Khanyile, D., Grobler, A., Puren, A., Karim SSA. (2017). Transmission networks and risk of HIV infection in KwaZulu-Natal, South Africa: A community-wide phylogenetic study. *Lancet HIV*, 4, e41–50. Doi: 10.1016/S2352-3018(16)30186-2.

<sup>5</sup>Reddy, S.P., James, S., Sewpaul, R., Sifunda, S., Ellahebokus, A., Kambaran, N.S., Omdien, R.G. (2013). *Umthente Uhlaba Usamila – The 3rd South African National Youth Risk Behaviour Survey 2011*. Cape Town, South Africa: South African Medical Research Council.

<sup>6</sup>Ibid

<sup>7</sup>Action Aid. (2015) *ActionTalk Newsletter (August)*. Retrieved on March 14, 2016 from [http://www.actionaid.org/sites/files/actionaid/actiontalk\\_august\\_newsletter\\_aasa\\_2.pdf](http://www.actionaid.org/sites/files/actionaid/actiontalk_august_newsletter_aasa_2.pdf).

In response to these facts, the DBE's Policy on HIV, STIs and TB (2017)<sup>8</sup> addresses HIV, STIs, TB and learner pregnancy as major barriers to achieving quality in education.

HIV and TB have reached epidemic proportions in South Africa. It is estimated that 7.1 million people are currently HIV positive, with an approximate 270 000 new HIV infections and<sup>9</sup> 450 000 new TB infections annually<sup>10</sup>. The rate of teen pregnancy in South Africa has become a major challenge, because learner pregnancy does not only affect the completion of schooling for individuals, girl learners in particular, but has an impact on their families and on the communities within which the schools function.

Together with the Policy, the Department of Basic Education (DBE) has developed the Integrated Strategy on HIV, STIs and TB (2012–2016), in response to the National Strategic Plan on HIV, STIs and TB (2012–2016), which incorporates global and local thinking on these diseases. One of the key elements of the strategy is to increase knowledge about HIV, STIs and TB among learners, educators and officials, to decrease risky sexual behaviour among them and to decrease barriers to retention in schools, particularly for vulnerable learners.

The Curriculum and Assessment Policy Statement (CAPS) for Life Skills for Grades 4 to 6 aims to guide learners to make informed and responsible decisions about their own health and well-being and that of others. It informs learners of their constitutional rights and responsibilities and the rights of others, as well as equipping learners with the knowledge, skills and values to make informed decisions about all aspects of their lives, especially in relation to their own sexual and reproductive health, as they move into adolescence. The scripted lesson plans (SLPs) provide learning opportunities for learners to discover how to build and manage healthy relationships and how to manage their own choices in order to increase the likelihood of their having safe and healthy lives.

The SLPs have well-structured, detailed activities to support teachers in teaching content specifically related to Sexuality Education (SE) within the scope of CAPS. The SLPs target changing certain behaviour and provide core messages for learners to remember when thinking about their own sexual health. The core messages are included below.

### 3. The purpose of the SLPs (Grades 4–6)

The SLPs have been aligned to the CAPS Life Skills outcomes, topics and Subtopics, and to the content you need to teach for each year, from Grades 4 to 6. Relevant Sexuality Education (SE) topics and concepts are linked to the CAPS Life Skills topics in order to make the teaching, learning and assessment of SE appropriate. Learners need knowledge about HIV, STIs and TB from the early grades, so that they are able to make informed decisions about their own sexual and reproductive health later in life. Having appropriate knowledge decreases risky sexual behaviour among learners and helps them, as adolescents, to make sound decisions about delayed sexual debut and the use of contraception.

In the Intermediate Phase, learners typically go through physical and emotional changes related to puberty. These are new and challenging to both boys and girls, and the timing for learners is individual and unpredictable. The SLPs deal with content and suggest ways of supporting learners as they prepare for their development towards sexual maturity.

<sup>8</sup>The full name of the policy is the National Policy on HIV, STIs, TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector

<sup>9</sup>UNAIDS. Ending AIDS Progress towards the 90–90–90 targets (2017) Retrieved on June 18, 2018 from [http://www.unaids.org/sites/default/files/media\\_asset/Global\\_AIDS\\_update\\_2017\\_en.pdf](http://www.unaids.org/sites/default/files/media_asset/Global_AIDS_update_2017_en.pdf)

<sup>10</sup>South Africa National AIDS Council (2017) Let our actions count: South Africa's National Strategic Plan for HIV, TB and STIs 2017–2022. Retrieved June 18, 2018 from [http://sanac.org.za/wp-content/uploads/2017/05/NSP\\_FullDocument\\_FINAL.pdf](http://sanac.org.za/wp-content/uploads/2017/05/NSP_FullDocument_FINAL.pdf)

To assist you in implementing the SLPs in the classroom and teaching Comprehensive Sexuality Education (CSE), all the lesson planning and much of the preparation has been done for you. The SLPs are comprehensive lessons with activities and assessment tasks that will help you to teach in line with your Life Skills Annual Teaching Plans (ATPs). In order to deliver these effectively, you will need to become familiar with the lessons before you teach them.

The activities are detailed, practical and time-bound; they include suggested methods of assessment and provide you with the relevant illustrations, readings and worksheets for your learners, to facilitate discussions and consolidate knowledge. The activities are age-appropriate and engaging and encourage learners to think about what they learn. They provide opportunities for learners to think critically and build their own values about SE topics that are difficult or sensitive to talk about. This will allow your learners to internalise what they have learnt, take home new ideas, and share with their parents the importance of behaviour change and good decision-making relating to sexual health. A necessary part of your preparation will be planning ahead in order to manage time effectively, as well as dividing the class up for pair or small group activities.

An overview of the lessons for each grade, their topics and Subtopics, as well as where they are aligned to the terms in the ATP is provided in **Appendix 1: SLPs at a glance (page 16)**.

## 4. Outcomes

The SLPs have been mapped against and aligned to the Life Skills learning outcomes and content. The CSE content in the SLPs has been aligned to the CAPS Life Skills topics.

There are 31 SLPs provided for Grades 4, 5 and 6. The activities for each grade show how concepts are developed across the three grades in the Intermediate Phase. Planning for the SLPs ensures that activities focus on the learner performance that is expected at the end of each grade, and by the end of the Phase.

The SLPs should not be taught consecutively, but at different times during the year when they can be taught appropriately within the overall content of the CAPS Life Skills. Ideally, these lessons should be taught in sequence, in order to build on the knowledge and skills learned in previous lessons.

The assessment provided will form part of the informal assessment programme for each grade, except where a recommendation is made for you to use an assessment task as part of your other formally recorded assessment tasks. You can choose to include these tasks if you think they show accurate learner performance for specific content in the CAPS. Teaching the SLPs will not require additional time, as the lessons can be taught within the ATP. The assessment types (peer, individual, educator and group) and forms (e.g. quizzes, role-plays, written tests) used in the activities are designed to model the kind of assessment that is useful for assessing the SE knowledge, skills, values and attitudes covered in Comprehensive Sexuality Education.

Many of the activities encourage learners to conduct their own reflections and discussions outside the classroom. This encourages peer relations and the building of healthy friendships. It is intended to build a safe environment in which learners will feel open to positive influences.

## 5. Structure of the SLPs

The SLPs use a format that facilitates the planning and preparation of teaching, learning and assessment of the topics and Subtopics in the CAPS. The SLPs are structured as follows:

### 5.1 CAPS TOPICS AND SUBTOPICS

All the SLPs link to topics and Subtopics in the CAPS. Some activities deal with more than one topic or Subtopic. If so, these topics and Subtopics are indicated in that SLP. There are natural links between the CAPS concepts and the SE content to be taught.

### 5.2 CONCEPTS

All the relevant, specific content knowledge and concepts for Comprehensive Sexuality Education and reproductive health are included in the activities. The concepts have been selected to ensure that age-appropriate learning takes place and that the knowledge can be applied by the learners. The concepts are directly linked to what you teach and to what your learners will know at the end of the activity.

The concepts are listed for each SLP, and there is a list of new words and their definitions which you can teach at the outset and then use to consolidate your teaching and check your learners' understanding of the concepts.

Your learners can also test their own understanding of the concepts throughout the lesson. The topics for the CAPS are linked to the concepts for Comprehensive Sexuality Education in all the SLPs.

### 5.3 KNOWLEDGE, VALUES AND ATTITUDES

The SLPs are designed to increase knowledge as well as to change and promote healthy behaviour. In order for learners to build their confidence and ability to make healthy decisions and act on them, it is important that knowledge is acquired together with positive values, attitudes and life skills. On a personal level, your learners will be challenged to make positive life choices, with the result that those healthy choices find their way back into their homes and communities, where choices regarding sexual behaviour are often both necessary and challenging. The purpose is to build a critical mass of learners who are able to model healthy behaviour and choices for their peers.

### 5.4 TIME ALLOCATION

Each SLP takes one hour to complete. This is to accommodate the different ways of allocating lesson times that are used across schools. For example, timetables structured around thirty-minute periods can be accommodated by teaching one SLP over two periods. You can fit the SLPs into your own timetables.

In some lessons there is a natural break, so that the content is split to allow you to teach it over two thirty-minute periods.

The SLPs do not cover all the time allocated for Life Skills per week. That is because there are more topics and Subtopics that are not about Comprehensive Sexuality Education that still need to be taught, according to the CAPS. **Remember that the SLPs are done across the four terms, but not consecutively.**

## 5.5 TEACHING METHODS

Recommended teaching approaches and methods are included in all the activities in the SLPs. The activities should be taught as they have been scripted. The methods and approaches have been selected to ensure that practical discussions and engagement can happen in the time allocated for each SLP.

To ensure your learners are familiar with the suggested teaching approaches, you must first explain what they are expected to do, know or show, using that particular technique. Some methods and approaches can be time-consuming if not managed well. It is important to plan ahead and to feel comfortable using the suggested method. If not, feel free to use an approach you are comfortable with, as long as it still encourages participatory learning and allows your learners to engage fully.

Learners may sometimes find it difficult to divulge sensitive information in front of their peers in class. No one should feel forced to share information they do not wish to disclose to others. It is suggested that you put a “Feelings Box” in the classroom, so that learners can post their questions or comments confidentially. The higher the level of confidentiality, the more protected learners will feel about what they are going through or need to share. Selected posts can be dealt with in the classroom, when feasible and appropriate, during the day or week.

## 5.6 RESOURCES

A list is provided of the resources to be used for teaching and learning. These are suggested for each lesson, but this does not mean that the lessons cannot take place without them. The resources are what can be found in any functioning classroom. Some of the activities require that the learners participate in making some of the resources, like games-boards and body-outlines. This is an opportunity for learners to make these resources during the Creative Arts lesson or to do survey data analysis during a Mathematics lesson.

Schools and classrooms are resourced differently and you may have other resources available to assist you. Use them confidently to make the activity a unique experience for your learners. The SLPs are there to help you **facilitate and guide discussions**.

A perceived lack of resources should not be a barrier to effective teaching if you use the SLPs. Resources that are suggested are easily obtainable. Where resources like models are used, a note has been included to ask the local clinic to assist by loaning theirs for use in the classroom. Additional resources have been included in some of the activities to provide educators with support information. Some of these are links to websites or articles on education. If the educators do not have access to these, they will still be able to teach the lesson with the resources provided in the activities.

## 5.7 BRIEF LESSON SUMMARY

The brief lesson summary gives you a synopsis of what is contained in the lesson, its activities and teaching methods. It provides a description of what the SLP deals with, and its main aims. Brief summaries of each SLP for each grade are provided in a table at the end of this section. **See Appendix 2: Lesson summaries, page 24.**

## 5.8 KEY POINTS

The key points sum up the main teaching points of each lesson, and the core knowledge that is being targeted.

## 5.9 ASSESSMENT

Assessment tasks are provided for each SLP. The tasks use self, peer or group-assessment. Keep an assessment record for each learner, which shows what they have learnt, how well they have internalised the content, how their behaviour and attitudes have been influenced and what content has been most challenging for them.

Behavioural changes happen over time and may not be evident in the classroom immediately. In some activities, learners show adjustment to their behaviour, like using more respectful language, showing more sensitivity to gender dynamics, or being able to talk more openly about their feelings. The SLPs aim to provide more opportunities for learners to reflect on their own behaviour and how their behaviour will influence their ability to achieve their own life goals. Behavioural change, building sound attitudes and acquiring good values is a long-term process. Learners are encouraged to do the reflection in different activities provided.

## 5.10 INFORMAL ASSESSMENT

The approach to the new content and knowledge for Comprehensive Sexuality Education is one that encourages learners to apply what they learn, re-apply the knowledge in different situations, internalise what they have learned and make changes to their behaviour. This is a process that is formative and developmental. Informal assessment is not recorded for learner performance purposes.

Formal assessment is meant to be recorded, perhaps as a mark, and to form part of each learner's portfolio. The activities in the SLPs are not stated as formal assessment tasks, but suggestions are made about which assessments you should record for formal assessment purposes.

Assessment tasks are formative when they focus on developing the skills that are being targeted and help to consolidate learning. Learners are given a number of different opportunities to apply what they have learnt.

An overview of all the assessment to be done in the activities in each grade has been included at the end of this section. **See Appendix 3: Overview of assessments, page 28.**

## 5.11 LEARNER ASSESSMENT

For tasks that learners do on their own, encourage your learners to share their answers and experiences, inside and outside the classroom. What is learnt in Life Skills can be applied in other subjects by linking the content.

In the Intermediate Phase, CAPS encourages that subjects be integrated. That is because learners learn by applying the content of one subject in other subjects. In schools where educators plan together, some assessment tasks can be used in an integrated way across subjects.

## 5.12 TEST YOUR KNOWLEDGE

Most of the SLPs have a set of exemplar questions under the heading 'Test your knowledge'. Let your learners use these questions to test their own understanding of the lesson content. You can also use these questions in class tests. The answers can be found in the activities.

An overview of all learner assessments tasks across all SLPS for each grade is included in the Guide.

### 5.13 NOTES TO THE EDUCATOR

The SLPs give you clear instructions on what must be taught, what learners must learn and how to assess learners. The notes will alert you to important aspects of the activity, and might also advise you on how to improve on it. The aim of the SLPs is to make you feel supported when you teach content that might be difficult or unfamiliar.

The SLPs will introduce new ideas to your learners gradually. Knowledge is built up across all the activities. Prior learning is often used to introduce new concepts or skills. In many of the SLPs, the note to the educator will refer to what has already been taught as well as what is still to follow. You need to go through both the preceding and the follow-up activities when preparing to teach an activity, so that all the links are clear to you.

### 5.14 TEACHING AND LEARNING RESOURCES

Readings, resources and worksheets have been prepared for the consolidation of content knowledge for your learners. These are included in the Learner Book for the SLPs. The readings and worksheets are structured to encourage independent learning. It is not expected that any significant behaviour change will take place as a result of the discussions or activities in class; peer support and an enabling environment are equally necessary. Encourage your learners to work individually and where necessary, practice the changes encouraged in the SLP with their peers.

### 5.15 GLOSSARY

A glossary of words, phrases and their meanings has been drawn up for each SLP. The words are explained in the context of the activities. This will ensure common understanding of new concepts. With the glossary to help them, your learners will feel more comfortable about using the words. You should encourage the use of these words in the class whenever there is an opportunity. Use the glossary to build vocabulary with learners and get them to use the terms with confidence and understanding.

### 5.16 BIBLIOGRAPHY

The bibliography has been included to reference all the resource materials used to write the SLPs. The lists are also useful if you want to read more about some of the topics included in the SLPs. This is a good way of broadening your own understanding and knowledge in a structured and directed way. Some learner activities show links to content that learners can go and research for themselves.

## B. CORE MESSAGES TO BE INTEGRATED THROUGHOUT THE CURRICULUM

Core messages have been formulated for the Intermediate Phase, and they spell out the value statements that will be reinforced in all the activities in the SLPs. The messages are simple “I-messages” for learners to use and share with one another and beyond the classroom.

Use the messages; display them in the classroom and insert them in newsletters to parents, so that your learners hear and see them constantly.

### Core Messages

I choose to respect my own body and the bodies of others.  
I have the right to say “no” and the responsibility to respect a “no” to any unwanted touch or attention.  
I make good choices for my health.  
I choose friends who are loyal and good for me.  
I have the right to be protected, safe and loved. I can get help when I need it.  
I think boys and girls should be valued equally.  
I care for you, I care for me. We care for each other.  
I have a purpose in life and who I am matters.



## C. CLASSROOM MANAGEMENT TO SUPPORT IMPLEMENTATION OF THE SLPs

The teaching of Sexuality Education to Intermediate Phase learners is not an easy task. Learners in this Phase have very different levels of knowledge and understanding of what Sexuality Education involves. They do not have all the necessary and appropriate information, or the language to express their views and opinions clearly. Some may have had very little exposure to difficult topics dealing with sex, risky behaviour and their own sexual experiences. Research shows that learners in this Phase are as vulnerable to unplanned, unprotected sexual experiences as learners in higher grades. They need a lot of support and continuous messaging about what could put them at risk.

This section provides you with some tips on how to manage your classroom and your learners and to create an environment conducive to learning. The main focus is facilitating the new content for Sexuality Education, which is often challenging and uncomfortable for some, as well as strengthening your delivery and assessment of each of activity.

### YOUR ROLE AS EDUCATOR

The activities are varied and engaging, so learners can engage with the content, either individually or in a group. The assessment tasks indicate whether your learners have grasped the content taught in that lesson. As the educator, your role is critical in successfully delivering the SLP content.

Here are some tips to help you:

- a) Help your learners to feel comfortable and able to talk to you about difficult and sometimes embarrassing topics.
- b) Build trust amongst your learners by encouraging them to keep the confidences of their peers.



- c) Ensure that discussions do not cross boundaries to issues that may be overly personal or feel unsafe to individual learners. No one should be pushed to disclose personal information about themselves, their sexuality or their families.
- d) Decide how much factual detail related to Comprehensive Sexuality Education your learners are ready to talk about in class and engage in with one another.
- e) Respect diversity. In these SLPs and the CAPS Life Skills, it is not assumed that all learners (or educators) will be heterosexual, or identify with their assigned gender identity. The needs of all learners must be respected throughout all lessons.
- f) Initiate but also end topics of conversation in a respectful, open but trusting manner.
- g) Maintain professionalism even when challenged by your learners, who may not have all the relevant and appropriate information to make good decisions regarding their sexual and reproductive health.
- h) Remind yourself to be non-judgmental, unbiased, caringly critical and open to the difficulties that your learners experience regarding sex, sexuality and the adoption of safe behaviour. You constantly need to remind yourself that some of your learners or their family members may be HIV-positive, or affected by sexual violence, or early pregnancy. Take care that discussions are respectful of those already affected by what we are trying to prevent.
- i) Most importantly, when learners have shared sensitive information with you, and it is clear that they are emotionally and psychologically distressed, take time to debrief with them about how they are feeling. Make the learners comfortable about the confidentiality of the information shared. If necessary, refer the learner for professional support.

### **CREATE A SAFE, CONDUCTIVE CLASSROOM ENVIRONMENT**

The following suggestions are to assist you in creating an open, safe and trusting environment in the classroom, and foster healthy discussion and relationships on the playgrounds and even in the home. In each of these settings, your learners deal with issues arising in Comprehensive Sexuality Education. These materials aim to help your learners to make informed choices and adopt healthy behaviour related to content presented in the SLPs.

### **FEELING CHALLENGED BY NEW SE CONTENT**

The SLPs for each grade are taught across the four terms and according to your plan for their use within the Life Skills lessons. An indication of where the SLPs can be taught throughout the year within the ATP is given for each SLP. You may want to find your own links to the Life Skills learning outcomes in the work schedule, then use the table referred to above to guide your planning.

To increase your confidence in teaching the new content, prepare thoroughly for each activity in the SLP. You might not feel confident in teaching content that is new to you, and the new content might also raise questions and challenges from your learners. Building trust, maintaining confidentiality and establishing a respectful relationship with and between your learners will create the best learning environment.

The content in the SLPs is reliable, age-appropriate and well linked to the other content in the CAPS Life Skills. Any information that does not appear in the CAPS has been well-researched, and is simply presented and clearly explained.

It is often helpful to discuss your lessons beforehand with your colleagues.

You are not expected to deal with issues raised by your learners that should be referred to more professional practitioners like nurses or counsellors. The activities suggest the points at which professionals may be consulted to deal with content that you may not be equipped to handle.

## **SAFE LEARNING SPACES**

Building good values and attitudes can be more challenging than teaching new or unfamiliar content or topics. Many activities suggest using teaching and learning aids like models of the physical anatomy or explicit posters of harmful diseases. You may feel culturally, religiously or ethically challenged when teaching some of the content. However, your learners may have similar feelings. Your most important consideration should be how important it is for your learners to know and understand the content. Discuss your doubts with your colleagues or local clinic professionals.

You cannot observe or measure values and attitudes, but you can allow your learners to talk about what they would like to see in the classroom. You need not feel threatened if they come up with strong opinions. If activities are set up to do this, let your learners work together to find their comfort zones. None of their responses are right or wrong. They are about the level to which learners internalise the content and show a change in behaviour. The activities and messages in the SLPs are designed to create a positive experience in the classroom.

## **THE CLASSROOM OFTEN EXTENDS INTO THE HOME**

To ensure that positive learning is reinforced at home, parents and care-givers must understand what is being taught and why. The school management team (SMT) and the School Governing Body (SBG) play a crucial part in communicating with the parent body about why the content is included in the school curriculum. Try to convince parents and care-givers to feel comfortable with what you are teaching in the classroom.

## **MANAGING DISCUSSION IN THE CLASSROOM**

Classroom discussions are contextualised in the activities. Classroom discussions are controlled, stimulated and encouraged through activities. You need not feel unsupported or at a loss about what needs to be taught, as all the relevant and appropriate content is provided. Some activities encourage learners to do their own research or to find out more about certain topics. You need to provide a sense of safety in the classroom, so that discussions are healthy and beneficial.

## **USE GROUP ACTIVITIES, PRACTICAL APPROACHES AND SELF-REFLECTION TO FACILITATE DISCUSSION**

Some activities require learners to keep a journal of their experiences, decisions, challenges, fears and strengths in relation to what is being learned. You will easily be able to monitor learners' responses through their writing.

In large classes there is not enough time for all the groups to give feedback for every activity. Try to allow all the learners to hear all the feedback. Tell them to make notes on what they have not discussed in their group. Also, find a way to rotate group feedback over all activities so that by the end of the SLPs all learners have had a chance to give feedback on their discussions.

## **MONITORING PEER DISCUSSIONS AND ENGAGEMENTS**

In teaching the SLPs, you are supported in **facilitating and guiding discussions** and in understanding how learners relate to each other. You are encouraged to be unobtrusive during peer discussions. In these discussions, peers are building relationships with and trust in one another. Allow that to happen in an unthreatening manner.

Your learners will do tasks that reflect the discussions that have taken place. Observe them while they work and intervene when necessary, commenting, questioning or explaining, depending on the learners' responses. Where necessary, make referrals to the relevant professional services.

## BUILDING THE CONFIDENCE OF LEARNERS

Learners in this age group typically go through various stages of development, but they go through them at different times, which means that in any class there is a range of the levels of maturity and associated behaviour.

Here are some characteristics of children at this developmental stage:

### INTELLECTUAL

- They face more academic challenges at school.
- They become more independent of their families.
- They begin to see the point of view of others more clearly.
- Academic abilities vary greatly.
- They have an increased attention span, but many have interests which change rapidly.
- They are learning to use good judgment.
- They judge ideas in absolutes, such as right or wrong, with not much tolerance for the middle ground.

### SOCIAL

- They are more aware of competition between boys and girls.
- They have a heightened awareness sense of competition between gender groups generally.
- They do not want to engage in mixed groups of boys and girls.
- They are loyal to groups, clubs and gangs.
- They identify with individuals of the same gender.
- They prefer to work in groups in co-operative activities.
- They approach problem-solving in a negotiating style, compromising with peers.

### PHYSICAL

- Physical changes of puberty might be showing by now, especially in girls.
- They experience growth spurts at different rates that moves them towards adolescence.
- Typically, girls will begin to grow and mature faster than boys during this time.
- They experience a steady increase in large muscle development, strength, balance and co-ordination.
- They are very active, with a lot of energy.
- They will experience an increase in small muscle coordination.

### EMOTIONAL

- They start to form stronger, more complex friendships and peer relationships.
- They experience more peer pressure.
- They become more aware of their bodies as puberty approaches.
- Body image and eating problems sometimes start around this age.
- They accept family beliefs.
- They admire and imitate older youth.
- They are developing decision-making skills.

### MORAL

- They are beginning to question authority.
- They need involvement with a caring adult.
- They find comparisons with others difficult to process.
- They generally see adults as authority figures and follow rules out of respect.

## FACTORS THAT IMPACT LEARNER PARTICIPATION

Use the following mind-map to think about the factors that impact on learner participation.



This graphic will help you make links between the factors you find in your classroom and/or school and the measures you can put in place to address those factors.

*For example:*

- If a teacher is not open-minded, learners might struggle to participate fully because they feel that they will be judged.
- A teacher who is well-prepared and who provides good feedback to learners during class discussions will increase learner confidence to discuss about difficult content in SE.
- Learners come from different cultural and religious backgrounds and will interpret the discussion on SE issues against those backgrounds. The teacher's role is to facilitate the different opinions that emerge during discussions. This builds learner confidence and encourages mutual tolerance and respect between learners from different backgrounds.

## **MANAGING DIVERSITY**

The SLPs encourage an inclusive approach to strengthen teaching, learning and assessment for Sexuality Education. The SLPs also support educators in driving behaviour change and good decision-making about sex, sexuality, HIV and other STIs, and reproductive health.

A number of considerations are important for accommodating and responding to some of the barriers to teaching and learning that educators may encounter in the classroom:

## **INCLUSIVE CLASSROOMS**

Your classroom needs to remain inclusive of all learners. The following set of questions will remind you of how to strengthen and manage diversity:

- a) Will the activities lead to building social skills, encouraging respect and tolerance of different views and fostering empathy?
- b) Is the learning context promoting interaction equally for all learners?
- c) Is the learning promoting effective communication, including assertiveness and informed decision-making?
- d) What can you do to encourage empathy for those who are affected by the issues discussed in the SLPs?
- e) Do the activities foster collaboration and learning together?
- f) Are the backgrounds, cultural views and experiences of all learners valued?
- g) Are opportunities provided to your learners with barriers (emotional, intellectual, social, or physical) to full participation?
- h) Do all learners participate equally in group activities? Is the report back on group discussions shared by all learners?

## **DIFFERENT AGES AND EXPERIENCES**

The SLPs have been designed to gradually introduce the content knowledge at a level that is appropriate for each grade, taking into consideration the different experiences that your learners may have on an individual basis.

- a) All teaching and learning should be age-appropriate, and given at the level that learners are ready to receive it. You will be able to use the SLPs within and across the three grades to assist with correct pitching of the content.

- b) Your learners' experiences and knowledge about comprehensive Sexuality Education will impact your teaching and discussions.
- c) The home influences the experiences and thinking regarding the sexuality of learners. You can use the SLPs to create a safe context for learners to deal with challenging sexuality education concepts for themselves.
- d) Remember that there is room for diverging points of view; you need to ensure that the environment remains respectful and safe for open discussion.
- e) Remember that parents need to feel confident that you are teaching these difficult concepts and dealing with the divergent feelings of learners.
- f) The SLPs encourage a practical approach to teaching that will help you bring learners of different ages and experiences into a common learning space. The practical approach aims to address the needs of learners who vary in maturity and readiness.

### **LANGUAGE**

- a) The activities in the SLPs have been written to speak to your learners at their level of understanding.
- b) Different texts present information differently. Learners may also be able to interpret texts that are given in visual formats e.g. comic strips and graphic representations. Learners may also present their thoughts visually, for instance, by drawing pictures.
- c) Remember, many learners in Grade 4 are encountering English for the first time as the language of learning and teaching. Their language competence in English may be poor and they may have limited vocabulary to communicate their thoughts and feelings, but they can still express themselves by code-switching. Allow for this by arranging translations.
- d) Pitching a lesson at an individual learner's language level is not possible if the language competence of your learners is too diverse. Facilitate these activities as you would all other subject lessons, so that all your learners participate fully.
- e) Many of the SLPs include suggestions for linking SLPs to other subjects.
- f) Your learners' written work, including their journals, may be used as part of the language lessons.

### **PARENTAL INVOLVEMENT AND CONSENT**

- a) It is necessary to consider that many homes may have no parents and that child-headed-homes are a reality in many of our communities. The household situation of each learner is an important consideration when planning to teach CSE.
- b) Some activities require that learners engage with their siblings or parents at home. Parents may have their own views or prejudices about their children being exposed to some of the content in the SLPs. For this reason, the SLPs have been linked very clearly to the content of the CAPS Life Skills. A separate outreach to parents and other communities has been planned as part of the roll-out of the CSE SLPs.
- c) The school management team (SMT) plays a crucial role in sharing what the SLPs are about and what their purpose is within the CAPS Life Skills, along with parents and other stakeholders in the school. Use the eight core messages to share what learners will learn about in Sexuality Education when doing the SLPs.
- d) All educators and learners should treat discussions as confidential. If points are shared beyond the classroom, it should be with permission and without disclosing who said what. The exception to this is when a learner is in danger, and the best interests of the child require action.

### NOTE TO EDUCATOR

Below is a breakdown of the CAPS topics with the associated content from the SLPs, and how each topic and its content can be taught across the year in an integrated manner.

Each SLP has been developed to be covered in ONE HOUR. Schools have different timetable allocation for Life Skills e.g. 30 minutes, 45 minutes or 60 minutes. The time indications given here will allow you to fit the SLPs into the total amount of time allocated for Life Skills.

Remember that the SLPs should be taught across all four terms.

## APPENDIX 1: SLPS AT A GLANCE

### Grade 4

CAPS Topic	CAPS Subtopic	SLP lesson	Content	Time allocated	Annual teaching plan term
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Respect for own and other's bodies: privacy, bodily integrity and not subjecting one's body to substance abuse               <ul style="list-style-type: none"> <li>How to respect and care for own body</li> </ul> </li> </ul>	<b>4.1 Respect for my own body</b>	<ul style="list-style-type: none"> <li>It is important to respect your body because it is the only one you have</li> <li>Respecting your body means keeping it safe from harm and taking care of it</li> <li>Labelling parts of the body</li> <li>There are parts of the body that are private, like your penis, vagina and buttocks</li> <li>Identifying the difference between good touches and bad touches</li> <li>It's OK to say "No" to unwanted and uncomfortable touch.</li> </ul>	1 hr.	1
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Respect for own and other's bodies: privacy, bodily integrity and not subjecting one's body to substance abuse               <ul style="list-style-type: none"> <li>How to respect other's bodies.</li> </ul> </li> </ul>	<b>4.2 Respecting the bodies of others</b>	<ul style="list-style-type: none"> <li>Just as I respect my own body, I have the responsibility to respect the bodies of others.</li> <li>Identifying parts of the body that are regarded as private.</li> <li>Showing respect for other's bodies by respecting that everyone has their own personal space.</li> </ul>	1 hr.	1

CAPS Topic	CAPS Subtopic	SLP lesson	Content	Time allocated	Annual teaching plan term
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Dealing with conflict: examples of conflict situations at home and at school               <ul style="list-style-type: none"> <li>Strategies to avoid conflicts</li> <li>Useful responses to conflict situations.</li> </ul> </li> </ul>	<b>4.3 Dealing with conflict</b>	<ul style="list-style-type: none"> <li>Defining what conflict is and giving examples of conflict from learners' own experiences at home and at school</li> <li>Identifying different conflict situations from pictures</li> <li>Selecting suitable responses to conflict</li> <li>Looking at the 7 Steps to resolve conflict</li> </ul>	1 hr.	1
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Emotions               <ul style="list-style-type: none"> <li>Understanding a range of emotions: love, happiness, grief, fear and jealousy</li> <li>Understanding own emotions: appropriate ways to express own emotions</li> <li>How to understand and consider other's emotions.</li> </ul> </li> </ul>	<b>4.4 Emotions – “Why am I feeling this way?”</b>	<ul style="list-style-type: none"> <li>Identifying the emotions of others through the game <i>Feeling Charades</i></li> <li>Exploring emotions:               <ul style="list-style-type: none"> <li>Acknowledging that you are feeling an emotion</li> <li>Emotions can be positive or negative</li> <li>Expressing emotions, especially negative ones, in a positive way</li> <li>Talking to a trusted adult about how you feel</li> </ul> </li> <li>Interpreting emotions learners feel that pictures are conveying</li> </ul>	1 hr.	2
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Bullying: how to protect self from acts of bullying               <ul style="list-style-type: none"> <li>Examples of acts of bullying</li> </ul> </li> </ul>	<b>4.5 Bullying</b>	<ul style="list-style-type: none"> <li>What is bullying?</li> <li>Identifying different kinds of bullying</li> <li>Emotions associated with bullying, for both the bully and the person being bullied</li> <li>Introspection – Am I a bully?</li> <li>Doing a survey of their peers to find out the status of bullying in their classroom.</li> </ul>	1 hr.	2



CAPS Topic	CAPS Subtopic	SLP lesson	Content	Time allocated	Annual teaching plan term
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Bullying: how to protect self from acts of bullying               <ul style="list-style-type: none"> <li>Appropriate responses to bullying: where to find help</li> </ul> </li> </ul>	<b>4.6 Responding to bullying</b>	<ul style="list-style-type: none"> <li>Learning how to respond to bullying:               <ul style="list-style-type: none"> <li>Things to do when standing up for yourself</li> <li>Things to say when standing up for yourself</li> <li>Things to do when standing up for others</li> <li>Things to say when standing up for others</li> </ul> </li> <li>Role-plays demonstrating how to respond to bullying.</li> </ul>	1 hr.	2
<b>Social responsibility</b>	<ul style="list-style-type: none"> <li>Cultures and moral lessons               <ul style="list-style-type: none"> <li>Cultural groups in South Africa</li> </ul> </li> </ul>	<b>4.7 Culture, society and sexuality</b>	<ul style="list-style-type: none"> <li>Understanding our Rainbow Nation – our 11 official languages and many different cultures</li> <li>The role of boys and girls, males and females in society in the home.</li> </ul>	1 hr.	3
<b>Health and environmental responsibility</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>Basic explanation of HIV and AIDS</li> </ul> </li> </ul>	<b>4.8 The basics of HIV and AIDS</b>	<ul style="list-style-type: none"> <li>Understanding what a virus is and how it affects us and can be spread</li> <li>Understanding the acronyms HIV and AIDS</li> <li>Explaining the difference between HIV and AIDS</li> <li>Explaining how the virus affects the body and how it can be managed.</li> </ul>	1 hr.	4
<b>Health and environmental responsibility</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>Transmission of HIV through blood</li> </ul> </li> </ul>	<b>4.9 Transmission of HIV</b>	<ul style="list-style-type: none"> <li>Identifying ways in which HIV can and cannot be transmitted, using pictures</li> <li>Identifying myths and facts about HIV and AIDS.</li> </ul>	1 hr.	4
<b>Health and environmental responsibility</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>How to protect oneself against infection through blood</li> </ul> </li> </ul>	<b>4.10 Celebrating the life of Nkosi Johnson</b>	<ul style="list-style-type: none"> <li>Quick 'True or false?' quiz on what learners previously learnt about HIV and AIDS</li> <li>The story of Nkosi Johnson</li> <li>Role-play on the interaction between HIV, CD4 cells and ART in a person who is HIV positive and taking ART.</li> </ul>	1 hr.	4

CAPS Topic	CAPS Subtopic	SLP lesson	Content	Time allocated	Annual teaching plan term
<b>Grade 5</b>					
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Positive self-concept               <ul style="list-style-type: none"> <li>Influence of others on self- concept: adults and peers</li> </ul> </li> </ul>	<b>5.1 Body Image</b>	<ul style="list-style-type: none"> <li>Identifying who you are, your strengths, what makes you happy and what others say are your strengths</li> <li>Defining self- concept and how to build a positive self-concept</li> <li>A brave young South African role model – the story of a young woman who accepted herself despite her appearance and had a positive self-concept.</li> </ul>	1 hr.	1
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Relationship with peers, older people and strangers               <ul style="list-style-type: none"> <li>Bad and good relationships</li> <li>Safe and unsafe relationships</li> </ul> </li> </ul>	<b>5.2 A I can choose my relationships</b>	<ul style="list-style-type: none"> <li>Identifying the characteristics of a good and bad relationship using comic strips</li> <li>Learning about and practicing refuse, delay and bargain techniques.</li> </ul>	1 hr.	1
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Relationship with peers, older people and strangers               <ul style="list-style-type: none"> <li>Safe and unsafe relationships</li> </ul> </li> </ul>	<b>5.2 B This is my body and I say what happens to it.</b>	<ul style="list-style-type: none"> <li>Understanding that you have the power and ability to say no – Sandra's story</li> <li>Listing inappropriate attention from adults</li> <li>Evaluating the refuse, bargain and delay techniques.</li> </ul>	1 hr.	1
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Relationship with peers, older people and strangers               <ul style="list-style-type: none"> <li>Benefits of good and safe relationships</li> </ul> </li> </ul>	<b>5.3 The benefits of good and safe relationships</b>	<ul style="list-style-type: none"> <li>Benefits to having a good relationship with someone               <ul style="list-style-type: none"> <li>Playing the “Snakes and Ladders” game, in which snakes represent bad relationships and ladders represent good relationships.</li> </ul> </li> </ul>	1 hr.	1

CAPS Topic	CAPS Subtopic	SLP lesson	Content	Time allocated	Annual teaching plan term
<b>Social responsibility</b>	<ul style="list-style-type: none"> <li>Child abuse               <ul style="list-style-type: none"> <li>Different forms of abuse: physical and emotional</li> <li>Effects of abuse on personal health</li> <li>Strategies to deal with abuse</li> <li>Where to get help and report abuse.</li> </ul> </li> </ul>	<b>5.4 Child abuse – “Keeping myself safe from abuse”</b>	<ul style="list-style-type: none"> <li>Rap about saying no to child abuse, not keeping secrets and telling an adult you can trust</li> <li>Forms of abuse – physical, emotional and sexual; neglect, verbal and self-abuse</li> <li>Effects of abuse on your personal health</li> <li>Tell someone you can trust</li> <li>Phone Childline on 08000 55 555</li> </ul>	1 hr.	2
<b>Social responsibility</b>	<ul style="list-style-type: none"> <li>Child abuse               <ul style="list-style-type: none"> <li>Strategies to deal with abuse</li> <li>Where to get help and report abuse</li> </ul> </li> </ul>	<b>5.5 Sexual grooming – “I can say ‘NO!’”</b>	<ul style="list-style-type: none"> <li>What sexual grooming is</li> <li>Mbali's story</li> <li>Evaluating different scenarios of sexual grooming and deciding what to do next.</li> </ul>	1 hr.	2
<b>Social responsibility</b>	<ul style="list-style-type: none"> <li>Dealing with violent situations               <ul style="list-style-type: none"> <li>Identifying potential violent situations at home, school and community</li> </ul> </li> </ul>	<b>5.6 Dealing with violent situations – “What is sexual violence?”</b>	<ul style="list-style-type: none"> <li>Gaining an understanding of the concept of violence:</li> <li>Different kinds of violence – physical, domestic, sexual</li> <li>Identifying sexual violence at school – Max's story.</li> </ul>	1 hr.	2
<b>Social responsibility</b>	<ul style="list-style-type: none"> <li>Issues of age and gender in different cultural contexts in South Africa               <ul style="list-style-type: none"> <li>Relationships between elders and children in different cultural contexts.</li> </ul> </li> </ul>	<b>5.7 Learning from our elders</b>	<ul style="list-style-type: none"> <li>Looking at elders doing fun things</li> <li>Defining who our elders are</li> <li>The role of elders in the home and in society</li> <li>Our elders helping us solve everyday problems.</li> </ul>	1 hr	2
<b>Social responsibility</b>	<ul style="list-style-type: none"> <li>Issues of age and gender in different cultural contexts in South Africa               <ul style="list-style-type: none"> <li>Responsibilities of boys and girls in different cultural contexts</li> </ul> </li> </ul>	<b>5.8 Should boys and girls be treated differently?</b>	<ul style="list-style-type: none"> <li>Case study depicting the difference between city life and life on the farm as it pertains to the role of boys and girls</li> <li>Understanding the difference between tradition, culture and customs</li> <li>Identifying the influence culture has on the roles of boys and girls.</li> </ul>	1 hr	2

CAPS Topic	CAPS Subtopic	SLP lesson	Content	Time allocated	Annual teaching plan term
Health and environmental responsibility	<ul style="list-style-type: none"> <li>HIV and AIDS education               <ul style="list-style-type: none"> <li>- Dealing with stigma</li> <li>- Stigma about HIV and AIDS</li> </ul> </li> </ul>	<b>5.9 Dealing with the stigma of HIV</b>	<ul style="list-style-type: none"> <li>Defining stigma</li> <li>Understanding how people stigmatise others</li> <li>Learning how the stigma of HIV affected a young girl – Mathilda's story</li> </ul>	1 hr	4
Health and environmental responsibility	<ul style="list-style-type: none"> <li>HIV and AIDS education               <ul style="list-style-type: none"> <li>- How to change attitudes towards peoples infected with HIV and AIDS</li> </ul> </li> </ul>	<b>5.10 Changing attitudes towards people infected with HIV and AIDS</b>	<ul style="list-style-type: none"> <li>Recapping facts on HIV and AIDS learned in Grade 4 through TRUE/FALSE quiz</li> <li>Case study about service learning – vegetable garden at HIV and AIDS home</li> </ul>	1 hr	4
<b>Grade 6</b>					
Development of self	<ul style="list-style-type: none"> <li>Positive self-esteem: body image               <ul style="list-style-type: none"> <li>- Understanding and respecting body changes</li> <li>- Acceptance of self</li> </ul> </li> </ul>	<b>6.1 Body image: "My body is changing"</b>	<ul style="list-style-type: none"> <li>Using diagrams, identifying the changes that take place in our bodies during puberty</li> <li>Quiz about body changes during puberty.</li> </ul>	1 hr	1
Development of self	<ul style="list-style-type: none"> <li>Positive self-esteem: body image               <ul style="list-style-type: none"> <li>- Other influences on body image: media and society</li> <li>- Acceptance of self</li> </ul> </li> </ul>	<b>6.2 Body image: "I am who I am"</b>	<ul style="list-style-type: none"> <li>What the media says about body image</li> <li>How society influences body image</li> <li>Common stereotypes we deal with in society.</li> </ul>	1 hr	1
Development of self	<ul style="list-style-type: none"> <li>Positive self-esteem: body image               <ul style="list-style-type: none"> <li>- Acceptance of self</li> </ul> </li> </ul>	<b>6.3 Body image: Acceptance of self</b>	<ul style="list-style-type: none"> <li>Jayzee's story – building an understanding of the link between gender-based harm and self-image</li> <li>Finding positive things about yourself</li> <li>Where to find help when you're in trouble.</li> </ul>	1 hr	1

CAPS Topic	CAPS Subtopic	SLP lesson	Content	Time allocated	Annual teaching plan term
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Peer Pressure               <ul style="list-style-type: none"> <li>Examples of peer pressure in different situations: school</li> </ul> </li> </ul>	<b>6.4 Negative and positive peer pressure</b>	<ul style="list-style-type: none"> <li>Defining peer pressure</li> <li>Understanding the difference between positive peer pressure and negative peer pressure</li> <li>Evaluating different scenarios of peer pressure.</li> </ul>	1hr	1
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Peer Pressure               <ul style="list-style-type: none"> <li>Appropriate responses to peer pressure in different situations</li> </ul> </li> </ul>	<b>6.5 Behaviours that put pressure on us</b>	<ul style="list-style-type: none"> <li>Role-play of an example of negative peer pressure</li> <li>The 3Cs model – articulating a challenge, listing 3 choices and considering the positive and negative consequences for each choice</li> <li>Understanding and applying assertive communication skills.</li> </ul>	1hr	1
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Bullying: reasons for bullying               <ul style="list-style-type: none"> <li>Getting out of the bullying habit: where to find help</li> </ul> </li> </ul>	<b>6.6 Bullying and links to gender-based violence</b>	<ul style="list-style-type: none"> <li>Understanding what bullying is and why people bully</li> <li>Evaluating an example of cyber bullying</li> <li>Analysing the diary entry of a self-confessed bully.</li> </ul>	1hr	2
<b>Development of self</b>	<ul style="list-style-type: none"> <li>Bullying: reasons for bullying               <ul style="list-style-type: none"> <li>Getting out of the bullying habit: where to find help</li> </ul> </li> </ul>	<b>6.7 Bullies can change</b>	<ul style="list-style-type: none"> <li>How bullies can ADAPT their behaviour (The ADAPT acronym)</li> <li>Applying the ADAPT model to a bully's life through role play.</li> </ul>	1hr	2
<b>Social responsibility</b>	<ul style="list-style-type: none"> <li>Gender stereotyping, sexism and abuse: definitions of concepts               <ul style="list-style-type: none"> <li>Dealing with stereotyping, sexism and abuse</li> </ul> </li> </ul>	<b>6.8 What is gender stereotyping, sexism and abuse?</b>	<ul style="list-style-type: none"> <li>Defining the terms gender stereotyping, sexism and abuse</li> <li>Identifying examples of gender stereotyping, sexism and abuse using pictures</li> </ul>	1hr	3

CAPS Topic	CAPS Subtopic	SLP lesson	Content	Time allocated	Annual teaching plan term
<b>Social responsibility</b>	<ul style="list-style-type: none"> <li>Gender stereotyping, sexism and abuse: definitions of concepts               <ul style="list-style-type: none"> <li>Dealing with stereotyping, sexism and abuse</li> </ul> </li> </ul>	<b>6.9 Gender equality, stereotypes and bias</b>	<ul style="list-style-type: none"> <li>Deciding whether certain jobs are suited to men only, women only or both men and women</li> <li>Challenging male and female stereotypes</li> <li>Looking at the section of constitution that deals with sexism, gender stereotyping and abuse.</li> </ul>	1 hr	3
<b>Health and environmental responsibility</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions and HIV and AIDS               <ul style="list-style-type: none"> <li>Caring for people with AIDS</li> </ul> </li> </ul>	<b>6.10 HIV and AIDS, stigma, care, treatment and support</b>	<ul style="list-style-type: none"> <li>How to stay healthy</li> <li>How to practice good hygiene to avoid infection</li> <li>How to maintain personal hygiene</li> <li>How to provide a person with AIDS with emotional support</li> <li>Busting myths about HIV and AIDS</li> </ul>	1 hr	4

## APPENDIX 2: LESSON SUMMARIES

### Grade 4

Grade 4 lessons	Brief Lesson Summary
<b>4.1 Respect for my own body</b>	The learners think about why it is important to respect their bodies and keep them safe. Why are some body parts regarded as private parts? They will understand what unwanted sexual attention is and the need for privacy when growing up. They will learn about good touches and bad touches and that it is OK to say "No" to situations in which they feel uncomfortable.
<b>4.2 Respecting the bodies of others</b>	This lesson explores the ways to show respect for other people's bodies. This leads to a discussion about the importance of respecting and understanding someone else's private space.
<b>4.3 Dealing with conflict</b>	This lesson aims to help learners understand the concept of conflict. They will be required to identify examples of conflict in the home and school environment. Through co-operative class discussions, they will identify strategies to avoid conflict in both their homes and at school. They will also learn to respond appropriately when confronted with conflicting situations.
<b>4.4 Emotions – Why am I feeling this way?</b>	The Grade 4s talk about the different emotions they experience. They get to understand what is generally meant by the different feelings. Through illustrations, learners practise identifying the different emotions, they think of strategies to express some of these emotions in a healthy and non-threatening manner.
<b>4.5 Bullying</b>	The focus is on the different types of bullying learners in Grade 4 may experience. Learners are also introduced to other examples of bullying. Different scenarios are used to describe an act of bullying and learners identify the type of bullying illustrated. They are exposed to the emotions associated with bullying and gain knowledge and understanding of what bystander behaviour is.
<b>4.6 Responding to bullying</b>	The topic of bullying is explored further. Learners are provided with possible strategies to protect themselves from bullying. Learners gain knowledge and understanding of how to respond appropriately to bullying in both the school and at home. Learners also reflect on their own behaviour towards others, which might be bullying behaviour. Furthermore, they are given information on where to find help to stop acts of bullying.
<b>4.7 Culture, society and sexuality</b>	The learners define the word 'culture' and take a closer look at the cultures represented in their classroom. Language is linked to cultures and learners discuss the different languages they speak. Next, the learners unpack culture in terms of how it affects the roles of boys and girls, males and females, in the home and in society.
<b>4.8 The basics of HIV and AIDS</b>	The learners are instructed in the meaning of the HIV and AIDS. The class then takes a closer look at the difference between HIV and AIDS, how HIV affects the body and how it can be managed.
<b>4.9 Transmission of HIV</b>	This lesson deals with the transmission of HIV through blood. They identify ways in which HIV is not transmitted. The learners have fun playing the HIV and AIDS 'Is it a myth or a fact?' game.
<b>4.10 Celebrating the life of Nkosi Johnson</b>	<p>The life of a brave young South African hero is celebrated. Nkosi Johnson had had AIDS himself, and campaigned for other children not to be excluded from school because of their HIV status.</p> <p>The lesson starts with a quick 'True or false?' quiz which tests what learners have previously learnt about HIV and AIDS. Through a comic strip, the learners are then introduced to the story of Nkosi Johnson and what he fought for. The lesson ends with a fun role play which teaches learners the interaction between HIV and CD4 cells in a person who is HIV positive and getting treatment called antiretrovirals treatment (ART).</p>

## Grade 5

Grade 5 lessons	Brief Lesson Summary
<b>5.1 Body image</b>	The learners explore the idea of self-concept, describing how others view them and the how other people influence the way we see ourselves. The learners analyse their own self-concept and are encouraged to have a positive self-image. They read a story about a brave young South African role model who accepted herself for who she was despite having progeria, a disfiguring disease. Learners are encouraged to think positively about themselves and this is linked to future lessons on good decision-making, good choices and positive behaviour.
<b>5.2A I can choose my relationships</b>	The learners discuss the different types of relationships, what makes a relationship good or bad, safe or unsafe. They explore different strategies for when they find themselves in unsafe situations.
<b>5.2B This is my body and I can say what happens to it</b>	The learners find out how to say “No” and mean “No.” They learn how to make sure that other people know that when they say “No” they mean “No”. When someone says “No”, we must respect and listen to what they are saying. Unwanted sexual attention from either girls or boys violates privacy and the right over one’s own body. It is important for us all to communicate clearly to maintain privacy and counter unwanted sexual attention.
<b>5.3 The benefits of good and safe relationships</b>	The learners discuss the benefits of a good and safe relationship. They then play a game of Snakes and Ladders. Before playing the game, they have to decide whether statements provided to them fit under the snakes or the ladders on the game board. The snakes represent bad relationships and the ladders represent good relationships.
<b>5.4 Child Abuse – “Keeping myself safe from abuse”</b>	This lesson starts off with a rap called ‘No Zones’. This is a fun way of introducing learners to the very serious topic of abuse. Key messages are introduced, such as saying “No!” when someone hurts them, not keeping secrets and telling an adult they can trust when faced with abuse. The learners are then given examples of different kinds of abuse and they have to identify which type of abuse it is. The lesson ends off with a discussion on the effects that abuse has on personal health.
<b>5.5 Sexual grooming: I can say “NO”!</b>	The lesson starts with the story of Mbali and introduces us to the concept of sexual grooming. This is followed by a discussion of what grooming is and what should be done once a child discovers that they have been groomed. Learners are then given a series of scenarios and they have to identify the signs of grooming and decide what to do next, putting into practice what they have learnt in the lesson.
<b>5.6 Dealing with violent situations: “What is sexual violence?”</b>	The lesson begins with a definition of violence and the learners then look at examples of types of violence such as physical violence, domestic violence and sexual violence. The lessons then explore what sexual violence is and looks at a scenario of sexual violence at school. Learners are asked to think about ways to keep themselves safe from sexual violence at school, at home and in the community.
<b>5.7 Learning from our elders</b>	The class defines who our elders are and the roles that they play in their lives. The learners understand that we respect our elders because of their age, experience and wisdom. They learn to value the advice that our elders are able to give us.
<b>5.8 Should boys and girls be treated differently?</b>	The lesson explores how different cultures view the responsibilities of boys and girls. The lesson starts with the learners identifying the difference between culture, tradition and customs and listing how responsibilities differ for boys and girls in their culture. The learners then read a case study which highlights the significance of teaching young people about their cultural and traditional practices. The learners are taught that they should not be quiet about unacceptable practices and should speak out against them.



Grade 5 lessons	Brief Lesson Summary
<b>5.9 Dealing with the stigma of HIV</b>	The idea of stigma is defined and the class explores its effects on individuals. They read a story about stigma related to HIV. They answer questions about this story and reflect on their own behaviour with regards to stigma. The learners find a newspaper article about HIV and stigma and they each write a summary of this article.
<b>5.10 Changing attitudes toward people infected with HIV and AIDS</b>	The learners will recall prior knowledge about HIV, participating in a quiz and answering questions to review their understanding of HIV. In this way, they gain an understanding of what service learning is by working through a case study of a teacher who involved his class in a service learning activity to the benefit of a HIV and AIDS home. The learners also gain an insight into caring for people with HIV and AIDS.

## Grade 6

Grade 6 lessons	Brief Lesson Summary
<b>6.1 Body image: “My body is changing.”</b>	During lesson 6.1, “My body is changing”, the learners learn about puberty and the changes that take place in our bodies during that period. Learners have dealt with the physical parts of the body (Grade 4) and with body image (Grade 5). In this lesson the focus is on emotional and hormonal changes that accompany physical changes during puberty. Learners also learn to understand, respect and accept these changes in their bodies and the bodies of others.
<b>6.2 Body image: “I am who I am”</b>	Lesson 6.2 “Body Image: I am who I am” takes a look at the effect the media and society has on body image. Learners assess the messages that are put out there by the media and society and gets them thinking about how they perceive their bodies visually, how they feel about their physical appearance, how they think and talk about their bodies and their sense of how other people view their bodies.
<b>6.3 Body image: Acceptance of Self</b>	In lesson 6.3 “Body Image: Acceptance of Self” learners are introduced to Jayzee’s story of a series of experiences she had about how she was harmed and what the effect her experience had on her self-image. In the activities that follow, learners are encouraged to identify positive things about themselves, thereby affirming the importance and need for self-acceptance.
<b>6.4 Negative and positive peer pressure</b>	During lesson 6.4, “Negative and Positive Peer Pressure”, the learners will start by defining peer pressure and then differentiating between positive and negative peer pressure. Learners will provide examples from their own experience. Learners will then identify negative and positive peer pressure from a list of scenarios presented.
<b>6.5 Behaviours that put pressure on us</b>	During lesson 6.5, “Behaviours that put pressure on us” learners are introduced to peer pressure through role play. They are then introduced to the 3 C’s model which teaches them how to make effective decisions. Once they have made a decision about the challenge they are facing with the peer pressure, they write a dialogue in which they assertively communicate their decision.
<b>6.6 Bullying and links to gender-based violence</b>	Lesson 6.6, “Bullying and links to gender-based violence”, looks at the reasons why people bully and explains to learners the steps to take if they think they are bullies. Learners are then given the opportunity to analyse 2 examples of bullying and to suggest possible ways of getting out of the bullying habit.

Grade 6 lessons	Brief Lesson Summary
<b>6.7 Bullies can change</b>	Lesson 6.7, “Bullies can change”, looks at the acronym “ADAPT” and how bullies can get out of the bullying habit. Learners examine the different elements of “ADAPT” and how bullies can overcome their behaviour. Once learners have a good understanding of the acronym, they come up with their own role plays about how a bully has taken a new path in life using the “ADAPT” acronym.
<b>6.8 What is gender stereotyping, sexism and abuse?</b>	During Lesson 6.8 “What is gender stereotyping, sexism and abuse?” your learners will define the terms gender stereotyping, sexism and abuse. They will understand the difference between these terms and will be able to identify the terms from examples given.
<b>6.9 Gender equality, stereotypes and bias</b>	During Lesson 6.9 “Gender equalities, stereotypes and bias”, learners will consider examples of male and female stereotypes, challenge these and provide reasons for doing so. They will also find out what the South African Constitution says about discrimination and the right to be protected from discrimination. Learners are reminded that when one has rights one also has responsibilities. Learners will identify ways in which they can be responsible and ensure that they are not sexist, abusive or perpetuate gender stereotyping.
<b>6.10 HIV and AIDS, stigma, care, treatment and support</b>	Lesson 6.10, “HIV and AIDS, Stigma, care, treatment and support” is a lesson that starts by looking at how to stay healthy, practice good hygiene and provide emotional support to someone who is HIV positive. Learners then do an activity looking at myths and facts about HIV and AIDS. Learners make posters in groups on caring for people living with HIV focusing particularly on staying healthy, good and personal hygiene and providing emotional support.

## APPENDIX 3: OVERVIEW OF ASSESSMENTS

### Grade 4

No	Lesson title	Type of assessment	Form of assessment
4.1	<b>Respect for my own body</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Self</li> <li>Informal, Group</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – What respect means</li> <li>Worksheet – Label parts of the body</li> <li>Worksheet – Good touch and bad touch</li> <li>Written task – “I love and respect who I am”</li> </ul>
4.2	<b>Respecting the bodies of others</b>	<ul style="list-style-type: none"> <li>Informal, Self</li> <li>Informal, Peer</li> <li>Informal, Educator</li> <li>Informal, Peer</li> <li>Informal</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet – Shade in private parts</li> <li>Class discussion – Respecting the bodies of others</li> <li>Group work – Respecting the bodies of others</li> <li>Comprehension test – Respecting personal boundaries</li> </ul>
4.3	<b>Dealing with conflict</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Peer</li> <li>Informal, Educator</li> <li>Informal, Group</li> <li>Informal, Peer</li> <li>Informal, Educator</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet with pictures of conflict situations</li> <li>Worksheet – Responses to conflict</li> <li>Discussion – Steps to resolve conflict</li> <li>Written task – Describe how a conflict was resolved</li> </ul>
4.4	<b>Emotions – “Why am I feeling this way?”</b>	<ul style="list-style-type: none"> <li>Informal, Peer</li> <li>Informal, Educator</li> <li>Informal, Peer</li> <li>Informal, Individual</li> <li>Informal, Self</li> </ul>	<ul style="list-style-type: none"> <li>Game – Feeling charades</li> <li>Buzz group discussion – What are emotions?</li> <li>Worksheet – Identify the emotions</li> <li>Written Task – Keep a diary for a week, recording your feelings</li> </ul>
4.5	<b>Bullying</b>	<ul style="list-style-type: none"> <li>Informal, Group</li> <li>Informal, Self</li> <li>Informal, Group</li> <li>Informal, Individual</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet – Scenarios identifying different types of bullying</li> <li>Self-reflection – Am I a bully?</li> <li>Survey – Is there a bullying problem in the school?</li> <li>Written task – Conduct bullying survey with 2 people from another class.</li> </ul>
4.6	<b>Responding to bullying</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Peer</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Discussion – Responding to bullying: what to say and do</li> <li>Role-play – Responding to bullying</li> <li>Poster – What to do when you see someone being bullied.</li> </ul>
4.7	<b>Culture, Society and Sexuality</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Self</li> <li>Informal, Self</li> <li>Informal, Self</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – The history of kissing</li> <li>Class discussion – Learning about different South African cultures</li> <li>Worksheet – On learner’s culture</li> <li>Complete worksheet.</li> </ul>
4.8	<b>The basics of HIV and AIDS</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Discussion – The difference between HIV and AIDS</li> <li>Mind-map – Applying basic information about HIV and AIDS</li> <li>Written task – Consolidating facts learnt in the lesson.</li> </ul>
4.9	<b>Transmission of HIV</b>	<ul style="list-style-type: none"> <li>Informal, Peer</li> <li>Informal, Educator</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Sorting pictures – Ways in which HIV can or cannot be transmitted</li> <li>Observation – Identifying whether a statement is a myth or a fact</li> <li>Written task – Underlining myths, correcting them with facts.</li> </ul>
4.10	<b>Celebrating the life of Nkosi Johnson</b>	<ul style="list-style-type: none"> <li>Informal, Self</li> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal, Group</li> </ul>	<ul style="list-style-type: none"> <li>Written task – True or False?</li> <li>Comic strip – Written task: Nkosi’s story</li> <li>Role-play – CD4 cells, HIV and ART</li> <li>Group work – Ideas to celebrate World AIDS Day</li> </ul>

## Grade 5

No	Lesson title	Type of assessment	Form of assessment
5.1	<b>Body image</b>	<ul style="list-style-type: none"> <li>Informal, Self</li> <li>Informal, Educator</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Written task – What I enjoy doing, what makes me happy, what I think I'm good at</li> <li>Reading comprehension – Story of a brave, young South African role model.</li> <li>Written task – creative writing: 'A dream I have for my future life'</li> </ul>
5.2 A	<b>I can choose my relationships</b>	<ul style="list-style-type: none"> <li>Informal, Group</li> <li>Informal, Self</li> <li>Informal, Educator</li> </ul>	<ul style="list-style-type: none"> <li>Group work, written task – Identifying good and bad relationships from pictures</li> <li>Oral (visual literacy), Written task - Completing empty frames</li> <li>Written task – Speak about a good relationship, giving reasons why it is good.</li> </ul>
5.2B	<b>This is my body and I can say what happens to it</b>	<ul style="list-style-type: none"> <li>Informal, Peer</li> <li>Informal, Educator</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – Sandra's story</li> <li>Class discussion, Written task - New ending, using refuse, bargain and delay.</li> </ul>
5.3	<b>The benefits of good and safe relationships</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – Good and safe relationships; the benefits</li> <li>Playing Snakes and Ladders</li> <li>Journal entry – Safe and unsafe relationships.</li> </ul>
5.4	<b>Child abuse – Keeping myself safe from abuse</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal</li> </ul>	<ul style="list-style-type: none"> <li>Rap song – 'No Zone'</li> <li>Class discussion – Different kinds of abuse, effects on your health, points to remember</li> <li>Poster – Child abuse awareness</li> </ul>
5.5	<b>Sexual grooming: I can say 'No'!</b>	<ul style="list-style-type: none"> <li>Informal, Peer</li> <li>Informal, Educator</li> <li>Informal, Educator</li> </ul>	<ul style="list-style-type: none"> <li>Written task – Mbali's story</li> <li>Observation – Scenarios of grooming. Learners are asked to say what they what do next.</li> <li>Written task – One of the core messages of the lesson.</li> </ul>
5.6	<b>Dealing with violent situations: "What is sexual violence?"</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal, Self</li> </ul>	<ul style="list-style-type: none"> <li>Discussion, written task – Understanding the concept of violence</li> <li>Observation – The story of Max</li> <li>Written task – Steps to take to protect yourself from sexual violence.</li> </ul>
5.7	<b>Learning from our elders</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Observation, class discussion – Elders observed doing unusual things</li> <li>Brainstorm session, written task – Who are our elders?</li> <li>Group work – The role of elders in homes and in society</li> <li>Written Task – Speak to elderly person in home/ community</li> </ul>
5.8	<b>Should boys and girls be treated differently?</b>	<ul style="list-style-type: none"> <li>Informal, Peer</li> <li>Informal, Educator</li> <li>Informal, Self</li> </ul>	<ul style="list-style-type: none"> <li>Case study – A visit to the farm</li> <li>Written task – Drawing up a list of things typically done by boys and girls specific to the learner's culture</li> <li>Interview an elder about how things have changed for boys and girls over time.</li> </ul>
5.9	<b>Dealing with the stigma of HIV</b>	<ul style="list-style-type: none"> <li>Informal, Self</li> <li>Informal, Self</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – What is stigma?</li> <li>Question and answer – Mathilda's story.</li> </ul>
5.10	<b>Changing attitudes towards people infected with HIV and AIDS</b>	<ul style="list-style-type: none"> <li>Informal, Self</li> <li>Informal, Educator</li> <li>Informal, Educator</li> </ul>	<ul style="list-style-type: none"> <li>Quiz – True or False questions about HIV and AIDS, testing what was learnt in Grade 4</li> <li>Case study – Service learning: Making a vegetable garden at an HIV and AIDS home</li> <li>Written activity – Complete case study.</li> </ul>

## Grade 6

No	Lesson title	Type of assessment	Form of assessment
6.1	<b>Body image: “My body is changing.”</b>	<ul style="list-style-type: none"> <li>Informal, Peer</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Group work, Written task – Body changes during puberty</li> <li>Class discussion, Written task (Quiz) – Body changes during puberty.</li> </ul>
6.2	<b>Body image: “I am who I am”</b>	<ul style="list-style-type: none"> <li>Informal, Peer</li> <li>Informal, Group</li> </ul>	<ul style="list-style-type: none"> <li>Visual presentation, written task – What the media says about body image</li> <li>Written task (Comprehension) -What does society say about body image?</li> </ul>
6.3	<b>Body image: Acceptance of self</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal, Self</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – The Story of Jayzee</li> <li>Written task – worksheet</li> <li>Written task – Maintaining a positive self-image.</li> </ul>
6.4	<b>Negative and positive peer pressure</b>	<ul style="list-style-type: none"> <li>Informal, Group</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – What is peer pressure?</li> <li>Written task – Peer pressure scenarios.</li> </ul>
6.5	<b>Behaviour that put pressure on us</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal, Educator</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – Learners observe rehearsed role play</li> <li>Group discussion – The 3C’s Model</li> <li>Written task – dialogue illustrating the use of assertive communication.</li> </ul>
6.6	<b>Bullying and links to gender-based violence</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator</li> <li>Informal, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – Why people bully</li> <li>Written task – Comprehension: Thembisa’s story</li> <li>Written task – Comprehension, dear diary</li> </ul>
6.7	<b>Bullies can change</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Educator, Peer</li> </ul>	<ul style="list-style-type: none"> <li>Written task, Class discussion – Bullies can ADAPT their behaviour (Mnemonic ADAPT)</li> <li>Role play – Applying the ADAPT model to a bully’s life.</li> </ul>
6.8	<b>What is gender stereotyping, sexism and abuse?</b>	<ul style="list-style-type: none"> <li>Informal, Self</li> <li>Informal, group</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – Defining gender stereotyping, sexism and abuse</li> <li>Written task – Identifying examples from pictures.</li> </ul>
6.9	<b>Gender equality, stereotypes and bias</b>	<ul style="list-style-type: none"> <li>Informal, Self</li> <li>Informal, Educator</li> <li>Informal, Educator</li> </ul>	<ul style="list-style-type: none"> <li>Written task – Complete a table: Who is best suited for the job?</li> <li>Written task – Complete a table: Male and female stereotypes</li> <li>Class discussion – Rights and responsibilities</li> </ul>
6.10	<b>HIV and AIDS, stigma, care, treatment and support</b>	<ul style="list-style-type: none"> <li>Informal, Educator</li> <li>Informal, Self</li> <li>Informal, Educator</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion – Staying healthy with HIV</li> <li>Written task – Bust the myth with the fact</li> <li>Making a poster – Caring for people living with AIDS.</li> </ul>

## APPENDIX 4: OVERVIEW OF LEARNER ASSESSMENT

### Grade 4

Lesson	Assessment tasks
4.1	Activity A, class discussion – discussion on key concepts and terms
	Homework activity: <b>Worksheet 4.1.2</b> - consolidation of content in this lesson.
	Written test: Test your knowledge – Consolidation of content
4.2	Homework assignment: comprehension of content
	Written test: Test your knowledge – consolidation of content
4.3	Homework activity: written task - consolidation of key concepts
	Written test: Test your knowledge – consolidation of content
4.4	Written task – consolidation of key concepts.
	Written test: Test your knowledge – consolidation of content
4.5	Written task - Conducting a survey
	Written task – consolidation of key concepts
	Written test: Test your knowledge – consolidation of content
4.6	Homework assignment -Creating a poster
	Written test: Test your knowledge – consolidation of content
4.7	Activity B: Written task – consolidation of key concepts.
	Written test: Test your knowledge – consolidation of content
4.8	Activity B: Mind-map – Consolidation of key concepts
	Homework activity – consolidation of content
	Written test: Test your knowledge – consolidation of content
4.9	Homework activity: comprehension – consolidation of key concepts
	Written test: Test your knowledge – consolidation of content
4.10	Activity A: Written task – True or false? Recall of content
	Activity B: Written task – comprehension of a comic strip
	Written test: Test your knowledge – consolidation of content

### Grade 5

Lesson	Assessment tasks
5.1	Homework Assignment: Poem, posters, raps song, collages – consolidation of key concepts
	Written test: Test your knowledge – consolidation of content
5.2A	Activity B: Written task: writing a dialogue from pictures – consolidation of key concepts
	Written test: Test your knowledge – consolidation of content
5.2B	Activity A: Written task - Comprehension of content
	Written test: Test your knowledge – consolidation of content
5.3	Written test: Test your knowledge – consolidation of content
5.4	Written task: Story using pictures
	Homework assignment (Formal assessment task): Poster – soapbox sessions
	Written test: Test your knowledge – consolidation of content
5.5	Written task: comments on other learners' notes
	Written test: Test your knowledge – consolidation of content
5.6	Written task – newspaper article
	Written test: Test your knowledge – consolidation of content

Lesson	Assessment tasks
5.7	Written test: Test your knowledge – consolidation of content
5.8	Activity A: Written task: Comprehension of content
	Written test: Test your knowledge – consolidation of content
5.9	Activity B: Written task: Comprehension of content
	Written test: Test your knowledge – consolidation of content
5.10	Prepare a landscape of the community: service learning activity
	Written test: Test your knowledge – consolidation of content

## Grade 6

Lesson	Assessment tasks
6.1	Activity B: Written task – quiz
	Homework assignment: written task-list
	Written test: Test your knowledge – consolidation of content
6.2	Activity A: Written task – questions to consolidate content
	Written test: Test your knowledge – consolidation of content
6.3	Homework assignment: Written task – Note to self
	Written test: Test your knowledge – consolidation of content
6.4	Written task: Journal writing – consolidation of key concepts
	Written test: Test your knowledge – consolidation of content
6.5	Written test: Test your knowledge – consolidation of content
6.6	Activity C: Written task – Diary entry
	Written test: Test your knowledge – consolidation of content
6.7	Activity B: Role play – consolidation of key concepts
	Written test: Test your knowledge – consolidation of content
6.8	<b>Worksheet 6.8.1:</b> Written task – match the answers in the corresponding columns
	Written test: Test your knowledge – consolidation of content
6.9	<b>Worksheet 6.9.1:</b> written task –Complete the table
	Written test: Test your knowledge – consolidation of content
6.10	Activity C: Written task - poster
	Written test: Test your knowledge – consolidation of content



## **Lesson 4.1**

Respect for my own body



Lesson 4.1	Respect for my own body
Grade	4
CAPS Topic(s)	Development of self
CAPS Subtopics	<ul style="list-style-type: none"> <li>Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse               <ul style="list-style-type: none"> <li>How to respect and care for own body</li> </ul> </li> </ul>
Link to other Subtopics in CAPS	<ul style="list-style-type: none"> <li>Emotions               <ul style="list-style-type: none"> <li>Understanding a range of emotions, love, happiness, grief, fear and jealousy</li> </ul> </li> </ul>
This lesson will deal with the following:	<ul style="list-style-type: none"> <li>Understanding what respect means</li> <li>Explaining why it is important to respect our bodies</li> <li>Identifying the private parts of our body and understanding why these parts are private</li> <li>Understanding what unwanted sexual attention is and the need for privacy when growing up</li> <li>Distinguishing the difference between good touch and bad touch</li> <li>Saying 'No' when you feel uncomfortable or if a touch is unwanted.</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>Respect</li> <li>Self-respect</li> <li>Privacy</li> <li>Good touch, bad touch</li> </ul>
Teaching methods	Participatory and interactive <ul style="list-style-type: none"> <li>Class discussion</li> <li>Small group work</li> <li>Co-operative learning</li> <li>Buzz groups</li> <li>Learner report-back</li> </ul>
Time	60 minutes

## CORE MESSAGE

- I choose to respect my own body and the bodies of others.

## BRIEF LESSON SUMMARY

The learners think about why it is important to respect their bodies and keep them safe. Why are some body parts regarded as private parts? They will understand what unwanted sexual attention is and the need for privacy when growing up. They will learn about good touches and bad touches and that it is OK to say “No” to situations in which they feel uncomfortable.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: Defining respect	15min	Informal educator	Class discussion
Activity B: Labelling different parts of the body	15 min	Informal self	Worksheet
Activity C: Identifying the difference between good touch and bad touch	30 min	Informal group	Worksheet Class discussion
Homework		Informal peer assessment	Written task

## KEY POINTS

1. Respecting someone means thinking about their feelings and well-being, because they have rights, just as you do. Remember that, just as you respect their rights, they should respect yours.<sup>11</sup>
2. It is important to respect your body because it is the only one you have. Respecting your body means keeping it safe from harm, for example, from being hurt by someone, having an accident or abusing your body with alcohol, cigarettes or drugs.
3. Respecting your body also means taking care of it by:
  - a. Keeping clean
  - b. Eating healthy food
  - c. Exercising
  - d. Drinking lots of water.
4. There are parts of the body that are private, like your penis, your vagina and your buttocks. Your privacy must be respected, and you, too, must respect the next person's privacy. As you grow older and your body develops your need for privacy increases. There are things that you should be allowed to do in private, like taking a bath or going to the toilet.
5. No one is allowed to touch your private parts unless it is a medical doctor or nurse, and in the presence of your parents.
6. No one is allowed to ask you to touch their private parts.
7. Nobody has the right to tell you to keep unwanted touches a secret.
8. It is okay to say 'no' to any unwanted or uncomfortable touch, for example being forced to hug or kiss someone, or to sit on someone's lap.

<sup>11</sup> Hurt, K. (2008). *Soul Buddyz Club, Unit Guide 2. Growing Up to be Strong and Free.*



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner Books
- Learners' exercise books
- Copies of the puzzle worksheet for each group
- Blank sheets of paper
- Pencils
- Pritt/glue
- Scissors



## PREPARATION FOR THE LESSON

1. This lesson requires that you make the resources beforehand.
2. Prepare enough copies of the puzzle. Make sure there are enough pieces of blank paper for the groups of learners to paste the completed puzzles on.
3. Make sure there are enough scissors and glue for each group to be able to complete the activity.
4. Prepare flashcards of the different parts of the body. If you do not have materials to make flashcards, write the different part of the body on the chalkboard.
5. If you do not have the resources to prepare puzzles for groups, prepare large drawings of a male and a female body, like the drawings on pages 6 and 7.

### Activity A: Defining respect

**Introduction:** This activity deals with how the learners understand and define the concepts of respect and self-respect. It is important that learners understanding that respect is a right that goes with the responsibility to respect others. Learners need to appreciate that we must treat our bodies with respect if we want them to be healthy.

#### Class discussion

1. Write the word *respect* on the board.
2. Ask the learners to spend three minutes thinking about the word *respect*. What do they think it means?
3. Write a few of the learners' responses on the board.

## NOTE TO THE EDUCATOR

'Buzz' group discussion is a method in which small groups of 2-3 participants discuss a specific question or issue and consider as many ideas as possible in a short time. Since the small groups produce a buzzing sound while discussing the question or problem, this method is known as a "buzz group."

(<https://bible.org/seriespage/using-buzz-groups-your-teaching>)

Depending on class size, you can ask the learners to switch places after each question or statement. For example, you can ask them speak to the person next to them, or behind them, or in front of them.

4. Summarise their responses with the following statement:  
Respecting someone means thinking about their feelings and well-being, because they have rights just like you do. It is important to remember that just as you respect their rights, they should respect your rights.<sup>12</sup>
5. Refer your learners to the glossary in their Learner Books for another definition of respect.

### Buzz group

1. Divide the learners into small groups. They can work with the person sitting next to them or behind them, so as not to cause too much disruption in the class.
2. The learners select a scribe and someone to report back. These are roles that help manage group work and allow for different learners to take these roles each time you use this method.
3. Ask the learners in the buzz groups to think about how the people around them show respect, for example:
  - How does a child show respect for his or her own body?
  - How does a child show respect for other people's bodies?
4. Allow five minutes for the learners to discuss these examples, record their answers in their exercise books and use these answers to report back. As the learners report back, write their responses on the board.

### Class discussion

1. At this point, introduce the concept of self-respect to the learners. Ask them what it means to respect yourself. Take a few responses.
2. Ask the learners for examples of ways in which we show respect to ourselves. Take a few responses.
3. Explain to the learners that being respected is a right, and with that right comes a responsibility. In other words, while we have the right to be respected, we also have the responsibility to respect others. Therefore, if we respect ourselves, we are able to respect others.
4. Ask the learners to think about and discuss what happens to our bodies when we do not respect them. For example, when we do not keep them clean or when we do not eat healthy food. Take a few responses.
5. Explain to the learners that an important part of respecting yourself is respecting your body – after all, it is the only one you have. Our bodies are special and unique. When we respect our bodies, we show that respect by doing the following:

<sup>12</sup>Hurt, K. (2008). *Soul Buddy Club, Unit Guide 2. Growing Up to be Strong and Free.*

- We keep our bodies clean by showering or bathing every day and by washing our hair regularly.
- We eat healthy food, including lots of fresh fruit and vegetables.
- We drink lots of water.
- We exercise every day.
- We don't abuse our bodies with cigarettes, alcohol or drugs.

Learners may raise a number of other examples.

## Activity B: Labelling the different parts of the body

**Introduction:** This activity deals with labelling the different parts of our bodies and understanding that some of these parts are private parts.

### NOTE TO THE EDUCATOR

This activity provides you with an opportunity to introduce a few basic principles to do with co-operative learning. For example, when learners work collaboratively, they are responsible for their own learning and the learning of the rest of the group. They are also responsible for the completion of their work, as well as the work of the rest of the group. In other words, the whole group is responsible if an individual does not complete his or her part of the work.

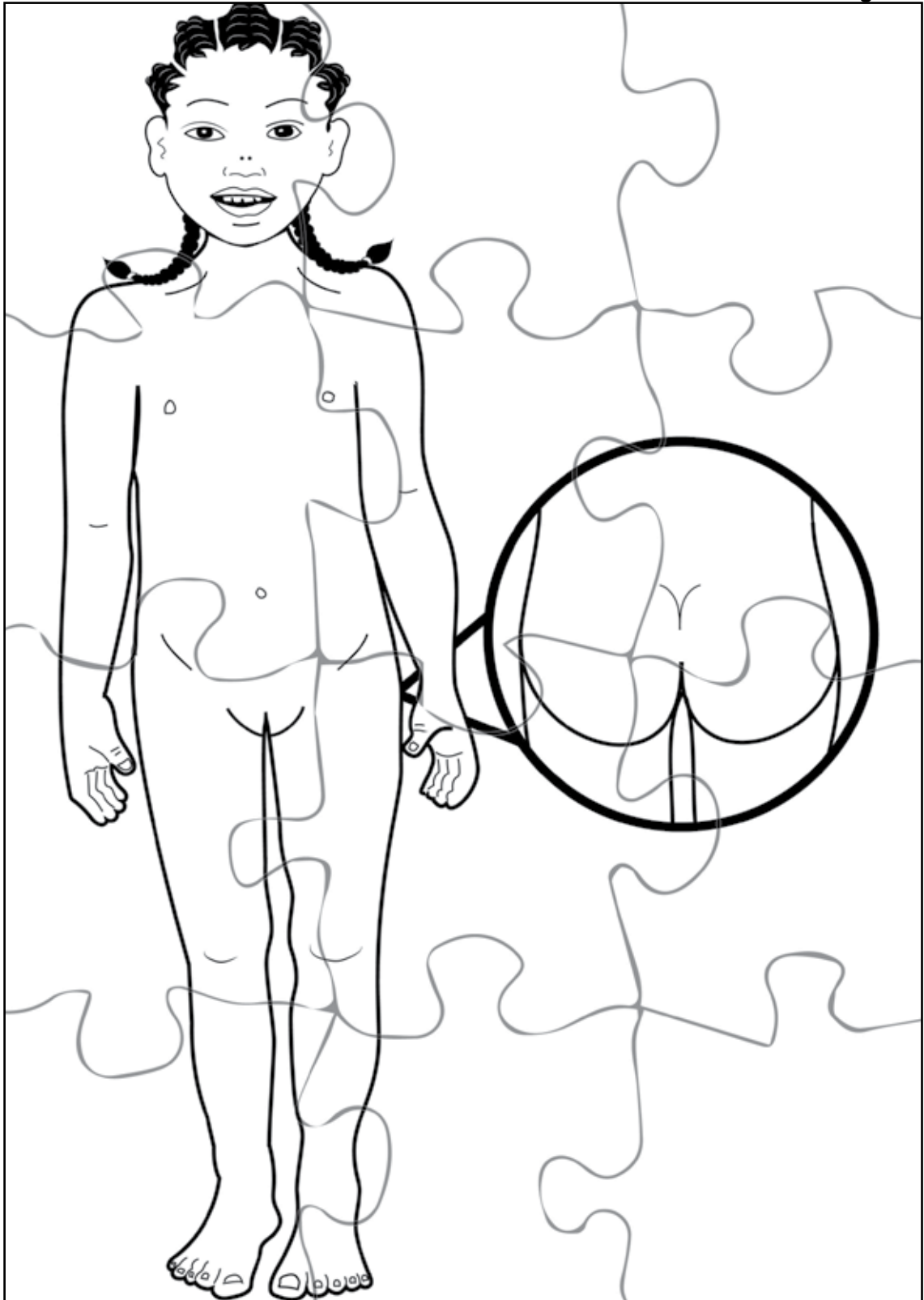
### Small group work

#### OPTION 1:

1. Divide the class into small groups.
2. Select 5 people in each group who will each have a task to perform:  
Number 1: Collect the puzzle from the educator, and whatever else may be needed.  
Number 2: Build the puzzle.  
Number 3: Be the scribe and label the picture once the group agrees and once the puzzle is put together.  
Number 4: Report back and check that the different parts of the body are labelled correctly.  
Number 5: Be the time-keeper and check that everyone is doing the tasks assigned to them.
3. Write the following words on the board (alternatively, make flashcards and paste them on the board):  
*Eyebrows, hair, ears, neck, mouth, nose, eyes, arms, elbow, hands, fingers, legs, knees, feet, toes, vagina, penis, breasts, buttocks*
4. Allow the learners to perform their tasks according to instruction number 2 above.
5. When the learners have completed and labelled the puzzle, ask them to check their answers by referring to the labelled drawing of the different parts of the body in their Learner Books.

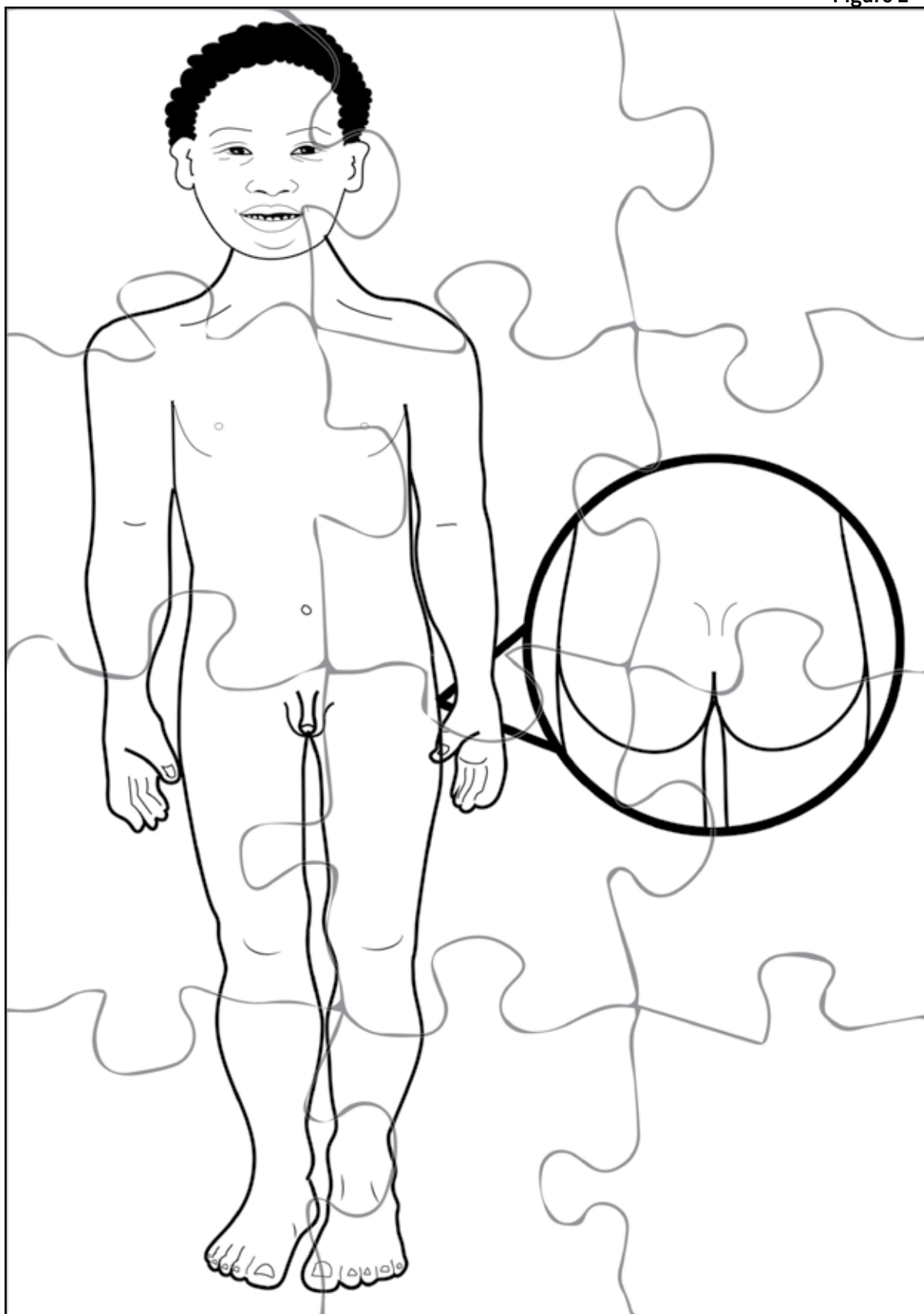
## WORKSHEET 4.1.1

Figure 1



*Adapted from de Jong, D., Mayisela, S., van Vollenhoven, E., Mbuli, N. (n.d.). Life Skills Resource File Foundation Phase, p.53.*

Figure 2



**OPTION 2:**

1. If you are unable to make copies of the puzzle worksheet, draw the outline of a body on large pieces of paper or on the chalkboard.
2. Ask the learners to label the different parts of the body on this outline. Offer assistance where needed.
3. When the activity is complete, ask the learners to check their answers by referring them to the completed drawing of the different parts of the body, with labels, that is in their workbooks.
4. Ask the learners to mark their own work and check it.

.....Natural break.....



## Activity C: Good and bad touch

**Introduction:** This activity deals with identifying the difference between good touches and bad touches and recognising the emotions that go with each. The learners are encouraged to give their own examples. They talk about what experiences they have in common, as well as those that other learners may not yet have experienced.

### NOTE TO THE EDUCATOR

Make sure that you manage some of the more difficult and more personal experiences learners may have had. Try not to let them feel that their experiences are wrong or that they caused them or chose them. The learners must not feel that they are responsible if someone else has touched them inappropriately. Decide when to deal with something a learner raises individually rather than in the group, without making the learner feel embarrassed.

This is an opportunity to build trust and respect amongst learners.

### Classroom discussion

1. Refer the learners to the illustrations of the different parts of the female and male bodies in their Learner Books.
2. Explain to the learners that we cover some parts of our bodies. The parts that are covered are called our private parts. Ask the learners what we mean when we use the word “private”? Write their suggestions on the board.
3. Explain to the learners that boys’ private parts are the penis, the testicles and the buttocks. Girls’ private parts are the vagina, the buttocks and the breasts.
4. Explain that in some cultures, even though the breasts are private they are not covered, for example, single Zulu women do not cover their breasts when wearing traditional dress.
5. Ask the learners if they can think of other examples from different cultures where parts of the body are covered because they are private.
6. Explain to the learners that we call these parts our private parts because these parts are used by us, in private, for example, for going to the toilet, or when taking a bath or a shower.
7. As we grow older, our need for privacy increases. We no longer require assistance in the toilet as we did when we were younger.
8. These parts of our bodies are kept private from other people. In other words, **we do not show our private parts to other people. We do not allow other people to touch our private parts.** And we do not touch the private parts of other people.
9. Ask learners to identify people who can come into their personal or safe space, e.g. mother, father, doctor (the teacher should consider child-headed households where children need to bath their younger siblings.)
  - a) Ask learners to explain what they understand by a good touch and a bad touch
    - i. **A good touch** is when you feel comfortable, for example, a friend giving you a hug or a high-five.
    - ii. **A bad touch** is when you feel uncomfortable and you want the touch to stop, e.g. someone giving you a hug, holding tightly and not letting go.
10. Draw a table with two columns on the board (see diagram below.) Label one column “Good touch” and the other column “Bad touch”.

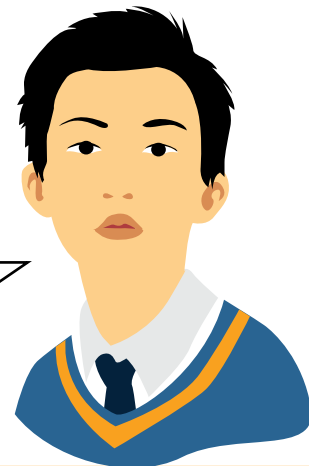
11. Work through an example with your learners. Ask the learners to give you examples of good touches and bad touches and write these in the correct columns, for example, "I love it when my mom rubs my back" - good touch. "I hate it when my friend kicks me" - bad touch.
12. Now refer learners to the table in their learner book and work through the examples of good touch and bad touch. Learners may have examples that you want to include in this table.

Good touch	Bad touch
A trusted adult bathing his/her sick child. The child feels comforted and loved.	When anyone touches you inappropriately/ or parts of your body that make you feel uncomfortable.
When someone dear to me passes away and my classmates give me a hug of support.	Touch that makes you feel uncomfortable, anxious, scared, etc.
Your teacher shaking your hand to welcome you to the new school.	When anyone tries to touch your private parts.
(other examples)	When someone tries to rub themselves up against you.
	(other examples)

Ask learners to read through the speech bubble and say what they need to do when confronted with a bad touch:

When I feel a bad touch ...

- a) I must say 'No!' to any unwanted and uncomfortable touch, for example being forced to hug or kiss someone, or sitting on someone's lap.
- b) I must move away from the person who is making me uncomfortable and I must find help.
- c) I must tell someone I trust what is happening.
- d) I can call Childline 08000 55 555.



### NOTE TO THE EDUCATOR

Stress that a good touch can become a bad touch if it is done by a person/adult who cannot be trusted.



### WRAP UP OF THE LESSON

1. The main points of the lesson are:
  - a) Defining respect and self-respect. The responsibility to respect others.
  - b) Appreciating and treating our bodies with respect.
  - c) Labelling the different parts of our bodies and understanding that some of these parts are private parts.
  - d) As we grow up, our need for privacy increases.
  - e) Identifying the difference between good touches and bad touches.
  - f) Learning how to respond to bad touches.

2. Reassure the learners that not everyone wants to harm them. But it is good to be aware that some people might want to, so it is important for learners to recognise situations where they may be harmed and know what to do to protect themselves in situations like these.
3. End the session by telling the learners read the speech bubble.

### NOTE TO THE EDUCATOR

You may have learners in your class who have been victims of abuse. You do not want them to feel ashamed and burdened by the responsibility of not having kept their bodies from harm. Emphasise that if someone has disrespected their bodies by touching their private parts, it is not their fault. They must tell an adult they can trust, so that they can be helped.

Some learners may shy away from broader discussions and may not be able to fully express their feelings. If you recognise this in learners, ask them to write down or even represent their feelings in a drawing. It provides an opportunity for you to get their individual expressions and for you follow up on an individual basis with them.



## HOMEWORK

Ask your learners to complete the following:

### WORKSHEET 4.1.2

<p style="text-align: center;">What I love about my body</p> <ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. ....</li> <li>4. ....</li> </ol>	<p style="text-align: center;">What is unique about me</p> <ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. ....</li> <li>4. ....</li> </ol>
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <p>I love and respect who I am</p> </div>	
<p style="text-align: center;">Why my body is important to me</p> <ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. ....</li> <li>4. ....</li> </ol>	<p style="text-align: center;">What can I do to stay healthy and strong</p> <ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. ....</li> <li>4. ....</li> </ol>



## ASSESSMENT

1. In Activity A, the class discussion allow learners to discuss an abstract term like respect. Learners who are not confident will benefit from the discussion in a broader peer group. Self-assessment allows the learners to measure their own understanding, based on the class discussion.  
**Remember that even when learners do self-assessment, they need to be given the correct responses to the task.**
2. Use the homework activity in **Worksheet 4.1.2** as the assessment task to consolidate content in this SLP.
3. Use the questions below as a written test. You can assess the answers together with the learners.

### Test your knowledge

Ask your learners the following questions:

1. Do you know this phone number – 08 000 55 555?
2. Who does this phone number belong to?
3. Why must we all remember this number?
4. Would you regard this as an important number to remember?
5. Complete this sentence: Respect for my body means....
6. Complete this sentence: Respect for another person's body means....
7. Fill in the table below. Write down three ways that you respect your own body and three ways that you respect your friend's body.

Respecting my body	Respecting my friend's body

8. What would you do if someone touches you inappropriately (in a bad way)?



## GLOSSARY

**Disrespect:** when you do not show respect to someone else

**Healthy behaviour:** when you behave in a way that is good for you

**Parts of the body:** this is what makes up the body like the arms, legs, head, neck, etc.

**Private:** only for you, not for anyone else

**Private parts:** parts of the body that you use in private like going to the toilet or taking a shower, such as our penis, vagina, buttocks or breasts. We do not show other people our private parts unless they are a nurse, doctor or carer.

**Respect:** To be polite towards someone and always treat them in a good way

**Self-respect:** To want the best for yourself and to treat yourself well.

**Unique:** Special, not like anybody else

**Unhealthy behaviour:** when you behave in a way that could harm you.



## **Lesson 4.2**

Respecting the bodies of others

Lesson 4.2 Respecting the bodies of others	
Grade	4
CAPS Topic(s)	Development of self
CAPS Subtopics	<ul style="list-style-type: none"> <li>Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse               <ul style="list-style-type: none"> <li>How to respect others' bodies</li> </ul> </li> </ul>
Link to other Subtopics in CAPS	<ul style="list-style-type: none"> <li>Emotions               <ul style="list-style-type: none"> <li>How to understand and consider others emotions</li> </ul> </li> </ul>
This lesson will deal with the following	<ul style="list-style-type: none"> <li>Understanding that each person's body is private.</li> <li>Showing respect for the bodies of others               <ul style="list-style-type: none"> <li>through avoiding unwanted touch</li> <li>through avoiding invading their personal space</li> </ul> </li> </ul>
Concepts	<ul style="list-style-type: none"> <li>Privacy</li> <li>Personal space</li> <li>Private body parts e.g.: penis, vagina, breasts, buttocks (bum)</li> <li>Unwanted touch</li> </ul>
Teaching methods	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Buzz groups</li> <li>Small group activity</li> </ul>

## CORE MESSAGE

- I choose to respect my own body and the bodies of others.

## BRIEF LESSON SUMMARY

This lesson explores the ways to show respect for other people's bodies. This leads to a discussion about the importance of respecting and understanding someone else's private space.

BREAKDOWN OF ACTIVITIES			
Activity	Time	Type of assessment	Form of assessment
Activity A: Colouring body parts learners considered to be private	30 minutes	Informal Self Informal Peer	Worksheet
Activity B: Class discussion on personal space and private body parts	30 minutes	Informal Educator Informal Peer	Class discussion Group work
Homework		Informal	Comprehension Test

## KEY POINTS

- Just as I respect my own body, I have a responsibility to respect the bodies of others.
- This means that I will not poke fun at anyone's body that is different to mine and that may be going

through changes, for example:

- a. I won't laugh at someone who has pimples on their face.
  - b. I won't point at a girl whose breasts are growing.
  - c. I won't try to pinch anyone on the bum.
  - d. I won't make fun of a boy whose voice is breaking.
3. Everyone has personal space and I will respect that personal space, just as I would like my personal space to be respected.
  4. I will be aware of what other people like or dislike so that I do not do anything that makes them feel uncomfortable.
  5. If someone does not respect my body, I should tell an adult that I can trust.
  6. I can also call Childline on 08 000 55 555.



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner Books
- Learners' exercise books
- Pens / pencils
- Crayons



## PREPARATION FOR THE LESSON

1. **Activity A:** Refer learners to the diagrams of the bodies of the girl and boy in the Learner Book. Check that there are enough pencil crayons or crayons for learners to shade in the diagrams.
2. **Activity B:** Have a class list ready to assist you in splitting learners into buzz groups and small groups for discussions.



## ACTIVITIES

### Activity A: Identifying private parts

**Introduction:** This activity helps learners to understand that each person's body is private. They will know why their bodies need to be kept private and that they must not accept unwanted touches, especially of their private parts.

#### Class discussion/Group Work

1. Ask your learners to think back to the last lesson about respecting their own bodies.
2. Ask learners what the word 'private' means.
3. Take a few suggestions from the class and write the answers on the board.



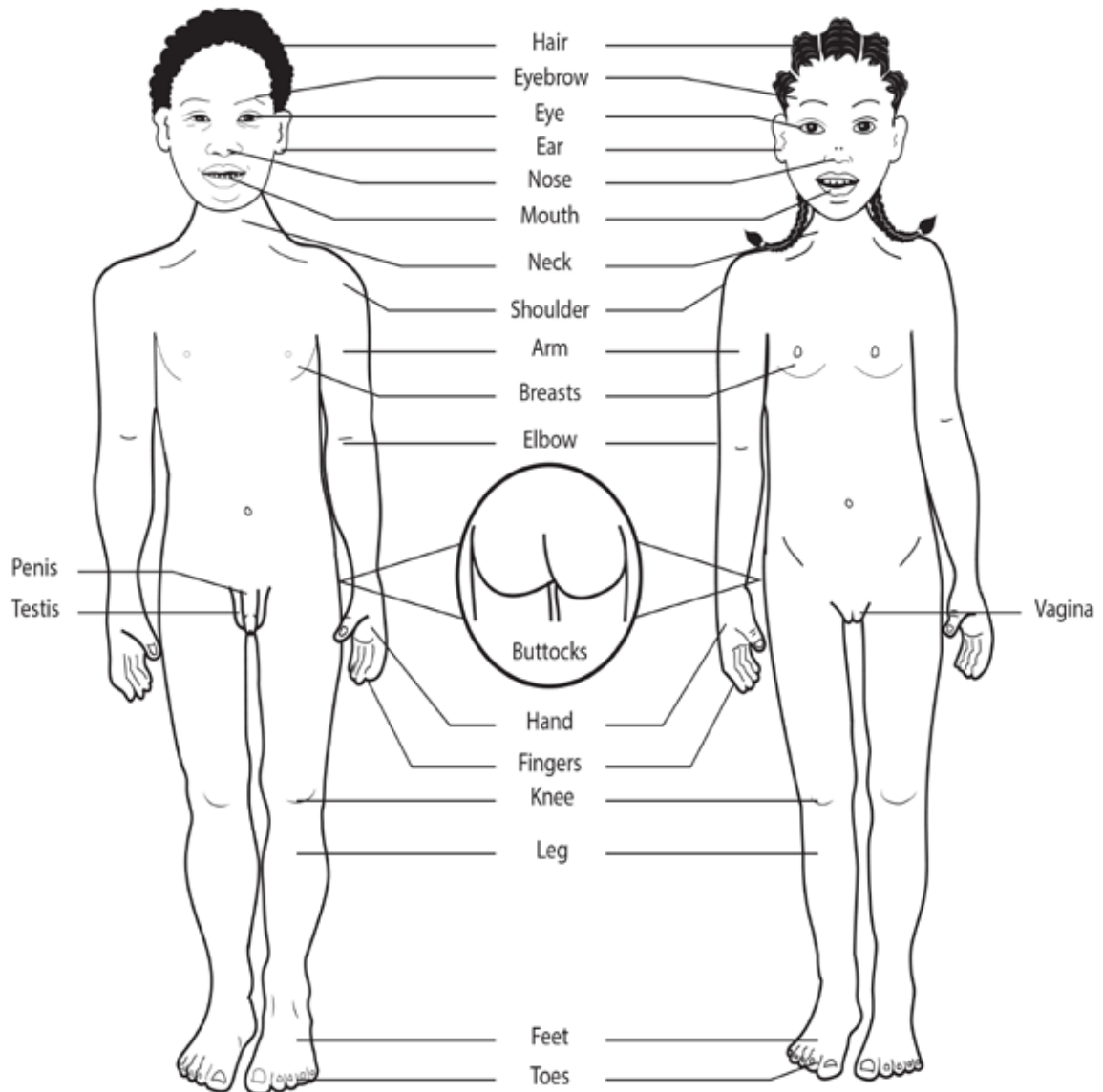
4. Now ask the learners to work in small groups. In their groups, they need to discuss the following:
  - a) Which parts of your body are private?
  - b) Why have you called these parts private parts?
  - c) Would you allow anyone to touch your private parts? Why or why not?
5. Possible answers
  - a) Penis, vagina, breasts, buttocks (bum).
  - b) I do not show them to anyone. I do things in private with them like, going to the toilet, or taking a shower.
  - c) No, it would make me feel uncomfortable.
6. Take a few responses from the class. Encourage learners who seem uncomfortable to participate.

### **Individual work**

7. Tell the learners that they are going to do an activity in which they will decide on the parts of their bodies that they think are private. They must use a crayon and shade in all the parts that are private.

## WORKSHEET 4.2.1

Using a pencil crayon, colour in the parts of the body that you think are private parts:



### NOTE TO THE EDUCATOR

You will get a variety of answers from the learners. Some of the learners will provide the obvious answers like penis, vagina, breasts and buttocks. Other learners may include parts of the body like face, lips, mouth etc. There are no wrong answers. It is possible for an adult to involve other parts of the child's body in unwanted sexual acts, so the child's entire body should be regarded as private.

### Class discussion

8. Once the learners have completed the activity, bring them back into the big group.
9. Ask the learners to share with the class what they have shaded in as private parts. Ask them to explain why these parts are private.
10. Sum up the discussion:
  - a) Everyone's body has private parts.
  - b) Say "No" to unwanted touch or touch that makes you feel uncomfortable.
  - c) If someone touches you on your private parts, tell an adult you can trust.
  - d) You can also call Childline on 08 000 55 555.

.....NATURAL BREAK.....

## Activity B: My personal space

**Introduction:** This activity explains the importance of showing respect for the bodies of others.

### Class discussion

1. Ask your learners what it means to respect someone else's body.
2. Take a few responses from the class. Write the responses on the board.
3. Now ask the learner why they think it is important for us to respect other people's bodies.
4. Take a few responses and write the answers on the board.
5. Ask the learners to form buzz groups. In their groups, they are going to discuss the following:
  - a) What must you do to show respect for other's bodies? Here are some examples:
    - I should ask before I give my friend a hug.
    - I should say excuse me when I want someone to move, instead of pushing them.
    - I should keep my hands to myself while we are standing in line.
    - I should sit where I am not tempted to touch others.
    - I should not laugh or make remarks about someone else's body.
    - I should not push, kick or hit anyone.
  - b) What should you do if someone does not respect your body?
    - Say "No" to any unwanted touch.
    - Tell an adult you can trust
    - Call Childline on 08 000 55 555.
6. Bring the class back into one big group.
7. Get responses from the class. Write the responses on the board.
8. Ask the learners to stand up with their arms stretched out in front of them. Now ask them to turn around on the spot and imagine they are drawing a circle around their body with their arms stretched out.
9. Ask the learners to imagine that the circle around them is a bubble and what it would look like. This space represents their personal space and no-one is allowed to enter that space, unless they give that person permission to enter the space.
11. Now ask learners to sit down. Ask learners the following questions:
  - a. Who would you allow to come into that personal space? (For example, parents, extended family, doctor, friend)
  - b. Why will you let them come into your personal space?
    - For parents/extended family to give you a hug or kiss.
    - Doctor to examine you when you are ill.
    - Friend to give you a high five when you have won a soccer match.



## WRAP UP OF THE LESSON

Consolidate the lesson with the following:

- Everyone's body is special and must be respected.
- Just as it is your right to have your body respected, you must respect the bodies of others.
- Everyone has a private space and that private space must be respected.
- Be aware of what others like and dislike so that you do not touch them in a way that makes them feel uncomfortable.



## HOMEWORK

Read the following story and then answer the questions that follow.

*Sindi and Paula have recently become friends. They both like to play netball and they both love animals. They play together during break and Paula only sits a few rows away from Sindi in the class. Sindi likes her new friend, but sometimes things get too much for her. Paula wants to do everything with her. When she opens her lunchbox, Paula's head is right inside the lunchbox to see what Sindi's mum has packed for lunch. She has her own lunch, but it seems she cannot help herself. When they walk around the school, she hooks her arm in Sindi's arm and occasionally grabs her to give her a hug. Sindi doesn't mind, but it would be nice to get a warning sometimes. Her worst is when they go to the toilet. Paula wants to go into the same cubicle that Sindi goes into. Sindi tries to stop her, but before she can say "No", Paula is in there with her, with the door locked. It's all getting too much. Something has to be done.*

Answer the following questions:

1. Do you think that Paula is being a good friend? Give a reason for your answer.
2. Name three things that Paula does that shows us that Paula is not respecting Sindi's personal space.
3. What do you think Sindi should say to Paula?
4. What would you do if Paula was your friend?
5. What can we learn from this story?

### **Possible answers**

1. No, she does not give Sindi any personal space.
2. When Sindi opens her lunchbox, Paula looks inside the lunchbox to see what's been packed for lunch; Paula occasionally grabs Paula to give her a hug; Paula goes into the same cubicle with Sindi at the toilet.
3. Sindi should say that she wants to be Paula's friend, but that Paula should respect her personal space and privacy. That means that she should not look into Sindi's lunchbox; she should ask Sindi if she can hug her and she should not go into the same cubicle as Sindi at the toilet.
4. I would not want to be her friend anymore. I would tell her to respect my personal space and privacy.
5. Tell someone immediately if they are not respecting your personal space. Do not wait until things get out of hand and you end up feeling that you don't want to be someone's friend anymore.



## ASSESSMENT

1. Use the homework assignment as the assignment task. Learners can use peer assessment to assess each other's work. Give learners the possible answers.
2. Use the following questions to recall knowledge taught in this lesson:

### Test your knowledge

Ask your learners to answer the following questions:

1. Complete the sentence: Respect for other's bodies means ...
2. In your own words, explain what "personal space" means.
3. Why do you think it is important for someone to have their own personal space?



## GLOSSARY

**Personal space:** It is the space that no-one is allowed to enter unless you give them permission.

**Private parts:** parts of the body that we do not show to other people. We use them in private, like when we go to the toilet or when we wash our bodies.

**Unwanted touch:** a touch that you do not want, or that you have not given permission for.



## **Lesson 4.3**

Dealing with conflict



Lesson 4.3	Dealing with conflict
Grade	4
CAPS Topic(s)	Development of self
CAPS Subtopics	<ul style="list-style-type: none"> <li>Dealing with conflict: examples of conflict situations at home and school               <ul style="list-style-type: none"> <li>Strategies to avoid conflicts</li> <li>Useful responses to conflict situations</li> </ul> </li> </ul>
Link to other Subtopics in CAPS	<ul style="list-style-type: none"> <li>Emotions               <ul style="list-style-type: none"> <li>Understanding own emotions : appropriate ways to express own emotions</li> </ul> </li> </ul>
This lesson will deal with the following	<ul style="list-style-type: none"> <li>Understanding what conflict means</li> <li>Examples of conflict at home</li> <li>Examples of conflict at school</li> <li>Ways to avoid conflict situations</li> <li>Responding to conflict situations</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>Conflict</li> <li>Healthy situation ( happy, kind to each other, respectful)</li> <li>Unhealthy situation</li> <li>Conflict at home and at school</li> <li>Compromise</li> <li>Respect</li> <li>Communication</li> </ul>
Teaching methods	<ul style="list-style-type: none"> <li>Group work</li> <li>Class discussion</li> </ul>
Time	60 minutes

## CORE MESSAGE

- I have the right to say “no” and the responsibility to respect a “no” to unwanted touch or attention.

## BRIEF LESSON SUMMARY

This lesson aims to help learners understand the concept of conflict. They will be required to identify examples of conflict in the home and school environment. Through co-operative class discussions, they will identify strategies to avoid conflict in both their homes and at school. They will also learn to respond appropriately when confronted with conflicting situations.

BREAKDOWN OF ACTIVITIES			
Activity	Time	Type of assessment	Form of assessment
Activity A: Identifying conflict	30 min	Informal Educator Informal Peer	Worksheet with pictures
Activity B: Responding to conflict	20 min	Informal Educator Informal Group	Worksheet
Activity C: Steps to resolve conflict	10 min	Informal Peer Informal Educator	Discussion
Homework		Informal Peer	Written task

## KEY POINTS

- A relationship refers to the way you are connected to another person.
- A healthy relationship means that the person you are in the relationship with is someone that respects you and that you can respect; that trusts you and that you can trust. You will feel safe and you can be yourself.
- Conflict means to argue or disagree.
- Conflict is natural and happens in almost all relationships.
- Because conflict cannot be avoided, it must be managed.
- There are no winners or losers in conflict resolution.
- If you are angry, distance yourself from the situation first, before trying to resolve it.
- Listen to what the other person is saying.
- Remember to say how you feel in a respectful way.



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Flashcards (if available)
- Pictures (in Learner Books)
- Learner Books
- Pens/pencils



## PREPARATION FOR THE LESSON

1. **Activity A:** Refer learners to their Learner Books. Let them read the illustrated scenarios for themselves. In this way, they make meaning for themselves, before engaging with their peers.
2. **Activity B:** Refer learners to the exercise in their Learner Books. There is a natural break after Activity A. Write the feedback from Activity A on the chalkboard or on flipchart paper and display it on the board for learners to recap.
3. **Activity C:** Prepare the following flashcards or write these statements on the board:
  - a. Take a moment to count to ten and stop whatever it is you are doing.
  - b. Listen while the other person is speaking and try to understand their views.
  - c. Think about your words and actions so that you do not cause more conflict.
  - d. Calmly say how this makes you feel and how it inconveniences you.
  - e. Explain what you think the conflict is about.
  - f. Work with the other person(s) to find a solution to the problem that will work for both of you.
  - g. Ask a trusted adult to help if you are unable to reach an agreement.



## ACTIVITIES

### Activity A: Identifying conflict

**Introduction:** This activity deals with learners understanding of what conflict means and being able to identify different examples of conflict at home and at school.

#### Pair work

1. Ask your learners to form pairs. They can work with the person sitting next to them.
2. Ask them what they understand by the word “conflict”.
3. Take a few responses from the class. Write their responses on the board.

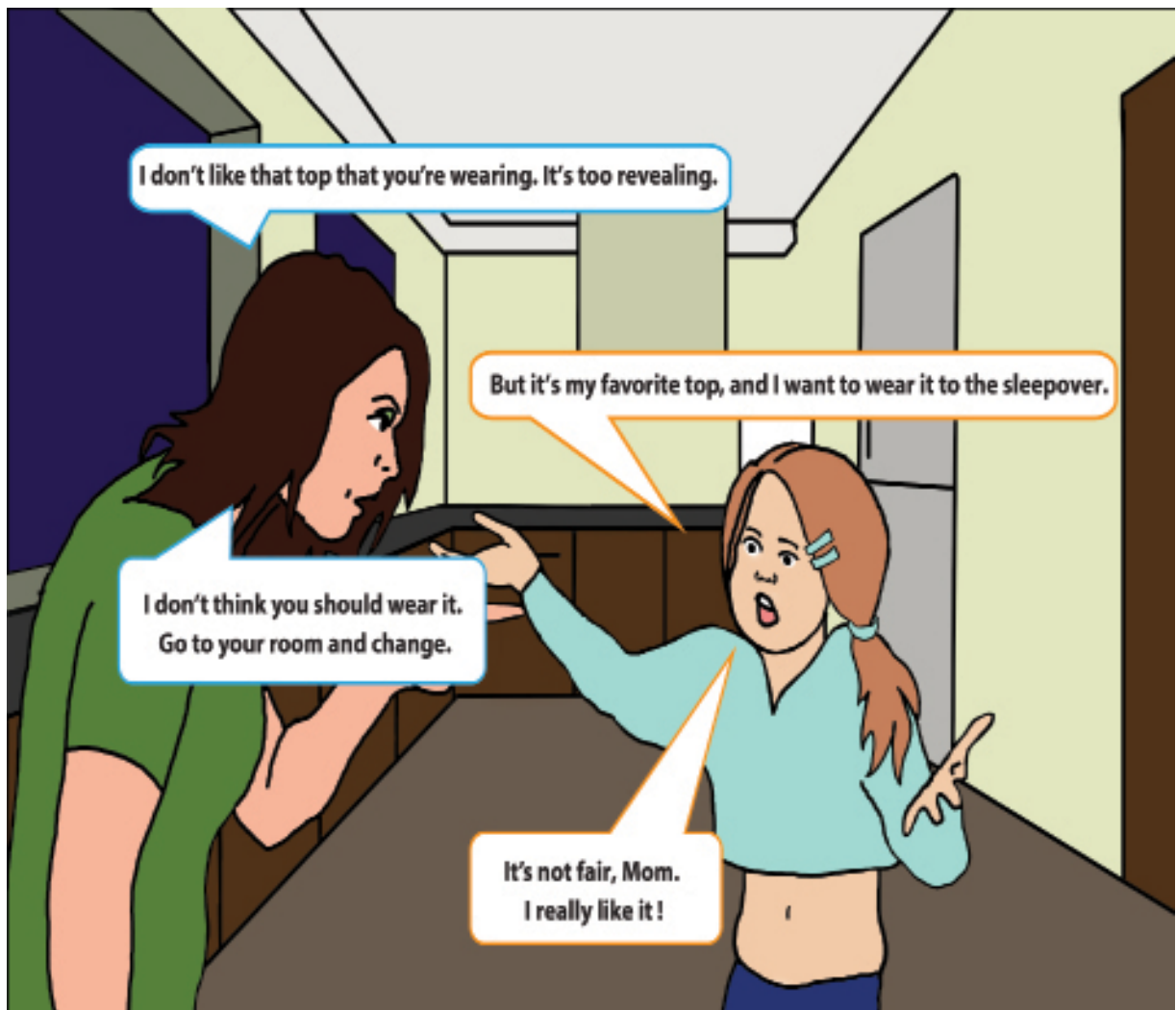
#### Group work

4. Learners are sitting in small groups.
5. Now ask the learners if they were involved in a conflict situation or have witnessed conflict happening:
  - a) When playing a game with friends
  - b) With one of their brothers or sisters
  - c) At school, on the playground
  - d) At school, in the classroom
  - e) With themselves, when they have done or said something they should not have.
6. Take responses from the groups.
7. Write the examples on the board.
8. Ask learners to say how they felt during the conflicts.
9. Now refer learners to the pictures on worksheet 4.3.1 depicting different situations of conflict in their Learner Books.

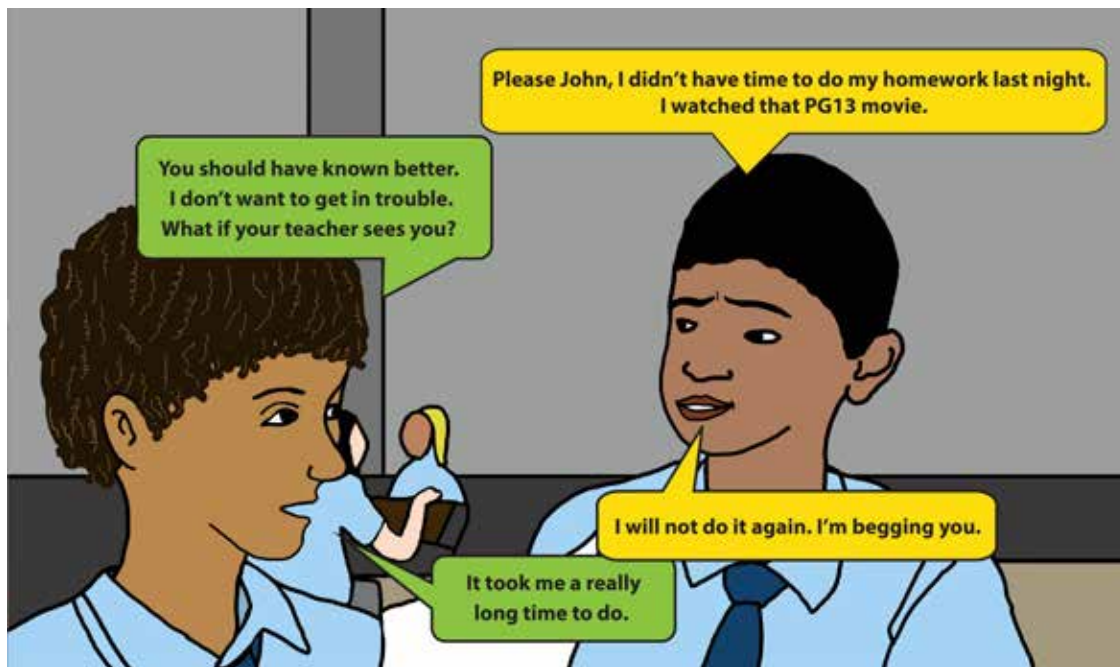
10. Ask the class to do the following: Read about each scenario and explain what the conflict is about. They do this by answering the following questions:
  - a. Which people in the story are in conflict with someone else?
  - b. Describe in no more than five words what the conflict is about.
11. Allocate a different picture to each group.
12. Give the learners 10 minutes to work out the scenarios and then use the remaining five minutes to take responses from the class.
13. Allow the groups to report back on their discussions.

### WORKSHEET 4.3.1

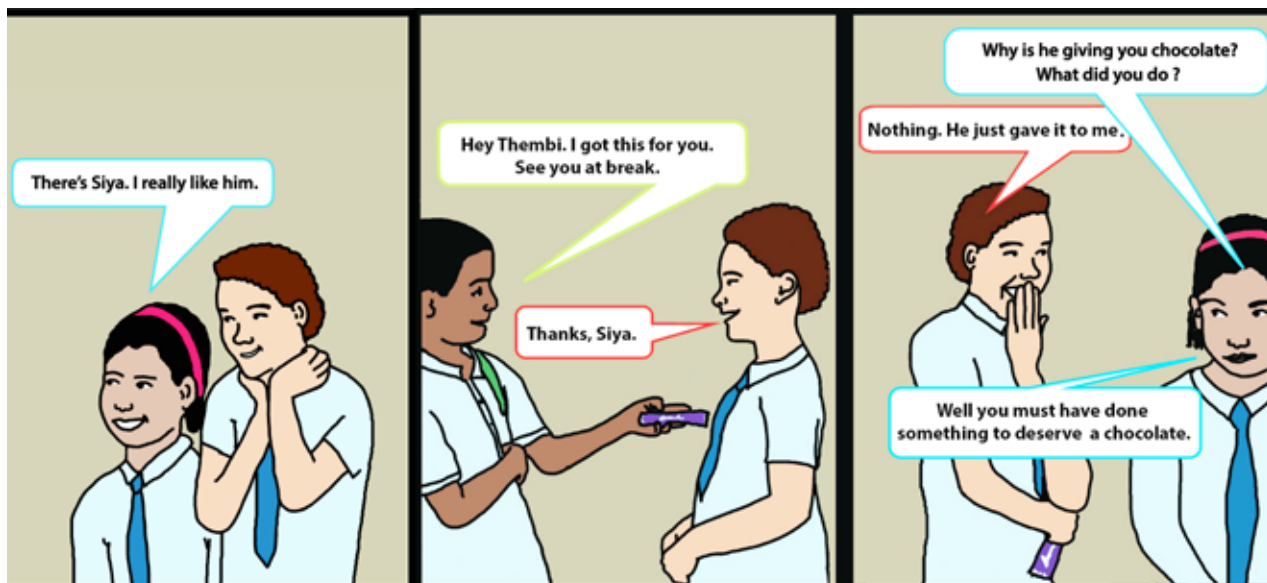
Picture 1



Picture 2



Picture 3



Picture 4



1. Explain what conflict is  
Conflict means to argue or disagree. This means that both parties have different ideas about the same thing, whether it's clothes, homework, washing the dishes, or boys. In other words, they are not agreeing about something. It is important to hear both sides of the story in order to get the full picture.

### NOTE TO THE EDUCATOR

Learners will give feedback on their discussion. If you have a large class, then let two groups give feedback to each other while you listen. Consolidate feedback by summarising the points made by all the groups. This is only one way of managing group work in a large class.

.....Natural break.....

## Activity B: Responding to conflict

**Introduction:** This activity deals with responding appropriately to conflict.

1. Learners match the conflict in the pictures with the responses given in the table in Worksheet 4.3.2.
2. Refer learners to the table in their Learner Books.
3. Split the learners into small groups.
4. Give each group a picture to discuss.
5. Learners have to choose a response from the choices given and give a reason for their choice.

Refer to the pictures in Activity A. (They can also be found in the Learner Books.)

## WORKSHEET 4.3.2

Picture #	Response A	Response B	Response C
1	Daughter says "I hate you!" and storms out of the room.	Daughter listens to what the mother has to say and sees her point of view. She agrees to wear a jacket over the top so that it is not revealing.	Daughter tries to convince her mother that there is nothing wrong with the top. They argue for a while. She decides not to go to the sleepover.
2	John explains to Vuyo that copying his homework will not benefit Vuyo in any way. He agrees to help Vuyo with the homework.	John does not want to upset Vuyo, so he gives him the book. He is not happy with his decision, but he knows Vuyo won't play with him anymore if he doesn't do it.	John tells Vuyo he doesn't want to help him and walks away.
3	Thembi gives Zanna the chocolate because she doesn't want Zanna to be upset.	Thembi tells Zanna to mind her own business and puts the chocolate in her bag.	Thembi explains to Zanna that she has no control over what Siya does. However, she says that Zanna's friendship is important to her.
4	Thabo tells his mother that his father is right and drops what he's doing to watch the soccer match with his father.	Mom tells Dad that there is no harm in Thabo helping with the dishes. There's no such thing as "women's work." Dad listens carefully and decides that maybe he was being unreasonable. Dad records the soccer match so that he and Thabo can watch it later once Thabo has finished helping his mom with the dishes.	Mom tells Thabo to leave the dishes and that she'll manage on her own. She also tells him to go and watch the soccer match with his dad so that they can spend quality time together.

6. Now ask learners to report back.
7. Groups to choose 1 person per group to report back on behalf of the group.
8. For each picture read out the 3 responses and ask the learners to read out the response they have chosen and ask them to explain why they have chosen that response.
9. Repeat the exercise until all four pictures have been answered.

## Activity C: Steps to resolve conflict

**Introduction:** This activity deals with how to resolve conflict. The learners will use the 7 steps proposed to help them resolve situations of conflict. The learners will complete just one example in the time allocated for this activity. The idea is that learners use more examples to practice the tool.

1. Prepare the following flashcards or write the following statements on the board.

### Resolving conflict

- Take a moment to count to ten and stop whatever it is you are doing.
  - Listen while the other person is speaking and try to understand their views.
  - Think about your words and actions so that you do not cause more conflict.
  - Calmly say how this makes you feel and how it inconveniences you.
  - Explain what you think the conflict is about.
  - Work with the other person(s) to find a solution to the problem that will work for both of you.
  - Ask a trusted adult to help if you are unable to reach an agreement.
2. The learners stay in their groups for this activity.
  3. Ask them to think back to Activity B and their group discussions on the responses to the pictures.
  4. Ask learners to discuss the 7 steps to resolving conflict and to say which steps they used to resolve a conflict situation.
  5. Ask one person per group to report back on behalf of the group.
  6. Sum up the discussion by recapping the 7 steps.
  7. Remind learners to take other examples of conflict and practise the tool they have just learnt. Encourage them to work in pairs. The Homework Activity is a follow up on this activity.



## WRAP UP OF THE LESSON

To conclude the discussions and to wrap up the activity, ask the learners to name one important thing to remember when resolving conflict. Do this as a quick round with a small sample of learners.



## HOMEWORK

1. Select other examples of conflict situations and practise the 7-step tool. Do this activity with a peer.
2. Ask the learners to write a paragraph on a conflict they have dealt with at home or at school. Using the 7 steps, they describe how the conflict was resolved. Tell the learners to use the questions below as a guide:
  - a) Who is in conflict with each other?
  - b) What is the conflict about?
  - c) How can the conflict be resolved in a way in which all parties benefit?
  - d) Do you think all conflict is bad? Give a reason for your answer.





## ASSESSMENT

1. Use the homework activity as an assessment task. The learners have an opportunity to do the activity at home and to discuss their responses together in the classroom the next day. Use peer assessment to assess this task.
2. Use the following questions to recall the knowledge taught in this lesson.

### Test your knowledge

Ask your learners to answer the following questions:

1. When does conflict occur? Underline the correct answer.
  - a) It happens when people are in a relationship and they disagree.
  - b) It happens when people do not like each other.
  - c) It happens when people do not listen to each other.
  - d) All of the above.
2. Discuss how you would go about resolving the situation that you identified as being a conflict situation above.
3. Describe a conflict situation you have experienced in the table below:

My experience of conflict	How the conflict was resolved

4. Complete the list of seven steps for dealing with conflict:
  - a) Take a moment to \_\_\_\_\_ and stop whatever it is you are doing.
  - b) \_\_\_\_\_ while the other person is speaking and try to \_\_\_\_\_ their views.
  - c) Think about your words and actions so that you do not cause more \_\_\_\_\_.
  - d) Calmly say how this makes you feel and how it \_\_\_\_\_ you.
  - e) Explain what you think the \_\_\_\_\_ is about.
  - f) Work with the other person(s) to find a \_\_\_\_\_ to the problem that will work for both of you.
  - g) Ask a \_\_\_\_\_ adult to help if you are unable to reach an



## GLOSSARY

**Communication:** sharing or exchanging information

**Compromise:** an agreement in which each person gets a part of what they wanted

**Conflict:** a disagreement or argument

**Resolve:** end a conflict in a way that satisfies both people

**Respect:** To be polite towards someone and always treat them in a good way. To want the best for that person.



## **Lesson 4.4**

Emotions – “Why am I feeling  
this way?”

Lesson 4.4	Emotions – “Why am I feeling this way?”
Grade	4
CAPS Topic(s)	Development of self
CAPS Subtopics	<ul style="list-style-type: none"> <li>Emotions               <ul style="list-style-type: none"> <li>Understanding a range of emotions: love, happiness, grief, fear and jealousy</li> <li>Understanding own emotions: appropriate ways to express own emotions</li> <li>How to understand and consider others emotions.</li> </ul> </li> </ul>
Link to other Subtopics in CAPS	<ul style="list-style-type: none"> <li>Dealing with conflict: examples of conflict at home and school               <ul style="list-style-type: none"> <li>Strategies to avoid conflicts</li> </ul> </li> </ul>
This lesson will deal with the following	<ul style="list-style-type: none"> <li>Identifying different emotions.</li> <li>Listing the benefits of friendships and love.</li> <li>Acknowledging that friendships and love can help you feel good.</li> <li>Finding appropriate ways to express emotions.</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>Emotions</li> <li>Love</li> <li>Happiness</li> <li>Fear</li> <li>Grief</li> <li>Jealousy</li> <li>Shock/surprise</li> <li>Worry/concern</li> <li>Sadness/Grief</li> </ul>
Teaching methods	<ul style="list-style-type: none"> <li>Presentation</li> <li>Buzz group discussions</li> </ul>
Time	60 minutes

### CORE MESSAGE

- I make good choices for my health.
- 

### BRIEF LESSON SUMMARY

The Grade 4s talk about the different emotions they experience. They get to understand what is generally meant by the different feelings. Through illustrations, learners practise identifying the different emotions, they think of strategies to express some of these emotions in a healthy and non-threatening manner.

BREAKDOWN OF ACTIVITIES			
Activity	Time guide	Type of assessment	Form of assessment
Activity A: Feeling charades	15 min	Informal Peer	Game
Activity B: What are emotions?	15 min	Informal Educator	Buzz group discussion
Activity C: Identify the emotions	30 mins	Informal Peer Informal Individual	Worksheet
Homework		Informal Self	Written task

## KEY POINTS

1. Everyone experiences a range of emotions, like happiness, anger, fear and sadness.
2. It is important to acknowledge that you are feeling a particular emotion.
3. Emotions can be positive or negative.
4. It is important to identify who or what has made you feel in a particular way.
5. Having friendships and someone to love makes you feel good
  - a. You can share how you feel with that person whether it is positive or negative.
  - b. You have someone you can trust.
  - c. You have someone you can rely on and care for.
6. Express your emotions in a positive way.
7. Talk to a trusted adult about your emotions.
8. When you cannot handle your emotions and you are thinking of harming yourself or someone else, ask for help.



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner Books
- Cards with emoticons
- Pencil crayons
- Pens/pencils



## PREPARATION FOR THE LESSON

1. **Activity A:** Make the cards with emoticons for the charades game. Each card should clearly illustrate what the emotion is.
2. **Activity B:** Have a class list ready to assist in splitting the learners up into buzz groups.
3. **Activity C:** Refer learners to their Learner Books. Identify a learner who can read the passage to the class. Make sure you have sufficient pencil crayons for learners to draw the emoticons.
4. **Wrap up:** Decorate a box which can be used as a “feelings box”. The box should have a slit where the learners can post their notes with their feelings confidentially.



## ACTIVITIES

### Activity A: Feeling Charades

**Introduction:** Identifying the emotions of others through playing the game ‘Feeling Charades’<sup>13</sup>

1. This activity can be done in pairs or in groups. The learners take turns in coming to the front. They each pick a card from a pack. The cards have emoticons, with descriptions of the emotion. The learners each act out the emotion, while the others guess what it is.
2. Once the person or group has guessed the emotion, they must demonstrate their emotion and how they will show it.
3. The person or group that gets the answer correct gets to go next.
4. The pack of cards will contain the following emotions to be acted out:
  - Love, happiness, jealousy, anger, fear, disappointment, confusion, happiness, excitement, nervousness, joy, sadness, frustration, satisfaction.
5. Please emphasise that, at the end of the game, *if the learners ever feel that they cannot handle their emotions, they must ask for help. This is especially so if they want to harm themselves or others.*

### Activity B: What are emotions?

**Introduction:** This activity defines what an emotion is and the importance of expressing emotions. The learners will look at emotions that are not always easy to recognise, like frustration and confusion.

1. Split the class into buzz groups.
2. Each group must choose a spokesperson who will report back on behalf of the entire group.
3. The learners answer the following questions in their groups.
  - a) What are emotions?
  - b) In our last lesson, you played a game of emotions. Can you think of some other emotions that were not mentioned in the game?
  - c) Think of any emotion. Who or what made you feel that emotion?
4. Give the learners 5 minutes to discuss the questions in their groups.
5. Use the remaining 10 minutes to take answers from the class and to wrap up the conversation.

<sup>13</sup>[www.Kiddiematters.com/emotion-regulation-identification-activities](http://www.Kiddiematters.com/emotion-regulation-identification-activities)

6. **Wrap up the** conversation with the following:

Stress the following:

- a) It is normal to feel emotions.
- b) It is important to acknowledge that you are feeling an emotion.
- c) Emotions can be positive or negative.
- d) You have to identify who or what has made you feel a particular way.
- e) It is important to express your emotions. Negative emotions must be managed, for example, instead of starting a fight, go for a run or write a poem. Do not let your frustration build up. Use the negative energy in a positive way, for example, clean the house, throw a ball.
- f) Talk to a trusted adult about how you feel, especially if you are thinking of hurting yourself or others.

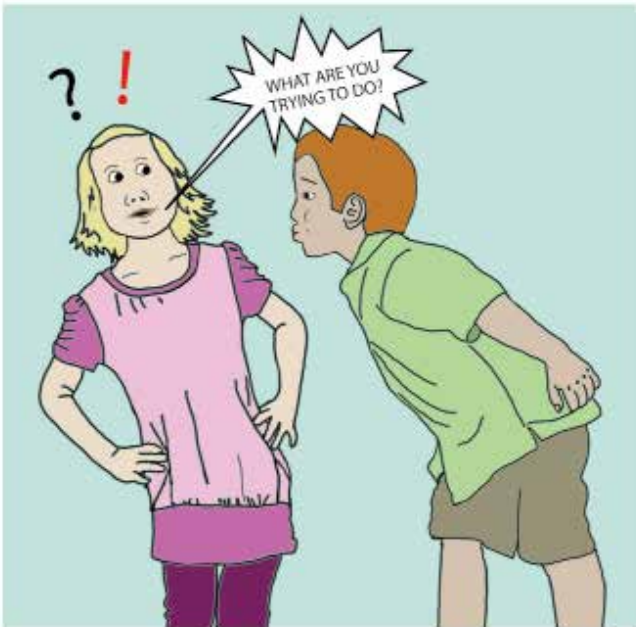
### Activity C: Identify the emotions

**Introduction:** This activity deals with identifying different emotions from pictures.

1. Refer learners to the pictures in Worksheet 4.4.1 of their Learner Books.
2. Tell the learners that each picture tells a story.
3. Ask your learners to look at the pictures and interpret the emotions the pictures are conveying.
4. Working in pairs, the learners may give different emotions for different pictures.
5. Ask them to explain why they have chosen a particular emotion.

## WORKSHEET 4.4.1

**Picture 1: He tried to take advantage of me**



1. What did he try to do to her?
2. What emotion is she feeling?
3. Why is she feeling this way?
4. How would you feel if someone did this to you?

**Picture 2: She is always dressing up to meet boys.**



1. Why do you think Neli is so worried about Tammy?
2. Do you ever worry?
3. What kind of things do you worry about?
4. What do you do to help yourself to stop worrying?

**Picture 3: Our mother passed away from AIDS.**



1. What are they feeling?
2. What could they do to feel better?
3. What would you do in this situation?

**Picture 4: The boys cornered me in the street.**



1. What emotion do you think Jesse is feeling?
2. Why is she feeling this way?
3. How would you feel if it was you?



4. Ask the learners if they have difficulty expressing any emotions? Allow for a few responses
5. Ask the learners if they feel that they are sometimes responsible for someone else's feelings – this includes good or bad feelings.
6. The learners write down the emotion they identified in the pictures and draw their own emoticon for each emotion.

Picture 1: \_\_\_\_\_

Picture 2: \_\_\_\_\_

Picture 3: \_\_\_\_\_

Picture 4: \_\_\_\_\_



## HOMEWORK

Tell the learners to keep a diary for a week. They must write down the different ways that they feel, such as sad, happy, relaxed or frustrated, and record what they did to express how they felt.

Day of the week	Feeling	What I did
Monday	Anxious	I spoke to my teacher and she told me that everything will be ok.
Tuesday		
Wednesday		
Thursday		
Friday		

### NOTE TO THE EDUCATOR

The purpose of the diary is to provide the learner with a tool to express their emotions without any judgement. The diary does not need to be handed in or shared with the class. To ensure that the learners complete the exercise, you can ask them to bring the diary to school and you can walk around the class and check that it has been completed without reading the details. Make the learners aware of this ahead of time, so they can be honest and uninhibited when writing.



## WRAP UP OF THE LESSON

1. Tell learners that we all have different emotions at different times, about different things.
2. Some emotions are more difficult to express.
3. Tell the learners that the “Feelings Box”: in the class is to allow them to post difficult feelings.
4. Invite learners to anonymously place notes in the box, explaining what they feel and why.
5. Tell the learners that you will pick an emotion which has been placed in the box by the learners.
6. This emotion will be discussed, looking at why the person is feeling this way and what to do about the emotion.

## NOTE TO THE EDUCATOR

Should any negative feelings be raised, please inform the learners that these will need to be discussed and that the learners will be referred for further help should that be required.



## ASSESSMENT

- Write up an emotion that you think of for each of the letters in the word “FEELING”.

<b>F</b>	is for	<b>frightened</b>
<b>E</b>	is for	.....
<b>E</b>	is for	.....
<b>L</b>	is for	.....
<b>I</b>	is for	..... (like intimidated, important, etc.)
<b>N</b>	is for	..... (like nauseous, naughty, etc.)
<b>G</b>	is for	..... (like grateful, giddy, gorgeous etc.)

- Use the questions below as a written test. You can assess the answers together with the learners.

### Test your knowledge

Ask your learners to answer the following questions:

- What do you understand by the word “emotion”?

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- Underline all the words that are emotions.

Anger,                      fear,                      grief                      trust,  
frustration,                      bullying                      jealousy

- What should you do when experiencing a negative emotion? Circle the one that does not fit.

- Go for a run.
- Start a fight.
- Clean the house.
- Write a poem.

- What should you do if you feel like you can't handle your emotions?

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## GLOSSARY

**Anger:** the strong feeling you experience when something you do not like has happened or when something you do not like has been done to you or someone you care about

**Confusion:** when things are not clear to you and you do not understand what is being done or said

**Disappointment:** a deep feeling of sadness you experience when something that you really wanted or were looking forward to does not materialise or happen

**Emoticon:** when punctuation marks or letters are used to form a symbol that represent a feeling

**Emotions:** when you experience strong feelings, for example happiness or fear

**Excitement:** to be in a state where you are not calm; and you feel very happy and enthusiastic

**Express:** to be clear in words and actions about how you think or feel

**Fear:** the awful feeling you have that something bad might happen or when you feel you cannot do anything about something bad that is happening

**Frustration:** being annoyed and feeling impatient because you cannot do something you want to do or someone else is not doing what you expect them to do.

**Happiness:** experiencing the emotion of being very happy

**Irritated:** feeling angry or very annoyed because of something that is said or done to you

**Jealousy:** the feeling of anger or sadness you get when you think that somebody you like or love is showing interest in somebody else or when you really want something that somebody else has like a new bicycle or a cell phone

**Joy:** a very happy feeling

**Negative:** something that is bad or harmful; the opposite of positive

**Nervousness:** feeling worried or afraid. Being unsure of what is about to happen or be done

**Positive:** when you think or talk about the good parts of a situation; it is the opposite of negative

**Sadness:** a feeling of unhappiness, this sometimes comes with a feeling of regret

**Satisfaction:** being satisfied with what you or other people have accomplished

**Shock:** is when something happens or is said that you did not expect. This leaves you with a feeling of surprise



## **Lesson 4.5**

### Bullying

Lesson 4.5	Bullying
Grade	4
CAPS Topic(s)	Development of self
CAPS Subtopics	<ul style="list-style-type: none"> <li>Bullying: how to protect self from acts of bullying               <ul style="list-style-type: none"> <li>Examples of acts of bullying</li> </ul> </li> </ul>
Link to other subtopics in CAPS	<ul style="list-style-type: none"> <li>Dealing with conflict examples of conflict situations at home and at school               <ul style="list-style-type: none"> <li>Strategies to avoid conflict</li> </ul> </li> <li>Emotion               <ul style="list-style-type: none"> <li>Understanding own emotions; appropriate ways to express own emotions</li> </ul> </li> </ul> <p>Other subjects:</p> <ul style="list-style-type: none"> <li>Mathematics (Data handling)</li> </ul>
This lesson will deal with the following	<ul style="list-style-type: none"> <li>Learning about different types of bullying</li> <li>Describing examples of sexual abuse, sexual harassment and bullying (including cyber-bullying)</li> <li>Identifying these different types of bullying and bullying behaviour from scenarios</li> <li>Discussing the emotions associated with bullying</li> <li>Reflecting on whether or not we have bullied or been bullied in the past</li> <li>Making a commitment to keep the classroom a bully-free zone</li> </ul>
Concepts	<ul style="list-style-type: none"> <li>Bullying</li> <li>Cyber-bullying</li> <li>Sexual harassment</li> <li>Bystander behaviour</li> </ul>
Teaching methodologies	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Class discussion</li> <li>Group work</li> <li>Use of a survey</li> </ul>
Time	60 minutes

## CORE MESSAGE

- I have the right to say 'No' and the responsibility to respect a 'No' to any unwanted touch or attention.

## BRIEF LESSON SUMMARY

The focus is on the different types of bullying learners in Grade 4 may experience. Learners are also introduced to other examples of bullying. Different scenarios are used to describe an act of bullying and learners identify the type of bullying illustrated. They are exposed to the emotions associated with bullying and gain knowledge and understanding of what bystander behaviour is.

BREAKDOWN OF ACTIVITIES			
Activity	Time	Type of assessment	Form of assessment
Activity A: Different kinds of bullying	30 minutes	Informal Group	Worksheet
Activity B: Introspection – Am I a bully?	15 minutes	Informal Self	Self-reflection
Activity C: Completing a survey	15 minutes	Informal Group	Survey
Homework		Informal Individual	Written task

## KEY POINTS

- Bullying is a form of violence – it occurs when one person has more power than another person.
- Bullying happens when one person, or a group of people, try to upset others repeatedly saying or doing nasty or hurtful things.
- There is always a reason why someone is bullying someone else. It could be that they are being bullied themselves, or they could be jealous of the person they are bullying.
- Both the bully and the person being bullied need help. Both are victims.
- There are different types of bullying, such as physical bullying, emotional bullying, humiliation, verbal bullying, cyber bullying and sexual harassment.
- Sexual harassment focuses on a person's appearance or private parts.
- Bullies may use technology to harass someone sexually (like sending inappropriate text messages, pictures or videos).
- Bullying is unacceptable and must be stopped.
- Don't be a bystander (watching it happen and not stopping it).



## RESOURCES/MATERIALS

- A chalkboard
- Chalk
- Learner Books
- Learner exercise books
- Flashcards
- Pencils



## PREPARATION FOR THE LESSON

1. Prepare flashcards of the different types of bullying.
2. If possible, have music available to play during Activity B.
3. Have spare paper and pencils available for Activity C.



## ACTIVITIES

### Activity A: Different kinds of bullying

**Introduction:** This activity involves identifying the different types of bullying, using the scenarios presented to the class.

#### Classroom discussion

1. On the chalkboard, draw a large circle with the word “bullying” inside it.
2. Ask the learners to brainstorm what they think bullying is.
3. Write the answers on the board for everyone to see.
4. Use the flashcards of the different types of bullying:
  - a) Physical bullying – hitting, kicking, punching
  - b) Emotional bullying – mocking, teasing
  - c) Verbal bullying – name-calling
  - d) Cyber-bullying using digital devices like cell phones, tablets and computers to hurt and insult someone
  - e) Sexual harassment – making sexual suggestions or insults.
5. Ask the learners to tell you what the different types of bullying are. Write their answers under each flashcard.

#### Small group work

1. Divide the class into small groups.
2. Ask the learners to discuss the following questions in their groups:
  - a) How do you think the victims of bullying feel?
  - b) Why do you think they feel this way?
  - c) How do you think the bullies feel?
  - d) Why do you think a person bullies another person?
  - e) What suggestions do you have for the victims of bullying? (Think about ways in which you could handle bullies.)
  - f) What do you think the word “bystander” means?
  - g) What can each one of us do to stop bullying from happening?
3. Keep the learners in their groups and let them to refer to the **Worksheet 4.5.1: Different types of bullying** in their Learner Books.

- Go through the worksheet with the learners and read each of the scenarios.
- Explain to the learners that you are going to help them complete the first scenario. See the answers below.

Scenario	Who is the bully?	Who is the target of the bullying?	What is the disrespectful act?	What type of bullying is it? (verbal, emotional, physical)
1. The grade 4 class learners are all lined up in front of the class. As usual, Vuyo reaches out and hits Reshad on the head. When Reshad turns around, Vuyo looks away pretending he doesn't know what just happened.	<i>Vuyo</i>	<i>Reshad</i>	<i>Hitting him on the head</i>	<i>Physical</i>

- Read through the next scenario, giving the learners a few minutes to discuss the scenario and decide what the answers are. Ask the learners to write the answers in their exercise books. Then move on to the next scenario and do the same.
- Ask the learners to report back after each scenario. Make sure that the learners have understood the different types of bullying and check that they have marked their responses correctly.

### WORKSHEET 4.5.1: DIFFERENT TYPES OF BULLYING

Scenario	Who is the bully?	Who is the target of the bullying?	What is the disrespectful act?	What type of bullying is it? (verbal, emotional, physical, sexual harassment/ cyber bullying)
1. The Grade 4 class learners are all lined up in front of the class. As usual, Vuyo reaches out and hits Reshad on the head. When Reshad turns around, Vuyo looks away pretending he doesn't know what just happened.				
2. John is in the toilet when a group of Grade 6 boys approach him. They pull down his pants and take turns touching him on his bum and penis. He is terrified of the boys.				



Scenario	Who is the bully?	Who is the target of the bullying?	What is the disrespectful act?	What type of bullying is it? (verbal, emotional, physical, sexual harassment/ cyber bullying)
3. Thembi is overweight. She is ashamed of her body. She is quiet and keeps to herself. When she walks past Christine and her friends, they giggle and say, "Hey big mama, (Sdudla)!" It really hurts when they do that.				
4. "Did you hear what Sindi did?" says Mpho. The other kids move closer to hear. "Sindi kissed Jonathan behind the classroom." The entire day Mpho spreads these rumours about Sindi.				
5. Neli is a very pretty girl. The boys in her class are always looking at her. All this attention makes her feel uncomfortable. She is particularly scared when she walks home in the afternoon. Thando and his friends often say things to her like, "Hey beautiful!" and reach out to grab her.				
6. Andrea prefers playing with boys. She sometimes feels like a boy. The other girls in the class don't want to play with her. When she walks around a break times, the girls laugh at her and call her names. "Hey, Andrew! You walk like a boy."				
7. Thabiso is very thin and quite ill. He has AIDS, but no one knows this. Everyone talks about how thin he is. They say, "Don't play with that mqondo" (very thin person).				

Scenario	Who is the bully?	Who is the target of the bullying?	What is the disrespectful act?	What type of bullying is it? (verbal, emotional, physical, sexual harassment/ cyber bullying)
8. Ayanda is upset about the messages he is receiving on his cell phone. He does not know who the messages are from. The messages threaten to beat him up after school. He does not know when this will happen and he does not know what to do to stop them.				

### Classroom discussion

1. Sum up the activity using the following discussion points:
  - a) Bullying is a form of violence – it happens where there is a power imbalance. One person has more power over another person.
  - b) Bullying happens when one person or a group try to upset others by saying or doing nasty or hurtful things.
  - c) Bullying involves an imbalance of power between the bully and the victim.
  - d) This imbalance of power can be caused by:
    - Being more popular
    - Being stronger
    - Being smarter
    - Having a higher social status.
2. Bullies feel powerful when they are picking on someone who is either physically smaller than them, different to them or more timid than they are.
3. People who bully do not feel good about themselves. They can also be jealous of the people they are bullying. Very often they are being bullied.
4. Bullies often feel angry and frustrated, and they go about expressing those feelings by hurting others.
5. The person who is being bullied finds it difficult to stop this from happening. She or he is worried that it will happen again.
6. The person being bullied feels angry, frustrated, humiliated, frightened and vulnerable.

.....Natural Break.....

## Activity B: Introspection: Am I a bully?

**Introduction:** This activity involves learners doing some introspection about what bullying behaviour is and check to see whether they are bullying others themselves.

### Classroom discussion

1. Write the following heading on the board: "Bullying behaviour."

### NOTE TO THE EDUCATOR

The learners should do this activity on their own. Tell the learners that they are going to need to be quiet for 5 minutes and will not be able to speak to anyone during that time. The activity they are about to do will not be shared with the rest of the class. Learners will need to respect each other's privacy and focus on the activity.

2. Ask the learners to spend five minutes thinking about what they have learned about bullying so far in Life Skills lessons.
3. Put the flashcards on the board (i.e. examples of different types of bullying – see below.)
  - a) Physically bullying someone, like Vuyo hitting Reshad on the head.
  - b) Sexually assaulting someone, like the Grade 6 boys did to John.
  - c) Teasing someone, like Christine and her friends did with Thembi about her weight.
  - d) Spreading rumours about someone, like Mpho did about Sindi.
  - e) Sexually harassing someone, like Thando and his friends did to Neli.
  - f) Picking on someone because they are different, like the girls did with Andrea.
4. Ask the learners to read through the examples of bullying with you and make sure they understand what each sentence means.

### Individual work

1. Give each learner a piece of paper and a pencil. The idea is that learners write their very private experiences on the piece of paper and that it will later be destroyed as a way of showing release and turning away from bullying behaviour.
2. Tell them to find a place in the classroom where they can be by themselves.
3. Ask the learners to think about whether or not they have bullied someone.
4. Ask the learners to think about these questions:
  - a) Am I guilty of any of these actions?
  - b) What can I do to stop behaving in this way?
5. Ask the learners to write how they bullied someone on a piece of scrap paper.
6. Reassure the learners that they will not share this information with anyone else.
7. Ask the learners to tear the piece of paper they have written on into small pieces and throw the pieces into the tin that you provide.
8. Tell the learners that this action is symbolic of them ending their old behaviour.
9. Once you have collected all the pieces of paper, burn them all, further symbolising the end of bullying behaviour.

### Classroom discussion

10. Bring the learners back together into one large group.
11. Explain to the learners that the list of actions on the board are all examples of bullying.
12. Explain that we need to be aware of our actions. We may not think we are bullies, but we could be bullying someone. There could be reasons why we are doing this; for example, maybe someone is bullying us and we need help.
13. Tell the learners that if they have written anything on their scrap paper, they need to stop what they are doing immediately and make a promise not to do it again.
14. Remind the learners of the following:
  - a) If you are bullying someone, you need help.
  - b) If you are being bullied, you need to speak up.
  - c) Bullying must be stopped.
15. Explain that as a class you want to move forward and become a bully-free classroom.

### NOTE TO THE EDUCATOR

Tell the learners that if they are feeling uncomfortable about something, or want to talk to the educator about what they have written on their scraps of paper, they should do so privately, after the class has left.

### Activity C: Completing the survey

**Introduction:** This lesson deals with the learners doing a survey of their peers to find out the level of bullying in their classroom.

### Classroom discussion

1. Ask the learners to get into pairs.
2. Refer the learners to the survey in **Worksheet 4.5.2** in their Learner Books.
3. Read the survey with the learners and make sure they understand the questions.
4. One learner asks another learner the survey questions and completes the survey form. Each pair will complete one form.
5. By looking at all the forms together and counting the answers, it is possible to find out whether or not there is a bullying problem in the class, or in the school.

## WORKSHEET 4.5.2 <sup>14</sup>

I am in Grade:							
I am ..... years old							
				Most of the time	Sometimes	Hardly ever	Never
I am happy at school							
I feel safe at school							
My friends are nice to me							
I can trust my friends to help protect me							
My school takes bullying seriously							
Did someone do any of these things to you this year?					Never	Once	More than once
Said hurtful things about me or my family							
Teased me in a way that made me feel sad, bad or angry							
Frightened me							
Took my money							
Took my school lunch							
Took other things from me							
Threatened to hurt me or my family							
Hit me							
Kicked, pushed or tripped me							
Got me into trouble on purpose							
Broke something of mine							
Where did they do these things?							
On the way to school	In the classroom	On the playground	In the corridors	On a computer	In the toilets	On my cell phone	Outside the school gates
Other.....							
Was the person who bullied you a girl or a boy?							
Is there anything else you want to say?							

<sup>14</sup> Soul City Institute for Social Justice (2013). Soul Buddyz Club, Unit Guide 2: Safe and Happy Schools p.13



## HOMEWORK

1. Ask learners to now conduct the bullying survey with two of their friends from another class. Ask them to compare the responses they get from each of them.
2. Ask learners to bring the survey back to class for the next Life Skills lesson.
3. This activity is about the information being cascaded more broadly than the Grade 4 class. The purpose is for the learners to find out that bullying is common and takes different forms.
4. Have a brief discussion with learners about the information they collected on their survey forms.



## WRAP UP OF THE LESSON

1. Bullying is a form of violence – it occurs when there is an imbalance in power.
2. Bullying happens when one person or a group of people, try to upset another person or another group of people by saying or doing nasty or hurtful things repeatedly.
3. There are different types of bullying, such as physical bullying, emotional bullying, humiliation, verbal bullying, cyber-bullying and sexual harassment.
4. Bullying is unacceptable and must be stopped.
5. Don't be a bystander (watch it happen without stopping it).
6. If you have been bullied, talk to an adult you can trust like your Life Skills teacher or call Childline on 0800 55 5555.



## ASSESSMENT

1. Conducting a survey is an activity that can be integrated with content in Mathematics. The skills dealing with the collection of data, analysis of the data, and representing the data graphically can be done first in an activity in Mathematics.
2. Learners can complete the following activity in pairs or even as groups of friends. It is a self- or peer-assessment activity for the consolidation of learning during this lesson. They may want to display their responses on the wall outside their classroom as a way of sharing their work.

Date: .....

Dear Principal

I have surveyed some of the forms of bullying that exist at our school. The three most important forms I found are:

1. ....
2. ....
3. ....

I commit to not bullying anyone else.

Thank you

.....

### Test your knowledge

Ask your learners to answer the following questions:

1. What do you think some of the serious effects of bullying are?
2. What advice would you give to someone who is being bullied?
3. List and explain three different types of bullying. Give an example for each type.
4. Why is it so important not to be a 'bystander'?



## GLOSSARY

**Anger:** the strong feeling you experience when something you do not like has happened or when something you do not like has been done to you or someone you care about

**Assaulting:** attacking and hurting someone

**Bystander:** someone who is there when something happens, but does not take part

**Co-responsible:** when you share the responsibility with another person

**Cyber-bullying:** using emails or text messages to threaten or humiliate someone

**Fear:** the awful feeling you have that something bad might happen or when you feel you cannot do anything about something bad that is happening

**Frustration:** being annoyed and feeling impatient because you cannot do something you want to do or someone else is not doing what you expect them to do



**Gossip:** to say unkind and often untrue things about someone or other people

**Humiliate:** to experience extreme embarrassment because of something someone has said about you or because of something you have done that has gone horribly wrong

**Hurtful:** Doing or saying something bad to make someone feel embarrassed and ashamed

**Power:** the energy, strength, or influence that somebody or something has

**Power imbalance:** when one person has power over another, for example, the imbalance of power between adults and children

**Rumours:** gossip, true or untrue stories about someone else

**Sexual harassment:** making of unwanted and/or obscene sexual remarks or movements

**Tease:** make jokes about someone

**Timid:** someone who is shy and frightens easily

**Victim:** a person who is physically or emotionally hurt, or even killed by somebody or something

**Violence:** behaviour that results in physical harm or damage

**Vulnerable:** easily harmed



## **Lesson 4.6**

### Responding to bullying

<b>Lesson 4.6</b>	<b>Responding to bullying</b>
<b>Grade</b>	4
<b>CAPS Topic(s)</b>	Development of self
<b>CAPS Subtopics</b>	<ul style="list-style-type: none"> <li>Bullying: how to protect self from acts of bullying               <ul style="list-style-type: none"> <li>– Appropriate responses to bullying: where to find help</li> </ul> </li> </ul>
<b>Link to other subtopics in CAPS</b>	<ul style="list-style-type: none"> <li>Dealing with conflict: examples of conflict situations at home and school               <ul style="list-style-type: none"> <li>– Useful responses to conflict situations</li> </ul> </li> <li>Emotions               <ul style="list-style-type: none"> <li>– Understanding own emotions: appropriate ways to express own emotions</li> </ul> </li> </ul> <p>Other subjects:</p> <p>Languages:</p> <ul style="list-style-type: none"> <li>Writing &amp; Presenting -Selects appropriate content</li> <li>Reading &amp; Reviewing - Expresses opinions and own feelings about the text</li> </ul>
<b>This lesson will deal with the following</b>	<ul style="list-style-type: none"> <li>Appropriate responses to bullying</li> <li>Knowing where to find help</li> <li>Understanding how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Bullying</li> <li>Standing up for yourself</li> <li>Standing up for others</li> </ul>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Presentations</li> <li>Role-play</li> <li>Small group work</li> </ul>
<b>Time</b>	60 minutes

## CORE MESSAGE

- I have the right to say 'No' and the responsibility to respect a 'No' to any unwanted touch or attention.
- I choose friends who are loyal and good to me.
- I have the right to be protected, safe and loved. I can get help when I need it.
- I care for you. I care for me. We care for each other.

## BRIEF LESSON SUMMARY

The topic of bullying is explored further. Learners are provided with possible strategies to protect themselves from bullying. Learners gain knowledge and understanding of how to respond appropriately to bullying in both the school and at home. Learners also reflect on their own behaviour towards others, which might be bullying behaviour. Furthermore, they are given information on where to find help to stop acts of bullying.

BREAKDOWN OF ACTIVITIES			
Activity	Time	Type of assessment	Form of assessment
Activity A: Responding to bullying	30 minutes	Informal Teacher assessment	Discussion Observation
Activity B: Creating role-plays to stop bullying	30 minutes	Informal Peer assessment	Role-play
Homework		Informal Peer assessment	Poster

## KEY POINTS

1. Bullying is never acceptable.
2. It is important to stand up for yourself and for others if bullying is happening.
3. There are different responses we can use to stop bullying. For example, there are things we can say or do, depending on the situation.
4. You cannot stop the bullying yourself; talk to an adult you can trust, like your teacher, principal or parent,.
5. Contact Childline on 08 000 55 555.



## RESOURCES/MATERIALS

- Chalk
- Chalk board
- Learner Books
- Learners 'exercise books
- Pencil crayons and markers



## PREPARATION FOR THE LESSON

1. **Activity A:** Refer learners to the Learner Book for responses to bullying. In this activity, the learners recap on the survey conducted previously. Prepare a note on the chalk board or on flipchart paper with the necessary information from the survey to assist if learners are not able to recall the previous information.
2. **Activity B:** Supervise the learners splitting into groups for the role-plays. Read the scenarios aloud with the learners to make sure that they know what is expected. Read the role-play rubric as well, so learners are clear on how to use it.



## ACTIVITIES

### Activity A: Responding to bullying

**Introduction:** This activity is about learning how to respond to bullying and getting learners to find ways of coping with bullying behaviour. The learners consider the possibility that sometimes what they say or do might be experienced as bullying behaviour.

1. Ask the learners to think about the survey they did in the last activity and to find it in their books.
2. Remind them about the findings of the survey and tell them that the lesson today is about learning how to respond to bullying.
3. Explain that sometimes responding to bullying means saying something. At other times, it could mean doing something.
4. Ask the learners to brainstorm some ideas of things to say and do when faced with a bully, for example:
  - a) When you are standing up for yourself, what are some things you can do or say?
  - b) When standing up for others, what are some things you can do or say?

### NOTE TO THE EDUCATOR

Remember to explain to the learners that their response to bullying will depend on the situation and the circumstances. For example, in one on ones, group situations, and safe places, learners would respond in a different way than if they were on their own, against a group of larger learners and in an isolated place.

5. Read through the table below with the learners, explaining each of the sections.

### **Things to do when standing up for yourself<sup>15</sup>**

- Stay calm. Don't be the one to start a fight. Walk away.
- Hang out with true friends who don't bully you.
- Tell someone who can help you, like a teacher, principal, counsellor or family member.
- Call children who bully by their real names.
- Be proud of who you are.
- Don't respond to a mean phone or text message. Turn the phone off. Share the message with a trusted adult.
- Think of yourself as confident and successful.

### **Things to say when standing up for yourself**

- Please stop.
- Stop bothering me.
- I don't want to.
- I don't like that.
- Leave me alone.
- Call me by my real name.
- I don't want to fight.
- It's not true.
- It's not your business.
- Let's talk about it.
- I don't like it when you say things about me that aren't true.
- That wasn't very nice.
- Don't laugh at me.
- Why are you picking on me?
- Why are you being mean to me?
- Why are you doing this?
- Who told you that?
- Who told you I said that?
- What are you doing?
- What did I ever do to you?
- What are you talking about?
- Was that really necessary?
- Let's go and tell my teacher what you've been doing to me.

<sup>15</sup> Wintle, C. (2009). *Empowering Children to Help Stop Bullying at School : A curriculum for grades three and up*. Character Development Group, Inc.

### Things to do when standing up for others

- Be friendly to children who are bullied. Listen to them and invite them to play with you.
- Ask adults for help.
- Don't repeat a rumour.

### Things to say when standing up for others

- Stop, stop, stop!
- Leave him/her alone!
- Please stop talking like that.
- You should treat people the way you would like to be treated.
- Don't make fun of people like that.
- You're hurting him/her.
- I'm going to report you to the teacher.

6. Divide the learners into groups of 4 or 5. Explain that they are going to do role-plays on how to handle bullying.
7. Refer the learners to their Learner Books and go through the rubric assessing the role-play about responding to bullying (See below.)

### NOTE TO THE EDUCATOR

Divide your class into groups depending on the size of your class. Manage group feedback so that all groups have a turn to give their inputs. You could have groups giving feedback to each other to help manage time.

8. The following three scenarios will be given to the different groups to work on for the role-plays.
  - a) You are a boy in Grade 4. Learners in the same class say you are the 'teacher's pet'. They say, "That is something girls do, not boys."
  - b) A group of learners are laughing and pointing at one of the girls in the class who likes to play soccer with the boys during break.
  - c) On your way home, you are stopped in an isolated road by a group of older boys. One of the boys start whistling at you and pushing you around.
9. Tell learners they are going to create a role-play about the scenario and include at least 3 of the responses to bullying from the table provided.
10. Teacher must give a clear indication of how long the role-play can be (no longer than 10 minutes).
11. Tell the learners that they will present their role-plays in the next lesson/section.

.....Natural break.....

### Activity B: Role-plays

**Introduction:** The learners will role-play some responses to bullying behaviour. The activity allows learners to engage with real behaviour and situations that they encounter and to work together to find good ways of dealing with bullying.

1. Remind the learners that they are going to do their role-plays in the lesson. They will show what they have learned about responding to bullying.
2. Give each group a number and put all the numbers into a box or a hat.
3. Pull three numbers out of the hat to choose the first groups to do their role-plays.
4. Give the learners 5 minutes to prepare themselves.
5. Refer the learners to the rubric in the Learner Book and remind the learners that they are going to use the rubric to assess the role-plays.
6. Ask the groups that have been selected to present their role-plays.
7. After the role-plays are completed, ask the learners to assess the 3 role-plays using the rubrics provided in their Learner Books.
8. When all the groups have presented their role-plays, ask the class the following questions:
  - a) What makes it easier to say something or do something? Explain your answer.
  - b) Now that you have seen the role-plays, how important do you think it is to stand up to bullying?

### NOTE TO THE EDUCATOR

The rubric may be new to learners initially. Spend time taking them through it and explain that the rubric helps to assess what they have done, rather than what they have not done. The rubric also gives learners an idea of what is expected from them. If some of the learners do not have all the answers, the rubric directs them to what they need to do.

## WORKSHEET 4.6.1

**Role-play rubric<sup>16</sup>:** Use the following rubric to guide how learners prepare for and conduct their role-plays.

Criteria	4	3	2	1
Participation and Group Work	Group members working the whole time	Group members working most of the time	Group members working with one or two reminders	Group members needed more than two reminders to get back on track
Working as a group	Disagreements in the group handled with kindness	Disagreements in the group handled appropriately	Disagreements in the group handled with support	Disagreements in the group kept learners from completing the work
Role-play	Role-play included 3 or more responses to bullying. Role-play was relevant and easy to follow.	Role-play included 3 responses to bullying. Role-play was mostly relevant and could be understood.	Role-play included fewer than 3 responses to bullying. Role-play was difficult to follow and understand.	Role-play included fewer than 3 responses. Role-play was unclear and impossible to understand.

<sup>16</sup>Adapted from the Role Play Rubric found at <https://i.pinimg.com/originals/d9/98/fd/d998fda3fbd3a04946c8d28c758e08f6.jpg>





## WRAP UP OF THE LESSON

1. It is important to know how to respond to bullying.
2. Sometimes we say something; sometimes we do something.
3. Our response depends on the circumstances we find ourselves in.
4. We should not only respond when we are being bullied; we should also respond when we see someone else being bullied.
5. Bullying is unacceptable and must be stopped.
6. For professional help, contact Childline on 08 000 55 555.



## HOMEWORK

Ask your learners, based on what they have learnt today, to create a poster explaining how to respond when they see someone being bullied.

Learners must bring their posters to school and display them in the classroom. Allow learners to give one positive comment about each poster as feedback.



## ASSESSMENT

1. Use the homework assignment as an assessment task. The posters the learners create will show what they have learnt in this lesson. It is a fun, practical task; they can use visuals to represent their information.  
[Remember: A poster is a good way of including learners who do not have the language competence to explain their thoughts.]
2. Use the questions below to assess recall of knowledge.

### Test your knowledge

Ask your learners to answer the following questions:

1. What were the results of the survey on bullying in your class?
2. Can you list three different ways you can respond when you see someone being bullied?
3. Explain why it is important to match your response to bullying to the circumstances in which you find yourself.



## GLOSSARY

**Bullying:** Repeated, unwanted, aggressive behaviour that usually involves one person or a group of people trying to dominate or control others. Very popular behaviour amongst school children to exercise control over others.

**Bystander:** someone who is there when something happens, but does not take part

**Circumstances:** the situation in which something happens

**Confident:** sure that you can do something well

**Data:** facts or information

**Respond:** to answer

**Rumour:** when someone starts talking about something and it spreads from one person to another and eventually a lot of people are talking about it; it may even be untrue

**Standing up for yourself:** not allowing someone to continue with behaviour that is hurtful to you

**Survey:** asking questions to find out what people think or do

**True friend:** a real friend; someone who is close to you, cares about you and accepts you



## **Lesson 4.7**

Culture, society and sexuality

<b>Lesson 4.7</b>	<b>Culture, society and sexuality</b>
<b>Grade</b>	4
<b>CAPS Topic(s)</b>	Social responsibility
<b>CAPS Subtopics</b>	<ul style="list-style-type: none"> <li>• Cultures and moral lessons               <ul style="list-style-type: none"> <li>– Cultural groups in South Africa</li> </ul> </li> </ul>
<b>Link to other subtopics in CAPS</b>	Other subjects: <ul style="list-style-type: none"> <li>• Social Sciences: History</li> </ul>
<b>This lesson will deal with the following</b>	<ul style="list-style-type: none"> <li>• Defining the word “culture”</li> <li>• Understanding the term “Rainbow Nation”</li> <li>• Looking at cultural identity, including the role that gender plays in cultures</li> <li>• Identify how culture affects our understanding of sexuality</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Diversity</li> <li>• Gender and gender roles</li> <li>• Rainbow nation</li> <li>• Stereotyping</li> </ul>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Small group work</li> </ul>
<b>Time</b>	60 minutes

## CORE MESSAGES

- I have a purpose in life and who I am matters.
- I think boys and girls should be valued equally.

## BRIEF LESSON SUMMARY

The learners define the word 'culture' and take a closer look at the cultures represented in their classroom. Language is linked to cultures and learners discuss the different languages they speak. Next, the learners unpack culture in terms of how it affects the roles of boys and girls, males and females, in the home and in society.

BREAKDOWN OF ACTIVITIES			
Activity	Time	Type of assessment	Form of assessment
Activity A: Learning about different cultures in South Africa	30 minutes	Informal Self-assessment	Class discussion
Activity B: Gender Stereotypes	30 minutes	Informal Self	Worksheet
Homework activity		Informal Self	Complete Worksheet

## KEY POINTS

1. Our culture influences our understanding of sexuality.
2. South Africa is a melting pot of cultures and as a result it is called the Rainbow Nation.
3. It is important to understand the different cultures in our country and to celebrate our differences, not judge them.
4. In some cultures, girls and boys have different roles – this is called “gender stereotyping.”



## RESOURCES/MATERIALS

- Chalk
- Chalkboard
- Learner book
- Learner exercise books
- Pencils



## PREPARATION FOR THE LESSON

1. **Activity A:** Draw 2 columns on the board to prepare for the activity on language and culture. The learners might speak a range of different languages at home. Ask them to name the languages. Asking learners to link some of the cultures and traditions to the languages spoken might not be an easy concept initially.

- Activity B:** Refer learners to their Learner Books for the worksheet on gender stereotyping. Explain what the term “gender stereotyping” means. Use the explanations in the glossary at the end of the lesson to explain terms that learners may need to use in their responses.



## ACTIVITIES

### Activity A: Learning about different South African cultures

**Introduction:** This activity involves defining the word “culture” and getting learners to understand how culture is defined by language, tradition and religion.

- Ask the learners to think about the word “culture” and to explain what it means to them. Write up some of their answers on the board.
- Explain that South Africa has many different cultures and religions. Because of our diversity, we are often referred to as the Rainbow Nation. We have 11 official languages in our country and many different cultures.  
Ask the learners what they think some of the other reasons are for why South Africa is called the Rainbow Nation?
- Tell the learners that you want to find out how many different cultures there are in your classroom by doing a quick survey of their languages, cultures and traditions. This will give them a sense of how diverse our learners are, even in our own classroom.
- Tell the learners that to understand our different cultures, we will look at some of the different language groups in South Africa and explore their cultural practices.
- Ask the learners to stand up if they speak one of the following languages. Go through the list of all the official languages:

English	Setswana	Afrikaans	IsiZulu	Tshivenda	IsiXhosa
Sesotho	SiSwati	Xitsonga	Sepedi	IsiNdebele	Sign language is now an official language

- Once they have identified the language they speak, ask which culture they belong to and add it to the table on the board.  
NOTE: Some learners may want to stand for more than one language and to indicate which language is preferred in the home.
- Draw a table on the board with 2 columns – one labelled “Languages”; the other labelled “Cultures.”

Languages in our country	Cultures practised in our country
e.g. IsiZulu	Zulu

- Ask the learners who remain seated to tell you their language and their culture and add it to the list written up on the board.
- When this activity is complete, explain to the learners that in South Africa we have many different groups of people, all with their own cultures and ways of doing things. We need to learn about the different cultures in our country and celebrate what makes us different.

## Activity B: Gender roles

**Introduction:** Culture is defined in terms of the roles of boys and girls and males and females in the society and in the home. The learners explain how they understand their roles in their own homes or communities.

1. Ask the learners to think about their own cultures and then answer the following questions in their Learner Books:
  - a) Are girls and boys treated differently in your culture? Explain your answer.
  - b) Do you think it is right that girls and boys are treated differently? Justify your answer.
2. Ask your learners to complete the table below about their own culture. Allow them to first copy it for themselves, then fill it in in pairs or groups, depending on the size of the class.

### WORKSHEET 4.7.1

Name of culture	
Boy's clothing	
Girl's clothing	
Role of the boy in the home	
Role of the girl in the home	
Role of a female in society	
Role of a male in society	
Role of a mother in the home	
Role of a father in the home	

3. Ask learners to complete the worksheet for homework.



## WRAP UP OF THE LESSON

1. Ask the learners why we call South Africa the Rainbow Nation.
2. Let learners say what they most enjoyed about finding out about other languages and cultures.



## HOMEWORK

The learners complete **Worksheet 4.7.1** for homework, including the discussion and feedback from the different groups.



## ASSESSMENT

Use the questions below to consolidate the knowledge for this lesson.

### Test your knowledge

Ask your learners to answer the following questions:

1. What does culture mean to you?
2. Describe three things that you have learned about another culture.
3. Explain why you think we should value and respect diversity.



## GLOSSARY

**Culture:** the customs, ideas and way of life of a group of people or a country

**Differences:** the way in which two or more things which you are comparing are not the same

**Diversity:** variety of races, cultures, languages and religions that exist together

**Gender:** the characteristics and behaviour that different cultures associate with females and males

**Gender roles:** ways of behaving that are associated with being male or female

**Gender stereotypes:** when people automatically assume that certain qualities, roles and characteristics belong to a particular gender and that all individuals of that gender behave, feel or act in the same way

**Judgement:** having opinions or making decisions about something

**Prefer:** to like one thing more than another

**Rainbow Nation:** a multi-racial, multi-cultural country that recognises that the country is made up of many races and cultures, and these differences are valued and respected

**Stereotype:** a fixed set of ideas or an expression about what a particular type of person or thing is like, which is often not true in reality





## **Lesson 4.8**

The basics of HIV and AIDS

<b>Lesson 4.8</b>	<b>The basics of HIV and AIDS</b>
<b>Grade</b>	4
<b>CAPS Topic(s)</b>	Health and environmental responsibility
<b>CAPS Subtopics</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>Basic explanation of HIV and AIDS</li> </ul> </li> </ul>
<b>Link to other subtopics in CAPS</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>Transmission of HIV through blood</li> <li>How HIV is not transmitted</li> </ul> </li> </ul>
<b>This lesson will deal with the following</b>	<ul style="list-style-type: none"> <li>Unpacking the shortened forms HIV and AIDS.</li> <li>Explaining the difference between HIV and AIDS.</li> <li>Explaining how HIV affects the body and how it can be treated.</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Acronyms for HIV and AIDS</li> <li>Immune system</li> <li>Tuberculosis</li> <li>Pneumonia</li> <li>Cancer</li> <li>Antiretroviral Treatment</li> </ul>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>Presentation</li> <li>Class discussion</li> </ul>
<b>Time</b>	60 minutes

## CORE MESSAGE

- I make good choices for my health.

## BRIEF LESSON SUMMARY

The learners are instructed in the meaning of the HIV and AIDS. The class then takes a closer look at the difference between HIV and AIDS, how HIV affects the body and how it can be managed.

BREAKDOWN OF ACTIVITIES			
Activity	Time	Type of assessment	Form of assessment
Activity A: What do HIV and AIDS mean?	30 min	Informal Educator assessment	Discussion
Activity B: What is the difference between HIV and AIDS?	30 min	Informal Educator assessment	Mind map
Homework		Informal Peer assessment	Written task

## KEY POINTS

1. HIV means Human Immunodeficiency Virus.
2. AIDS means Acquired Immune Deficiency Syndrome.
3. This is a virus that attacks the soldiers of the body (CD4). It is only found in humans.
4. HIV can be transmitted through blood:
  - a. From a mother who is HIV positive to her baby during pregnancy and delivery.
  - b. From an open wound and coming into contact with HIV-infected blood.
5. HIV is not transmitted through tears or saliva.
6. AIDS is a combination of illnesses that you get when the soldiers of the body are very weak. Examples of these illnesses are tuberculosis (also known as TB), pneumonia and certain types of cancers.
7. When HIV gets into the body, it damages the CD4 cells responsible for protecting the body against illnesses.
8. HIV cannot be cured, but it can be managed. Antiretroviral Treatment stops HIV cells from multiplying and spreading.



## RESOURCES/MATERIALS

- Chalkboard
- Different coloured chalk
- Learner Books
- Exercise books
- Pens/pencils
- Flashcards (if resources are available)



## PREPARATION FOR THE LESSON

1. **Activity A:** Ensure that you have different coloured chalk to write the shortened forms on the board. If you have the resources available, make flashcards of the following words, or write them on the board:
  - Virus, small, microscope
  - Damage, weakens, immune system
  - Natural defence against disease
  - Serious illnesses like TB, Pneumonia, Cancer,
  - AIDS
  - HIV, damages CD4 cells
  - HIV, multiplies
  - Dying CD4 cells, release more HIV
  - HIV cannot be cured, but it can be managed
  - **Antiretroviral** Treatment given, stop HIV cells from multiplying, spreading
  - Immune system can recover and stay strong
  - People who get antiretroviral Treatment (ART) can live long and healthy lives.
2. **Activity B:** Refer learners to the diagram in their Learner Books. They will use it as the basis for their mind-maps.

### NOTE TO THE EDUCATOR

When dealing with the topic of HIV and AIDS, you need to be aware that there may be learners in your class that are HIV-positive and who may or may not know their HIV status. They could also have parents or family members who are HIV positive and who might even have died of AIDS. You have to take an inclusive approach so that no one feels alienated or stigmatised.



## ACTIVITIES

### Activity A: What does HIV and AIDS mean?

30 minutes

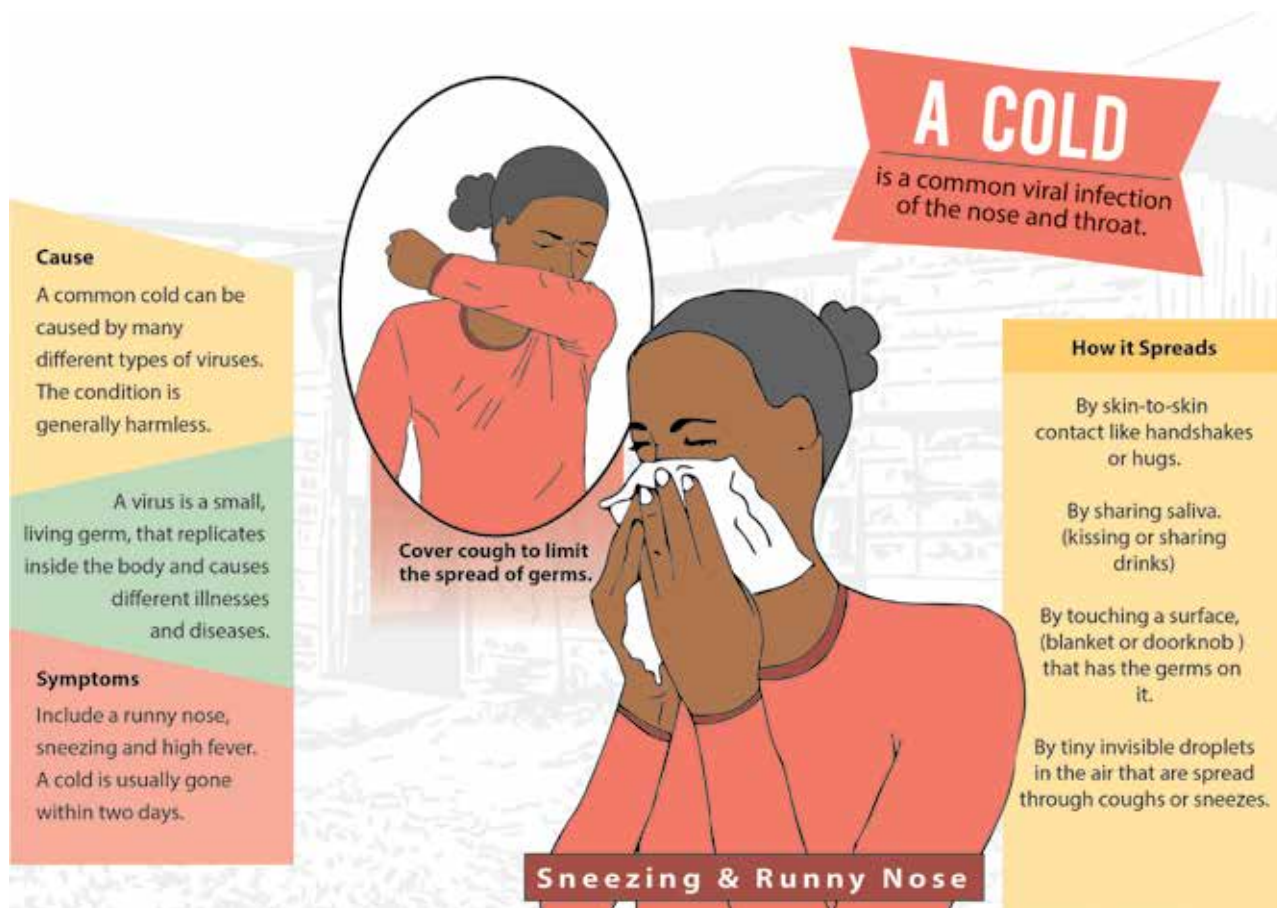
This activity deals with:

- Understanding what a virus is and how it affects us and can be spread.
- Unpacking the shortened forms of HIV and AIDS.
- Explaining the difference between HIV and AIDS.
- Explaining how the virus affects the body and how it can be managed.

## WORKSHEET 4.8.1

### How the virus of the common cold is spread

- A common cold is a virus. Viruses are caused and spread in very particular ways.
- We can identify the symptoms of a common cold easily.
- A common cold can be cured.



Adapted from <https://mylifestylecrunch.com/category/common-cold-symptoms/>

1. There are other diseases that are also viruses and they have different causes and have different symptoms. They are spread differently. They are treated differently
2. Some diseases are called “incurable” because they cannot be cured and they stay in the body forever.
3. One such virus is the HIV virus.

.....Natural break.....

### NOTE TO THE EDUCATOR

Learners are familiar with the common cold. Explain that a cold is caused by a virus that can be cured. Introduce other viruses, like HIV, that cannot be cured. The information includes comparing how different viruses are spread and can be managed. Activity B then goes into dealing with HIV and how it is spread and can be managed.

1. Explain very simply to learners how a virus in the common cold affects us and can be spread.
2. Use the diagrammatic representation in **Worksheet 4.8.1** to explain how the virus causes the common cold.
3. Using a simple comparison, explain how the common cold is similar to, yet very different from HIV.
4. Many diseases are spread by viruses but not all of them have the same symptoms or can be treated in the same way. Some diseases are called “incurable” because they cannot be cured and they stay in the body forever.
5. Ask the learners if anyone knows what HIV and AIDS stands for?
6. Take a few responses from the class.
7. Write the letters in capitals underneath each other on the board as follows:

Difference between HIV and AIDS	
<b>H</b> uman <b>I</b> mmunodeficiency <b>V</b> irus	<b>A</b> cquired <b>I</b> mmune <b>D</b> eficiency <b>S</b> yndrome
This is a virus that attacks the soldiers of the body (CD4) which are only found in humans.	A combination of illnesses that you get when the soldiers of the body are very weak. A good example of one of these illnesses is tuberculosis, also known as TB.

8. If possible, use a different colour chalk to fill in the word.
9. Before unpacking what each word means, ask the learners to explain what they think they mean.
10. Ask the learners the questions below.
11. Take responses from the class before discussing each question in detail.
12. Make flashcards of key words or write the words on the board.

#### Discussion points:

- What does the short form HIV mean?
  - HIV – Human Immunodeficiency Virus
- What does the short form AIDS mean?
  - AIDS – Acquired Immune Deficiency Syndrome
- What is the difference between HIV and AIDS?
  - HIV is a virus which is so small we can only see it through a **microscope**. This is special equipment that makes it look bigger. Just like the germs that give you a cold, you can't see them, but they pass from one person to another.

- The virus is called Human Immunodeficiency Virus because it **damages** and **weakens** the body's **immune system**. The immune system is the body's **natural defence against disease**.
- A person living with HIV can feel well and appear to be healthy for many years. But if they don't take the medicine, the HIV will gradually damage their body's immune system. When an HIV-positive person's soldiers can no longer fight the illness, they develop **serious illnesses like TB, pneumonia and cancer** and they are diagnosed as having **AIDS**.

### NOTE TO THE EDUCATOR

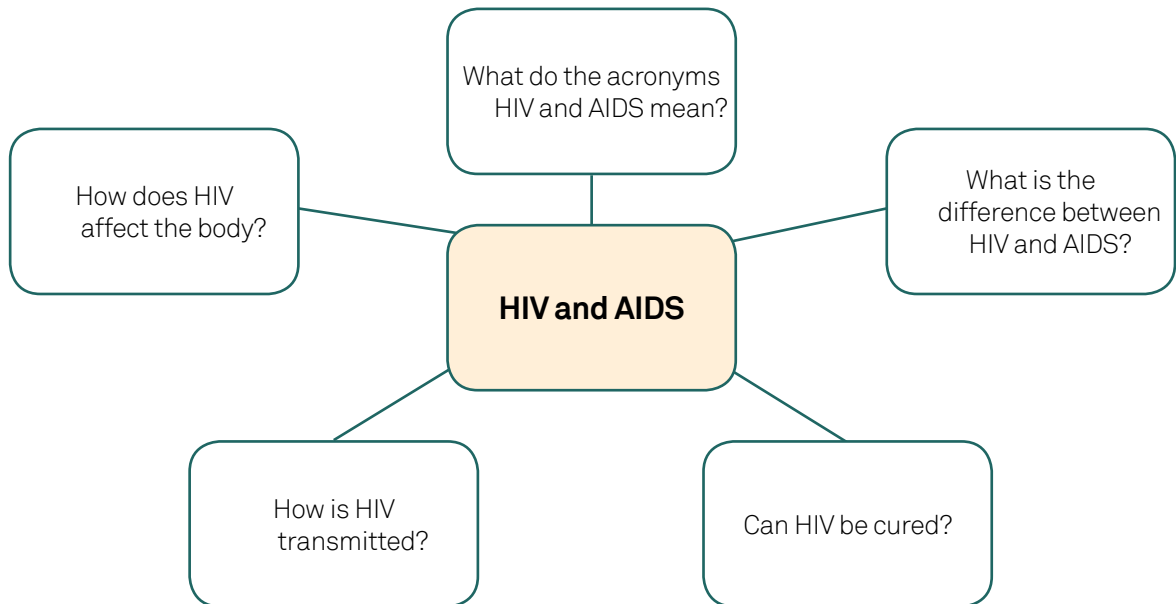
Human Papilloma Virus (HPV) Vaccine is administered to girls aged 10 to prevent cervical cancer. Just because you are getting the vaccine does not mean that you are HIV positive and the vaccine does not prevent HIV.

- How is HIV transmitted?
  - The HI virus can be transmitted through the blood of a mother who is HIV positive to her baby during pregnancy and delivery.
  - It can also be transmitted when someone with an open wound and comes into contact with HIV-infected blood.
- How does HIV affect the body?
  - When the **HIV** gets into the body, it **damages** a type of cell called **CD4 cells**. CD4 cells are an important part of the immune system. The **HIV** gets inside them and **multiplies**. The **dying CD4** cells then release more HIV into the body. The virus moves on to other CD4 cells. As more CD4 cells die, the body becomes less able to protect itself against germs.
- Can HIV be cured?
  - HIV cannot be cured, but it can be managed. Antiretroviral Treatment (ART) involves getting drugs that stop HIV cells from multiplying and spreading. They can reduce the amount of HIV in the body. This means that the immune system can recover and stay stronger. People living with HIV who are able to get ART correctly can live long and healthy lives.

### Activity B: What is the difference between HIV and AIDS?

**Introduction:** This involves learners in recalling and applying information they learnt in Activity A, applying basic facts about HIV and AIDS.

1. Divide your learners into small groups.
2. Refer learners to the content from Activity A, which can be found in their Learner Books.
3. Ask learners to build the following mind-map using the information from Activity A.
4. The learners should use the questions in each of the rectangles as a guide to build the mind-map.



### HOMEWORK

Give learners the following activities for their consolidation of the facts taught in this lesson:

1. Write down 5 facts you have learnt about HIV and AIDS.
2. Complete the following diagram to show what you have learnt about the HIV virus:







## WRAP UP OF THE LESSON

Ask the learners to share one interesting thing they learnt today that they didn't know before. Ask the learners to write it in their exercise books a few answers from the class and discuss them. There may be many similar answers.



## ASSESSMENT

1. Use Activity B as an assessment task. Be sure to provide all the answers to the questions in the mind-map, which could be used as a peer assessment task. Learners can then work together in pairs or groups. The value of using peer or group discussions is that the learners consolidate what they know through their discussion with other learners, and learn to collaborate on what information will be presented as a response to the task.
2. The homework activity will help learners to consolidate the facts they require for later activities.
3. Use the “Test your knowledge” questions to consolidate what has been taught. It can be given as an alternative homework activity.

### Test your knowledge

Ask your learners to answer the following questions:

1. How do we know that the HIV virus is very small?
2. Can the virus attack animals? Give a reason for your answer.
3. Name a serious illness you can get if you are HIV positive and the soldiers in your body can no longer fight the illness and you are diagnosed as having AIDS.
4. What does antiretroviral treatment do?



## GLOSSARY

**AIDS:** Acquired Immune Deficiency Syndrome

**Antiretroviral Treatment:** is the treatment given to people who are HIV positive that helps the body to fight and control HIV

**Cancer:** a very serious illness that makes some cells in the body grow too fast, killing normal cells

**CD4 cells:** are a type of white blood cell that are part of your immune system.

**HIV:** Human Immunodeficiency Virus

**Immune System:** The body's ability to defend itself against attacks by invading germs

**Microscope:** a piece of equipment that makes very small things look much bigger

**Pneumonia:** a lung infection that makes you cough and struggle to breathe

**Tuberculosis:** also known as TB, is an infectious disease that affects the lungs. It can be treated and even cured



## **Lesson 4.9**

### Transmission of HIV

<b>Lesson 4.9</b>	<b>Transmission of HIV</b>
<b>Grade</b>	4
<b>CAPS Topic(s)</b>	Health and environmental responsibility
<b>CAPS Subtopics</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>Transmission of HIV through blood</li> </ul> </li> </ul>
<b>Link to other subtopics in CAPS</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>Basic explanations of HIV and AIDS</li> <li>How HIV is not transmitted</li> </ul> </li> </ul>
<b>This lesson will deal with the following</b>	<ul style="list-style-type: none"> <li>How HIV is transmitted through blood</li> <li>How HIV is not transmitted.</li> <li>Distinguishing between what is an HIV/AIDS fact or myth.</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>HIV transmission through blood.</li> <li>How HIV is not transmitted</li> <li>Myths and facts about HIV and AIDS</li> <li>Blood transfusion</li> </ul>
<b>Teaching methodologies</b>	Class discussion Game ("Myth or Fact?")
<b>Time</b>	60 minutes

**CORE MESSAGE:**

- I make good choices for my health.

**BRIEF LESSON SUMMARY**

This lesson deals with the transmission of HIV through blood. They identify ways in which HIV is not transmitted. The learners have fun playing the HIV and AIDS 'Is it a myth or a fact?' game.

**BREAKDOWN OF ACTIVITIES**

Activity	Time	Type of assessment	Form of assessment
Activity A: How HIV is transmitted or not transmitted.	30 minutes	Informal Peer assessment	Sorting pictures Written task
Activity B: Myths or Facts	30 minutes	Informal Educator assessment	Observation
Homework		Informal Peer assessment	Written task

**KEY POINTS**

- How HIV is transmitted through blood
  - You can get HIV by sharing needles with someone who is infected with HIV.
  - A mother with HIV can pass the virus on to her baby during pregnancy and delivery.
  - You can get HIV by having an open wound and coming into contact with infected blood.
  - You can get HIV through a blood transfusion with infected blood.
- How HIV is not transmitted
  - By a kiss on the cheek
  - Hugging
  - Holding hands
  - Eating from the same plate and sharing utensils
  - Sharing a bed
  - Sitting on a toilet seat
  - Touching each other (not in a sexual way)
  - Touching an object that an HIV positive person has touched, like a pen.

**RESOURCES/MATERIALS**

- Chalkboard
- Chalk
- Learner Books
- Exercise books
- Pens/pencils



## PREPARATION FOR THE LESSON

1. **Activity A:** Refer learners to the pictures in their Learner Books. They have to sort pictures into 2 groups and give each group a description. If you are not able to duplicate the pictures so the learners can cut them out to place in two groups, then get the learners to mark the pictures in their books with the numbers 1 or 2 to show which pictures belong to each of the groups.
2. **Activity B:** Depending on the size of your class, prepare for playing the game “Myth or Fact?”. If you are going to use cards, make 2 cards, one labelled “Myth” and the other labelled “Fact”. Display them on either side of the class. You can also make enough cards for each learner to their own set of “myth” or “fact” cards.



## ACTIVITIES

### Activity A: How HIV is transmitted or not transmitted

**Introduction:** This activity involves identifying ways in which HIV can be transmitted through blood.

1. Refer learners to the pictures in **Worksheet 4.9.1** in their Learner Books. The scenarios can be used to get learners to discuss key content related to the topic of HIV transmission.
2. Learners have to sort the pictures into the following 2 groups:
  - a) Ways that HIV is transmitted.
  - b) Ways in which HIV cannot be transmitted.
3. Learners have to write a short description under each picture. They can work in pairs.
4. Once learners have completed the activity, go through the answers with them.

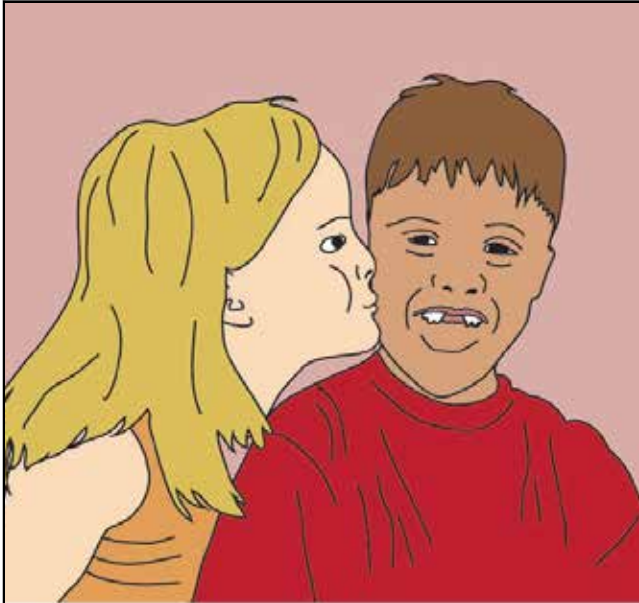
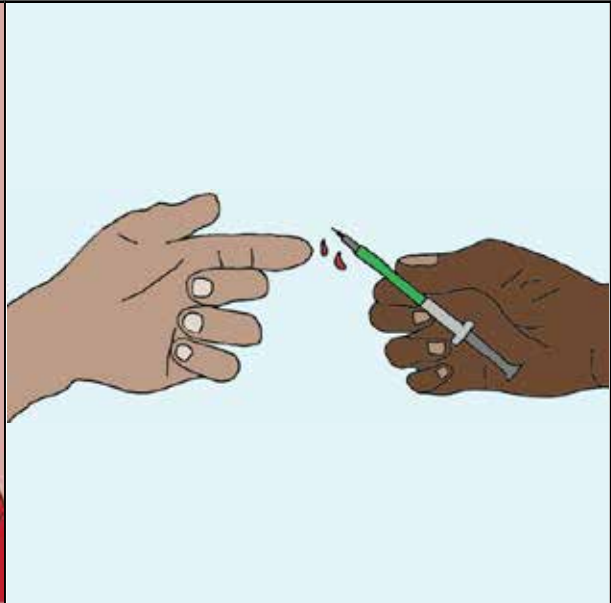

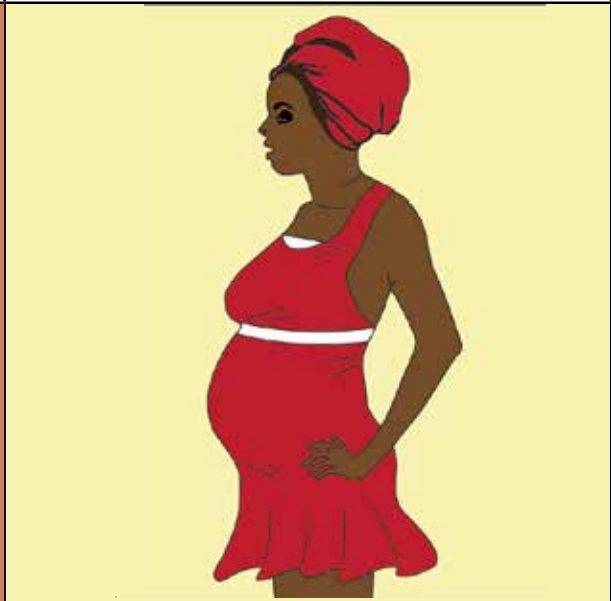
### NOTE TO THE EDUCATOR

Regarding Picture 2, as much as it is true that you may contract HIV from a blood transfusion, it is very rare that a person will do so, as the blood is screened for HIV. Tell the learners this in order to avoid any fear or misconceptions about blood transfusions.

## WORKSHEET 4.9.1

Say whether HIV may be transmitted in each of the pictures below

<p><b>1. Two children holding hands.</b></p>	<p><b>2. A patient lying in a hospital bed getting a blood transfusion.</b></p>
	
<p><b>3. Someone sitting on a toilet seat.</b></p>	<p><b>4. Two children sharing a bed.</b></p>
	

5. A girl kissing a boy on the cheek	6. Two or 3 people sharing needles.
	
7. Two girls hugging	8. A pregnant female
	



<p>9. Two children eating from the same plate and sharing eating utensils.</p>	<p>10. Two boys playing soccer. They both fall and have open, bleeding -cuts.</p>
	
<p>11. Two people touching each other (not in a sexual way).</p>	<p>12. Someone touching an object that a HIV positive person has</p>
	

### NOTE TO THE EDUCATOR

Use the answers below to guide your discussion with the learners. Correct any misconceptions that learners have by using the answers provided.

### Answers Sheet 4.9.1.

#### Answers

- Ways in which you can get HIV through blood:
  - You can get HIV by sharing needles with someone who is infected with HIV.
  - A female who is HIV-positive can pass the virus on to her baby during pregnancy and delivery.
  - Having an open wound and coming into contact with HIV infected blood.
  - You could get HIV through a blood transfusion with infected blood.
  
- Ways in which you cannot get HIV:
  - By a kiss on the cheek
  - Hugging
  - Holding hands
  - Eating from the same plate and sharing eating utensils
  - Sharing a bed
  - Sitting on a toilet seat
  - Touching each other (not in a sexual way)
  - Touching an object that an HIV positive person has touched like a pen.

#### Answer sheet

Write down only the picture number in the correct column.

Picture No.	Ways in which you can get HIV through blood	Ways in which you cannot get HIV.
	10, 2, 6, 8	5, 1,3,4,9,11, 12,7

4. Ask learners to swop books with the person sitting next to them and mark the books.

.....Natural Break.....

## Activity B: Myth or Fact?

**Introduction:** The activity will deal with identifying whether the statement being read out loud is a myth or a fact about HIV and AIDS.

1. Give each 2 cards – one will read “myth”, the other will read “fact”.
2. Read out the statement to the learners.
3. Learners will decide whether it is a myth or a fact and hold up the corresponding card.

### NOTE TO THE EDUCATOR

Depending on the number of learners in the class, this activity can be played by learners moving from one side of class marked “Myth” to the other side of the class marked “Fact”. Alternatively, learners can stand if they think the statement being read out loud is a fact and sit if they think it is a myth.

Repeat some of the statements during the game so that facts are consolidated with learners.

4. Read the following statement out loud to the class, allowing the learners to respond after each statement.
  - a) You can get HIV if you eat beetroot prepared by someone who is HIV positive.
  - b) You cannot get HIV from playing with someone who is HIV positive.
  - c) If I have sores in my mouth, I have AIDS.
  - d) You cannot get HIV if you use the same toilet as someone who is HIV positive.
  - e) You can get HIV if a mosquito bites you that has bitten an HIV positive person.
  - f) The cure for HIV is sex with a virgin or a child.
  - g) HIV can be transmitted from a mother to her baby during pregnancy and delivery.
  - h) If you eat at a restaurant and the chef is HIV positive, you cannot get infected by the food he or she prepares.
  - i) Only poor people get AIDS.
  - j) You can see if a person is HIV positive.
  - k) I cannot get AIDS if I go to school with somebody that has AIDS.
5. Go through the answers with the learners the moment they have selected “myth” or “fact”.

Answers to myths:

  - a) The HIV virus will not survive the beetroot, especially if it is cooked or prepared in vinegar.
  - c) You can have sores in your mouth even if you do not have AIDS. You can only know if you are HIV positive if you get tested for HIV.
  - e) The HIV virus is passed on from one human to another human.
  - f) There is no cure for HIV but it can be managed with antiretroviral treatment.
  - i) Anyone can get HIV or AIDS, no matter what your age, race or religion is.
  - j) A person may have HIV without knowing it and may only get sick years later. The only way to know if one is HIV positive is to have a blood test.<sup>17</sup>
6. Ask the learners to correct the myths before you give them the correct answers.

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<sup>17</sup> de Jong, D., Mayisela, S., van Vollenhoven, E., Mbuli, N. (n.d.). *Life Skills Resource File Foundation Phase*.



## WRAP UP OF THE LESSON

Tell your learners that today they spoke about transmission of HIV and how HIV is not transmitted. They also spoke about some myths and facts about HIV and AIDS. Ask learners to name 1) a few ways that HIV is transmitted 2) ways that HIV is not transmitted and 3) some of the myths and facts they learnt about.



## HOMEWORK

### Cathy's story

1. Ask the learners to read the passage in their Learner Books.
2. They follow the instructions in numbers 1 to 4.
3. They write their answers in their exercise books.

Cathy is happily playing in the backyard of her home. James sees her, and he is confused. Cathy is HIV positive, which means that she is supposed to be sick, yet she is running around outside. On his way to Cathy's house, James overheard Cathy's friends saying that Cathy got infected because she ate beetroot that her mother made. Her mother is also HIV positive. James also read a story that claimed that oranges were being injected with the HI virus, so now he thinks it is because she ate one of those oranges, or maybe because she used a public toilet. James also read in the newspaper that he should not eat from the same plate as Cathy and he must never, ever touch her. James is scared.

*Adapted from Let's set the record straight, Learner's worksheet 3.5 (Foundation Phase Life Skills Module 1)*

1. Underline all the myths concerning HIV and AIDS.
2. Set the record straight by giving the correct factual information for each myth.
3. Why do you think James is scared?
4. What advice can you give James to make him feel better?

### NOTE TO THE EDUCATOR

The facts being taught and consolidated in this homework activity are important. For this reason, the correction of the learners' responses is necessary. You may want to give them the answer sheet so that they correct their work in pairs (peer assessment or as groups).



## ASSESSMENT

1. Use the homework activity as an assessment task. The activity can be used to teach:
  - Language: Comprehension – learners read the story and then rewrite the passage in their own words;
  - Language: Spelling: learners identify the new or difficult words in the passage. They will find the meanings of the new words by themselves. They can check on the meanings by comparing their answers with other learners in the class;
  - Language: Spelling – identify the difficult words and give them to learners as new spelling words to learn and use in their own sentences.
2. Use the following as consolidation or for the recall of knowledge.

### Test your knowledge

Ask your learners to answer the following questions:

1. Name two ways in which HIV can be transmitted through blood.
2. Name four ways in which HIV cannot be transmitted.
3. Name two myths of HIV and AIDS you learnt about.
4. Name two facts about HIV and AIDS you learnt about.



## GLOSSARY

**Antiretroviral Treatment:** treatment given to people who are HIV positive that helps the body fight and control the HIV virus.

**Blood transfusion:** giving new blood to someone to replace blood that has been lost during a medical operation or because of injury or illness. This blood has been donated by other people.

**Confused:** not able to think clearly, mixed up

**Factual:** based on or containing things that are true or real

**Infected:** full of germs that can make you ill

**Inject:** put medicine into a person's body using a special needle

**Myth:** a story or belief that is not true

**Public toilet:** a toilet that can be used by everybody

**Wound:** an injury where the skin is opened up



## **Lesson 4.10**

Celebrating the life of Nkosi  
Johnson

<b>Lesson 4.10</b>	<b>Celebrating the life of Nkosi Johnson</b>
<b>Grade</b>	4
<b>CAPS Topic(s)</b>	Health and environmental responsibility
<b>CAPS Subtopics</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>How to protect oneself against infection through blood</li> </ul> </li> </ul>
<b>Link to other subtopics in CAPS</b>	<ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management               <ul style="list-style-type: none"> <li>Basic explanation of HIV and AIDS</li> <li>Transmission of HIV through blood</li> </ul> </li> </ul>
<b>This lesson will deal with the following</b>	<ul style="list-style-type: none"> <li>Assessing and reviewing basic HIV and AIDS knowledge</li> <li>The Nkosi Johnson story, using a comic strip.</li> <li>Describing ART and how they can help the body fight HIV.</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Untreated AIDS</li> <li>AIDS conference</li> <li>Discriminated against</li> <li>Policy</li> <li>Care Centre</li> </ul>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>Role-play</li> <li>Question and answer</li> </ul>
<b>Time</b>	60 minutes

**CORE MESSAGE:**

- I make good choices for my health.

**BRIEF LESSON SUMMARY**

The life of a brave young South African hero is celebrated. Nkosi Johnson had had AIDS himself, and campaigned for other children not to be excluded from school because of their HIV status.

The lesson starts with a quick 'True or false?' quiz which tests what learners have previously learnt about HIV and AIDS. Through a comic strip, the learners are then introduced to the story of Nkosi Johnson and what he fought for. The lesson ends with a fun role-play which teaches learners the interaction between HIV and CD4 cells in a person who is HIV positive and getting treatment called antiretroviral Treatment (ART).

BREAKDOWN OF ACTIVITIES			
Activity	Time	Type of assessment	Form of assessment
Activity A: True or false?	10 min	Informal self-assessment	Written task - True or false?
Activity B: The story of Nkosi Johnson	20 min	Informal Educator assessment	Comic strip - written task
Activity C: Role-Play - CD4 cells, HIV and ART	30 min	Informal Educator assessment	Role-play
Homework		Informal Group Assessment	Group work

**KEY POINTS**

1. CD4 cells are the soldier cells of the body.
2. HIV enters the body, destroys the soldier cells and multiplies.
3. Antiretroviral treatment (ART) stop HIV from multiplying and allow the CD 4 cells to recover.
4. Nkosi Johnson was born with HIV and developed full-blown AIDS because ART was not readily available during his lifetime.
5. Nkosi fought against the stigma of HIV and AIDS and campaigned for children not be excluded from school because of their HIV or AIDS status.

**RESOURCES/MATERIALS**

- Chalkboard
- Chalk
- Learner Books
- Exercise books
- Pen/pencils
- Cartoon strip (in the Learner Book)





## PREPARATION FOR THE LESSON

1. **Activity A:** In the “True or false?” activity in the Learner Book, the learners read through the facts first. You might want to read the sentences aloud with them first; then tell the learners to read the sentences again for homework.
2. **Activity B:** Refer the learners to the comic strip and comprehension in their Learner Books. You can also collect other comic strips on different topics for learners to read in the Language lesson. A comic strip is a different way of presenting facts to learners and requires that they understand information implied (not actually stated) in the strip.
3. **Activity C:** Split the learners into groups for the role-play. Have back-up actors for CD4 cells, ART and HIV, so that you can do the role-play more than once. This way, learners can truly grasp the meaning of activity.



## ACTIVITIES

### Activity A: True or false?

10 minutes

This activity is for checking to see if the learners can remember what they have learnt about HIV and AIDS.

#### NOTE TO THE EDUCATOR

When dealing with the topic of HIV and AIDS, remember that there may be learners in your class who are HIV positive and who may or may not know their status. They could also have parents who are HIV positive, or who may have died of AIDS. You have to take an inclusive approach so that no-one feels left out or stigmatised.

1. The learners write down whether the following statements are true or false. They write on the lines provided:
2.
  - a) Your immune system is weakened by HIV and this causes AIDS. \_\_\_\_\_
  - b) If you touch someone who has HIV or AIDS, you can get/contract the virus. \_\_\_\_\_
  - c) If AIDS is left untreated, it will lead to death. \_\_\_\_\_
  - d) You will know that you have HIV as soon as you are infected. \_\_\_\_\_
  - e) If an HIV positive mother is breastfeeding, the baby can be infected through breastfeeding \_\_\_\_\_
  - f) When you are HIV positive you have to take the correct medication and live a healthy life. \_\_\_\_\_
  - g) Only certain types of people get HIV. \_\_\_\_\_
  - h) A cure has not been found for HIV and AIDS. \_\_\_\_\_
  - i) A blood test will show if someone has HIV. \_\_\_\_\_

- j) Infected blood is one of the ways that HIV and AIDS can be transmitted \_\_\_\_\_
- k) It is wise not to touch someone else's blood in case they have HIV and AIDS. \_\_\_\_\_
- l) Cover your hands with plastic before helping someone who is hurt and bleeding. \_\_\_\_\_
- m) HIV positive mothers could give birth to HIV negative babies. \_\_\_\_\_

### NOTE TO THE EDUCATOR

If an HIV positive mother follows the ART correctly, the virus gets suppressed so that it cannot be detected. The mother is therefore able to give birth to an HIV negative child.

3. Once learners have completed the activity, go through the answers and let them mark their own books. Give them a chance to add the information they missed out in their own responses.

### Activity B: The story of Nkosi Johnson

**Introduction:** This activity is about Nkosi Johnson, one of South Africa's bravest heroes who lived with HIV and had to fight to be allowed to go to school. These are extracts from the speech he made at the 13<sup>th</sup> annual AIDS conference in Durban in July 2000.

1. Choose 5 learners to read the cartoon strip in **Worksheet 4.10.1** aloud to the class. They take turns to read parts of the cartoon strip.
2. Explain the meanings of any new words in the cartoon strip.
3. Discuss the content of the cartoon strip with the learners. Ask them what they think about the story of Nkosi Johnson. Then tell them to answer the following questions:

- a) How did Nkosi acquire HIV?

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- b) Who became Nkosi's foster mother and how long did he live with her?

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- c) Nkosi's aunt called with sad news about his mom. What was it?

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- d) What do you think the parents at the school were saying "yes" or "no" to?

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e) Why was Nkosi proud?

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### NOTE TO THE EDUCATOR

Have a discussion with the learners after you have read the passage. Because learners have learnt about ART, some of them might ask why Nkosi did not take them, and therefore died of AIDS. Explain to the learners that antiretroviral treatment for HIV only became available in 2004, but Nkosi died in 2001.

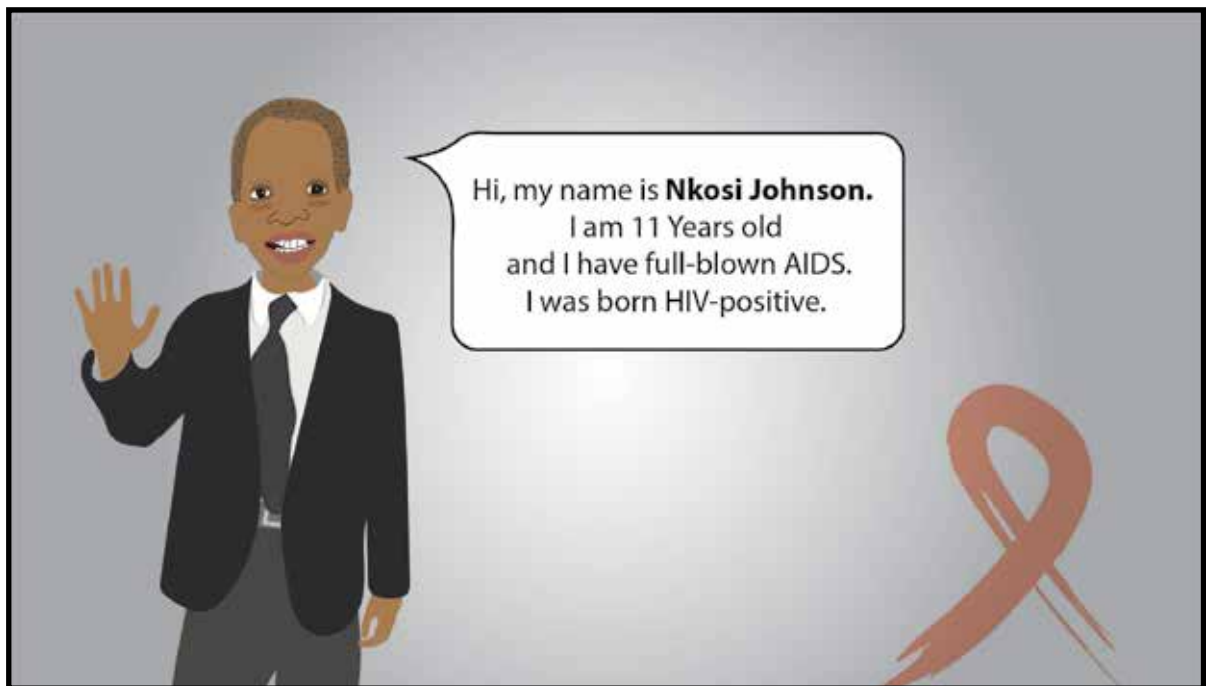
## The story of Nkosi Johnson



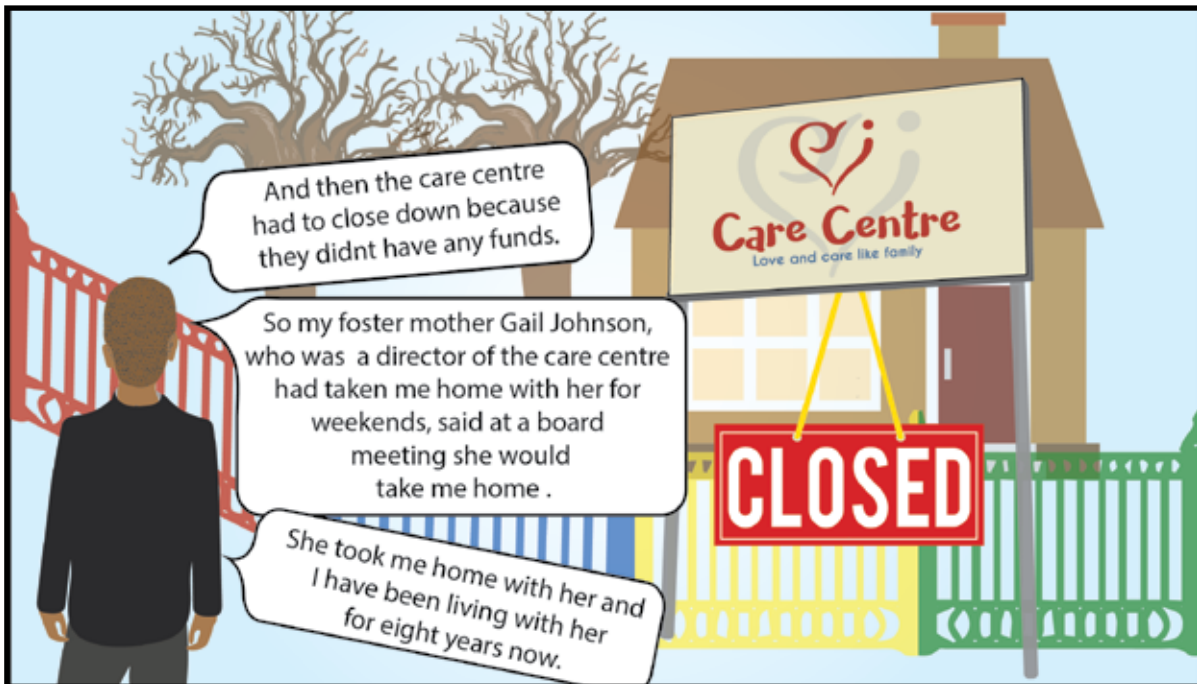
Credit: Associated Press

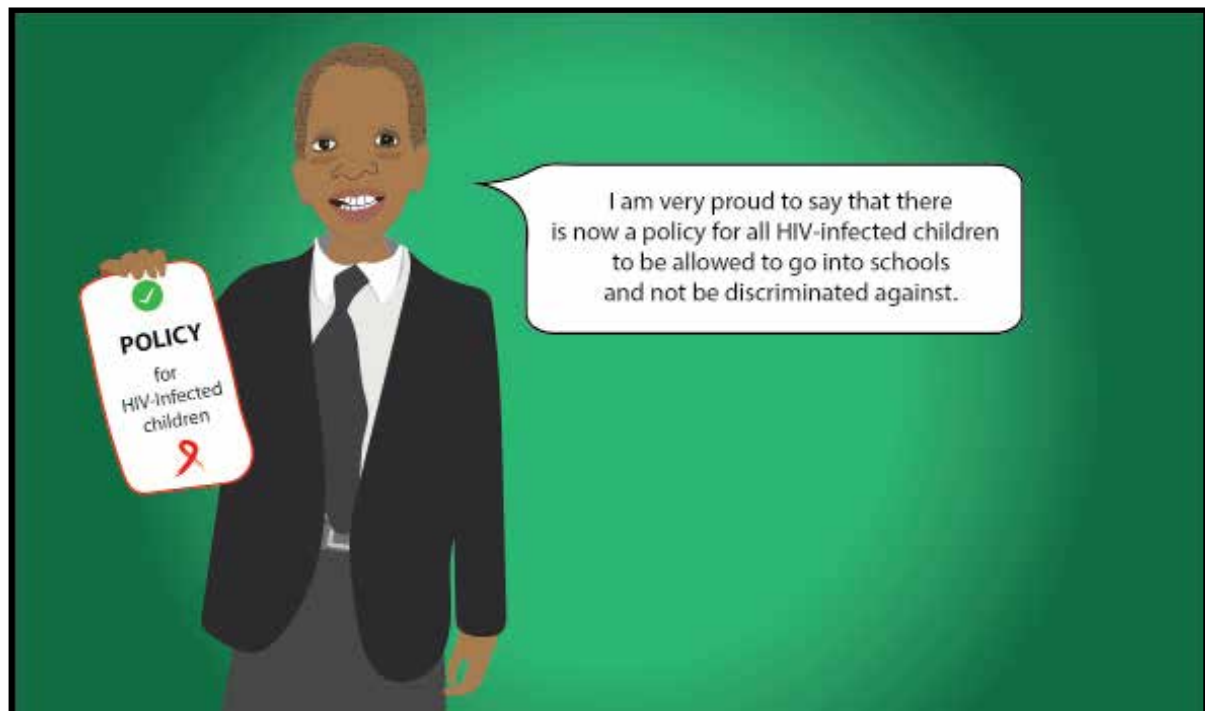
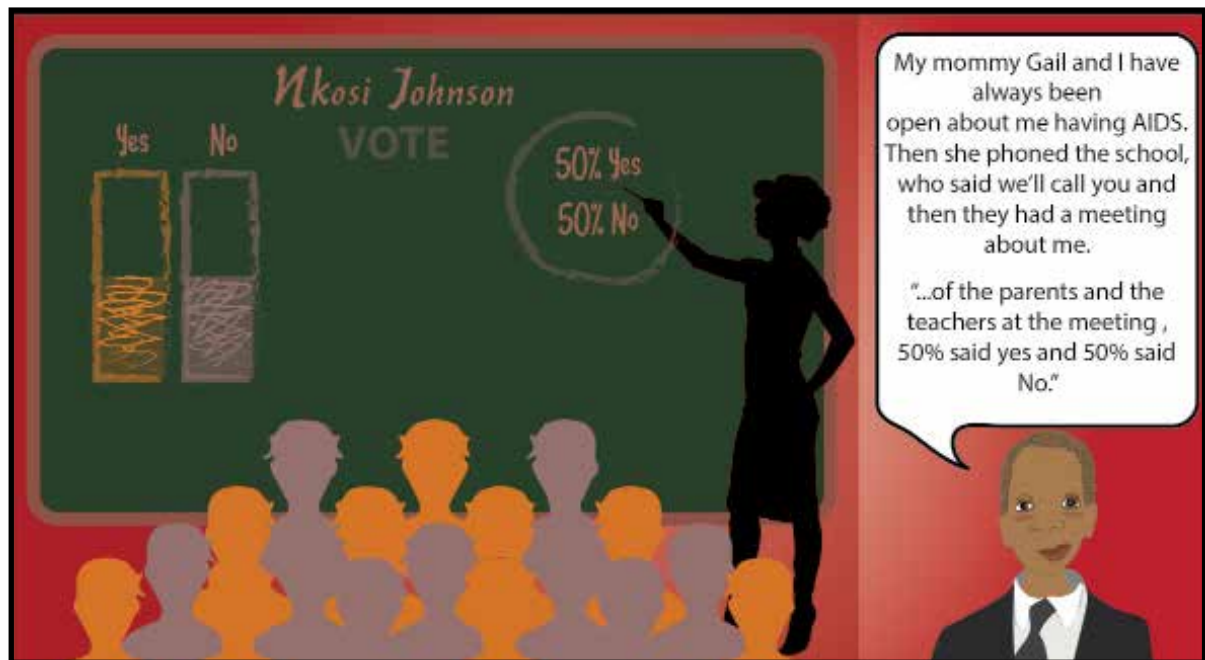
### WORKSHEET 4. 10.1

Highlights from Nkosi's speech at the 13<sup>th</sup> International AIDS Conference in Durban, July 2000.



(Adapted from <http://nkosishaven.org/nkosi-johnsons-history/>)





## Activity C: Role Play – CD4 cells, HIV and ART

**Introduction:** This lesson deals with understanding the interaction between CD4 cells, HIV in someone who is HIV positive and getting ART. They illustrate this by doing a role-play.

1. You will be the narrator and will direct all the actions of learners.
2. Split the learners into 3 groups.
3. Each group will pretend to be the following:
  - Group 1 – CD4 cells, we protect the body from germs (this group take off one sock)
  - Group 2 – HIV, we destroy CD4 cells. (this group will take off shoes and socks.)
  - Group 3 – ART, suppresses or overpowers the HIV so it cannot multiply as fast or as much as it can, (this group will roll up one sleeve).

### NOTE TO THE EDUCATOR

Based on what you have available in your classroom, find ways to distinguish the groups from one another. The instructions given above are merely suggestions. You could also let the learners tie a school tie around their heads, if that's part of their uniform, or tie a ribbon to their jerseys if you have ribbon available.

4. Ask the CD4 cell group to form a circle holding hands.
5. Say: "When HIV enters the body, the CD4 cells try to protect the body from the virus. But in the end HIV cells get on the CD4 cell and climbs inside."
6. You will direct the role-play: "First let's see the HIV actors moving in. Two or three of you will need to crawl under the hands of the CD4 circle and stand inside their circle. Now some of the CD4 actors should fall down. Each CD4 actor needs to be covered by an HIV actor, as HIV is stronger than the CD4 cell. Now the HIV is taking over the body and multiplying. More HIV actors need to enter the circle. You can twist and turn and pull down the CD4 actors. Oh no! All the CD4 cells are down and the immune system has been overpowered."<sup>18</sup>
7. Say: "Now let's do the play again. CD4 actors form a circle again. Now let's see 2 or 3 HIV actors crawling into the circle again. Oh no! Two CD4s have collapsed. But this time the person is going to get ART. So let's have all the ART actors get in. And let's see the HIV actors getting smaller, until they are curled up and lying still on the ground. Together the CD4 cells and ART makes a strong circle."<sup>19</sup>
8. Discuss with your learners what they have learnt from the role-play:
  - a) Even though the CD4 cells try to protect the body, HIV is stronger and starts multiplying in the body.
  - b) Soon the immune system has been overpowered.
  - c) Once the person starts getting ART, the CD4 cells have a chance to start recovering and the HIV stops multiplying.
  - d) The CD4 cells get stronger and the immune system starts recovering.

<sup>18</sup> Gordon, G., Chiziza, N., Holden, S., Kilonzo, F., Kiwia, P., Manyama, W., Welbourn, A. (2016). Stepping Stones with Children : A Transformative Training for Children Affected by HIV and their Caregivers. Practical Action Publishing.

<sup>19</sup> Gordon, G., Chiziza, N., Holden, S., Kilonzo, F., Kiwia, P., Manyama, W., Welbourn, A. (2016). Stepping Stones with Children : A Transformative Training for Children Affected by HIV and their Caregivers. Practical Action Publishing.



## HOMEWORK

Tell the learners about World AIDS Day in preparation for the homework assignment.

*World AIDS Day is held on the 1 December each year and is an opportunity for people worldwide to unite in the fight against HIV, show their support for people living with HIV and to commemorate people who have died. World AIDS Day was the first ever global health day, held for the first time in 1988.<sup>20</sup>*

Ask your learners to come up with ideas to celebrate World AIDS Day. For example, wearing red, making posters, coming up with a memorial moment, a candle-lighting ceremony in remembrance of people affected and infected with HIV. This is done in groups. Learners can choose who they work with in their groups.



## WRAP UP OF THE LESSON

Ask learners to discuss their plans for World AIDS Day in groups. Encourage learners to work together even outside the classroom.

You may consider clearing wall space in the classroom, or even on the outside wall of the classroom, where learners can put up their draft plans. This places the emphasis on working together and getting feedback on plans rather than setting up a competition amongst learners. Other grades will be curious about what the Grade 4 learners are doing and they may also get involved.



## ASSESSMENT

1. Activity A gets learners to recall the facts they have learnt in all the Grade 4 activities so far. Allow time for learners to catch up on facts they may have forgotten. You may also give the True / False answers to learners so they correct any incorrect responses and fill any gaps. These facts are needed to complete the next two activities.
2. Activity B asks learners to answer questions on the comic-strip about Nkosi Johnson. The questions assess their recall of facts as well as their interpretation of Nkosi Johnson's journey. Use the questions as an assessment task. You can assess their responses together in a whole-class discussion.
3. Use the following questions to consolidate the facts taught during the role-play. Some learners may need more time to understand the facts being shared about what happens with the CD4 cells in the body.

<sup>20</sup> <https://www.worldaidsday.org/about>



## Test your knowledge

Ask your learners to answer the following questions:

1. Briefly describe what happens to the CD4 cells when HIV enters the body.
2. What is the main function of ART?
3. Do you think that Nkosi was very brave? Give a reason for your answer.
4. How do you think ART could have changed the course of Nkosi's life?



## GLOSSARY

**AIDS Conference:** The international AIDS conference is held every year. It is the largest conference in the world

**ART:** antiretroviral therapy is treatment given to people who are HIV positive

**Blood test:** doctors check a patient's blood to see if they have certain illnesses and to find out if the treatment is working.

**Breastfeeding:** to feed a baby with milk from the breast

**CD4 cells:** white blood cells that are part of your immune system. They are sometimes called T-helper cells or T-cells

**Discriminating against someone:** treating a person as if they are different

**HIV:** Human Immunodeficiency Virus

**HIV infected:** someone who is HIV positive

**Immune system:** The immune system is a network of cells, tissues, and organs that work together to defend the body against attacks by "foreign" invaders<sup>21</sup>

**Medication:** medicine that the doctor gives a patient

**Overpower:** to use your strength to beat somebody

**Policy:** government's plan, or an organisation's plan to deal with a situation

**Transmitted:** sent or spread from one person to another

**Untreated AIDS:** AIDS that has not been treated

<sup>21</sup> KidsHealth. (n.d.). Immune system. Retrieved December 4, 2018, from <https://kidshealth.org/en/parents/immune.html>

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