



Sexuality Education in
Life skills

Scripted Lesson Plans

Grade 5 Learner Book



basic education

Department:
Basic Education
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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



WRAP UP OF THE LESSON



Lesson 5.1

Body image

Lesson 5.1

Body image

CORE MESSAGE

- I have a purpose in life and who I am matters.

BRIEF LESSON SUMMARY

In Lesson 5.1 Body image, you will learn about the meaning of “self-concept.” You will learn about how others view you and the influence other people have on the way we see ourselves. You will analyse your own self-concept and you will be encouraged to have a positive self-image. You will read a story about a brave, young South African role model and how she accepted herself despite having progeria, a disfiguring disease. You are encouraged to think positively about yourself. This is linked to the lessons about good decision-making, good choices and positive behaviour.

KEY POINTS

1. Your self-concept is how you see yourself.
2. If you see yourself in a positive way, you will feel good about yourself and have a positive self-concept. If you see yourself in a negative way, you will feel bad about yourself and have a negative self-concept.
3. What other people say about us, or to us, influences our self-concept.
4. Having a positive self-concept means that you like and respect yourself.
5. Having a positive self-concept allows us to believe in ourselves, to grow in confidence and to develop resilience.
6. **It is important to acknowledge that physical appearance does not determine your self-worth.**



ACTIVITIES

Activity A: All about me

Introduction: This activity deals with identifying who you are, your strengths, what makes you happy and what others say your strengths are. You will understand what your self-concept is and how to build a positive self-concept.

Classroom discussion

1. You are going to learn about self-concept and how to develop a positive self-concept.
2. The first thing you need to do is find out a little bit more about yourself.
3. Refer to **Worksheet 5.1.1** below.

Individual work

1. Read the contents of each of the circles in **Worksheet 5.1.1**.
2. Think about what the questions are asking.
3. Fill in your answers on the worksheet. Remember that you should do this activity on your own.

Classroom discussion

1. Write a checklist of what makes you happy.
2. Work with a friend and ask them how they experience you (according to the list).
3. When you have completed the activity, discuss the following questions.

a. Was there anything you found out that surprised you?

b. How will you use this information to improve yourself?

4. Look at the following words:

self-concept

positive (self-image)

respect

influence

5. Do you know what any of these words mean?

6. Once you have a good understanding of what each of these concepts mean, answer the following questions:

- a. What do you think makes a person feel good or bad about themselves?

- b. Can you think of positive things that were said to you by an adult or a peer that has built your self- concept

- c. Can you think of examples of positive things that you have said to a friend to build their self-concept?

7. What have you learned from this activity?

Remember:

- a. People can have a positive influence on our self- concept if they consistently say positive things to us, or about us.
- b. We need to develop coping skills (becoming resilient) so that we are able to face difficulties that arise in life such as disappointments, illness or hardship.
- c. Sometimes we need to make a decision to accept or reject what they say about us.

WORKSHEET 5.1.1

What do I enjoy doing?

What makes me feel happy?

About me

My name is

What do I think I am good at? (What are my strengths?)

What do other people (family, teacher, and friends) tell me I am good at? (What do other people tell me are my strengths?)



HOMEWORK

“Our dreams can scare, excite and sometimes motivate us.”

Think of one of the dreams you have for yourself that motivates you. Represent your dream in any way you want to; for example, in a poem, in a story, in a picture, or in rap song. You will not be asked to share this with the class unless you feel comfortable sharing.

Activity B: Story of a brave, young South African role model

Introduction:

This activity deals with a true-life story about self-acceptance and a positive self-concept from one of our own brave South African children. We have not used her real name here because we want to remember that, like her, we have many children who are faced with similar challenges. Their stories teach us that our appearance does not define who we are. We should love ourselves for who we are, and not what we look like.

Classroom discussion

1. You are going to read a story about a young woman who accepted herself despite her appearance.
2. Read the story below:

READING 5.1.1

When she turned 12 in 2011, our brave young role model called herself a “First Lady” because she was the first black child in Africa diagnosed with the aging disease progeria.

Children with progeria have different physical features. They don’t grow to full size, and their bodies resemble an old person with wrinkles and no hair. The disease causes them to age eight times faster than normal children. Most children with the disease are not expected to live very long.

Her mother said that she looked like an ordinary baby when she was born, but soon the parents realised that something about her was different. As a baby she had constant rashes and her hair started falling out before her first birthday.

Even though she was often ill, she started school when she was six and was a bright pupil. She was often rejected by her classmates and teachers because of her appearance, but they soon realised that there was more about her that they admired. She was enthusiastic, happy, smart, self-confident and a hard worker. What she looked like eventually didn’t matter. It was her good, strong personality that attracted many people to her. She even met the President of South Africa!

“I don’t care what people say about me,” she said. When asked what she would like to be one day, she broke into a big smile that showed the gaps between her teeth.

“I would like to be a psychologist, so that I can work on the problems of other people so that they can accept the way they are because they can see that I accept the way I am.”

She used her condition to motivate others to achieve their goals regardless of their challenges. She is regarded as a miracle child because she defied the doctor’s predictions

that she would only live until the age of 13. She passed away at 18 years old, in 2017.

We remember her for her confidence, her bravery and for the lesson that we are more than what we look like on the outside.

Small groups

1. Your educator will divide you into small groups.
2. Look at the questions in your learner books.
3. Read the following questions to each other in your groups:
 - a. Our brave, young role model's physical appearance has always been a challenge for her. How are progeria sufferers described?
 - b. How did the teachers and learners respond to her because of her appearance?
 - c. Do you think it was fair to respond this way because of someone's appearance? Give reasons for your answer.
 - d. Name 3 things that her teachers and peers soon realised they could admire about her?
 - e. Write down a sentence from the passage that tells us that she did not let what other people said about her affect her self-concept.
 - f. Why did she want to be a psychologist one day?
 - g. There are other important things about us, other than our appearances, that make us special to our family and friends. Write a note to yourself that will remind you every day that you are important and that you are a special person.
4. You will write this note in the space provided in **Worksheet 5.1.2 Note to self**.

Classroom discussion

1. What have you learnt from the story about our brave, young South African role model ?

2. Think about the following:
 - a. A person's physical appearance does not determine their worth as a human being.
 - b. You cannot let the opinion of others define your self- concept.

- c. We need to accept that we are all different and we are all unique. We need to embrace our differences.
- d. You can have a positive outlook on life, even when you are faced with hard times.



HOMEWORK

1. Take home the checklist you prepared in the class and ask your parents how they see you.
2. Prepare a collage about yourself using words (not pictures) based on your checklist of what makes you happy.

WORKSHEET 5.1.2 Note to self

Note to self - There is more to me than what I look like

I am important because

I am special because

I want to be known for

Love, me



WRAP UP OF THE LESSON

Remember what you have learnt about in this lesson:

1. Self-concept is how you think about or see yourself. Our self-concept can be affected either negatively or positively by what other people say to us or about us.
2. Identify who you are; what your strengths are; what makes you happy and what others say your strengths are.

GAME

1. Form a circle.
2. You are going to say one kind or positive thing about someone else in the circle.
3. You will do this by throwing a ball at the person and then saying, “Thank you for...” and the other person responds with, “You’re welcome!”
4. When someone has said something positive to you, you sit down.
5. The game ends when everyone has had a turn to say something positive about someone else in the room.



ASSESSMENT

1. Use the questions below to consolidate the information you have learnt in this activity.

Test your knowledge

1. Why do you think it is important to have a positive self-concept?
2. Give an example of something a friend could say to you that would make you feel positive about yourself.
3. Explain how you would react if someone told you something negative about yourself.



GLOSSARY

Appearance: the way that a person or thing looks

Diagnosis: a doctor diagnoses an illness after examining a patient's symptoms. A diagnosis is what the doctor decides the illness is

Influence: the power that something or someone (like a partner or parent or a president) has over another person or other people which enables them to make the people they influence think something or do something that may or may not be good for them

Motivation: to make somebody want to do something

Positive: positive means good. The good things about us are positive. A strong and healthy self-image is a positive self-image

Progeria : rare genetic condition that causes a child to age much too quickly

Rare: something that you do not find or see often

Self-concept: how you think about or see yourself; the belief you have in yourself

Self-image: the idea one has of one's abilities, appearance and personality



Lesson 5.2A

I can choose my relationships

Lesson 5.2A

I can choose my relationships

CORE MESSAGES

- 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 for me.

BRIEF LESSON SUMMARY

During **Lesson 5.2A I can choose my relationships**, you will learn about different types of relationships, what makes a relationship good or bad, safe or unsafe. You will learn different strategies to use when you find yourself in an unsafe situation.

KEY POINTS

1. There are different types of relationships:
 - Friend relationships
 - Adult-child relationships
 - Family relationships
 - Intimate relationships
2. A good relationship is based on respect and trust.
3. There are safe relationships and unsafe relationships.
4. Relationships are able to change.
5. It is important to feel safe and comfortable when you are in a relationship.
6. An unsafe relationship should set off a small voice in our heads that says “NO!”



ACTIVITIES

Activity A: Pictures - Good or bad relationships

Introduction: This activity deals with identifying the different characteristics of good and bad relationships. It also deals with applying different strategies to keep us safe in bad relationships.

Classroom discussion

1. What does the word “relationship” mean?

Small group

1. Your educator will divide into small groups.
2. Look at the pictures in **Worksheet 5.2A.1**.
3. Your educator will give each group a picture to analyse. Look at the picture and identify whether the relationship is good or bad.
4. You should answer the following questions for each picture:
 - a. Who is in the relationship?
 - b. What kind of a relationship is it?
 - c. Is it a good or a bad relationship? Give reasons for your answer using evidence you have found.
 - d. How are the characters feeling?
5. Look the pictures and think about what you would say.
6. Write your answers below the pictures.

WORKSHEET 5.2A.1

Scenario1: Two boys are standing and talking. The older boy is offering the younger boy drugs.



Now write down what you discussed:

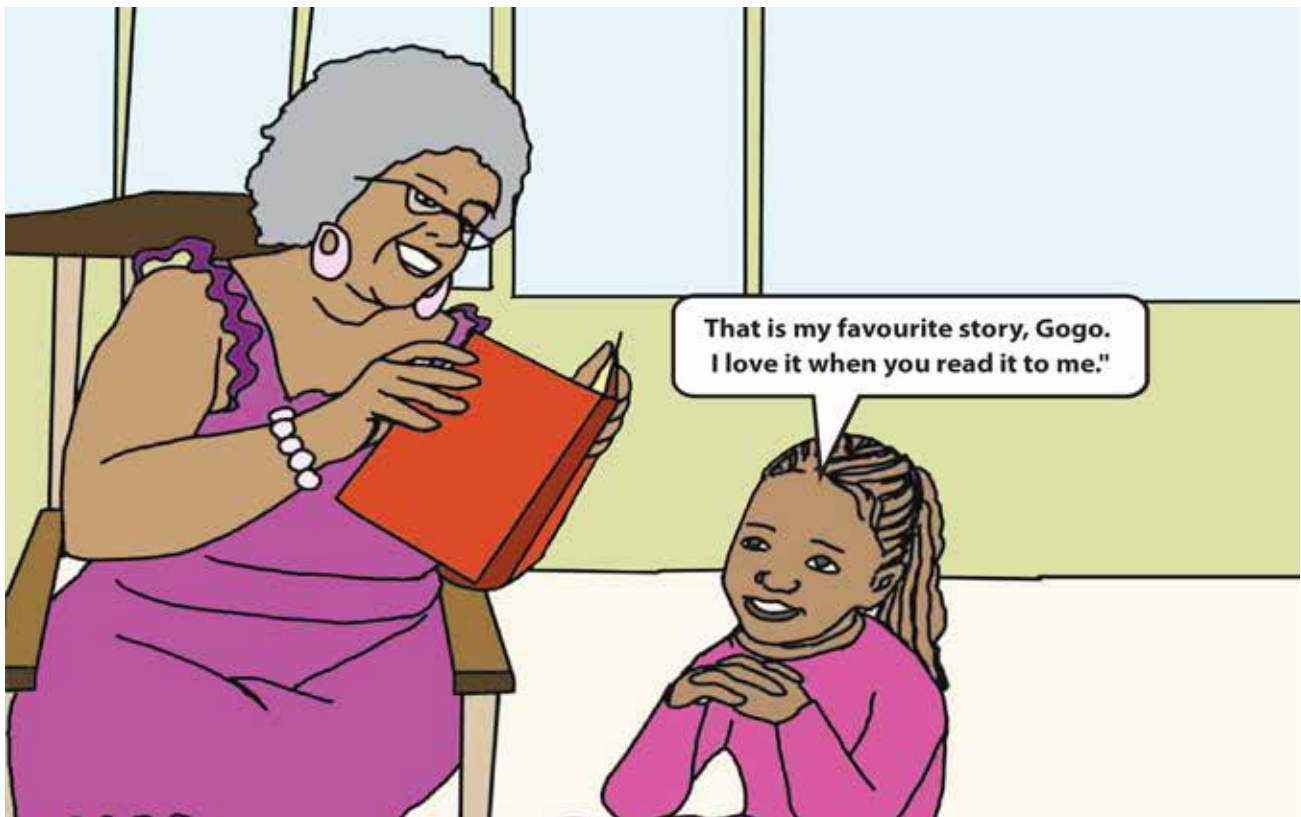
a. Who is in the relationship?

b. What kind of a relationship is it?

c. Evaluate whether or not the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence you have found

d. How are the characters feeling?

Scenario 2: A grandmother is sitting in her rocking chair with her granddaughter, Thembi, at her feet. The granny is reading a story.



a. Who is in the relationship?

b. What kind of a relationship is it?

- c. Evaluate whether or not the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence you have found.

- d. How are the characters feeling?

Scenario 3: John and Mary are friends who walk home together from school every day. Mary wants John to go with her to the deserted house. Mary tries to kiss John. John is shocked. He does not want to change the relationship he already has with Mary.



- a. Who is in the relationship?

- b. What kind of a relationship is it?

- c. Evaluate whether or not the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence you have found.

- d. How are the characters feeling?

Scenario 4: Jane and Phumi are playing in the bedroom. Her uncle sends her to the shops to buy a loaf of bread. While she is away, Phumi's uncle calls for Jane to bring him some soap while he is having a bath. Jane goes outside to wait for Phumi to return.



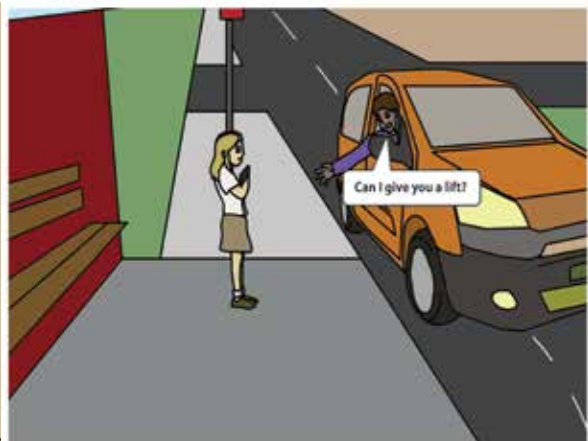
- a. Who is in the relationship?

- b. What kind of a relationship is it?

- c. Evaluate whether or not the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence you have found.

- d. How are the characters feeling?

Scenario 5: Tracy is waiting at the bus stop after school. While she is waiting, a car stops next to her. She has never seen this person before. The person in the car offers her a lift. Tracy is not sure what to do.



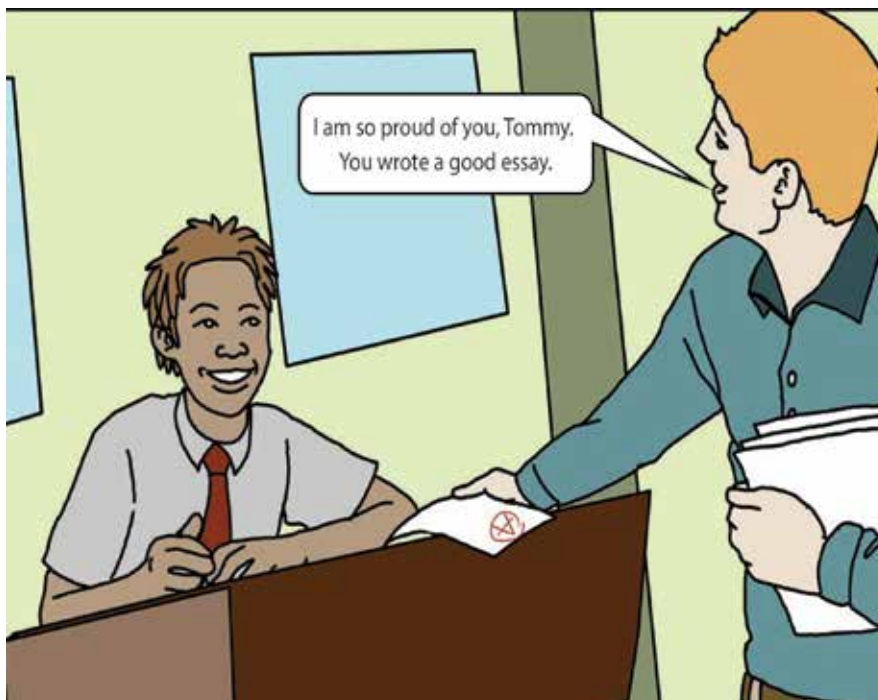
- a. Who is in the relationship?

- b. What kind of a relationship is it?

- c. Evaluate whether or not the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence you have found.

- d. How are the characters feeling?

Scenario 6: A teacher and learner are standing in a classroom. The teacher is discussing the learner's progress with him.



- a. Who is in the relationship?

b. What kind of a relationship is it?

c. Evaluate whether or not the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence you have found.

d. How are the characters feeling?

Class discussion

1. When you have completed the exercise, your educator will go through the answers for each picture with the whole class.
2. You can mark your own answers.
3. You will now have a discussion about relationships.
4. There are different types of relationships, e.g.:
 - a. Friendly relationships (Phumi and Jane, John and Mary)
 - b. Relationships between a child and an adult (the teacher and Tommy)
 - c. Loving relationships with family (Thembi and her grandmother)
 - d. You can also have an intimate relationship between men and women, women and women and men and men.
5. A good relationship is based on respect, trust, love and friendship which is shown in words (by the things we say) and in actions (by the things we do).
6. Get into buzz groups. Choose a relationship e.g. a friendly relationship, child-adult relationship, etc. Now choose a way in which you can express love in that relationship. Share your ideas with the other groups.

7. “Trust means that people can count on you to do the right thing and say things that are true even when no one sees you.”¹ Trust also means that you are able to communicate with that person and that they listen to what you have to say.

8. You feel safe and comfortable in a good relationship.

Activity B: Refuse, delay and bargain

Introduction: In this activity you will identify a safe relationship and an unsafe relationship. You will also practice, “refuse”, “delay” and “bargain” techniques.

Classroom discussion

1. Think about what you learned in the previous activity about the difference between a good relationship and a bad relationship.

Small group

1. Your educator will divide you into small groups.

2. Identify times when you have felt safe and give an example of feeling safe. Describe how you feel when you are safe.

3. Identify times when you have felt unsafe. Give examples of when you have felt unsafe and describe how you feel when you are unsafe.

¹ <http://www.character-kids.com/trustworthiness.pdf>

4. Answer the following questions in your groups:

a. Are all good relationships safe relationships? Give an example, if applicable.

b. Are all bad relationships unsafe relationships? Give an example, if applicable.

c. Can a good relationship become an unsafe relationship? Give an example, applicable.

d. Can a bad relationship become a safe relationship? Give an example, if applicable.

Classroom discussion

1. There are different strategies you can use if you find yourself in unsafe relationships.
2. Read the following:

REFUSE: Say “no” clearly, and if necessary, leave. Your body language should reflect what you are saying.

- No, no, I really mean no!
- No thank you!
- No, no and I'm leaving!

Example

You are at your friend's birthday party at her home and her brother's school friends are there too. They are older than you and your friends. One of the brother's friends asks you to dance. Then he suggests you go to another room to talk to him, but you do not want to go. You say, “No!” and he seems angry at your answer. You decide to join your group of girlfriends and stay with them. You feel safer with them.

DELAY: Buy yourself some time to get out of your situation or get the other person to think about what they are doing.

- I'm not ready yet.
- Maybe we can talk later.
- I'd like to talk to a person that I trust.

Example

You are alone with your best friend's older brother. Only the two of you are in the house. You are waiting for your friend to come home. You start to feel very uncomfortable because he is staring at you. He sits next to you on the couch. You get up off the couch and change the subject – you start asking him about his studies. You are hoping that in this way you will be able to buy some time until your friend gets home. But then he gets up and comes to stand next to you. You can feel his warm breath on your face. You tell him that you don't think this is a good idea and suggest that you wait for your friend outside. This gives you time to get out of a sticky situation and time for him to reconsider what he is doing.

BARGAIN: Try to make a decision where both people will benefit.

- Let's do (something else) instead
- I won't do that, but maybe we could do...
- What would make us both happy?

Example

You overhear your cousin tell your sister that she likes another girl and would like to be in a relationship with her. Your sister doesn't know what advice to give her. You tell your sister to convince your cousin that she is too young to be in a relationship. What she should rather focus on, is building a good friendship and getting to know the other person, finding interests in common, things to talk about and so on. There is still lots of time for her to develop intimate relationships.

3. Turn to the pictures below in your learner books.
4. Look at the pictures carefully. With your group, discuss which of these strategies you are going to use to get out of the unsafe relationship illustrated i.e. “refuse”, “bargain” or “delay”.
5. Look at the examples below: (These examples show how the empty frames could be completed).

Picture 1 responses:



- Thando: No thanks I don't want to try it.
- Older boy: But it's amazing. You'll see.
- Thando: I really have to go now. My mom is waiting for me.

Picture 2 responses:



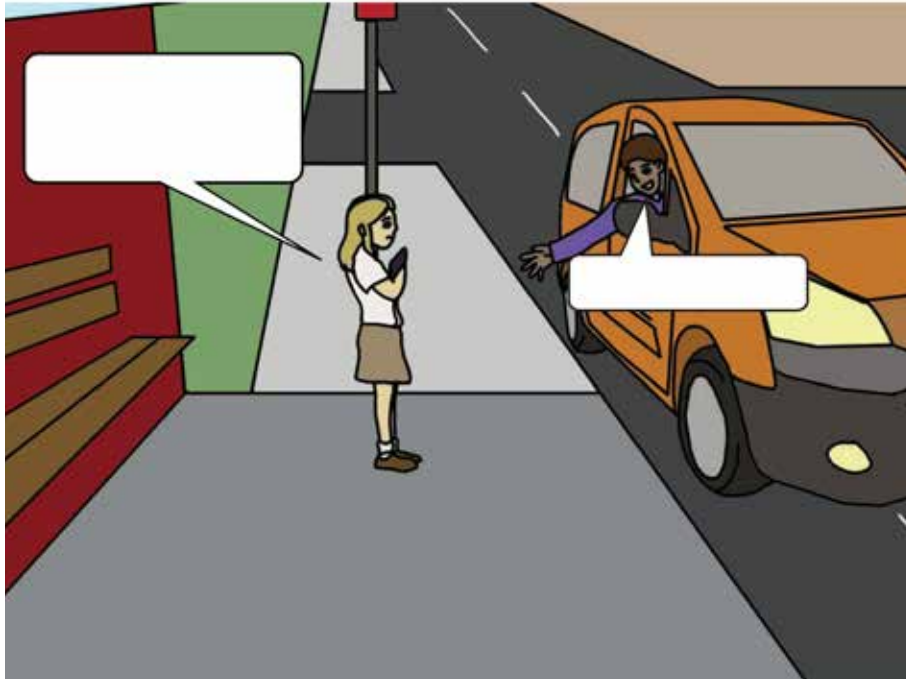
- John: No, I don't want to kiss you!
- Mary: Come on, John. Everyone is doing it. I just want to try.
- John: I said no! (and he walks away).

Picture 3 responses:



- Uncle: Did you hear me Jane? Please bring me some soap.
- Jane: I can hear you but I do not feel comfortable bringing soap to you in the bathroom. Please get the soap yourself.

Picture 4 responses:



- Driver: Do you want a ride?
- Tracy: No, thank you. The bus will be here soon.
- Driver: My car will be a much more comfortable ride.
- Tracy: Sorry, but I cannot get into your car. I'm waiting for the bus.

Small group

1. Your educator will divide you into small groups.
2. Each group will be assigned one picture to complete by your educator.
3. Fill in the speech bubbles for the picture in your learner books.

Classroom discussion

1. When you have finished with the pictures you can report back to the rest of your class.
2. You will check if the other groups have used the correct strategy.



WRAP UP OF THE LESSON

1. Remember that there are different types of relationships.
2. Some relationships are good for us and others are bad. Some relationships make us feel safe and others do not.
3. Relationships can change.
4. Safe relationships can become unsafe relationships, e.g. when someone you trust, betrays you.
5. Unsafe relationships can develop into safe relationships. For example, when a bully stops bullying.
6. When we find ourselves in unsafe relationships, we need a way out!
7. There are different strategies we can use when we find ourselves in unsafe situations i.e. “refuse”, “bargain” and “delay.”



HOMEWORK

Write a paragraph of five sentences in your exercise books about a good relationship you have with someone. Say what type of relationship it is and why it is a good relationship.



ASSESSMENT

Use the questions below to consolidate the content dealt with in this lesson.

Test your knowledge

1. Briefly explain the techniques of “refuse”, “delay” and “bargain”.
2. Give your own example of what you think is a good relationship.
3. Give your own example of an unsafe relationship.



GLOSSARY

Abuse: being cruel and unkind to somebody

Bargain: to try to agree on the right thing to do

Delay: to put off doing something until a later time

Expression: making your thoughts and feelings known

Inequality: having an unfair advantage over another person for some reason such as age, money, social position, educational qualification etc.

Refuse: to say “no” when somebody asks you to do or receive something

Relationship: the way people or groups behave with each other or how they feel about each other

Respect: to have a good opinion of somebody or something. Self-respect is to have a good opinion of oneself

Safe: secure and protected and not in danger of harm

Technique: a particular way of doing something in order to achieve something

Unsafe: in danger of being hurt or harmed



Lesson 5.2B

This is my body and I can say
what happens to it

Lesson 5.2B

This is my body and I can say what happens to it

CORE MESSAGES

- 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 for me.

BRIEF LESSON SUMMARY

In Lesson 5.2B This is my body and I can say what happens to it, you will learn how to say “no” and mean “no”. You will also learn how to ensure that other people know that when you say “no” you mean “no”. When someone says “no”, we must respect and listen to what the person is saying – the first time. Unwanted sexual attention from girls or boys is a violation of privacy and the rights over one’s own body. It is important to communicate clearly to maintain privacy and counter unwanted sexual attention.

KEY POINTS

1. It is important to remember that we all have the power and the ability to say “no”.
2. Giving permission is important. Receiving permission is also important.
3. Consent has to be given and must also be received.
4. Not only are we allowed to say no when it comes to our own bodies, but we also need to allow others to do the same.
5. When someone says no, we must respect it. In the same way, when we tell someone no, then they must respect it as well.
6. Be aware of inappropriate attention.



ACTIVITIES

Activity A: This is my body and I say what happens to it

Introduction: In this activity, you will gain an understanding of your power and ability to say “no”. You will realise that not only are we allowed to say “no” when it comes to our own bodies, but we also need to allow others to do the same. You will learn to accept that when someone says “no”, we must respect it. In the same way, when we tell someone, “no”, they must take us seriously and respect us.

Work in pairs

1. Your educator will divide you into pairs.
2. Work in pairs and read through the passage in **Reading 5.2B.1** carefully.
3. You have 10 minutes to read through the passage and 15 minutes to answer the questions.



Reading

Reading 5.2B.1 Sandra's story

Sandra's story

Sandra's body has been changing. She has learnt all about it at school. Her teacher has told her about puberty, so she is expecting these changes. She has suddenly been getting attention from boys – they tell her how pretty she is. She has to admit that it's flattering to get so many compliments.

Sandra visits her best friend Jane all the time. Jane has an older brother Robert, who is 18. He is often home when Sandra comes to visit Jane. Sandra and Jane are both 11. Jane has not developed as much as Sandra has. Sandra's breasts have grown, and her hips are quite curvy. When she wears dresses, she looks very grown up; she likes the way her dresses fit her now. She has noticed lately that Robert looks at her differently. She has always seen him as a "big brother".

Recently when she came to visit, Jane was not at home. Robert said that she could wait for Jane, who wouldn't be long. He told her that she looked pretty. She could feel her cheeks getting red with embarrassment. She was sitting on the couch when Robert entered the room. She could tell he had something on his mind. Something wasn't right.

He came to sit next to her. He had sat next to her many times before, but today felt different.

He reached over and put his hand on her leg. "What are you doing?" she asked. "Relax," he said. "Just having some fun". She didn't understand what Robert was doing. This didn't feel right. She didn't want this. "No, Robert!" she cried. Robert leaned in and kissed her on her neck, he rubbed his hand up her leg. She pulled away and said, "No, I don't want to". "Relax and I'll show you a good time," he replied. "Robert, I don't think you're hearing me," she said. "I said, no, don't touch me. This is my body and I DON'T WANT to be touched. I want you to stop right now or I'll scream." "Okay, okay big baby," Robert said and let her go.

Sandra could not believe what had just happened. Was it something she had said or done? She was completely uncomfortable with what had happened and decided to go home. She just didn't feel safe.

Work in pairs

1. Work with your partner and answer the following questions in your exercise book:
 - a. Which word in the first five lines tells us that Sandra enjoyed the attention she was suddenly getting from boys?

- b. Why do you think that Robert started looking at Sandra different way?

- c. Why do you think that Sandra was embarrassed when Robert told her that she looked pretty?

- d. Was it right for Robert to do what he did? Give a reason for your answer.

- e. Did Robert hear Sandra's "no" the first time she said it? Give a reason for your answer.

- f. What should Sandra do next?

g. What would you do if you were in such a situation?

Classroom discussion

1. Read the passage again but when Sandra's name appears, replace it with "Robert" and when Robert's name appears, replace it with "Sandra".
2. Does this make any difference to what you decided about what is right or unacceptable?
3. Discuss the following comments:
 - You have the right to decide what happens to your body.
 - "No" means "no" and must be respected first time, every time.
 - A trustworthy adult will never do anything to you that will make you feel uncomfortable.
 - A trustworthy adult can be trusted to do what is best for you and will always respect you and will make you feel safe and protected.

Activity B: Inappropriate attention from an adult

Introduction: In this activity you will make a list of inappropriate attention you could possibly receive from an adult.

1. Your educator will divide you into small groups.
2. What do you think the word "inappropriate" means?

3. Now you will make a list of what you think inappropriate attention is from an adult. Think about behaviours and attitudes that make you feel unsafe.

4. Select one person who will report back on behalf of the group.

Activity C: Refuse, bargain and delay

Introduction: In this activity, you will be reminded of strategies to use in unsafe relationships that you learnt in the previous lesson i.e., “refuse”, “bargain” and “delay”. You will learn to use the strategies of refusing, bargaining or delaying as a response to unwanted touch and attention in situations that may be familiar to you or that you may have already experienced.

1. Continue working in your group.
2. Go back to the story about Sandra and Robert in Activity A. In the story, Sandra feels uncomfortable and she does not like how Robert makes her feel. When we feel the way that Sandra feels, there is something we can do about it.
3. There are three strategies you can use: “refuse”, “bargain” or “delay”.
4. Remind yourself of what these three strategies mean.
5. Identify which of the strategies – “refuse”, “bargain” or “delay” – was used by Sandra in the unsafe relationship she had with Robert.

Discussion

1. How successful was Sandra’s strategy in this situation?
2. Choose another strategy to deal with the situation with Robert.
3. In your groups, write the ending to their story using that strategy.
4. Summarise your discussion by answering these questions:
 - a. Is there one particular strategy that works better than the others?

- b. Could there be a situation where none of the strategies could apply?



HOMEWORK

1. Talk to your parents or a trusted adult about what you have learned in this activity. Alternatively, you can write up a short “note to self” about remembering the importance of the three strategies “refuse”, “delay” and “bargain”.
2. Demonstrate how you have learned to say “no” by drawing up a list of behaviours and actions which could cause you to say “no”.



WRAP UP OF THE LESSON

1. Give examples of where these three approaches might not work.
2. It is important to remember that not everyone intends to harm you. Not all touches are bad touches. Attention or affection are not usually bad, but NO TOUCH OR ATTENTION should ever make you feel uncomfortable.
3. Write a song or poem about the message of the lesson.



ASSESSMENT

Use the questions below to consolidate the information in this lesson.

Test your knowledge

1. List three 3 examples of unsafe situations.
2. Define “permission”.
3. Describe the most effective way of saying “no” to unsafe situations or touches.



GLOSSARY

Assertiveness: behaviour that is confident and clear

Body language: the way you communicate using your body gestures or posture

Force: to make somebody do something that they do not want to do

Permission: allowing somebody to do something (giving them permission)

Protection: keeping somebody or something safe from harm

Refusal: saying “no” when somebody asks you to do or have something

Respect: to have a good opinion of somebody or something. Self-respect is to have a good opinion of oneself

Trustworthy: when a person shows that she/he can be trusted to do what is best for you



Lesson 5.3

The benefits of good and safe
relationships

Lesson 5.3

The benefits of good and safe relationships

CORE MESSAGES

- 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 for me.

BRIEF LESSON SUMMARY

In **Lesson 5.3 The benefits of good and safe relationships**, you will begin by discussing the benefits of good and safe relationships. You will then play a game of Snakes and Ladders. Before playing the game, you have to decide whether the statements provided fit under the “snakes” or the “ladders” on the game board. The “snakes” represent bad relationships and the “ladders” represent good relationships.

KEY POINTS

1. There are many benefits to having a good relationship with someone:
 - You will have someone you can trust and who respects you.
 - You will feel safe and secure
 - You will have someone with whom to share difficult and good times.
 - You will have someone who believes in you and supports you.
 - You will have someone who encourages you to do good things.
 - You will have someone to share experiences with.
 - You will feel accepted and happy.
 - You will be able to cope with sadness, tragedy and change



ACTIVITIES

Activity A: The benefits of good and safe relationships

Introduction: In this activity you will discuss the benefits of good and safe relationships. You will focus on identifying and building good relationships and consider what makes certain relationships bad.

1. Your educator will divide you into small groups.
2. Think back to the last two lessons on relationships and discuss the following in your groups:
 - a. What is a good and safe relationship?

 - b. What are the benefits of having a good relationship?

 - c. Write down as many benefits you can think of for having a good relationship.

3. What makes some relationships bad? Can good relationships become bad? How and when?

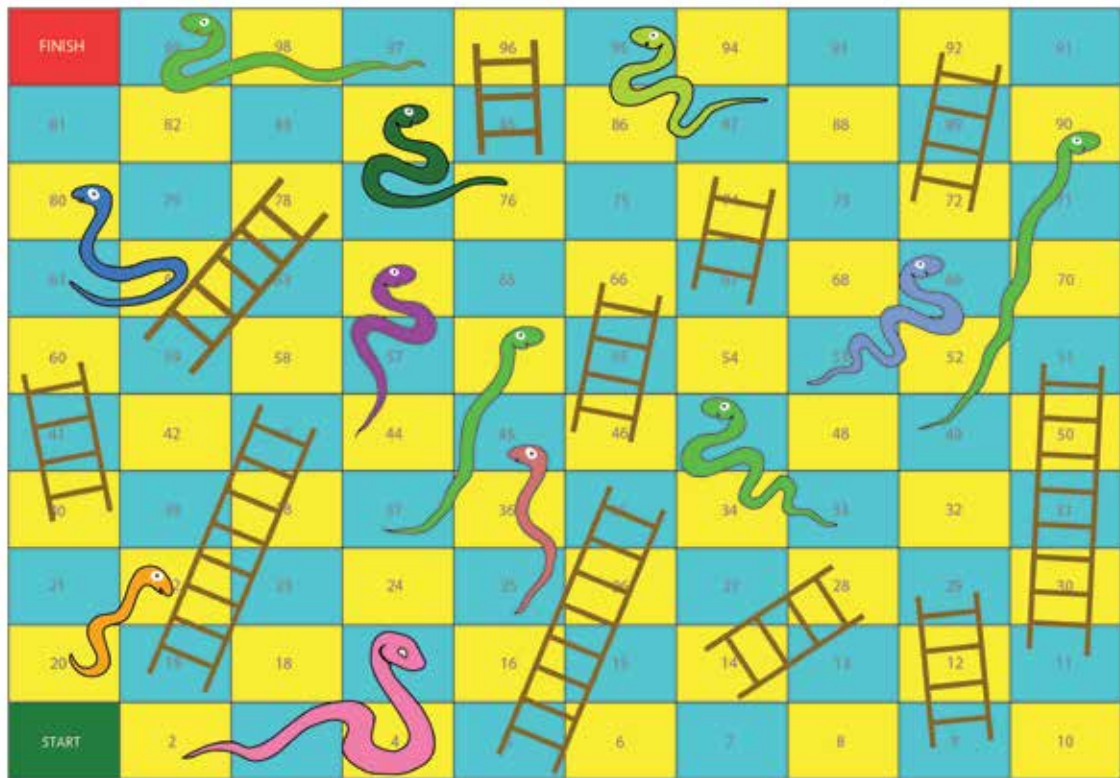
Activity B: Snakes and Ladders

Introduction: In this activity you will identify the “snakes” (bad relationships) and “ladders” (good relationships). You will spend the rest of the lesson playing the game Snakes and Ladders.

1. Your educator will divide you into groups of 4.
2. You will get a “Snakes and Ladders” game board as in **Worksheet 5.3.1** in your learner books. Let’s play!
3. Your first task is to paste the actions either below the snake or beneath the ladder.
4. The snakes represent bad relationships, while the ladders represent the good relationships.

5. Each player in the group throws the dice to get a chance to play. The person that lands on a snake or ladder reads out the good or bad relationship statement they land on.
6. Your educator will give you the statements you will play with and explain how to play the game.
7. Sort the following statement out according to whether they are snakes or ladders.
 - a. someone lies to you
 - b. someone you can trust
 - c. someone you respect and who respects you
 - d. someone who pressured you into doing something wrong
 - e. someone who makes you feel uncomfortable
 - f. someone who makes you feel safe
 - g. someone who makes you feel comfortable
 - h. someone with whom you can share problems and difficult times
 - i. someone who spreads gossip about you
 - j. someone with whom you can share your successes
 - k. someone who physically abuses you
 - l. someone who hurts you on purpose
 - m. someone who believes in you and supports you.
 - n. someone who will not listen to gossip or lies about you
 - o. someone that you do not trust
 - p. someone who does not respect you
 - q. someone who will protect you from hurt
 - r. someone who encourages you to do good things
 - s. someone who does not support you in difficult times
 - t. someone who laughs at you when make a mistake
 - u. someone who says nice things to your face and laughs at you behind you back
 - v. someone who is a bad influence on you makes you do mean things
 - w. someone who is always honest with you

WORKSHEET 5.3.1: Let's play



HOMEWORK

Remember that in **Activity 5.2A** you discussed good and bad relationships using different pictures. Think about whether those relationships are safe or unsafe. In your journal, write one entry about safe and unsafe relationships with:

1. Peers (Think of the story of John and Mary).
2. Older people (Think of the story of Gogo and Thembi or Phumi and her uncle).
3. Strangers (Think about Tracy at bus stop).



WRAP UP OF THE LESSON

Write down your own examples of the benefits of having a good relationship.



ASSESSMENT

Use the following questions for consolidation of information dealt with in this lesson. You will do this as an individual activity.

Test your knowledge

1. Name three benefits of a good relationship.
2. Name three negative effects of a bad relationship.
3. Why do you think it is important to have someone who believes in you and supports you?
4. Is it important to have someone who will protect you from hurt? Give a reason for your answer.
5. How did you feel when you landed on a “snake” in the game? Why?



GLOSSARY

Celebrate: to do an activity that shows that you are happy for a special reason or because it is a special day

Encourage: to motivate and help build another person's confidence and hope so that they feel inspired to carry on with something or to begin something new

Gossip: to say things about other people (generally behind their backs) that is often unkind or untrue

Honest: to be honest is to tell the truth and not to steal, lie or cheat

Influence: the power that something (like money or power) or some person (like a partner or a parent or a president) has over another person or other people which enables them to make the people they influence think something or do something that may or may not be good for them

Pressurise: to coerce someone into doing something

Respect: to have a good opinion of somebody or something. Self-respect is to have a good opinion of oneself.

Successful: somebody or something that does well or that people like a lot because of their achievements and influence

Trust: believing that somebody is honest and good and will not hurt you in any way; or believing that a situation is good for you and that no harm will come to you

Uncomfortable: when you are feeling embarrassed or worried about something

Untrustworthy: a person who cannot be trusted and who is not honest or truthful, or a situation that is unsafe and could hurt you



Lesson 5.4

Child abuse – “Keeping myself
safe from abuse”

Lesson 5.4

Child abuse – “Keeping myself safe from abuse”

CORE MESSAGES

- a. I have the right to say “no” and the responsibility to respect a “no” to unwanted touch or attention.
- b. I have the right to be protected, safe and loved. I can get help when I need it.

BRIEF LESSON SUMMARY

In **Lesson 5.4 Child abuse – Keeping myself safe from abuse**, you will start off with a rap song called “No Zones”. This is a fun way to learn about the very serious topic of abuse. You will learn how to say, “No!” when someone hurts you. You will also learn HOW not to keep secrets and to tell an adult you can trust when you are faced with abuse. You will be given examples of different kinds of abuse so that you can identify different kinds of abuse. The lesson will end off with a discussion on the effects that abuse can have on your health.

KEY POINTS

1. You have the **right to be protected** from all forms of abuse.
2. Abuse is **NEVER your fault**.
3. Abuse does not always happen at the hands of **a stranger** – it could be **someone you know** very well or even love.
4. If anyone is doing anything that makes you feel uncomfortable or that you don’t like, **DON’T KEEP IT A SECRET**.
5. Trust your feelings – when you get that “NO feeling” (a little voice inside you) it usually means that something is wrong.



ACTIVITIES

Activity A: “NO ZONE” rap

Introduction: This activity deals with learning a rap song with lyrics dealing with child abuse. It is a fun way to learn about a very serious topic – abuse.

1. Look at the picture below. Who do you think the people are and what are they doing?

2. What are rap songs about? Why are they popular with young people?

3. Name some popular rap artists and their songs.

4. Rap stands for “Rhythm and Poetry”² music that talks about current (everyday) social, cultural, political or religious issues that impact society or how people are affected by these issues. Rap uses music that young people enjoy and can identify with, can copy or even do their own rap songs about issues that they find important. Rap songs convey very strong messages about sex, gender and culture.



4. Turn to the “No Zone” rap in your learner books.

5. Your educator will teach you the “No Zone” rap.

6. Beat a rhythm on your desks – 2 beats on the desk and clap the 3rd beat.

7. Your educator may ask you to rap one of the verses.

8. Your whole class can chant, “CAUSE THAT’S MY NO ZONE!” (**Pause for 2 beats**) “NO THAT’S MY NO ZONE!”

²<https://acronyms.thefreedictionary.com/RAP>

Rap song: No Zones

This is my body
And I can say “No!”
When you touch me on places
I know you shouldn’t go
‘CAUSE THAT’S MY NO ZONE (Pause for 2 beats)
‘CAUSE THAT’S MY NO ZONE

I won’t keep any secrets
No matter what you say
If I get a bad feeling you know I’m gonna say:
NO! THAT’S MY NO ZONE (Pause for 2 beats)
NO! THAT’S MY NO ZONE

All children have the right
To be safe and protected
So when I say NO
You’d better not forget it
THAT’S MY NO ZONE (Pause for 2 beats)
NO, THAT’S MY NO ZONE

My silence is your weapon
So, I’ll do what I must –
‘Got to tell my story to an adult I can trust
‘CAUSE THAT’S MY NO ZONE (Pause for 2 beats)
NO THAT’S MY NO ZONE

So when I tell somebody
And they don’t think it is true, I’ve got to keep on telling
I’ll tell until they do!
‘CAUSE THAT’S MY NO ZONE (Pause for 2 beats)
NO, THAT’S MY NO ZONE

My mind is my own
My body is too
Have to make it work for me
No matter what you do
‘CAUSE THAT’S MY NO ZONE (Pause for 2 beats)
NO, THAT’S MY NO ZONE ³

³ Botha, M.G. (1999) *That’s My No Zone. MGB CONCEPTS*

9. In your groups, discuss the main messages in the rap.
 - c. I will say “NO” when you touch me where I know you shouldn’t touch.
 - d. I won’t keep any secrets.
 - e. I will say “NO” when I get that bad feeling.
 - f. I have the right to be safe and protected.
 - g. I will tell an adult I can trust.
 - h. I will keep on telling adults until someone believes me.

Activity B: Different forms of abuse

Introduction: In this activity you will learn about different forms of abuse; the effects of abuse on personal health; strategies to deal with abuse and where to find help.

Part A

You will discuss the following questions in pairs.

1. What is abuse?

2. Remember: **Child abuse happens when someone uses their power or strength to do or say what they want you to do even if it hurts you.**

Part B

1. Look at the examples of abuse ⁴ that your educator will write on the board. These will include: physical, emotional, sexual, neglect, verbal abuse and self-abuse.
2. Read the examples of abuse in the table below and identify what kind of abuse it is, based on types of abuse on the board.
3. Write in the type of abuse being described in the box above the column.

⁴ www.childlinesa.org.za

A. _____	B. _____	C. _____	D. _____	E. _____	F. _____
Beating, burning, tying up, kicking etc.	Humiliation, manipulation, lying to a child, threats, cyber bullying.	An adult showing a child his/her private parts, an adult having a child touch his/her private parts, an adult having a child show his/her private parts.	Lack of adequate supervision, protection, clothing, food, lack of proper hygiene, deprivation of sleep etc.	Swearing, name calling, threats.	Self-mutilation, cutting, trying to commit suicide.

Part C

1. Discuss the following points and make sure you understand the effects of abuse on your health. (This may help you to identify others who may be abused and report your suspicions to an adult you trust.)

Effects of abuse on your personal health:

- a. If the injury is visible, like a bruise, or as serious as a broken arm or ribs, it might need to be treated in hospital.
 - b. You may suffer from anxiety and be sad, which will, in turn, lead to headaches and stomach aches. This will also lead you struggling to concentrate and isolating yourself from your peers.
2. Remember the following points:
 - a. You have the **right to be protected** from all forms of abuse.
 - b. Abuse is **NEVER your fault**.
 - c. **Don't keep bad secrets** – if anyone is doing anything to you that you don't like or that makes you feel uncomfortable, don't keep it a secret.
 - d. **Trust your feelings** – when you get that “NO feeling” (little voice inside you) it usually means that something is wrong.
 - e. Abuse does not always happen at the hands of **a stranger** – it could be **someone you know** very well or even love.

f. What to do if it happens/is happening to you:

- **Yell** – “**No!**” as loudly as you can. Your screams can alert others to your danger.
- **Run** – if you are able to, run away as fast as you can.
- **Tell** – tell an adult you can trust. Keep on telling until someone believes you.



g. Where to get help and report abuse:

- **Tell someone you trust** and who will help you e.g. a parent, a family member, a teacher, a social worker, a nurse or a police officer.
- **Phone Childline at 0800 055 555** – this call is free and someone who knows about child abuse will answer your call.



HOMEWORK

Make an awareness poster that you can put up in the class. Your poster will tell any child what to do if they are faced with child abuse.



WRAP UP OF THE LESSON

Together with your classmates, do the “No Zones” rap song again.



ASSESSMENT

1. Collect pictures of different types of abuse, e.g. physical abuse, emotional abuse and neglect. You can get these from brochures, magazines, newspapers etc.
2. Sort your pictures according to these three types of abuse with headings: Physical abuse; Emotional abuse; Neglect. Paste the pictures under the most suitable heading.
3. Make up your own story to explain one of the pictures.

4. You can launch a school awareness campaign to generate discussion in all the other grades about sexual abuse during Child Protection Week (June). Consider using your school assembly to present your messages. Your class can take turns to host “Soapbox Sessions” where you will call out your “NO” statements and explain anti-abuse statements to other learners in your school.

Use the following questions for consolidation of information dealt with in this lesson.

Test your knowledge

1. Name two types of abuse and list two examples of each.
2. Why should you not keep secrets about bad things that people are doing to you?
3. What do we mean by the “No” feeling?
4. Name three effects of abuse on your personal health.
5. Who can you contact if this is happening/has happened to you?



GLOSSARY

Abuse: being cruel and unkind to somebody

Adequate: enough for what you need

Anxious: worried and afraid

Deprivation: to deny or to stop someone from having or using something

Humiliation: being made to feel very embarrassed or ashamed

Manipulation: to influence somebody so that they do or think what you want them to do or think

Mutilation: to damage a person’s body very badly, often by cutting into parts of the body or even cutting off parts

Suicide: when a person kills themselves



Lesson 5.5

Sexual grooming: I can say
“NO”!

Lesson 5.5

Sexual grooming: I can say “NO”!

CORE MESSAGES

- I have the right to say “no” and the responsibility to respect a “no” to unwanted touch or attention.
- I have the right to be protected, safe and loved. I can get help when I need it.

BRIEF LESSON SUMMARY

In **Lesson 5.5, Sexual grooming: I can say “NO”!**, you will read the story of Mbali which introduces the concept of “sexual grooming”. You will then have a discussion on what grooming is and what you should do if you discover that you have been groomed. You will be given a series of scenarios and you will identify the signs of grooming and decide what to do next, putting into practice what you have learnt in the lesson.

KEY POINTS

1. Sexual grooming happens when someone, like an older learner, a family member, a teacher, or stranger, goes out of their way to form an emotional bond with you, so that you trust them.
2. They want to trap you into a situation where they want to have sex with you or abuse you in some way.
3. Grooming can go on for weeks, months, or even years.
4. Grooming can happen in person or through social media.
5. When you are being groomed, you may feel excited, special and important. You might do things you wouldn’t normally do if you were not under someone else’s influence.
6. When you find out what is happening to you, you may feel scared, ashamed and dirty.
7. Remember, it is NEVER your fault – you must report it and get help from a trusted adult. ⁵

⁵ Soul City Institute for Health and Development Communication. (2015). Make Children Safe: An Activity Book and Educator’s Guide About Thuthuzela Care Centres, pp. 11 – 13.



ACTIVITIES

Activity A: Mbali's story

Introduction: In this activity, you will explore an example of sexual grooming.

1. Refer to Mbali's story: **Reading 5.5.1** below.
2. Have you heard stories about young children have been rescued from situations where an older person has been giving gifts and favours to the children in order to trap them and to bring them closer to the adults. The adults' intentions are to bribe the children into thinking they are taking special care of them. Then the adult tries to harm or hurt the child sexually. This is what sexual grooming is and this is what you will be talking about in this lesson.
3. Can you think of some example of sexual grooming?

4. In Mbali's story, the word "uncle" is linked to someone who has bad intentions, but it could be a female, a younger male or female friend or someone who is not a relative at all.
5. Kindness from an older person doesn't always mean sexual grooming. You need to be able to distinguish between kindness from an adult and favours and gifts offered to you by an older person who has bad sexual intentions.



Reading

Reading 5.5.1 Mbali's story

Mbali is 10 year old. She lives with her brother Thando, and her mom and dad. Her uncle Siya also lives with them. At first it was fun having him around. He bought them nice things to eat and was always in a good mood.

When Mbali's parents go out, Uncle Siya stays to look after them. While her younger brother plays outside, Uncle Siya asks her to stay inside with him. Being alone with her uncle makes Mbali feel very uncomfortable. Sometimes he asks for a hug. When he hugs her, he holds her very tightly. She does not like his hugs at all. But he is very kind and always buys them things, so she feels bad to say no to him.



One day, things got really bad. She was alone with her uncle when he grabbed her and kissed her with an open mouth. She pulled away and said, "No!" in a very loud voice. She loves her uncle, but Mbali knows that it is not right for him to kiss her. He got a big fright and let her go immediately. She ran outside to her brother and played outside with him until her parents came home.

6. Read the summary below:

- a. Sexual grooming happens when someone, like an older learner, a family member, teacher, or stranger, goes out of their way to form an emotional bond with you, so that you can trust them.
- b. This is bad if the person is a sexual groomer because they want to trap you into a situation where they can have sex with you or abuse you in some way.

- c. Grooming can go on for weeks, months, or even years.
- d. Grooming can happen in person or through social media.
- e. At first, the person makes you feel very special and they do special things for you and with you.
- f. This might include giving you gifts and taking you places and spending money on you.
- g. The sexual groomer may even become friends with your family and do special things for them. This is very clever because when you tell your family, they might not believe you.
- h. The groomer may also pick on people who feel lonely, are in unhappy homes or who have a low self-esteem.
- i. When you find out what is happening to you, you may feel scared, ashamed and dirty.
- j. It is never your fault.
- k. To make it stop, you must report it and get help from an adult you trust. ⁶

7. Answer the questions about Mbali's story below.

a. Write down the sentences from the reading passage that tell you:

- Mbali and her brother like uncle Siya

- What is it that Uncle Siya always does that makes Mbali feel uncomfortable.

- What happened to make things really bad?

⁶Soul City Institute for Health and Development Communication. (2015). Make Children Safe: An Activity Book and Educator's Guide About Thuthuzela Care Centres, pp. 11 – 13.

- Three brave things that Mbali did to get out of a bad situation

- b. Identify the signs of grooming in this passage.

- c. Why was it difficult for Mbali to say no when her uncle asked for a hug?

- d. If you were Mbali, what would you do when your parents got home?

8. Discuss your answers in the class.

9. You can also swap your books and mark each other's answers

Activity B: What should I do next?

Introduction: In this activity you will identify different grooming scenarios and you will have to decide what to do next.

1. Your educator will divide you into small groups
2. Choose someone in your group to be the scribe. The role of a scribe is to write down the discussions and decisions taken in the group.
3. Discuss the signs of grooming in the scenarios given below and then decide what the person who is being groomed should do in each situation.
4. In your groups, decide what you think needs to happen to make the situation less harmful to or be more protective of the person being groomed.
5. Your group must select someone to report back on what you have discussed in your groups.

Scenario 1:

Adam has been noticing for a while that his teacher has been extra friendly with him and giving him compliments. He even gave Adam extra marks for a test Adam knew he didn't deserve. This has been happening for a while now. Yesterday he made Adam feel special by asking him to stay after school. What should Adam do next?

Scenario 2:

Lindiwe is very lonely. Things are not going well at home. Her parents are always fighting. She has made a new friend, Anna. Anna buys her things all the time, making her feel good and telling her how pretty she is. This sometimes gives Lindiwe a funny feeling in her tummy, but then she remembers that Anna is her best friend. No one cares for her like Anna does. Not even her parents give her the kind of gifts that Anna does. Yesterday, Anna told Lindiwe that a friend wants to take photographs of them. They won't be wearing any clothes. Lindiwe doesn't want to say no to Anna, but she doesn't want anyone to take such pictures. What should Lindiwe do next?

Scenario 3:

There is a boy who comes to Angela's house to help with chores around the house. He is much older than her and she really likes him. He is very kind to her. He helps with her homework whenever she asks him to. He likes being alone with her and she doesn't complain. When they are alone, he always tells her how pretty she is. Then she feels very special. She can't believe someone like him could think she is pretty. Today he told her he has something special to show her. He showed her a book with naked people in it. She was shocked but didn't say anything. It made her feel very uncomfortable. She is not sure what to do now. What should Angela do next?

Scenario 4:

Thomas is a good friend of Sharon's dad. He is good to their family. He brings them groceries and does nice things for them. Sharon likes Thomas because he is kind and tells her what a nice young lady she is growing up to be. He has asked her dad if she can babysit his children – they are 1 and 3 years old. When she goes to his house, he gives her strange looks and smiles. He puts his hand on her shoulder and tells her that he is glad she is looking after his children. It makes her feel uncomfortable when he touches her, but he is always so kind. Lately he has been winking at her. When she told her father about it, he told her not be silly because Thomas would never hurt her. What should Sharon do next?



HOMEWORK

Write a note that you can stick down in your homework book with one of the core messages for this lesson.



WRAP UP OF THE LESSON

Write down one important thing to look out for so that you do not end up being a victim of grooming. You could also write down one behaviour from someone else that makes you feel unsafe.



ASSESSMENT

1. You can pair up and comment on the notes that you made for your homework exercise.
2. Your comments must be positive and supportive.
3. Your educator will set up a “safe comment” space in your classroom, where you can post comments that you want to share with your peers.
4. Your educator will explain the rules for the “safe comment” space.

Test your knowledge

Use the following questions for consolidation of information dealt with in this lesson.

1. Explain in your own words what sexual grooming is.
2. Name two signs to look out for when someone is being groomed.
3. How does someone feel who discovers that they have been groomed?
4. What should you do if you find out that you have been groomed?



GLOSSARY

Ashamed: feeling sorry or unhappy because you have done something wrong, or because you are not as good as other people.

Chores: everyday tasks that are boring but have to be done

Compliments: praise given to someone or something nice said about another person

Deserve: to have earned something, to be worthy of something, or even to be praised for something well done

Emotional bond: personal feelings that make people feel they belong together. We can form healthy bonds that are good for our well-being and unhealthy bonds that harmful for us

Groomer: this is the person doing the sexual grooming

Self-esteem: your feelings about your value or self- worth

Sexual grooming: when an older person forms an emotional bond with a child/younger person in order to trap them into a situation to have sex with them or to abuse them in some way

Social media: these are websites or internet sites that enable people from all over the world to share information with each other

Under someone's influence: when someone has such a strong hold on you that you do what you think they want, or you copy what they say, how they behave, or what they do



Lesson 5.6

Dealing with violent situations:
“What is sexual violence?”

Lesson 5.6

Dealing with violent situations: “What is sexual violence?”

CORE MESSAGE

- I have the right to be protected, safe and loved. I can get help when I need it.

BRIEF LESSON SUMMARY

In **Lesson 5.6 Dealing with violent situations: “What is sexual violence?”**, you will start by learning a definition of violence and look at examples of types of violence, such as physical violence, domestic violence and sexual violence. The lesson will then explore what sexual violence is and look at a scenario of sexual violence at school. You will be asked to think about ways to keep yourself safe from sexual violence at school, at home, and in the community.

KEY POINTS

1. Violence is the use of physical force to injure, harm, abuse, damage or destroy.
2. Physical violence is the intentional use of physical force with the potential to cause death, disability, injury, or cause harm to the body.
3. Domestic violence is violent or aggressive behaviour in the home, amongst family members. It often involves a combination of physical, verbal and psychological abuse. Abuse in the home involving a minor is called child abuse.
4. Sexual violence is any sexual act, or attempted sexual act, using threats or physical force.
5. Some ways to keep yourself as safe as possible from sexual violence at home, school and in the community:
 - a. Don't walk home alone late at night.
 - b. Don't walk down any dark passages or alleys by yourself.
 - c. Be aware of your surroundings.
 - d. Never accept a lift from someone you don't know or trust.
 - e. Always walk to and from school with a friend or in a group.
 - f. Never open the door to a stranger.
 - g. Always tell a trusted adult if you go out anywhere, even if you're going with someone you know.
 - h. Never accept drinks, gifts or promises that can lead to a person expecting sexual favours.⁷

⁷Watson, P., Eduscript, R., & Grey, J. (2010) Speak Out Youth Report Sexual Abuse: A handbook for learners on how to prevent sexual abuse in public schools. Department of Basic Education, Republic of South Africa.



ACTIVITIES

Activity A: Gaining an understanding of the concept violence

Introduction: This activity deals with defining what violence is and listing examples of types of violence.

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

2. Can you name instances of violence?

3. There are different types of violence, namely:

- **Physical violence** is when **physical** force is used intentionally to cause death, disability, injury, or harm.
 - **Domestic violence** is when actions, behaviour, words or emotions are used to cause violence in the home; these are acts against children or other adults in the home. Abuse in the home involving a minor is called “child abuse”.
 - **Sexual violence** is when physical force is used in a sexual way to harm the next person.
4. Your educator will divide you into small groups.
 5. Give examples of each type of violence that may happen in the home, in school or in the community.
 6. Your group should complete the table on page 69:

Type of violence	Home	School	Community
Physical			
Domestic			
Sexual			

7. Choose one person who will report back on behalf of your group.
8. Your educator will go through your examples with you.
9. Use the examples to identify which forms of violence seem to be related to female and which to male, which gender seems to be more related to these examples of violence and what assumptions we can make about which gender experiences more harm in violent situations.
10. The next part of the lesson will look at how gender stereotypes can contribute to sexual violence.
11. Answer the following questions:
 - a. Who do you think gets abused more girls/women or boys/men?

 - b. Give a reason for your answer.

12. Read the story in **Reading 5.6.1. The story of Max**, about Max to find out what happens to Max.

Activity B: Scenario – Max’s story

Introduction: This activity deals with identifying sexual violence at school and you will talk about situations that are potentially risky for you in your everyday lives.



1. Read the following scenarios and then answer the questions that follow:

READING 5.6.1: The story of Max

School is supposed to be a place where you feel safe. And usually it is. But everything changed for Max on this Friday morning in September. Max had been ignoring the catcalls from Bruno and his friends for a while now. He thought that if he ignored Bruno, Bruno would stop. This Friday morning, he was walking behind the school on his way to the classroom, when he was cornered by Bruno and his friends.



Max could feel his heart beating in his throat. “What do you want?” he asked and tried to push his way through the crowd of boys. They pulled him back and Bruno answered, “I want you.” Bruno grabbed Max by the neck and pushed him against the wall. The other boys went around the corner to warn if anyone was coming. One of the boys was filming a video on his phone. First Bruno touched Max’s buttocks. “Stop!” Max tried to scream but Bruno put his hand over Max’s mouth. “Touch me here... and here!” whispered Bruno and grabbed Max’s hand and put it on his private parts. Max tried to pull away. Bruno let him go. Max felt sick to his stomach. He went straight to his teacher. He had to report what had happened.

2. Have a class discussion about the facts presented in the story.
3. Discuss the following questions:

a. What were the intentions of Bruno and his friends when they cornered Max?

b. What did these boys do to Max?

c. What type of violence was used against Max?

d. Can this happen to girls too?

e. What would you do if you were attacked?

f. How do you think young children can protect themselves from violent situations?

g. Where do you think they can find help?

h. Did Max find help in the right place?

4. Discuss some ways to keep yourselves as safe as possible and protect yourselves from possible sexual violence in school, home and in the community.

- a. Don't walk home alone late at night.
- b. Don't walk down any dark passages or alleys by yourself.
- c. Be aware of your surroundings.
- d. Never accept a lift from someone you don't know or trust.
- e. Always walk to and from school with a friend or in a group.
- f. Never open the door to a stranger.
- g. Always tell a trusted adult if you go out anywhere, even if you're going with someone you know.
- h. Never accept drinks, gifts or promises that can lead to a person expecting sexual favours.⁸



HOMEWORK

List three steps you can take to protect yourself from sexual violence at:

1. school
2. home
3. in the community



WRAP UP OF THE LESSON

Remember that any act of violence is never the fault of the victim. You should try at all times to keep as safe as you can. Let's go over some of the things we can remember to do to keep safe:

- Don't walk home alone late at night.

⁸ Watson, P., Eduscript, R., & Grey, J. (2010) *Speak Out Youth Report Sexual Abuse: A handbook for learners on how to prevent sexual abuse in public schools*. Department of Basic Education, Republic of South Africa.

- Don't walk down any dark passages or alleys by yourself.
- Be aware of your surroundings.
- Never accept a lift from someone you don't know or trust.
- Always walk to and from school with a friend or in a group.
- Never open the door to a stranger.
- Always tell a trusted adult if you go out anywhere, even if you're going with someone you know.
- Never accept drinks, gifts or promises that can lead to a person expecting sexual favours.



ASSESSMENT

1. Your educator will give you some articles to read in your groups.
2. Discuss the following questions in your group, and share your answers with the class:
 - a. What type of violence did you identify in your article?
 - b. Tell the story in your own words.
 - c. Did the violence involve children, adults, animals?
 - d. Who helped the people/animals to be safe?
 - e. If you were in this situation, how would you have reacted?
 - f. Summarise your article.
3. Go through the **Test your knowledge** questions to consolidate information in this lesson.

Test your knowledge

1. Explain in your own words what sexual violence is.
2. Name two types of violence.
3. Name three ways in which you can protect yourself from sexual violence.



GLOSSARY

Catcall: a loud, sexually suggestive call or comment directed at someone walking, for example, on the street

Counsellor: someone who gives professional help and support to somebody to help them to find a solution to their problems

Domestic violence: violent or aggressive behaviour within the home, typically involving the violent abuse of a spouse or partner. It often involves a combination of physical, verbal and psychological abuse. Abuse in the home involving a minor is called “child abuse”.

Physical violence: the intentional use of physical force with the potential to cause death, disability, injury, or cause harm to the body.

Professional: a qualified person providing a qualified service for money as their job

Psychological abuse: exposing someone to behaviour that will lead them to have trauma, anxiety and depression

Sexual violence: when a person is threatened by or is a victim of violence involving a sexual act, or where someone hurts another person using a sexual act

Verbal abuse: words or language used to say something negative to a person to damage their self-esteem.



Lesson 5.7

Learning from our elders

Lesson 5.7

Learning from our elders

CORE MESSAGES

- I care for you. I care for me. We care for each other.

BRIEF LESSON SUMMARY

In **Lesson 5.7 Learning from our elders**, you will define who your elders are and the roles that they play in your life. You will understand that we respect our elders because of their age, experience and wisdom. You will learn to value the advice that your elders are able to give us.

KEY POINTS

1. In most cultures children are taught to respect their elders.
2. We respect our elders because of their age, their experience and their wisdom.
3. Elders are responsible for teaching children many of life's lessons and about our customs and traditions.
4. Our elders therefore have an important role to play.



ACTIVITIES

Activity A: What are they doing?

Introduction: In this activity, you will identify what elders are doing in the different scenes given and you will have to decide whether this is what elders would typically do or not. Mostly, these are not typical things that elderly people do and so they make us think about what we expect elderly people to do.

1. Look at the following pictures:



2. Can you identify the actions in the pictures?

3. Are these elderly people doing what we expect them to do? Is this what you would expect elders to do? Why do the pictures seem strange to us?

4. Who would you expect to be doing this?

5. Do you think you are stereotyping elders? Explain your answer.

6. The roles you saw in the pictures above are not what we typically see our elders doing. There are different and very important roles that elders play in our homes and in any community. We want to acknowledge that. We respect our elders for the role they play in helping to guide and advice on what we know today, especially about our cultures and traditions.

7. In the next two activities you will first identify who your elders are and then look at their roles in your home and in your communities.

Activity B: Who are our elders?

Introduction: In this activity you will define who an elder is and investigate who the elders are in your lives.

1. Your educator will divide you into small groups.
2. Use **Worksheet 5.7.1: Who are our elders?** to guide what you do in your groups.
3. Think about who the elders are in your family.

4. Who are your elders?

5. You may have a trusted elder, who is not part of your family, with who you can discuss certain issues of concern to you.

6. Your group should give feedback to the rest of the class on your discussions. Share the discussion you have had on what we can learn from our elders. Your educator will share some ideas too.

WORKSHEET 5.7.1: Who are our elders?

1. Name examples of elders who are close to you

a.....

b.....

c.....

c.....

e.....

f.....

**Who would you
consider to be
our elders?**

2. How would you describe the relationship between you and your elders?
Give a reason for your answer.

3. Name some things you have learnt from your elders like customs and traditions.

4. Explain how you have been able to use some of the advice your elders have given you.

5. Has there been any advice that you have found difficult to apply in your life? Explain your answer.

6. How different do you think your life would be if we had no elders in our families and communities?

Activity C: The role of elders

Introduction: In this activity, you will look at the role that elders play in the home and in the community. You will identify that elders give advice that we can use and discuss the importance of the advice given by elders on difficult topics related to sexuality education.

1. Your educator will divide you into buzz groups.
2. Describe the role of elders in the home and in society (i.e. in the community, church, traditional groups, etc.)
 - a. Think about the role of you elders and give examples of those roles. We respect what elders know because they have gained experience over time and their advice is based on facts that have been around for many years. These facts have become “truths” that we can use in situations to guide us.
 - b. Let’s think about the kind of facts we learn from our elders.

In our homes

In Society

3. Your group should assign one person who can report back on behalf of the group.
4. Read **Worksheet 5.7.2: What to do!** and have a discussion in your group.
5. You will now be assigned a topic which you will need to discuss in your groups. You will need to pretend to be elders and have to come up with advice for each of the issues presented to you.

WORKSHEET 5.7.2: What to do!

Elders are known and respected for their wisdom and for giving advice that will keep us safe and that we can use when we are faced with harmful situations.

Let's think what we would say about the following situations and what advice we would give:

- a. My best friend is a boy who is 2 years older than me. I really like him a lot. He forces me to do things that I am not ready to do. What should I do?

- b. My friend has all kinds of bruises on her body. They are not the kind you get from playing or bumping yourself. I am really worried about her. What can I do to help her?

- c. My sister's boyfriend is very scary. He is always shouting at her. He seems to be angry all the time. I'm afraid that he'll hit her one day. What can I do to help?

- d. My two good friends have decided to bring alcohol to school in their water bottles. You can't see that it is alcohol. They drink from their bottles during school time. I saw them do it and I told them I would tell our teacher. They have threatened to stop being my friend if I tell and if I don't join them. I know that what they are doing is not right.



WRAP UP OF THE LESSON

1. We have so much to learn from our elders.
2. Elders have valuable wisdom and years of experience to share with us. But most importantly, an elder or a trusted adult becomes our first support in dealing with topics or issues that seem a threat or may bring you harm.



HOMEWORK

1. Speak to an elderly person in your home or in your community. Ask this elder about some of the advice they were given when they were young. Ask them to explain their answers.
2. Write this up in your exercise books.



ASSESSMENT

Use the following questions for recall of the information in this lesson.

Test your knowledge

1. List three elders in your life.
2. Describe what you think an elder is?
3. Give an example of the role that elders play in the home and in the community.



GLOSSARY

Brainstorm: to solve problems or to make a decision by thinking of many ideas in a short time

Culture: The ideas, customs and way of life a particular group of people or a country

Customs: long-standing traditional actions practiced by a particular group of people

Elders: a senior person who is deemed to be a leader because of his/her wisdom, status and experience

Gender-based violence: violence directed at a person because of their gender

Influence: the power that something (like money or power) or some person (like a partner or a parent or a president) has over another person or other people which enables them to make the people they influence think something or do something that may or may not be good for them

Relationships: the way people, groups or countries behave with each other or how they feel about each other.

Relevance: something that makes sense to you because it is important to who you are or what you are doing, or what is happening in your life



Lesson 5.8

Should boys and girls be
treated differently?

Lesson 5.8

Should boys and girls be treated differently?

CORE MESSAGES

- I think boys and girls should be valued equally.

BRIEF LESSON SUMMARY

In **Lesson 5.8 Should boys and girls be treated differently?**, you will explore how different cultures view the responsibilities of boys and girls. You will identify the difference between culture, tradition and customs and list how responsibilities differ for boys and girls in their culture. You will then read a case study which highlights the significance of teaching young people about their cultural and traditional practices. You will learn that you should not be quiet about unacceptable practices and you should speak out against them.

KEY POINTS

1. There are many different cultures in South Africa.
2. In some cultures, boys and girls are expected to take on different roles.
3. Children are expected to respect their elders.
4. The elders are responsible for teaching children about culture and traditions.



ACTIVITIES

Activity A: Tradition, culture and customs

Introduction: In this activity you will gain an understanding of the difference between tradition, culture and customs. You will also identify the influence culture has on the roles of boys and girls.

1. Match the word with the correct definition.
2. Draw a line from the word to the correct definition.
3. You may work in pairs and use dictionaries.
4. Your educator will go over the definitions with your class.

Word	Definition
Tradition	The ideas, customs and way of life of a particular group of people or a country.
Culture	Something that people in a certain place have done or believed for a long time.
Customs	A way of behaving or doing things that a particular group or society has had for a long time.

5. You will now have a discussion with your educator about the following:
- There are many different cultures in South Africa. Come up with a few of your own customs and traditions from your culture. Your educator may ask you to write them on the board.
 - In some cultures, boys and girls are expected to take on different roles and responsibilities.
 - Children are expected to respect their elders. Is this a good cultural teaching? Why or why not?
 - The elders are responsible for teaching children about culture and traditions. Is this still happening in all cultures? What do you think is good or not good about this?
6. Based on your culture, draw up a list of things that are usually done by boys and things that are usually done by girls, in the table below.

Boys	Girls

7. Who decides on the different responsibilities for boys and girls? Do you agree with everything that happens in your home?

Activity B: Case study – Visit to the farm

Introduction: In this activity you will learn that respecting cultural practices and traditions is an important part of your lives. You will learn about the importance of culture and how culture teaches us about what is acceptable and what is not. You will also talk about why the “culture of silence” is not something acceptable and that you need to talk about all things you find unacceptable.

1. Your educator will read the **Reading 5.8.1** out to the class and you will follow the reading in your learner book.
2. After the reading you will answer the questions that follow.
3. You can work in pairs or groups.
4. Once you have completed the questions, you will swap books with someone in the class and will mark each other’s books.

Reading 5.8.1



Many years ago Mr and Mrs Bonga moved from their farm to live in the city. They have shared much about the way they grew up with their children, Mandla and Vuyelwa. They remember many traditions and customs that they grew up with on the farm when they were young. They remember going to church with their friends, having picnics and playing games together during their holiday time. Mr and Mrs Bonga described what they all did together on the farm, like the scene in the picture above. Mandla and Vuyelwa have never been to visit their family on the farm and Mr and Mrs Bonga have decided that it is time for their children to visit the farm.

Mandla and Vuyelwa expected things on the farm to be very different to their life in the city. They worried that their phones would not receive a signal and that sending text messages to their friends would be impossible. They had even asked their parents to buy take-away food like burgers and chips because they would miss it during their stay on the farm. It was a long drive to the farm, but as they drove into the village where their family lives, the village people welcomed them with a song. What a warm welcome it was!

Mr. Bonga decided to prepare his children for what may be expected of them during their visit to the farm. “Mandla, tomorrow you will go with the boys and Vuyelwa you will go with the girls. “Why Daddy,” Vuyelwa asked. “That’s just the way things get done here,” her father said. Mandla and Vuyelwa were not sure what to think of what their father had said. Their parents then explained that although there were many different ways of doing things on the farm, the way they were used to doing things in the city was not wrong. Mandla and Vuyelwa could learn new things on the farm. However, when they were back in the city, they would be free to decide what to do with what they learned on the farm.

Every morning, Mandla, his cousins and grandfather would take the cattle out to the field to graze. They would swim in the river, wrestle in the mud and have fights with sticks. Often Mandla was covered in mud and had many bruises. He learned many new things from his cousins. At the end of the day the boys would sit around the fire with their uncles. Their uncles would tell them about the old way of life for boys in the village.

Mandla learned about the many traditional practices that boys had to take part in as they became men. He was very excited about the fact that boys went through an initiation process. He found out that fighting with sticks was a way to teach boys how to protect their homes and families. He was told that boys are taught to respect their mothers and sisters because women were an important part of their culture and community. His

uncles also spoke about the things that Mandla would have been afraid to ask his father about. His uncles explained that in their culture boys and men spoke openly about the things that matter to them, especially things that would be harmful to them. This gave Mandla the confidence to ask many questions about his role as a young man in the family and village.

Vuyelwa also learned many things from her grandmother and her female cousins. Every day they were busy working around the farm. They would prepare the fire to cook the food. They would collect wood, fetch water from the water tank and prepare the meat before cooking it over the fire. Vuyelwa was taught that although the chores were difficult, they helped to strengthen the girls' bodies.

They also played games using pebbles, which Vuyelwa found very difficult to play. In return she showed her cousins the games she played at school. She learned new dances too. Her eldest cousin showed her some of the dances which were an important part of the ritual for girls, as their bodies started changing during puberty. These dances were part of preparing the girls for looking after their babies, when they were older, if they wanted to have babies.

Vuyelwa felt free to ask about the practices that she would go through as a woman. She did not need to be afraid to ask questions or to keep quiet about the things she did not know. She learned that boys are taught to respect the bodies of girls. She also learned that her male cousins would fight to defend her if she was harmed by another person. Her cousins told her that girls could report to their uncles when boys or men touched them in ways that made the girls feel unsafe. She was so excited to know this. She wondered if this was how it was for the girls in the city.

Soon it was time for the Bonga family to leave for home. They were sad to leave but they knew that they would come back to see their family and new friends. On the way home Mr Bonga asked Mandla and Vuyelwa, "What is the most important thing that you are taking back to the city from your visit?" They both answered, "Learning about our cultures and traditions was good. Both boys and girls have very important roles in our culture. We now also know that we should not be quiet about things that make us feel unsafe. We can talk to our elders about anything and everything that we know is not right."

Adapted from Clacherty, G., Cohen, S., Dada, F., Joannides, A., Ludlow, H. (2012). Day-by-Day Social Sciences. Grade 4, Learner's book. Maskew Miller Longman.

Answer the following questions:

1. What was the fear that both Vuyelwa and Bonga had about leaving the city and going to the farm? Explain.

2. What about mixing with the other children on the farm did Vuyelwa and Bonga enjoy?

3. What were the things that Mandla and Vuyelwa thought they would miss about the city?

4. How do you know that they did not miss the city?

5. The children on the farm live according to the traditions and the way of life as passed down from their elders.

Name two things that boys do and two things that girls do, as part of the traditions on the farm.

6. If you were living on the farm, would you enjoy doing those chores? Give a reason for your answer.

7. Why is it important that Mandla and Vuyelwa learned to speak out about things that could harm them or would make them feel unsafe?

8. In two sentences explain why you think that young people must maintain their cultural values at all times.

9. Do you think the Bonga family was proud of their culture and traditions? Explain why you think so.



HOMEWORK

Interview one of the elders at home (or in your community). You must ask about the things that have changed over time, for boys and girls, regarding some of your cultural and traditional practices.



WRAP UP OF THE LESSON

Below is a quote from the South African Bill of Rights about equality, i.e. that all people (both boys and girls) are to be treated equally:

Section 9 Equality

(3) “The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.”⁹

⁹South Africa. Bill of Rights, Constitution of the Republic of South Africa, 230 Government Gazette. (No.17678) (1996). Retrieved from <https://www.gov.za/documents/constitution/chapter-2-bill-rights#9>



ASSESSMENT

Do the following activity to recall the information in this lesson.

Test your knowledge

1. Define culture in your own words.
2. Name two things that your culture says girls are responsible for and two things that boys are responsible for.
3. Explain why you believe boys and girls should be treated equally.



GLOSSARY

Conscience: a person's moral sense of right and wrong that acts as a guide for our behaviour

Culture: The ideas, customs and way of life of a particular group of people or a country

Cultural practices: the processes that people go through and the ways of doing certain things in a particular culture. (Oxford South African school dictionary., 2010)

Customs: long standing traditional actions practiced by a particular group of people

Disability: a physical or mental condition that makes it difficult or impossible for a person to use a part of their body or to perform certain activities that able-bodied people can perform. A disability limits a person's movements, senses, or activities

Discriminate: treating somebody or a particular group in society less fairly than others

Elders: a senior person who is deemed to be a leader because of his/her wisdom, status and experience

Equality: the right to be treated in the same way as others despite your race, gender, class (how rich you are) or religion

Ethnic origin: your ancestral race or cultural origin as opposed to your nationality (South African)

Initiation: when a person goes through a traditional process in their culture that signals the beginning of a new phase in their life, e.g a boy becoming a man or a girl becoming a woman

Marital status: whether you are married, single or divorced

Puberty: a normal process of physical, social and emotional changes. Girls grow into women and boys grow into men. It is also a time when are bodies become ready to **Reproduce:** i.e. girls can get pregnant and boys can father children

Sexual orientation: who you are sexually attracted to e.g. to the opposite sex, to the same sex or to both

Social origin: a person's social and family background

Traditions: something that a group of people like a family or community have practiced or believed for a long time



Lesson 5.9

Dealing with the stigma of HIV

Lesson 5.9

Dealing with the stigma of HIV

CORE MESSAGE

- I care for you, I care for me. We care for each other.

BRIEF LESSON SUMMARY

In **Lesson 5.9 Dealing with the stigma of HIV**, you will define stigma and explore its effects on people. You will read a story about stigma related to HIV. You will answer questions about the story and reflect on your own behaviour with regard to stigma. You will research and find a newspaper article about HIV and stigma and write a brief summary about this article.

KEY POINTS

1. Stigma is a set of negative and often unfair beliefs that a society or a group of people have about something or someone.
2. An individual or group of people attach a negative message of disgrace, shame, prejudice or rejection onto another person, because that person is different in a way that the individual or group find undesirable.
3. Sometimes people stigmatise because they are afraid and just don't understand the facts.
4. We stigmatise people when
 - a. We make them feel ashamed about something
 - b. We call people ugly, unkind names
 - c. We do not let them participate in what we are doing
 - d. We do not involve them in making decisions.
5. Stigma makes people
 - a. Feel sad, lonely, ashamed and angry.
 - b. Kick other people out of the family, out of the home or out of work.
 - c. Drop out of school.



ACTIVITIES

Activity A: Stigma

Introduction: In this activity you will define stigma and gain an understanding of how people stigmatise others.

1. Do you know what “stigma” means?

Read the following definition of stigma:

Stigma is when an individual attaches a negative label to what somebody else does or says only because that person does or says things differently. The labels can be hurtful and can make that person feel rejected.

2. Can you think of examples of stigma that you have seen or experienced?

Your educator will divide you into buzz groups.

3. Look at the **Worksheet 5.9.1: What is stigma?** in your learner book. Discuss and complete the tables on the worksheet.

WORKSHEET 5.9.1: What is stigma?

1. Use the list of statements below to complete the table in No 2:

Drop out of school because they are humiliated.
We give people ugly labels as names e.g. “germ carrier”, “Z3”.
Feel alone and isolated.
We talk about people in a way that shows prejudice.
Feel rejected for being who they are.
We make people feel ashamed because of what we call them or say about them.
Kick people out of their family because they are ashamed of them.
Feel ashamed for something that may not be their fault.
We say things about people because they are different and we don't like them as a result.

2. Use these statements to complete the tables below:

We stigmatise people when:
Stigma causes people to:

Adapted from http://www.path.org/publications/files/CP_kenya_pe_manual_karhp.pdf

4. When you have completed the activity, assess your work by comparing your answers to the completed table in your books. The answers are provided.
5. What have you learnt today that surprised you?
6. It is important to help to inform/educate people who are misinformed and to help them understand if they are afraid of the unknown.

Answers

We stigmatise people when

- We give people ugly labels as names e.g. 'germ carrier', 'Z3'
- We say things about people because they are different and we don't like them as a result.
- We make people feel ashamed because of what we call them or say about them.
- We talk about people in a way that shows prejudice.

Stigma causes people to

- Feel rejected for being who they are.
- Feel alone and isolated.
- Feel ashamed for something that is not be their fault.
- Kick people out of their family because they are ashamed of them.
- Drop out of school because they are humiliated.

Activity B: Mathilda's story

Introduction: In this activity you will be reading a story that explains how the stigma of HIV affected a young girl.

1. Remember what you learned about stigma in the last section.
2. Refer to the reading passage in **Worksheet 5.9.2** and the questions in your learner book.
3. Your educator will divide you into pairs.
4. Once you have read the passage, answer the questions that follow the passage in your learner books.

WORKSHEET 5.9.2 Mathilda's story



Mathilda's mother died of an AIDS-related disease when she was eight years old. Her mother got HIV from her father who is also sick. Mathilda and her father live with Mathilda's aunt. Things have not been the same since Mathilda's mother died. Mathilda is sad all the time. She keeps asking herself, "Why did this have to happen to me?"

Her aunt does her very best to look after Mathilda and her dad, but Mathilda still misses her mom terribly. Her father is very ill and spends most of his days in bed. Mathilda has been too ashamed to tell anyone at school about what has happened to her parents. In her community, people discriminate against you and your family when they hear that someone has died of an AIDS-related illness. They do this because they do not understand HIV and AIDS-related illnesses and do not have enough information about the disease and how it is transmitted.

One of the girls in Mathilda's class found out that Mathilda's mother had died of an AIDS-related illness and she told the other learners at school. Children who used to play with her no longer want to be her friend. They say that she has AIDS germs and they won't share any food with her.

Mathilda decided to talk to her teacher about this problem. Her teacher said that she would talk to the class. She decided to teach a lesson about HIV and how the disease is transmitted.

During the lesson the teacher explained that people cannot acquire HIV by touching someone, hugging someone or sharing their food with them. She talked about how sad and lonely many children are when they have lost their parents to AIDS-related illnesses. The teacher spoke to the learners about how different people have different attitudes about HIV and that in some communities, families who have been affected by HIV are shunned and stigmatised.

The teacher explained that the more information we have and share about the disease, the more people will understand what it is and how it is transmitted. This will stop the disease from spreading further and prevent the isolation and hurt caused by the stigma attached to it.

Mathilda felt much better after the lesson. Her friends now understood what had happened to her parents and how lonely and sad Mathilda had been. As a result, they became more supportive and caring of her and of other families infected and affected by HIV.

Adapted from Glover, J; Vercueil, P; Carstens, M; Coetzee, T; Wolmarans, A. (2015) Spot On Life Skills Grade 5 Learner's Book ePUB. Heinemann (Pearson Marang)

1. What did Mathilda's mother die of?

2. Why do you think she had not told anyone how her mother died or that her father is ill?

3. Do you think the learners are stigmatising Mathilda when they say she has AIDS germs?
Give a reason for your answer.

4. Say how learners behaved before the lesson and how they behaved after the lesson.

5. What do you want to say to someone who has lost a loved one from an AIDS-related illness?



WRAP UP OF THE LESSON

1. Explain what you have learned about stigma in this lesson.
2. Think about the way in which people have been, and still are, being stigmatised because of HIV.
3. Think about ways in which you can prevent the stigma associated with HIV in your communities.



HOMEWORK

1. Find an article in a newspaper, magazine or on the internet about someone who lives daily with the stigma of HIV and AIDS.
2. Glue the article into your book.
3. Summarise the article in five short sentences.
4. Propose one way to reduce the stigma in the story.



ASSESSMENT

Answer the questions below to consolidate what you learned in this lesson.

Test your knowledge

1. In your own words, explain what stigma is and how it affects people.
2. Write down three different ways in which people stigmatise other people.
3. In your opinion, why is it important for all of us to prevent the stigma of HIV and AIDS-related illnesses?



GLOSSARY

AIDS: Acquired Immune Deficiency Syndrome

Affected: to be influenced or touched by something or someone

ART: Anti-retroviral therapy **is treatment** given to people who are HIV positive that helps the body to fight and control the HIV virus

Community: a group of people who live in a particular area and the area itself

Condemned: to say that a person or thing is very bad or wrong

Depressed: a person is depressed if they have been very unhappy for a long period of time

HIV: Human Immunodeficiency Virus

Infected: to acquire a disease e.g. to become infected with HIV.

Rejected: to exclude someone or something or to tell someone they are unwanted

Stigma: a bad reputation, often unfair, associated with a particular illness, way of life or behaviour.

Stigmatise: to regard someone or something as worthy of disgrace or great disapproval



Lesson 5.10

Changing attitudes towards
people infected with HIV and
AIDS

Lesson 5.10

Changing attitudes towards people infected with HIV and AIDS

CORE MESSAGE

- I care for you, I care for me. We care for each other.

BRIEF LESSON SUMMARY

In **Lesson 5.10 Changing attitudes towards people infected with HIV and AIDS** you will remember what you have already learned about HIV. You will participate in a quiz and answer questions to review your understanding of HIV. You will find out about “service learning” by looking at a case study of a teacher who involved his class in a service learning activity to support people in an HIV and AIDS home. You will also get insight into how to go about caring for people with HIV and AIDS.

KEY POINTS

1. People who are HIV positive or have AIDS can live long and healthy lives if they take the correct medication, exercise regularly and eat healthy food.
2. HIV is transmitted through:
 - a. touching HIV-infected blood when you have open sores or cuts
 - b. sharing HIV infected needles
 - c. mother-to-child transmission during pregnancy, birth or breastfeeding.
3. HIV is not transmitted through:
 - a. sharing utensils used by someone infected with HIV
 - b. holding hands with someone infected with HIV
 - c. hugging someone infected with HIV
4. Service learning means giving people of your time, skills, help, assistance and goodwill
5. Service learning does not need to cost money. It could be
 - a. preparing and distributing food
 - b. planting or maintaining a vegetable garden
 - c. collecting and distributing toys for babies who are HIV positive



ACTIVITIES

Activity A: True or False

Introduction: In this activity you will be revising what has already been learnt about HIV in Grade 4 and answering a set of questions using “true” or “false.”

1. You are going to do a short quiz to find out what you remember about HIV and AIDs.
2. Look at the quiz activity in your learner book.
3. You should answer the questions by circling either, “true” or “false” for each of the statements.

Quiz your knowledge

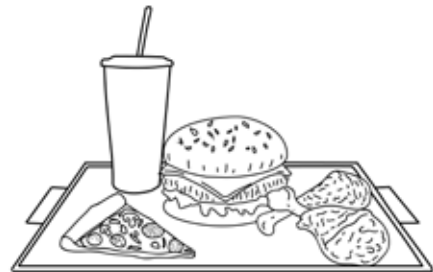
Circle the correct answer.

1. People who are HIV-positive or have AIDS can live long lives if they:

- a. have the correct medical treatment.
True/ false



- b. eat lots of fatty, fried food. True / false



- c. exercise regularly . True / false



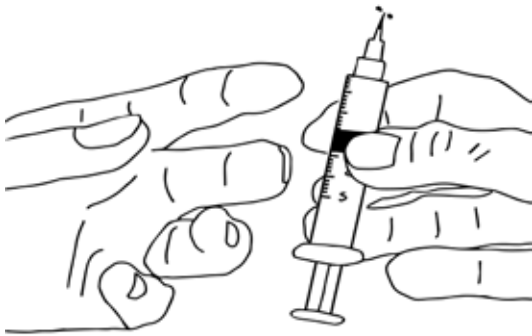
- d. eat healthy food. True / false

2. Some people are able to get better from HIV and AIDS without using any medicine. True/false



3. You can contract HIV and AIDS from someone who is infected if you:

a. hold their hand. True / false



b. share the same needle. True / false

c. share the same dishes and utensils. True / false



d. hug each other. True / false

4. If you are HIV positive or have AIDS, you should remain in bed at all times. True / false



1. Once you have completed the quiz, your educator will go through the answers with the class.
2. You can mark your own books.
3. If you have an incorrect answer, be sure to fill in the correct answer.
4. Once you have completed the quiz, you may colour in the pictures.

Activity B: Service learning activity – Vegetable garden at HIV and AIDS home

Introduction: In this activity, you will work through a case study where you will learn about service learning and what it means to care for someone with HIV and AIDS.

1. Read the following case study in **Reading 5.10.1** and answer the questions that follow.



READING 5.10.1

Mr Jenkins wanted to teach his class about service learning. Service learning means giving people of your time, skills, help, assistance and goodwill. In other words, it does not need to cost you money.

He had been working with his class for a while and they had decided to give of their time to an HIV and AIDS home which was about 5 km from the school. They started a vegetable garden at the home and went there on Saturdays to look after the garden. Once the vegetables were harvested, the HIV and AIDS home used them to make soup and to cook stews for the patients. The school had arranged one Saturday with the home when they had made soup, to have the learners come over and help serve it to the patients. The learners were all very excited. Mr Jenkins used the school bus to collect the learners and drop them off at the home.

When the learners arrived at the home they were directed to the kitchen where they would be assisting for the day. They were given plastic gloves, plastic aprons and hair nets. The learners were all assigned different duties. Some of the learners dished out the soup, while others were responsible for passing on the bowls, putting slices of fresh bread on side plates or handing out the plates or soup bowls to the patients.

For many of the learners, this was the first time they were in the same room as someone who was HIV positive or had AIDS. Many of the patients who had AIDS had their soup and bread served in their rooms. Some of the learners were allowed to accompany the nurses to the rooms. It was such an amazing experience.

Mr Jenkins was very proud of his learners. They helped to serve the soup and bread very enthusiastically and it didn't matter that the patients were HIV positive or had AIDS. The learners treated everyone the same because they had learnt all about HIV and AIDS in class.

1. Answer the following questions:

- a. If you were in Mr Jenkins class, would you be keen to be part of his service learning activity? Give a reason for your answer.

- b. Do you think that the service learning activity made a difference to the lives of the patients at the HIV and AIDS home? Give a reason for your answer.

- c. The case study tells us that the learners treated everyone, including the HIV and AIDS patients the same, because they learnt all about HIV and AIDS in class. What difference do you think that made to their thinking?

- d. What do you think it was like for the learners who accompanied the nurses to the rooms of the patients with AIDS? If you were there, would you have chosen to be one of the learners serving patients in their rooms? Give a reason for your answer.

WRAP UP OF THE LESSON

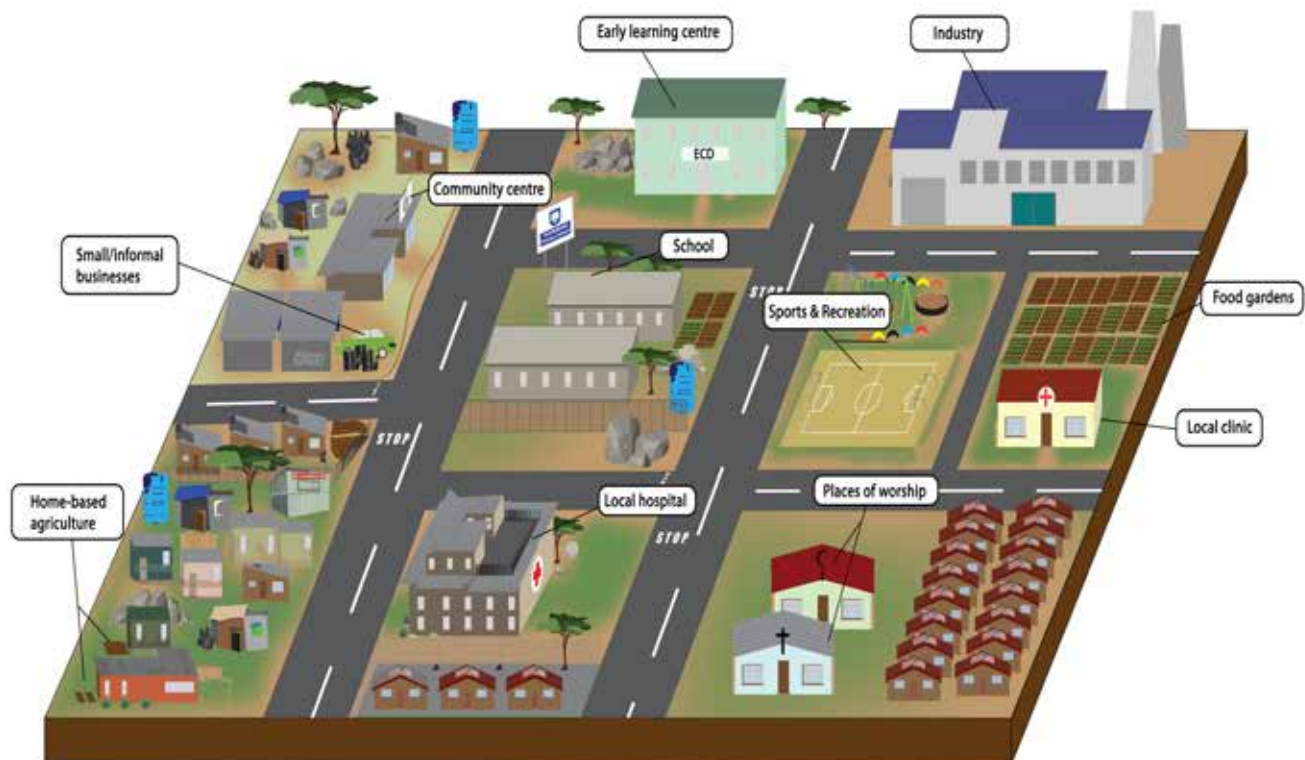
1. Service learning is about doing service for people and giving of your time, skills and expertise.
2. Service Learning does not need to involve a cost.
3. There are small but significant ways in which we can all offer of services and support those in need.

HOMEWORK

Complete your service learning activity if you have not yet completed it in class.

ASSESSMENT

1. Prepare a landscape of the community around the school showing all local infrastructure, industries, etc. Identify one industry where you think you would like to do a service learning activity that will benefit your community and help people living



2. Use the questions below to revise what you have learnt in this lesson.

Test your knowledge

1. What is Service learning?
2. Do you think every young person should be involved in a service learning activity?
Give reasons for your answer.
3. Create your own idea for a service learning activity and briefly summarise it in your exercise book.



GLOSSARY

Empathy: the ability to understand how another person feels or other people feel

Service learning: involves learning from doing something and / or providing a service to others. Much like volunteering to help and learning from it.

Volunteer: a person who offers of his time and talents or agrees to do something for others without being paid to do it.

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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 5. 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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