



Sexuality Education in
Life skills

Scripted Lesson Plans

Grade 4 Learner Book



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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Life Skills

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A. BACKGROUND AND CONTEXT FOR THE GRADE 4 TO 6 SLPS

1. INTRODUCTION

Children world-wide are affected by HIV and AIDS. HIV and AIDS continues to be one of the biggest challenges faced by South Africa today. No matter where we live in South Africa, everyone is affected by or may be at risk in some way from HIV and AIDS. Among the challenges posed by HIV and AIDS, perhaps the gravest is that of the children hardest hit by the epidemic. When a child is affected, whole families and whole communities become affected.

While all young people are at risk, girls are getting infected with HIV at higher rates than boys are. We want to work together so that we protect all our children by giving them information they need, by encouraging them to build good values and attitudes, and by practicing how we can make good decisions about our lives and our own health and well-being. Decisions that you make as a child will affect you as a young person and then as an adult.

All children have rights and responsibilities.

You have the right to:

Be safe and to be kept safe.	Be protected in your home, in school and in your community.	Education that provides you with relevant information about how to make choices to be healthy.	Health services that will support you when you are not well.
More importantly, you have the responsibility to look after your health and well-being even as a child so that you become a healthy adult.			



Why will you do Scripted Lesson Plans?

The scripted lesson plans (SLPs) in this book provide learning opportunities for you to engage with your peers on how to build and manage healthy relationships and how they manage their own choices towards a healthy and safe life. SLPs have informative activities related to sexuality education. The activities help you think about your own behaviour and the behaviour of others around you. Activities are built around a set of core message. The core messages will help you make decisions so that you choose to be in or to form healthy relationships, and to protect yourself when you are faced with harm.

Core messages

- *I choose to respect my own body and 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.*



2. What is in the SLPs





3. KEY TO ICONS

A set of icons have been included to guide you on different parts of the activity



**HOMEWORK
INSTRUCTIONS**



ACTIVITIES



READING



HOMEWORK



RESOURCES



ASSESSMENT



GLOSSARY



Lesson 4.1

Respect for my own body

Lesson 4.1

Respect for my own body

CORE MESSAGE

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

BRIEF LESSON SUMMARY

During lesson 4.1, “Respect for my own body”, you will learn why it is important to respect your bodies and keep them safe from harm. You will learn why some body parts are regarded as private parts. You will understand what unwanted sexual attention is and the need for privacy when growing up. You will learn about good touches and bad touches and that it is ok to say “No” to situations in which you could feel uncomfortable.

KEY POINTS

1. 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 yours.¹
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 substances like alcohol, cigarettes or drugs.
3. Respecting your body also means taking care of it like:
 - Keeping it clean
 - Eating healthy food
 - Exercising
 - 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. 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 and going to the toilet.
5. No-one is allowed to touch your private parts unless it is a medical doctor 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 and uncomfortable touch, for example being forced to hug or kiss someone, or sitting on someone’s lap.

¹Soul Buddyz Club (2008). Growing up to be strong and free, Unit 2



ACTIVITIES:

Activity A: Defining respect

Introduction: In this activity you are going to find out what the concepts of respect and self-respect mean. You will understand that respect is a right, but with it goes the responsibility to respect others. You will appreciate that we need to treat our bodies with respect if we want them to be healthy.

1. What do they think “respect” means?

2. Definition:

Respecting someone means thinking about their feelings and well-being, because they have rights just like you do. It is important to remember that in the same way that you respect their rights, they should respect yours.²

3. You are going to work in Buzz groups today. You can work with the person sitting next to you.
4. Choose someone in your group to be a scribe i.e., to write down everything you discuss as a group.
5. Choose someone in your group to report back to the rest of the class.
6. In your Buzz groups think about the following questions:

- a. How does a child show respect for his or her own body?

- b. How does a child show respect for other people’s bodies?

²Hurt, K. (2008). Soul Buddyz Club, Unit Guide 2. Growing Up to be Strong and Free.

7. Still in your Buzz groups, think about the following:

a. What does it mean to respect ourselves?

b. Think of examples of ways in which we show respect to ourselves.

8. Being respected is a right. 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.
9. In your Buzz groups, think about what happens to our bodies when we do not show them respect, for example, when we don't keep them clean, when we don't eat healthy food.
10. An important part of respecting yourself is respecting your body – after all, it's the only one you have. Our bodies are special and unique. When we respect our bodies we show that respect by doing the following:
- 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.

Activity B: Labelling the different parts of the body

Introduction: In this activity you are going to learn about the different parts of the body and that some of these parts are private parts.

Option 1

1. Your educator will divide the class into small groups. Each member of the group will receive a number from one to five. Each person in the group will have a task to perform according to the number they have been given:
 - 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 puzzle is put together.
 - Number 4: Report back and check that the different parts of the body are labelled correctly.
 - Number 5: Be the timekeeper and check that everyone is doing the tasks assigned to them.
2. When you have completed the puzzle, check your answers by looking at the drawing in your learner's book.

Option 2

1. Your educator will draw an outline of the body on a large piece of paper or on the chalkboard.
2. Label the parts of the body on **Worksheet 4.1.1**.

WORKSHEET 4.1.1

Label the parts of the body on both outlines

Figure 1

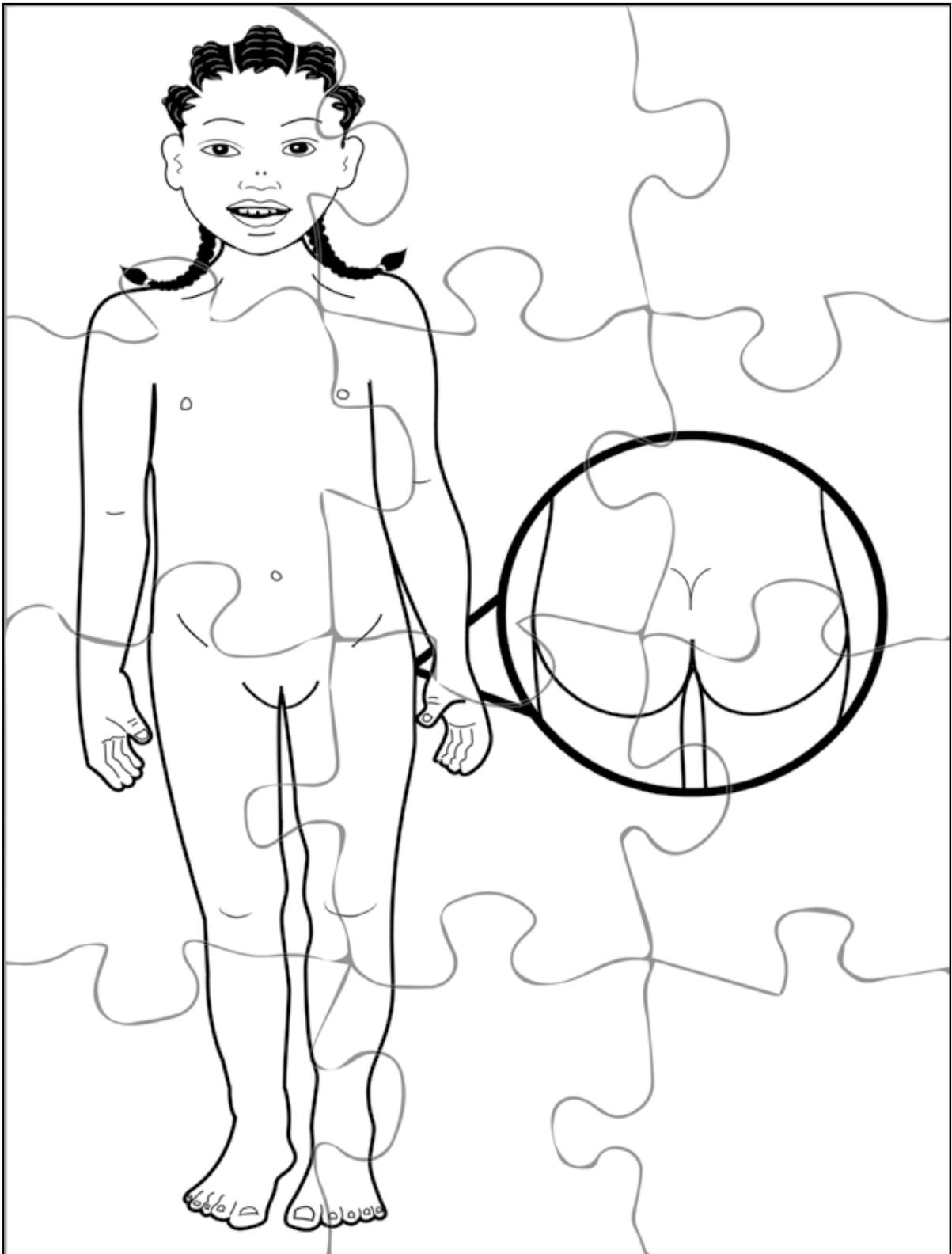
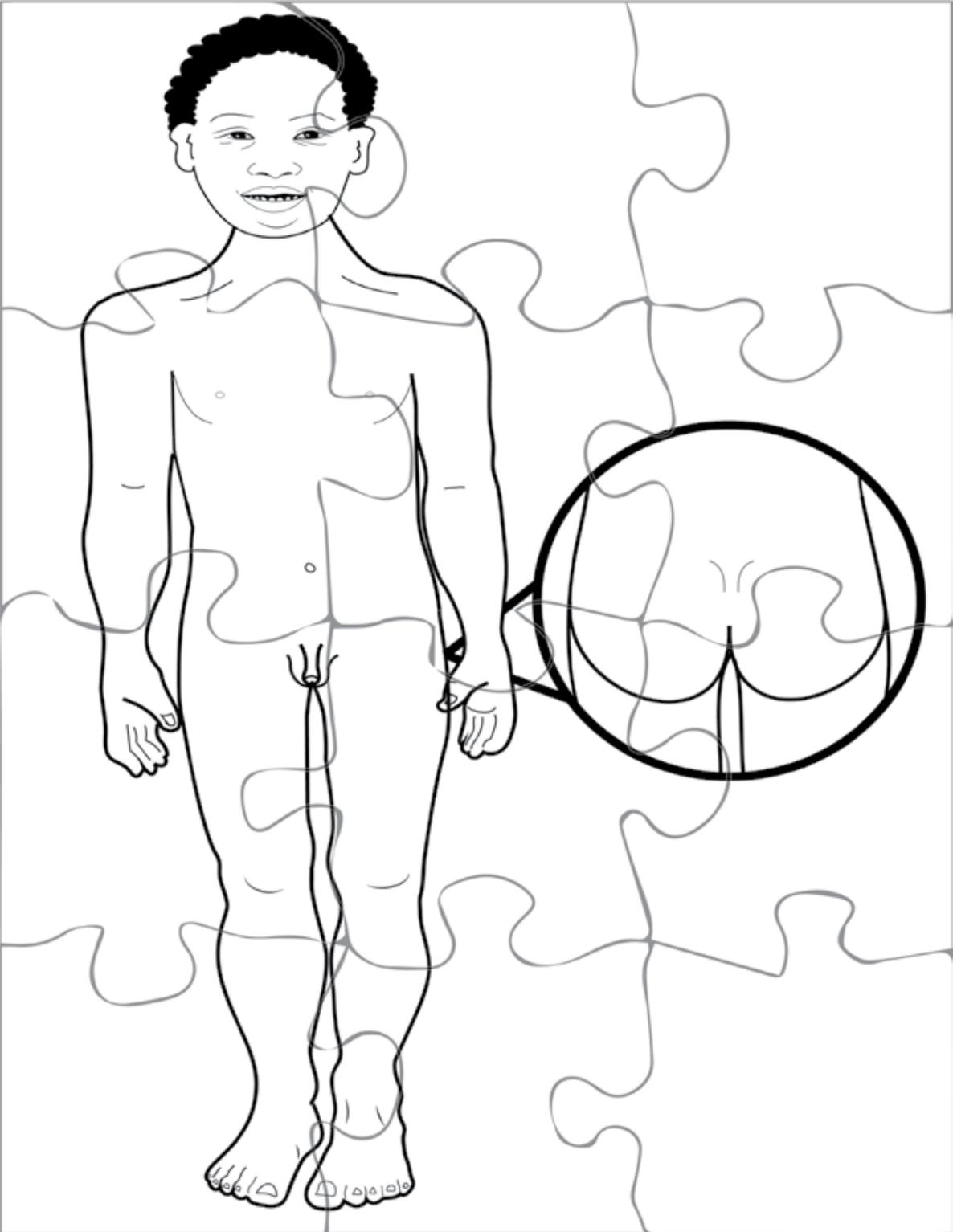


Figure 2



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

Activity C: Good touch and Bad touch

Introduction: In this activity you are going to learn about the difference between good touches and bad touches and recognise the emotions that belong to each.

1. Look at the illustrations of the different parts of the female and male bodies in your learner books. We cover some parts of our bodies. The parts that are covered are called our private parts. What do you think we mean when we use the word “private”?

2. A boy’s private parts are the penis, the testicles and the buttocks. A girl’s private parts are the vagina, the buttocks and the breasts.

3. In some cultures, even though the breasts are private, they are not always covered. For example, single Zulu women do not cover their breasts when wearing traditional dress. Can you think of other examples from different cultures where parts of the body are covered because they are private?

4. We call these parts our private parts because these parts are used by us, in private, for example going to the bathroom, taking a bath or a shower.

5. 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.

6. What do you understand by a “good touch” and “bad touch”? Can you give an example of each?

a. A “good touch” is ...

b. A “bad touch” is ...

7. Can you think of examples of good touches and bad touches? For example, “I love it when my mom rubs my back” - good touch. “I hate it when my friend kicks me”- bad touch.

8. Look at the table below and read through the examples of good touch and bad touch.

Good touch	Bad touch
A trusted adult is bathing his/her child because she is sick. The child feels comforted and loved.	When anyone touches you inappropriately or parts of your body that make you feel uncomfortable.
You have lost someone dear to you and your classmates give you a hug of support.	Touch that make 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.
(any other example)	When someone tries to rub themselves up against you.
	(any other example)

9. Read through the speech bubble to see what you 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



HOMEWORK

1. Complete the following: **WORKSHEET 4.1.2**

<p><i>What I love about my body</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p><i>What is unique about me</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
<p><i>I love and respect who I am</i></p>	
<p><i>Why my body is important to me</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p><i>What I can do to stay healthy and strong</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>

Test your knowledge

Answer 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 for 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, and 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 or like anything 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

CORE MESSAGE

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

BRIEF LESSON SUMMARY

During lesson 4.2, “Respecting the bodies of others” you will learn how to show respect for other people’s bodies. You will also learn the importance of respecting and understanding someone else’s private space.

KEY POINTS

1. Just as I respect my own body, I have a responsibility to respect the bodies of others.
2. 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;
 - I won’t laugh at someone who has pimples on their face.
 - I won’t point at a girl whose breasts are developing.
 - I won’t try to pinch anyone on the bum.
 - I won’t make fun of a boy whose voice is breaking.
3. Everyone has personal space and I will respect that personal space in the same way that 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 Child-line on 08 000 55 555.



Activity A: Identifying private parts

Introduction: In this activity you will learn that each person’s body is private and we have the right to keep our bodies private.

- 1. Think back to the last lesson you had about respecting your own body.
- 2. What does the word “private” mean?

- 3. You are now going to work in small groups. In your groups, discuss the following:
 - a. Which parts of your body are private?

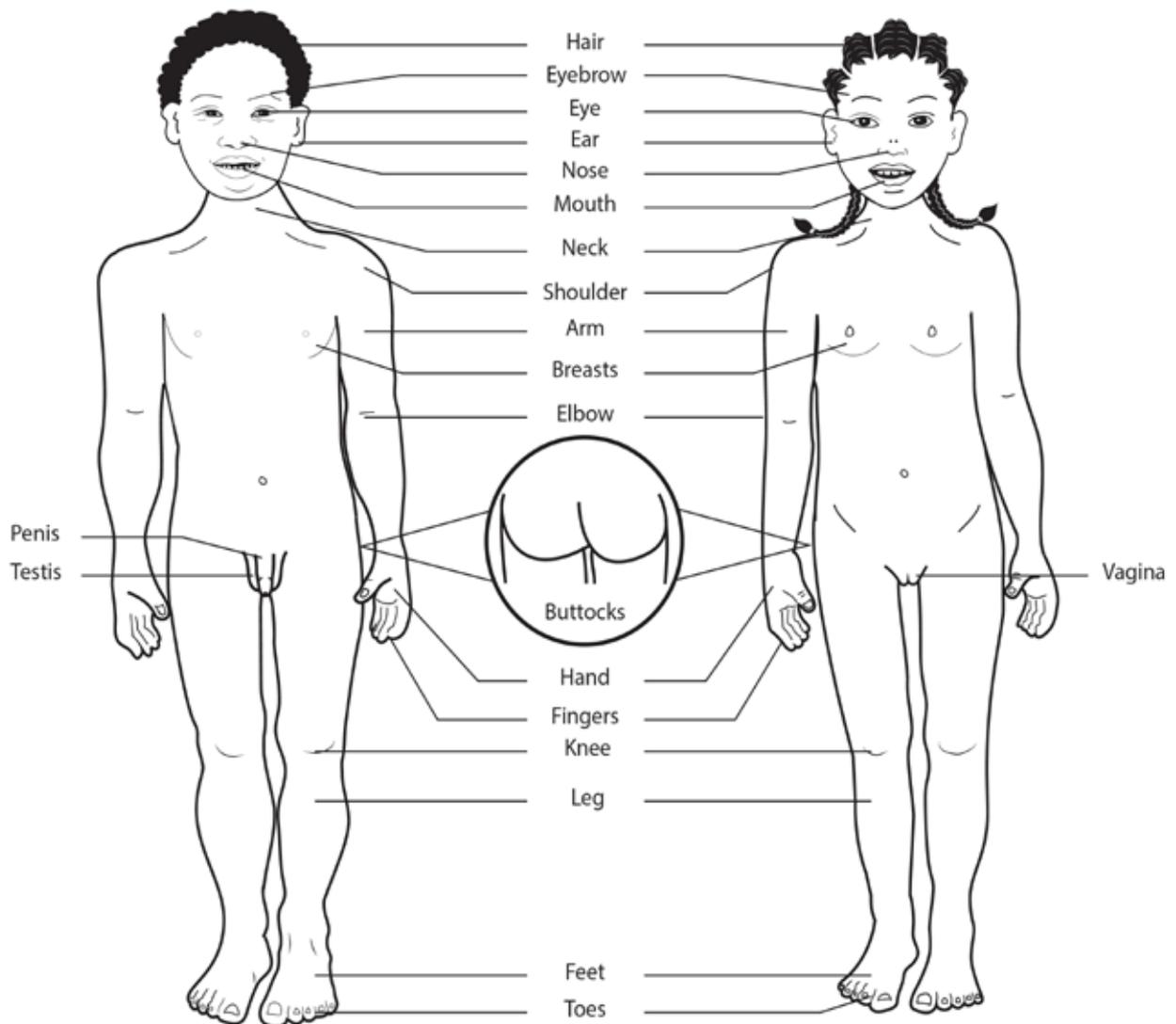
- b. Why have you called these parts private parts?

- c. Would you allow anyone to touch your private parts? Why or why not?

- 4. Now you are going to work on your own.

WORKSHEET 4.2.1

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



6. Once you have completed the activity, share with the class what you have coloured in (shaded) as private parts on your drawing. Explain to the class why you have done so.

Activity B: My personal space

Introduction: In this activity, you will learn how to show respect for the bodies of others.

1. What do you understand by the term “respect for other’s bodies”?

2. Why do you think it is important for us to respect other’s bodies?

3. You are now going to work in Buzz groups. In your groups, you are going to discuss the following:

a. What must you do to show respect for other bodies? For example, I should ask before I give my friend a hug.

b. What should you do if someone does not respect your body?

4. Get back into one big class group.

5. Stand up with your arms stretched out in front of you. Now, turn around on the spot and imagine you are drawing a circle around your body with your arms stretched out.

6. Imagine that circle around you is a bubble and what it would look like. This space represents your personal space and no one is allowed to enter that space, unless you give him or her permission to enter the space.

7. Who would you allow into your personal space?

8. Why would you let them come into your personal space?

 **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, Paula hooks her arm into Sindi’s arm and occasionally grabs her to give her a hug. Sindi doesn’t mind, but 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?



ASSESSMENT

Test your knowledge

Answer the following questions to recall what you have learnt.

1. Complete the sentence: Respect for others' 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

CORE MESSAGE

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

BRIEF LESSON SUMMARY

Lesson 4.3, “Dealing with conflict”, will provide you with an understanding of the concept “conflict”. Once the concept is understood, you will be required to identify examples of conflict in the home and school environment. Together in the class discussions, you will identify strategies to avoid conflict in both the home and the school environment. Furthermore, you will learn to respond appropriately when you are confronted with a conflicting situation.

KEY POINTS

1. A relationship refers to the way you are connected to another person.
2. 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.
3. Conflict means to argue or disagree.
4. Conflict is natural and happens in almost all relationships.
5. Because conflict cannot be avoided, it must be managed.
6. There are no winners or losers in conflict resolution.
7. If you are angry, distance yourself from the situation first, before trying to resolve it.
8. Listen to what the other person is saying.
9. Remember to say how you feel in a respectful way.



ACTIVITIES

Activity A: Identify conflict

Introduction: In this activity you will gain an understanding of the concept, “conflict.” You will identify different examples of conflict at home and at school.

1. Get into pairs. You may work with the person next to you.
2. What do you understand by the concept, “conflict”?

3. You are now going to work in small groups. In your groups, discuss whether you have been involved in a conflict situation or have witnessed conflict happening:
 - a. When playing a game with friends?
 - b. With one of your brothers or sisters?
 - c. At school, on the playground.
 - d. At school, in the classroom.
 - e. With yourself, when you have done or said something that you should not have.

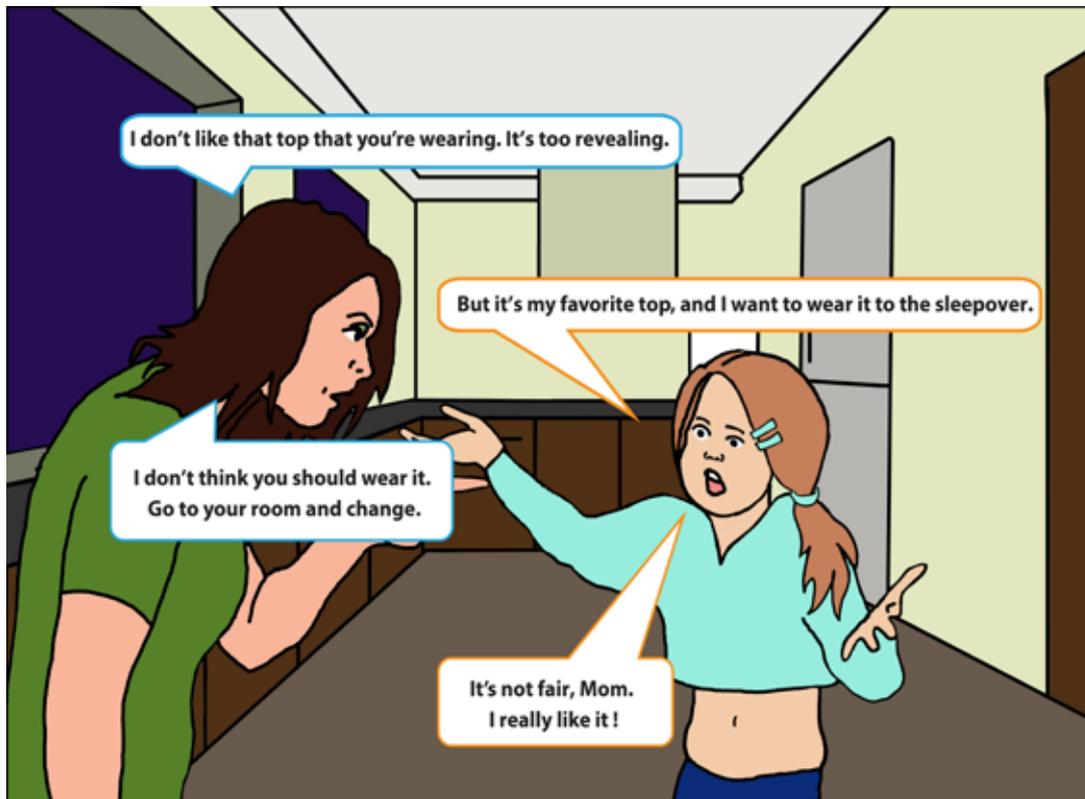
4. How did you feel during the conflict situations?

5. You are now going to work in small groups.
6. Now look at Worksheet 4.3.1 with pictures depicting different scenarios in your learner books. Your educator will allocate a picture to each small group.
7. Read each of the scenarios and explain what the conflict is about. For each of the pictures, you need to answer the following questions:
 - a. Which of the characters is in conflict with another character?
 - b. Describe, in no more than five words, what the conflict/disagreement is about.

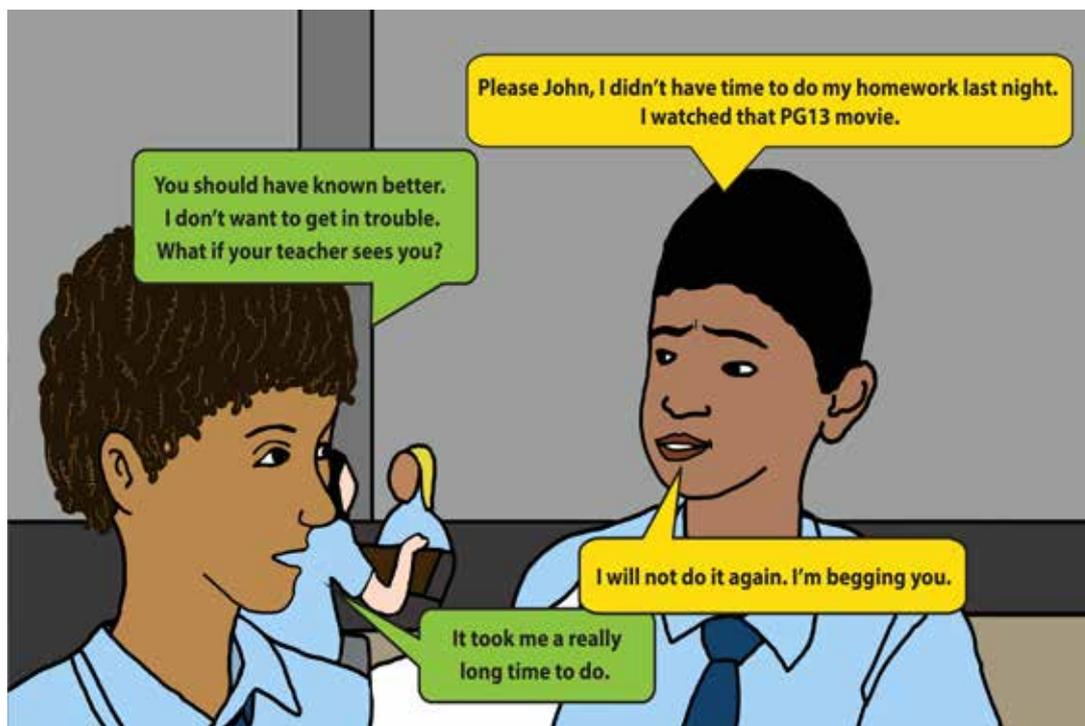
8. Report back to the class what you discussed in your group.

WORKSHEET 4.3.1

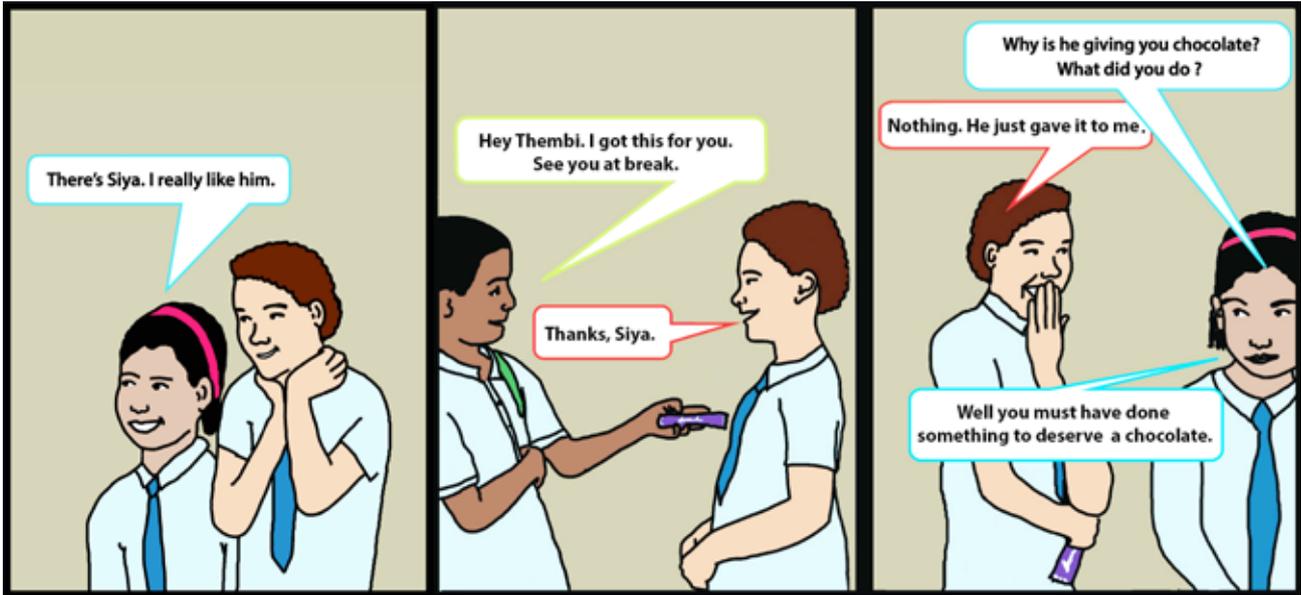
Picture 1



Picture 2



Picture 3



Picture 4



9. Conflict means to argue or disagree. This means that both parties have different ideas about the same thing, whether it is 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.

Activity B: Responding to conflict

Introduction: In this activity, you will learn about responding appropriately to conflict.

1. In this activity, you will need to match the conflict in the pictures with the responses given in the table in Worksheet 4.3.2.
2. You will work in the same groups you worked in for the previous activity, and will discuss the same picture.
3. Choose a response from the options given below and give a reason for choosing the response.
4. Remember to refer to the picture from Activity A.

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 will not play with him anymore if he does not do it.	John tells Vuyo he does not want to help him and walks away.
3	Thembi gives Zanna the chocolate because she does not 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 tells Zanna that their 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 is 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 will 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.
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5. Choose one person in your group who can report back on behalf of the group.
6. Your educator will ask you to report back.

Activity C: Steps to resolve conflict

Introduction: In this activity, you will learn how to resolve conflict. You will use the seven steps proposed to help you resolve situations of conflict. You will complete just one example in the time allocated in this activity.

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.
1. Stay in the groups you were in for activity B.
 2. Think about activity B and the discussions you had about the responses to the pictures.
 3. Carefully read the seven steps to conflict and say which steps you used to resolve the conflict or which steps you would be comfortable using to resolve conflict.

4. Choose one person in your group who can report back on behalf of the group.
5. Your educator will ask you to report back.
6. Take other examples of conflict and practice the tool you have just learnt. Work in pairs. The Homework Activity is a follow up on this activity.



HOMEWORK

1. Select other examples of conflict situations and practice the 7-step tool. Do this activity with a peer.
2. Write a paragraph on a conflict situation you have dealt with at home or at school. Using the seven steps to resolving conflict, describe how the conflict was resolved. You can use the following questions as a guide:
 - Who is in conflict?
 - What is the conflict about?
 - How can the conflict be resolved in a way in which all parties benefit?
 - Do you think all conflict is bad? Give a reason for your answer.

Test your knowledge

Answer the following questions to recall what you have learnt:

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 situations that you identified as being conflict situations 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 to dealing with conflict that you have learnt about.

- a. Take a moment to _____ and stop whatever 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: to 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?”

CORE MESSAGE

- I make good choices for my health.

BRIEF LESSON SUMMARY

During lesson 4.4 “Emotion – Why am I feeling this way,” you are asked to think about the different emotions you experience. You will understand more about “emotions” and how to express each emotion in a healthy manner. Through illustrations, you will be able to identify the different emotions expressed. You will come up with positive strategies to express some of these emotions in a healthy and non-threatening manner.

KEY POINTS

1. Everyone experiences a range of emotions, like happiness, anger, fear, sadness etc.
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 a particular way.
5. Having friendships and someone to love makes you feel good.
 - You can share how you feel with that person, i.e. someone to share your emotions with, whether positive or negative.
 - You will have someone you can trust.
 - You will 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 and/or someone else, ask for help.



ACTIVITIES

Activity A: Feeling Charades

Introduction: In this activity, you will identify what emotion someone is expressing by guessing the emotion in the game “Feeling Charades.”³

1. Get into pairs or small groups.
2. Each pair or group will pick a card from the pack of cards with the emoticons and will have to act out the emotion described on the card.
3. Once the pair/group has guessed the correct emotion, they also have to demonstrate how to show that emotion.
4. Some emotions are difficult to deal with and you should not feel that you have to deal with them on your own. If any of you feel that you cannot handle any of your emotions, you must ask your teacher or a trusted adult to help you talk through how you are feeling.

Activity B: What are emotions?

Introduction: In this activity, you will define what an emotion is and look at the importance of expressing an emotion. You will deal with emotions that are not always easy to understand or recognise, like frustration, confusion, etc.

1. Get into Buzz groups.
2. Choose a spokesperson who will report back on behalf of the entire group.
3. In your group, answer the following questions:

a. What are emotions?

b. Can you think of other emotions that one could experience other than those that were played in the game?

³www.Kiddiematters.com/emotion-regulation-identification-activities

- c. Think of an emotion you have had recently that sticks in your mind. Can you think of who or what made you feel that way?

- 4. Remember the following points:
 - a. It is important to acknowledge that you are feeling an emotion.
 - b. It is normal to feel emotions.
 - c. Emotions can be positive or negative.
 - d. You have to identify who or what has made you feel in a particular way.
 - e. It is important to express your emotions. Negative emotions must be managed e.g. 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, e.g. 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.

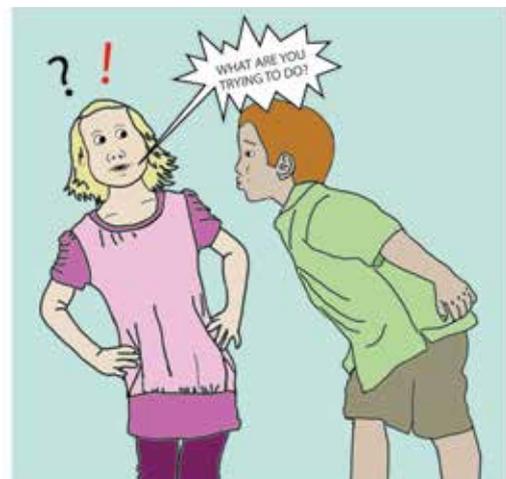
Activity C: Identify the emotions

Introduction: In this activity, you will identify the different emotions from pictures in your learner books.

- 1. Look at the pictures in Worksheet 4.4.1 below.
- 2. You may work in pairs.
- 3. Each picture tells a story.
- 4. Look at the pictures and interpret the emotions you feel the pictures are conveying. The Glossary at the end of the lesson will help you with emotion words.
- 5. Motivate why you 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.

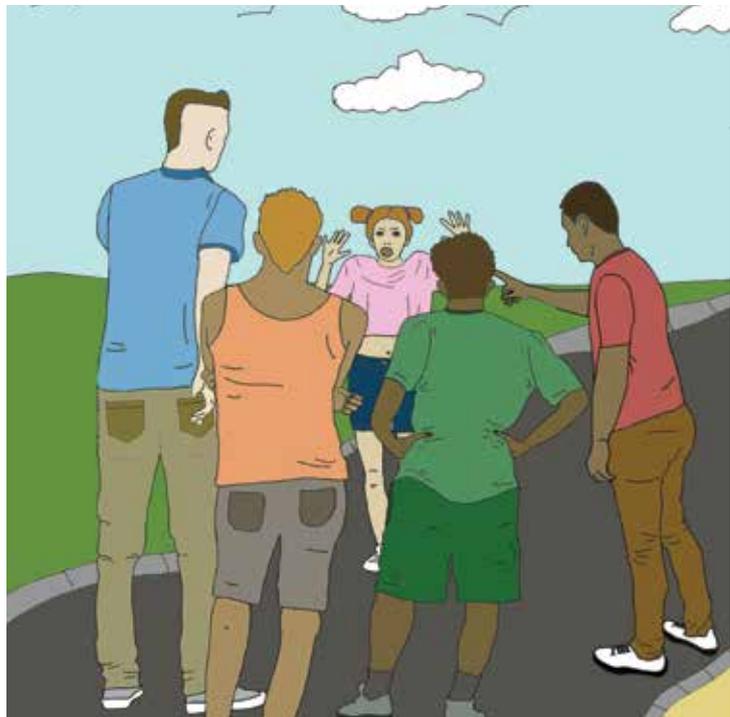


1. What are they feeling?

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. Do you have difficulty expressing any emotions?

5. Do you sometimes feel that you are responsible for someone else's feelings, whether it be good or bad feelings? Explain.

6. Write down the emotion identified for each picture and draw your own emoticon for each of the emotions identified.

Picture 1 _____

Picture 2 _____

Picture 3 _____

Picture 4 _____



HOMEWORK

Keep a diary for a week. Write down how you feel, e.g. sad, happy, frustrated etc., and record what you did about how you felt.

Day of the week	I am feeling ...	What I did ...



ASSESSMENT

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

F is for Frightened

E is for _____

E is for _____

L is for _____

I is for _____ (like intimidated, important, etc.)

N is for _____ (like nauseous, naughty, etc.)

G is for _____ (like grateful, giddy, gorgeous etc.)

2. Answer the following questions to recall what you have learnt:

Test your knowledge

1. What do you understand by the term “emotion”?

2. Underline all the words that are emotions.

Anger difficult fear grief trust frustration bullying jealousy

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

a. Go for a run.

b. Start a fight.

c. Clean the house.

d. Write a poem.

4. What should you do if you feel that you cannot handle your emotions?



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 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

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

During lesson 4.5, “Bullying,” the focus is on the different types of bullying you may experience. You will also be introduced to other examples of bullying. Different scenarios will be used to describe an act of bullying and you will be required to identify the type of bullying illustrated. You will also be exposed to the emotions associated with bullying and gain knowledge and understanding of what bystander behaviour is.

KEY POINTS

1. Bullying is a form of violence – it occurs when there is an imbalance in power. One person has more power over another person.
2. Bullying happens when one person or a group of people, try to upset another person or a group of people by saying or doing nasty or hurtful things repeatedly.
3. 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.
4. Both the bully and the person being bullied need help. Both are victims.
5. There are different types of bullying e.g. physical bullying, emotional bullying, humiliation, verbal bullying, cyber bullying and sexual harassment.
6. Sexual harassment focuses on a person's appearance or private parts.
7. Bullies may use technology to harass someone sexually (like sending inappropriate text messages, pictures, or videos).
8. Bullying is unacceptable and must be stopped.
9. Do not be a bystander (watching it happen and not stopping it).



ACTIVITIES

Activity A: Different kinds of bullying

Introduction: In this activity you will identify different kinds of bullying from scenarios presented to the class.

1. Get into small groups and work together on the following activities.
2. Brainstorm the word “**bullying**.”

3. Discuss the following questions in your 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 they could handle bullies)
 - f. What do you think the term “bystander” means?
 - g. What can each of us do to stop bullying from happening?
4. Look at **Worksheet 4.5.1**. Your educator will help you complete the first scenario of the worksheet.
5. You will then move on to the next scenario and do the same.

Example:

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 does not know what just happened.	Vuyo	Reshad	Hitting him on the head	Physical

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)
<p>1. Example</p> <p>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 does not know what just happened.</p>				

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)
<p>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.</p>				
<p>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.</p>				
<p>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.</p>				
<p>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.</p>				

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)
<p>6. Andrea prefers playing with boys. She sometimes feels like a boy. The other girls in the class do not 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.”</p>				
<p>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).</p>				
<p>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.</p>				

6. You will need to report back after completing each scenario.
7. Remember the following important points:
 - Bullying is a form of violence – it is where there is a power imbalance. One person has more power over another person.
 - 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.
 - Bullying involves an imbalance of power between the bully and the victim.
 - This imbalance of power can be caused by:
 - Being more popular
 - Being stronger
 - Being smarter
 - Having a higher social status
 - 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.
 - 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 at home or even at school.
 - Bullies often feel angry and frustrated; they go about expressing that anger/frustration by hurting others.
 - The person who is being bullied finds it difficult to stop this from happening. She or he is worried that it will happen again.
 - The person being bullied feels anger, frustration, humiliation, fear, vulnerability, etc.

Activity B: Introspection: Am I a bully?

Introduction: In this activity you will think about what bullying behaviour is and check to see whether you are bullying others yourself.

1. Spend five minutes thinking about what you have learnt about bullying so far in Life Skills lessons.
2. Read the following flashcards on the board:
 - Physically bullying someone, like Vuyo did by hitting Reshad on the head.
 - Sexually assaulting someone, like the Grade 6 boys did with John.
 - Teasing someone, like Christine and her friends did with Thembi about her weight.
 - Spreading rumours about someone, like Mpho did about Sindi.
 - Sexually harassing someone, like Thando and his friends did to Neli.
 - Picking on someone because they are different, like the girls did with Andrea.

3. Your educator will give you a piece of paper and a pencil. The idea is for you to write your private experiences on the piece of paper, which will later be destroyed as a way of showing a release and turning away from bullying behavior.
4. Find a place in the classroom where you can be by yourself.
5. Think about whether or not you have bullied someone.
6. Think about these questions:
 - Am I guilty of any of the actions like those described on page 52?
 - What can I do to stop behaving in this way?
7. Now write down if you have bullied someone on your piece of scrap paper. Do not let anyone see what you are writing.
8. This information will not be shared with anyone.
9. Tear the piece of paper up and place it in the tin your educator will bring around the class.
10. This action is symbolic of marking an end to old behavior.
11. Once all the papers have been collected, they will be burnt.
12. Remember the following points:
 - 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 you are bullying another person. Maybe someone is bullying us and we need help.
 - If you have written anything on the paper, you need to stop what you are doing immediately and make a promise not to do it again.
 - If you are bullying someone, you need help.
 - If you are being bullied, you need to speak up.
 - Bullying must be stopped.
 - We want a bully-free classroom.

Activity C: Completing the survey

Introduction: In this activity you will be doing a survey of your peers to find out the status of bullying in your classroom.

1. Get into pairs and work together on the following activity.
2. Look at the survey in **Worksheet 4.5.2** below.
3. Your educator will read through the survey with you to ensure that you understand all the questions that are being asked.

4. Each pair will only be required to complete one form. One person will ask the questions and one person will answer the questions.
5. The purpose of the survey is to find out whether or not there is a bullying problem in your school.

WORKSHEET 4.5.2⁴

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?				

⁴Soul City Institute for Social Justice (2013). Soul Buddyz Club, Unit Guide 2: Safe and Happy Schools. p. 13

On the way to school	In the classroom	On the play-ground	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?							



HOMEWORK

1. Conduct the bullying survey with two of your friends from another class. Compare the responses you get from each of them.
2. Bring the survey back to class for the next Life Skills lesson.



ASSESSMENT

1. Complete the following activity in pairs or even as groups of friends. You may want to display your responses on the wall outside your classroom.

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

Answer the following questions to recall what you have learnt:

1. What do you think some of the serious effects of bullying are?
2. What advice would you give someone who is being bullied?
3. List and explain three different types of bullying. Give an example of 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; they only observe what is happening

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

Humiliation: when someone is made to feel very embarrassed and unworthy

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

Vulnerability: when you can be easily physically and emotionally harmed or hurt



Lesson 4.6

Responding to bullying

Lesson 4.6

Responding to bullying

CORE MESSAGES

- I have the right to say “no” and a 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

Lesson 4.6 “Responding to bullying” will focus on providing you with strategies to protect yourselves from acts of bullying. You will gain knowledge and understanding of how to respond appropriately to bullying in both the school and home environment. You will also reflect on your own behaviour towards others that may be regarded as bullying behaviour. Furthermore, you will be given information on where to find help to stop acts of bullying.

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 things we can do depending on the situation.
4. You cannot resolve the bullying yourself, talk to an adult you can trust like your teacher, principal, parent etc.
5. You can contact Childline on 08 000 55 555



ACTIVITIES

Activity A: Responding to bullying

Introduction: In this activity you will learn how to respond to bullying and to find ways to cope with bullying behaviour. You will realise that sometimes the response to bullying is something we say and sometimes it is something we do.

1. Think about the survey that you did in the last lesson on bullying.
2. Today’s lesson is about how to respond to bullying.
3. Sometimes responding to bullying means saying something. Other times it could mean doing something.
4. Let’s brainstorm some ideas of things to say and things to do when faced with a bully, e.g.
 - a. When standing up for yourself, what are some things you can do and what are some things you can say?

- b. When standing up for others, what are some of the things you can do and what are some of the things you can say?

5. Your educator will read the table below with you.

Things to do when standing up for yourself:⁵

- Stay calm. Do not take the person on. Walk away.
- Hang out with true friends. True friends do not 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.
- Do not 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 do not want to.
- I do not like that.
- Leave me alone.
- Call me by my real name.
- I do not want to fight.
- It is not true.
- It is not your business.
- Let us talk about it.
- I do not like it when you say things about me that are not true.
- That was not very nice.
- Do not 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 all this time.

Things to do when standing up for others:

- Be friendly to children who are bullied. Listen to them and invite them to do something fun with you.
- Ask adults for help.
- Do not repeat a rumour.
- Leave him or her alone.

Things to say when standing up for others:

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

⁵Wintle, C. (2009). *Empowering Children to Help Stop Bullying at School: A curriculum for grades three and up*. Character Development Group, Inc.

6. Get into small groups. You are going to do some role-plays on how to handle bullying.
7. Refer to the rubric assessing the role-plays about responding to bullying (See on pg. 5).
8. The following 3 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 starts whistling at you and pushing you around.
9. You are going to create a role-play about the scenario and include at least three responses from the table provided.
10. The role-play can be no longer than 10 minutes.
11. You will present your role-plays in the next section.

Activity B: Role-plays

Introduction: In this activity, you will do role-plays based on responses learnt in Activity A. You will also assess your role-plays using a rubric. Your teacher will explain the rubric to you.

1. Now you are going to do the role-plays to show what you have learnt about responding to bullying.
2. Get back into the groups you were in for Activity A.
3. Your educator will give you a number, which you need to put into a hat.
4. Your educator will now draw three numbers to choose the groups that will do their role-plays.
5. If your number was drawn, you will have 5 minutes to prepare.
6. Refer to the following rubric. The rubric guides you on what is important for you to include in your role-plays and how to plan them.

You will use this rubric to assess the role-plays that you will be watching.

WORKSHEET 4.6.1

Role-play rubric⁶

	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.

7. Once all the groups have had a chance to present, answer the following questions:

a. Did some of the circumstances make it easier to say something or do something?

b. Now that you have seen the role-plays, how important do you think it is to stand up to bullying?

⁶Adapted from the Role Play Rubric found at <https://i.pinimg.com/originals/d9/98/fd/d998fda3fbd3a04946c8d28c758e08f6.jpg>



HOMEWORK

1. Create a poster explaining how to respond when you see someone being bullied.
2. Bring your poster to school and display it in the classroom. You will have an opportunity to give one positive comment on a peer's poster.



ASSESSMENT

Test your knowledge

Answer the following questions to recall what you have learnt:

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 but bad 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

Lesson 4.7

Culture, society and sexuality

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

During lesson 4.7, “Culture, society and sexuality”, you will define the word “culture” and take a closer look at the cultures within your classroom. Language is linked to culture and there are learners in your class who speak different languages. Different learners also have different cultures. Let us investigate what languages and cultures are present in the class. Next, you will unpack how culture affects the roles of boys and girls, males and females in the home, and in society.

KEY POINTS

1. Our culture influences our understanding of sexuality, especially gender roles.
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 most cultures, girls and boys play different roles. This is referred to as “gender stereotyping”.



ACTIVITIES

Activity A: Learning about different South African cultures

Introduction: You will define the word culture and understand how culture is defined by language, tradition and religion.

1. What do you think about the word “culture”? Explain what it means to you.

2. South Africa has many diverse cultures and religions and 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.

3. What do you think some of the other reasons are that we are called the “Rainbow Nation”?

4. Now we are going to do a quick survey to find out how many different cultures and languages there are in this class. This will give us a sense of how diverse our learners are in our very own classroom.

5. For us to understand our different cultures, we are going to start by looking at some of the different language groups in South Africa and explore their cultural practices.

6. Stand up if you speak one of the following languages.

English	Setswana	Afrikaans	isiZulu	Tshivenda	isiXhosa
Sesotho	Siswati	Xitsonga	Sepedi	isiNdebele	South African Sign Language is now an official language

7. Once you have identified the language you speak, indicate to your educator which culture you belong to so that she/he can fill it in on the board.
8. Remember, in South Africa, we have many different groups of people all with their own cultures and ways of doing things. This means that we need to learn about the different cultures in our country and celebrate what makes us different.

Activity B: Gender roles

Introduction: You will link culture with how the role of boys and girls and males and females in society and in the home are perceived. You will make reference to how you understand these roles from you own homes or community environments and experiences.

1. Think about your own cultures and then answer the following questions:
 - e. 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.

- c. Different cultures have different views on what the role of boys and girls are in society. As in our country, our classroom we have many different cultures. Let's do a survey of how cultures view different gender roles in our classroom. Complete Worksheet 4.7.1 below.

WORKSHEET 4.7.1

Gender roles and culture

1. Complete the table in **Worksheet 4.7.1** below using what you know from your own culture.

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	

2. Say what you have learnt about how other cultures may have a different view on the gender roles than you have.



HOMEWORK

Complete **Worksheet 4.7.1** for homework by writing up any other information that came from the group presentations.



ASSESSMENT

Test your knowledge

Answer the following questions to recall what you have learnt:

1. What does culture mean to you?
2. Describe three things that you have learned about another culture in this lesson.
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

Judgment: 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

Lesson 4.8

The basics of HIV and AIDS

CORE MESSAGE

- I make good choices for my health.

BRIEF LESSON SUMMARY

Lesson 4.8, “The basics of HIV and AIDS”, helps you define the acronyms HIV and AIDS. The lesson then takes a closer look at the difference between HIV and AIDS, how HIV affects the body and how it can be managed.

KEY POINTS

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



ACTIVITIES

Activity A: What does HIV and AIDS mean?

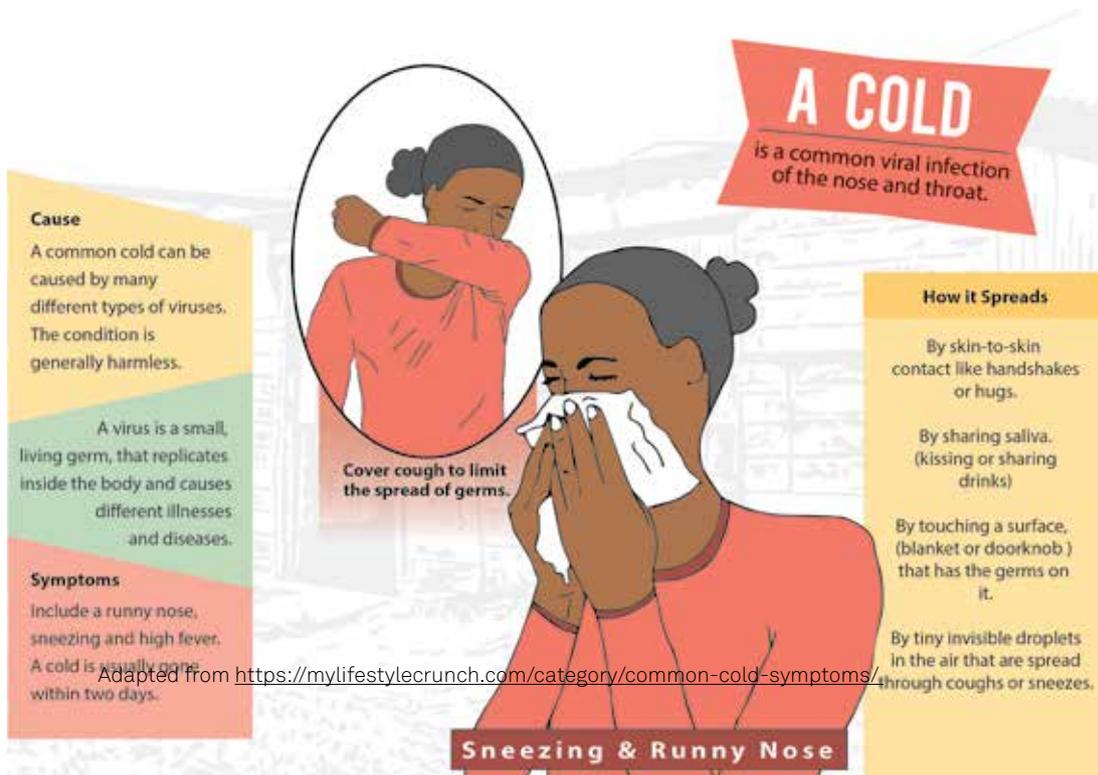
Introduction: You will understand what a virus is and how it affects us and can be spread. You will learn the acronyms HIV and AIDS and be able to explain the difference between HIV and AIDS. You will also be able to explain how the virus affects the body and how it can be managed.

Look at the following diagram in **Worksheet 4.8.1** which explains how a virus causes the common cold.

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.



1. There are other diseases that are also viruses and they have different causes and 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.
4. Does anyone know what HIV and AIDS stand for?

Here is the answer:
The acronym HIV means **H**uman **I**mmunodeficiency **V**irus.
The acronym AIDS means **A**cquired **I**mmune **D**eficiency **S**yndrome.



Here is more important information about HIV and AIDS:

5. HIV is a virus that is so small that you can only see it through a microscope. The virus passes from one person to another.
6. The virus damages and weakens the immune system, which means it attacks the body’s natural ability to fight disease.
7. A person can live with HIV for many years and appear to be healthy.
8. If the person does not take the medicine, HIV will gradually damage their body’s immune system. When an HIV positive person’s soldiers can no longer fight the illness, they develop one or more serious illnesses like TB, Pneumonia and Cancer, and the person is diagnosed as having AIDS.
9. The HIV virus can be transmitted through the blood of a female or mother who is HIV positive to her baby during pregnancy and delivery.
10. You can also get HIV if you have an open wound and come into contact with HIV infected blood.
11. Cells in the body called CD4 cells are a very important part of the immune system. When HIV gets into the body, it damages CD4 cells. HIV gets inside the CD4 cells. Dying CD4 cells 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.

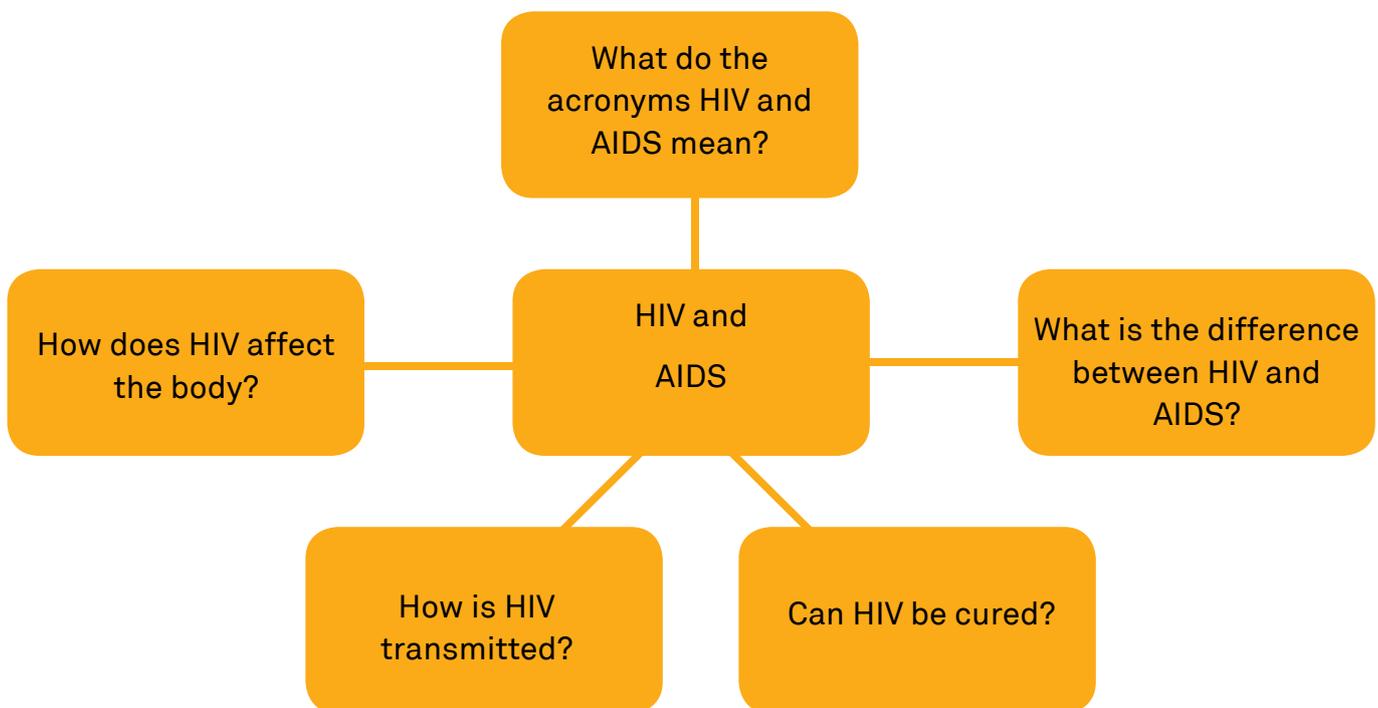
12. HIV cannot be cured, but it can be managed. Antiretroviral treatment (ART) involves getting drugs that stop HIV cells from multiplying and spreading. They can massively reduce the amount of HIV in the body. This means that the immune system can recover and stay stronger. People living with HIV who are able to go onto ART correctly can live long and healthy lives.

Activity B: HIV and AIDS mind map

Introduction: In this activity you will recall and apply information you learnt in activity A. In this way you will have all the relevant information you need to know about HIV and AIDS.

1. Get into small groups and work together on the following activity.
2. Read the content from Activity A again in your groups.
3. Build the following mind map in **Worksheet 4.8.2** using the information from the Activity A.
4. You can use the questions in the rectangles below as a guide.

WORKSHEET 4.8.2





HOMEWORK

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



ASSESSMENT

Test your knowledge questions

Answer the following questions to recall what you have learnt:

1. How do we know that the 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 illness, and you are diagnosed as having AIDS.
4. What does antiretroviral treatment (ART) 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. These are special cells in the body that help keep the body safe from infections

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

Lesson 4.9

Transmission of HIV

CORE MESSAGE

- I make good choices for my health.

BRIEF LESSON SUMMARY

Lesson 4.9, “Transmission of HIV”, deals with the transmission of HIV through blood and also clearly identifies ways in which HIV is not transmitted. You will have fun playing the HIV and AIDS “Is it a myth or fact?” game.

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.
 - Having an open wound and coming into contact with HIV infected blood.
 - You can get HIV through a blood transfusion with infected blood.
- How HIV is not transmitted
 - 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.



ACTIVITIES

Activity A: How HIV is transmitted or not transmitted.

Introduction: In this activity you will identify ways in which HIV can be transmitted through blood and ways in which HIV cannot be transmitted.

1. Refer to **Worksheet 4.9.1** with the pictures in your learner books.
2. You will have to sort the pictures into the following 2 groups:
 - a. Ways in which HIV is transmitted.
 - b. Ways in which HIV cannot be transmitted.
3. Complete the exercise on the answer sheet provided. Write down only the picture number in the correct column.
4. You may work in pairs.

WORKSHEET 4.9.1

Say whether HIV may be transmitted or not in each of the ways shown in the pictures below:

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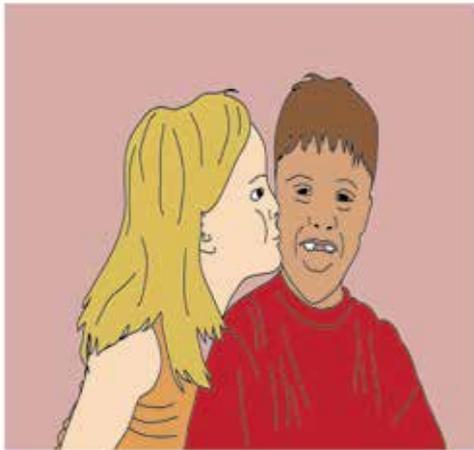
3. Someone sitting on a toilet seat.



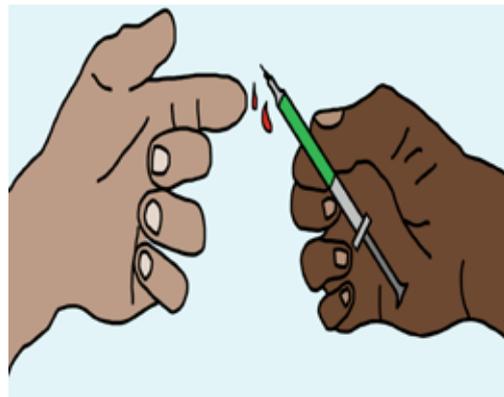
4. Two children sharing a bed.



5. A girl kissing a boy on the cheek



6. Two or three people sharing needles.



7. Two girls hugging



8. A pregnant female



9. Two children eating from the same plate and sharing eating utensils.



10. Two boys playing soccer. They both fall and have open, bleeding cuts.



11. Two people touching each other (not in a sexual way).



12. Someone touching an object that a HIV person has touched



5. Once you have completed the worksheet, your educator will go through the answers with you.
6. Swop books with the person sitting behind you and mark the book as your educator works through the answers.

ANSWER SHEET 4.9.1

Write down only the picture number as they fit into each of the correct columns:

	Ways in which you can get HIV through blood	Ways in which you cannot get HIV.
Picture No.	Picture ___, Picture ___, Picture ___, Picture ___.	Picture ___, Picture ___, Picture ___, Picture ___, Picture ___, Picture ___, Picture ___, Picture ___, Picture ___.

Activity B: Myths or facts

Introduction: In this activity you will identify whether the statement being read aloud is a myth or a fact about HIV and AIDS. It is important to know the difference between a fact and a myth about the disease.

1. Your educator will give you two cards: one will read “myth”, the other will read “fact”.
2. Your educator will read out the statement to you.
3. As the educator reads out the statement, you will decide whether it is a myth or a fact and hold up the corresponding card.
4. Your educator will read out the following statements:
 - 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 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 be 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.



HOMEWORK

Read the following passage in your learner book

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)

Follow the instructions in numbers 1 to 4 below.

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?



ASSESSMENT

Test your knowledge

Answer the following questions to recall what you have learnt:

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 you learnt about HIV and AIDS.
4. Name two facts you learnt about HIV and AIDS.



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

Lesson 4.10

Celebrating the life of Nkosi Johnson

CORE MESSAGE

- I make good choices for my health.

BRIEF LESSON SUMMARY

Lesson 4.10, “Celebrating the life of Nkosi Johnson”, is about one of our very brave, young South African heroes who died from AIDS. He campaigned for other children not to be excluded from school based on their HIV status.

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

KEY POINTS

1. CD4 cells are the soldier cells of the body.
2. HIV enters the body and destroys the soldier cells and multiplies.
3. Antiretroviral treatment (ART) stops HIV from multiplying and allows 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.



ACTIVITIES

Activity A: True or false?

Introduction: In this activity you will be required to recall information previously learnt by stating whether statements provided are true or false.

1. State whether the following statements are true or false. Circle the correct answer.
 - a. Your immune system is weakened by HIV and this causes AIDS. TRUE / FALSE
 - b. If you touch someone who has HIV or AIDS, you can contract/get the virus. TRUE / FALSE
 - c. If AIDS is left untreated, it will lead to death. TRUE / FALSE
 - d. You will know that you have HIV as soon as you are infected. TRUE / FALSE
 - e. If an HIV positive mother is breastfeeding, the baby can be infected through breastfeeding. TRUE / FALSE
 - f. When you are HIV positive, you have to take the correct medication and live a healthy life. TRUE/FALSE
 - g. Only certain types of people get HIV. TRUE/FALSE
 - h. A cure has not been found for HIV and AIDS. TRUE/FALSE
 - i. You have to have a blood test to know if someone has HIV and AIDS. TRUE /FALSE
 - j. Infected blood is one of the ways through which HIV and AIDS can be transmitted. TRUE/FALSE
 - k. It is wise not to touch someone else's blood in case they have HIV and AIDS. TRUE/FALSE
 - l. Cover your hands with plastic before helping someone who is hurt and bleeding. TRUE /FALSE
 - m. HIV positive mothers could give birth to HIV negative babies. TRUE/ FALSE

Activity B: Nkosi Johnson's Story

Introduction: In this activity, you will find out 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 of the speech Nkosi made at the 13th annual AIDS conference in Durban in July, 2000.

1. You will read the comic strip (**Worksheet 4.10.1**) together as a class and then you will read it again for yourself.

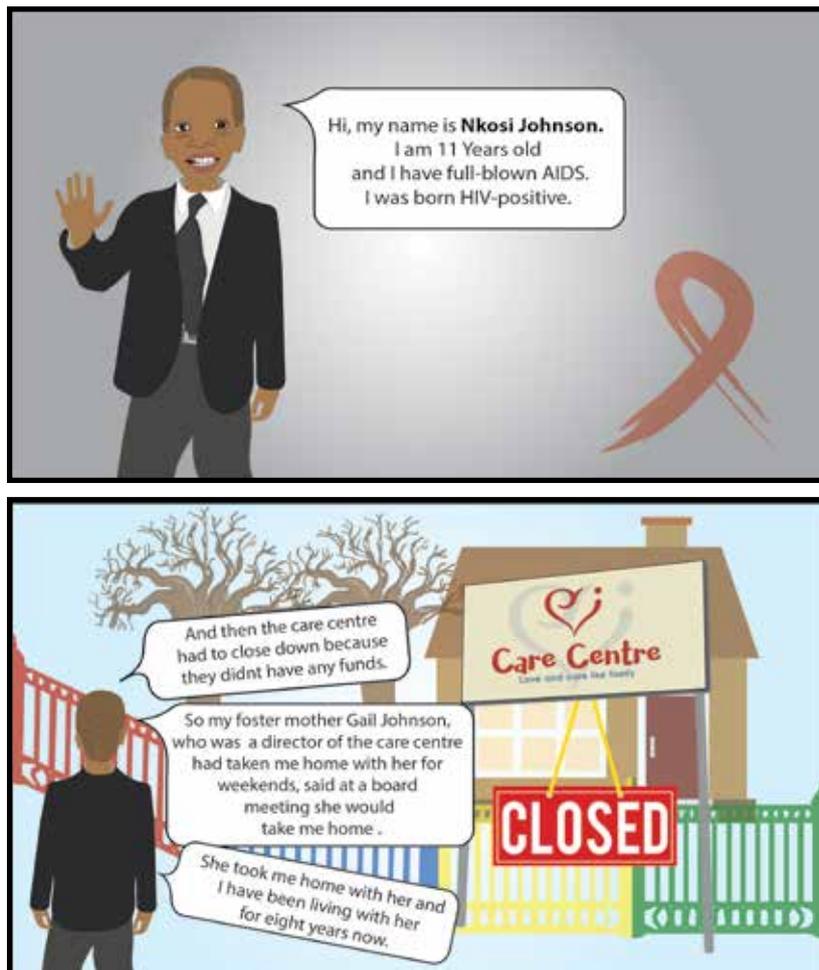


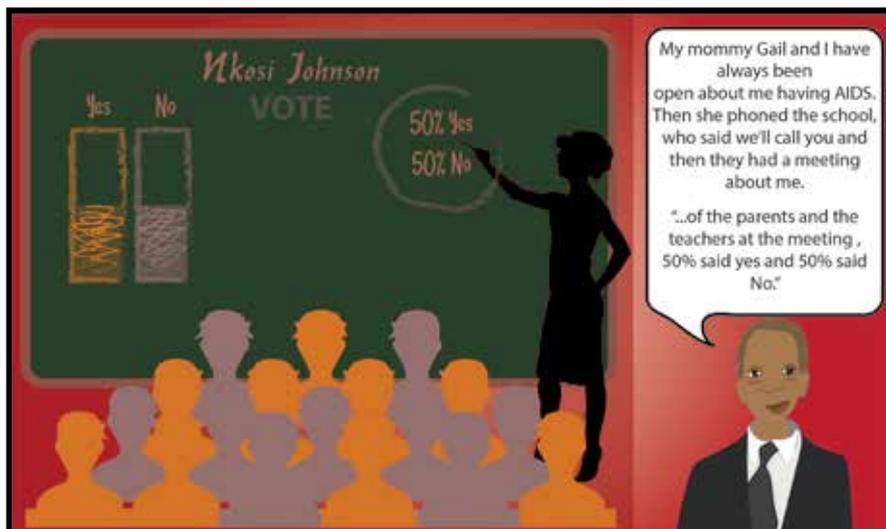
Credit: Associated Press

WORKSHEET 4.10. 1

Highlights from Nkosi's speech at the 13th International Aids Conference in Durban, July 2000.

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





2. Now read through the comic strip carefully again before answering the following questions:

a. How did Nkosi acquire HIV?

b. Who became Nkosi's foster mother and how long had he been living with her?

c. Nkosi's aunt called with sad news about his mom. What was it and what had happened?

d. What do you think the parents at the school were saying "yes: and "no" to?

e. Why was Nkosi so proud?

Activity C: Role play – CD 4 cells, HIV and ART

Introduction: In this activity, you will understand the interaction between CD4 cells, HIV and ART in someone who is HIV positive and getting treatment.

1. You will now be doing the following the role play.
2. Your educator will be the narrator and will direct all your actions.
3. Your educator will split you into three groups.

4. Each group will pretend to be the following:
 - a. **Group 1:** CD4 cells, we protect the body from germs (this group takes off one sock).
 - b. **Group 2:** HIV, we destroy CD4 cells (this group will take off shoes and socks).
 - c. **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).
5. After you have done the role play, your educator will discuss the following with you:
 - 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.



HOMEWORK

Read the following extract about World AIDS Day in preparation for the homework assignment.

Celebrating Worlds AIDS Day

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 commemorate people who have died. World AIDS Day was the first ever global health day, held for the first time in 1988.⁷

Task: 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 etc. This is done in groups. You can choose how you work within your groups.

⁷<https://www.worldaidsday.org/about>



ASSESSMENT

Test your knowledge

Answer the following questions to recall what you have learnt:

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 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, held annually, is the largest conference on any global health or development issue, AIDS.

ART: antiretroviral 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: are 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" invaders⁸

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: when something like an illness is spread from one person to another person

Untreated AIDS: AIDS that has not been treated

⁸KidsHealth. (n.d.). Immune system. Retrieved December 4, 2018, from <https://kidshealth.org/en/parents/immune.html>

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*Mrs Angie Motshekga,
Minister of Basic Education*



*Mr Enver Surty, Deputy
Minister of Basic Education*

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

The Sexuality Education in Life Skills Scripted Lesson Plans form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in Grade 4. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the United States Agency for International Development (USAID). This has enabled the Department to make these workbooks, in English, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.

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