



Sexuality Education in  
Life Skills

# Scripted Lesson Plans

## Grade 6 Educator Guide



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

Sexuality Education  
in Life Skills

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## Foreword

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



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

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

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

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

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

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

**MRS A M MOTSHEKGA, MP**

**MINISTER: DEPARTMENT OF BASIC EDUCATION**

**DATE: MAY 2019**

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

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## NOTE TO THE EDUCATOR

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

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

You taught me the names of the cities in the world

BUT

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

You taught me about the minerals that are in the earth

BUT

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

You taught me to speak and write in three languages

BUT

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

You taught me all about reproduction in rats

BUT

I don't know how to avoid pregnancy.

You taught me how to solve math's problems

BUT

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

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

I am now quite clever

BUT

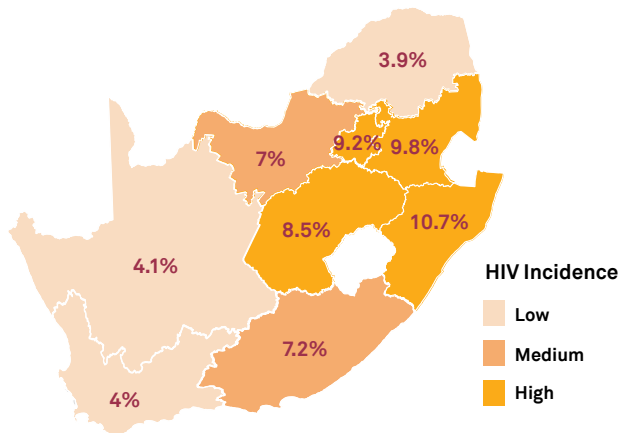
Why is it that I feel I know nothing?

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

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

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

### 1. Introduction



Source: SANAC, accessed January 18, 2019

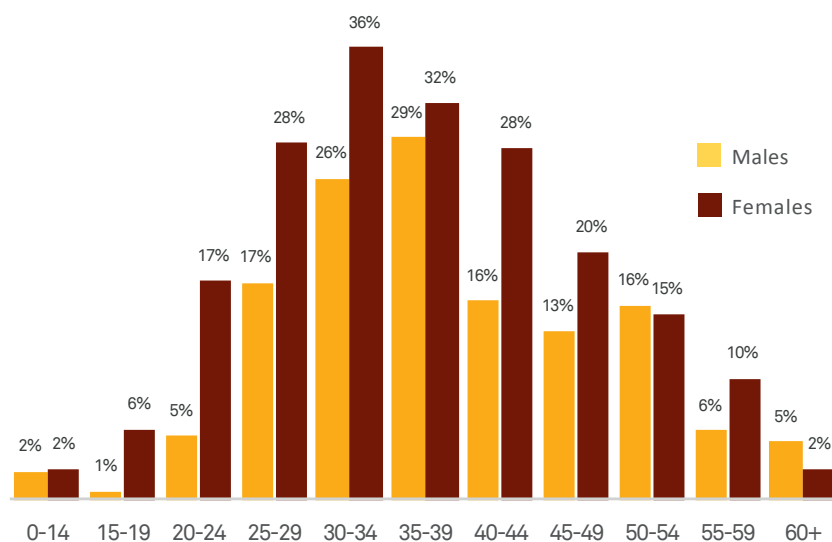
**Figure 1:** HIV prevalence by province, 2016

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

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

#### HIV IS EVERYONE'S PROBLEM

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



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

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

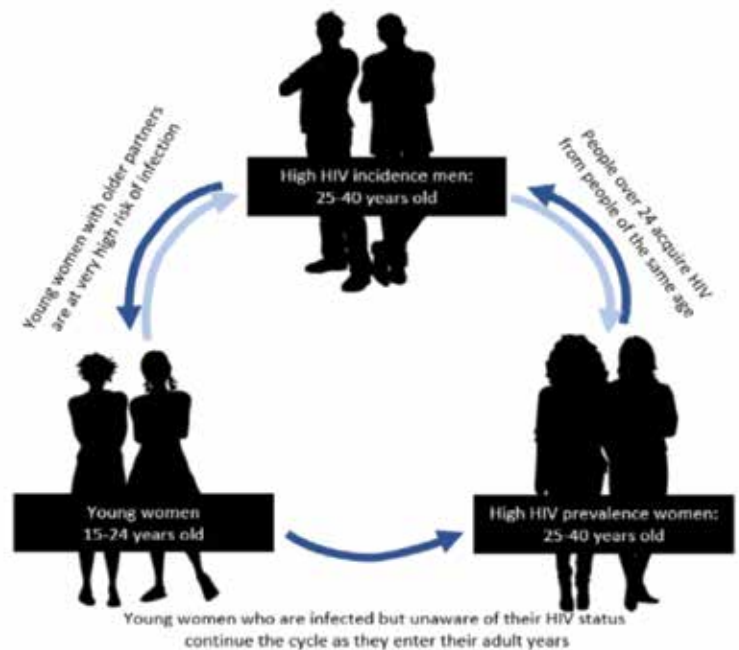


**HIV:<sup>3</sup>**

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

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

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



16 years and under  
**14%**

Over 17 years  
**27%**

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

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

**PREGNANCY**

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

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

**SEXUAL INITIATION**

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

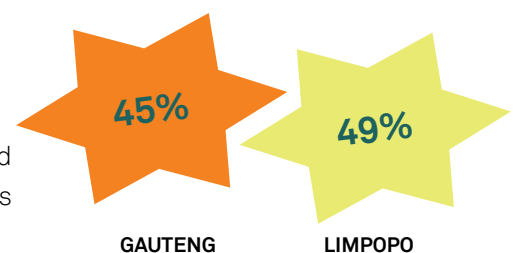
**PRESSURE, FORCE AND VIOLENCE**

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

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

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

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



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

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

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

6 Ibid

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 4. Outcomes

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

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

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

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

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

## 5. Structure of the SLPs

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

### 5.1 CAPS TOPICS AND SUBTOPICS

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

### 5.2 CONCEPTS

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

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

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

### 5.3 KNOWLEDGE, VALUES AND ATTITUDES

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

### 5.4 TIME ALLOCATION

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

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

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

## 5.5 TEACHING METHODS

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

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

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

## 5.6 RESOURCES

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

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

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

## 5.7 BRIEF LESSON SUMMARY

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

## 5.8 KEY POINTS

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

## 5.9 ASSESSMENT

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

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

## 5.10 INFORMAL ASSESSMENT

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

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

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

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

## 5.11 LEARNER ASSESSMENT

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

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

## 5.12 TEST YOUR KNOWLEDGE

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

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

### 5.13 NOTES TO THE EDUCATOR

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

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

### 5.14 TEACHING AND LEARNING RESOURCES

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

### 5.15 GLOSSARY

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

### 5.16 BIBLIOGRAPHY

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

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

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

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



### Core Messages

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



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

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

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

### YOUR ROLE AS EDUCATOR

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

Here are some tips to help you:

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



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

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

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

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

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

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

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

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

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

## **SAFE LEARNING SPACES**

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

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

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

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

## **MANAGING DISCUSSION IN THE CLASSROOM**

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

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

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

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

## **MONITORING PEER DISCUSSIONS AND ENGAGEMENTS**

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

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

## BUILDING THE CONFIDENCE OF LEARNERS

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

Here are some characteristics of children at this developmental stage:

### INTELLECTUAL

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

### SOCIAL

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

### PHYSICAL

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

### EMOTIONAL

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

### MORAL

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

## FACTORS THAT IMPACT LEARNER PARTICIPATION

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



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

**For example:**

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

## **MANAGING DIVERSITY**

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

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

## **INCLUSIVE CLASSROOMS**

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

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

## **DIFFERENT AGES AND EXPERIENCES**

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

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

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

### **LANGUAGE**

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

### **PARENTAL INVOLVEMENT AND CONSENT**

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

### NOTE TO EDUCATOR

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

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

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

## APPENDIX 1: SLPS AT A GLANCE

### Grade 4

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

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



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

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

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

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

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

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

## APPENDIX 2: LESSON SUMMARIES

### Grade 4

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

## Grade 5

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



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

## Grade 6

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

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

## APPENDIX 3: OVERVIEW OF ASSESSMENTS

### Grade 4

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

## Grade 5

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

## Grade 6

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

## APPENDIX 4: OVERVIEW OF LEARNER ASSESSMENT

### Grade 4

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

### Grade 5

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

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

## Grade 6

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



## Lesson 6.1

Body image:  
“My body is changing.”



| Lesson 6.1                               | Body image: "My body is changing."  |
|--|---|
| Grade                                    | 6   |
| CAPS Topic(s)                            | Development of the self   |
| CAPS Subtopics                           | <ul style="list-style-type: none"> <li>Positive self-esteem: body image               <ul style="list-style-type: none"> <li>Understanding and respecting body changes</li> <li>Acceptance of self</li> </ul> </li> </ul>   |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>Peer Pressure               <ul style="list-style-type: none"> <li>Examples of peer pressure in different situations: school and community</li> </ul> </li> </ul>  |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>Learning about some of the body changes that take place during puberty.</li> <li>Understanding and respecting the changes that puberty has brought to our bodies and to the bodies of our peers.</li> <li>Introduction to the terms menstruation and ejaculation.</li> </ul> |
| Concepts                                 | <ul style="list-style-type: none"> <li>Puberty</li> <li>Physical changes</li> <li>Ejaculation</li> <li>Menstruation</li> </ul>  |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Group discussions</li> </ul>   |
| Time                                     | 60 minutes  |

## CORE MESSAGE

- I make good choices for my health.

## BRIEF LESSON SUMMARY

During **Lesson 6.1 Body image: "My body is changing"**, the learners learn about puberty and the changes that take place in our bodies during that period. Learners have dealt with the physical parts of the body (Grade 4) and with body image (Grade 5). In this lesson the focus is on emotional and hormonal changes that accompany physical changes during puberty. Learners also learn to understand, respect and accept these changes in their bodies and the bodies of others.

| BREAKDOWN OF ACTIVITIES IN THE LESSON         |        |                           |  |
|---|--------|---------------------------|--|
| Activity                                      | Time   | Type of assessment        | Form of assessment   |
| Activity A: My changing body                  | 30 min | Informal, Peer assessment | <ul style="list-style-type: none"> <li>Group work</li> <li>Written task</li> </ul>               |
| Activity B: Quiz: Body changes during puberty | 30 min | Informal, Peer assessment | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Written task - Quiz,</li> </ul> |

## KEY POINTS

1. As we grow up, our bodies change. Some changes can be noticed, while others are not noticeable because they are not physical only.
2. Puberty is the time when these changes in our bodies happen.
3. The changes that occur in puberty happen to everyone, but may happen at different ages.
4. These changes include emotional, physical, hormonal and cognitive changes.
5. After puberty a girl is physically able to have a baby and a boy is capable of becoming a father.
6. It is important to respect the changes in your body and in the bodies of your peers.



## RESOURCES/MATERIALS

- Chalk
- Chalkboard
- Learner book
- Flash cards (if possible)
- Learner exercise books
- Pencils/pens



## PREPARATION FOR THE LESSON

- **Activity A:** Refer learners to **Worksheet 6.1.1** in their learner books. Be prepared to split the class into pairs or groups depending on the size of your class.
- **Activity B:** Refer learners to **Worksheet 6.1.2** in their learner books. Learners will continue working in groups.



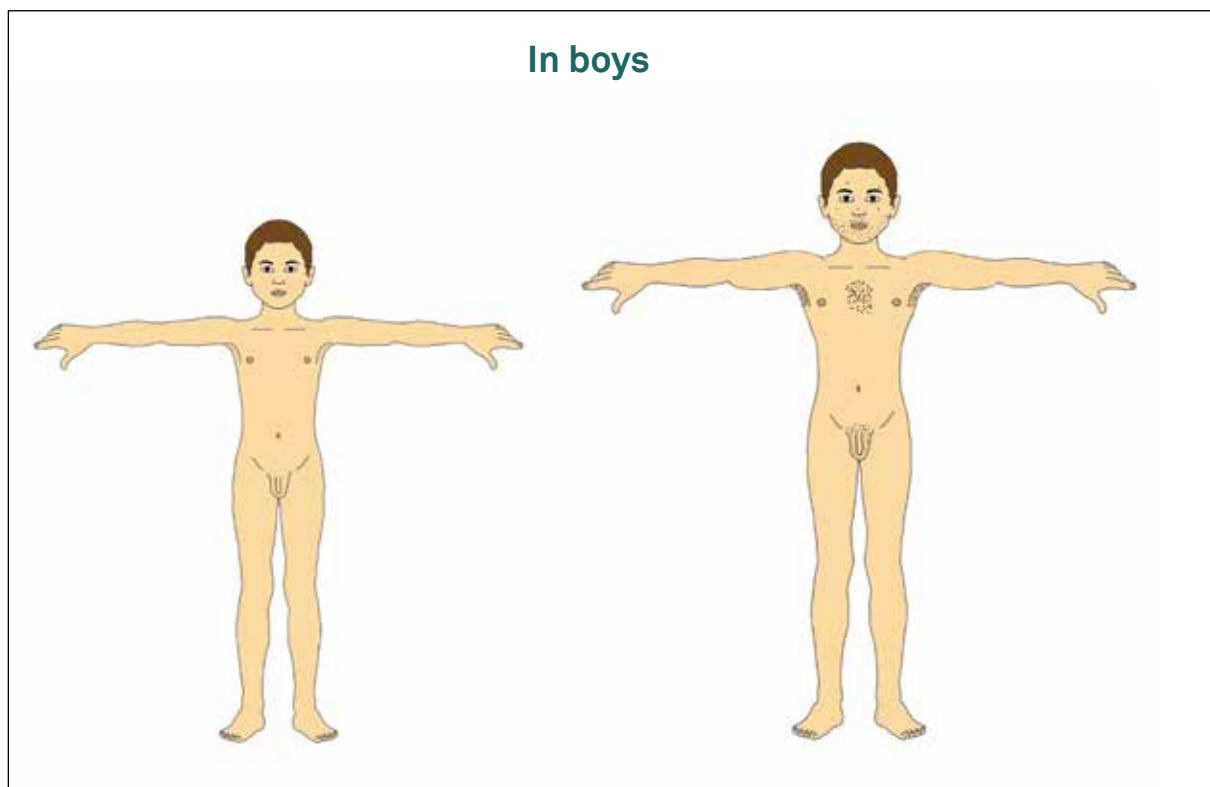
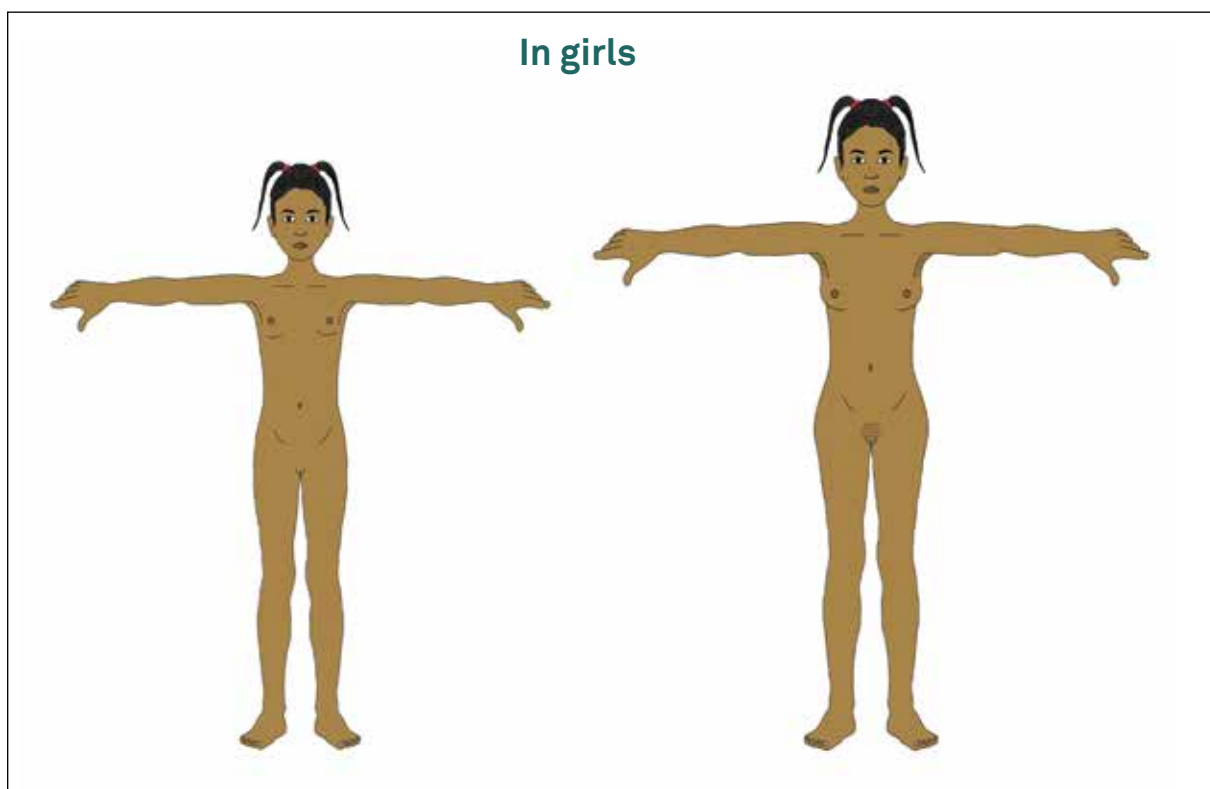
## ACTIVITIES

### Activity A: My changing body

**Introduction:** This activity deals with learners learning about the changes that take place in their bodies during puberty. Learners may not be experiencing all of these changes yet, but this lesson prepares them for some of those bodily changes. Changes happen at different times for different learners. We do not want to compare what changes happen or how they happen. We do want to appreciate that changes happen and respect the changes we see in others.

1. Tell the learners that they are going to learn about the changes that take place in our bodies during puberty.
2. Explain to learners that not all of them are experiencing changes now. Changes happen when their bodies are ready for change. This activity will prepare them for these changes.
3. Tell the learners that everyone will go through bodily changes and knowing what those changes are, will make them feel more comfortable.
4. Refer the learners to the diagrams of puberty changes in boys and puberty changes in girls in **Worksheet 6.1.1** their learner books.

## WORKSHEET 6.1.1 Changes in my body



## Paired work/group work

### NOTE TO THE EDUCATOR

Use either pair or group work depending on the size of your class. Mixing boys and girls in a group will enrich the discussion on changes to the body. There is an opportunity to remind learners that we talk respectfully about each other's bodies.

1. Divide the class into pairs or groups.
2. Read through the text that accompanies the diagrams in their learner books with your learners.
3. Remind learners that changes in the body happen at different times in different ways for different people.
4. Ask the learners to circle the change on the diagram that they see that matches the changes referred to in the text.
5. Once the learners have completed the diagrams, have a discussion and check that they have circled all the correct characteristics.

#### Girls:

- Breasts develop progressively.
- Acne (pimples or spots) starts around the beginning of puberty.
- Hips widen, depending on the natural shape of the girl's body.
- Genital organs enlarge.
- Hair grows around the external genital organs. (These are the parts you can see outside the body).
- Hair grows under the armpits.

Some changes happen internally (inside the body)

- At puberty, hormones tell the ovaries that it is time to start releasing ova.
- At the same time the uterus starts to grow a thick lining on the inside wall.
- Each month the lining breaks up and, mixed with some blood, it comes out of the uterus into the vagina and out of the vaginal opening. This is called menstruation or a period.

### NOTE TO THE EDUCATOR

At this stage, the learners just need to know that there are external and internal genital organs. They do not need to know the structural details. Learners will deal with this detail in later grades.

#### Female

- *External genital organs (also known as the vulva):* mons pubis, labia majora, labia minora, Bartholin glands, and clitoris.
- *Internal genital organs:* vagina, uterus, ovaries, fallopian tubes

#### Male

- *External genital organs:* penis, scrotum, epididymis and testes.
- *Internal genital organs:* vas deferens, seminal vesicles, prostate gland, bulbourethral glands.

### Boys:

- Genital organs enlarge.
- Hair grows around the external genital organs.
- Hair grows under the armpits.
- Acne (pimples or spots) starts around the beginning of puberty.
- Shoulders grow broader.

Some changes happen internally (inside) like:

- At puberty, hormones tell the body to start producing semen, and later sperm.
- When semen (liquid made up of sperm and other fluids) is released from the penis, it is called ejaculation. When this happens at night (while the person is asleep) it is called a nocturnal emission or a wet dream.
- The boy's voice also starts breaking and eventually deepens.

### Activity B: Quiz - Body changes during puberty

**Introduction:** This activity deals with body changes during puberty. It also deals with understanding and respecting the changes that puberty has brought to our bodies.

1. Refer your learners to the quiz in their learner book.
2. Read through the questions with the learners and ensure that they understand the questions.
3. Ask if there are any questions or if there are words the learners do not understand.

### Paired work/group work

1. Divide the class into pairs or groups.
2. Ask the learners to work together to complete the quiz in **Worksheet 6.1.2 Quiz: Body changes during puberty** by writing their answers on the worksheets provided or in their exercise books.
3. Ask the learners to exchange books with the pair sitting next to them.
4. Tell the learners to listen carefully while you read out the answers and assess each other's work.
5. Have a detailed discussion with the learners about all the new terms/concepts and answer any questions that the learners may have.
6. Answers to the quiz in **Worksheet 6.1.2** to be discussed with the learners after they have completed the quiz.

## NOTE TO THE EDUCATOR

Remember to point out to the learners that for question 1 of **Worksheet 6.1.2**, learners have to identify the statement that does NOT fit in. Do one example with them.

### WORKSHEET 6.1.2 Quiz: Body changes during puberty

**1. Underline the statement that does not fit the main statement: (5)**

**a. Common emotional changes experienced during puberty include:**

- Feeling embarrassed easily.
- Experiencing sexual feelings.
- Rebelling against your parents and wanting to be independent.
- Inability to solve problems.
- Going through changes in mood.

**b. Hair growth in new places and skin changes:**

- Girls start to grow hair on their faces and chests.
- Boys and girls grow hair under the armpits.
- Boys and girls grow hair around the genital organs.
- Acne (pimples or spots) starts around the beginning of puberty.
- Boys start to grow hair on their faces and chests.

**c. Changes in boys:**

- Sperm production and ejaculation.
- Shoulders become narrower.
- Voice becomes deeper.
- Growth of facial hair.
- Have wet dreams

**d. Changes in girls:**

- Growth of facial hair.
- Hips widen.
- Breasts develop.
- Menstrual bleeding begins.
- Girls release white or clear discharge from the vagina.

**e. Changes in both boys and girls:**

- Acne shows up on the face.
- Gain weight.
- Pubic and underarm hair starts growing.
- Genital organs become larger.
- Want to try new things.

**2. State whether the following statements are TRUE or FALSE. Write the answer on the line provided. (6)**

- a. During puberty, everyone develops at their own pace. Some develop earlier while others develop later. \_\_\_\_\_
- b. During puberty a girl becomes physically able to become pregnant and a boy becomes physically able to father a child. \_\_\_\_\_
- c. Once a boy's voice starts breaking, it continues to do so all the way into adulthood.  
\_\_\_\_\_
- d. A nocturnal emission or wet dream refers to a time when a boy releases semen (made up of sperm and other fluids) from the penis while he is asleep.  
\_\_\_\_\_
- e. You will grow hair on the palm of your hand if you masturbate.  
\_\_\_\_\_
- f. Menstruation is also called a period. \_\_\_\_\_

**3. Complete the sentences with the list of words provided below: (4)**

**Ovaries      Hormones      Breast      Ejaculation**

- a. Chemicals called \_\_\_\_\_ cause many changes in the body during puberty.
- b. \_\_\_\_\_ is when semen (made up of sperm and other fluids) leaves the body through the penis.
- c. During puberty, your \_\_\_\_\_ start to release ova.
- d. \_\_\_\_\_ development is characterised by the small, tender lumps under one or both nipples.

[15]



## WRAP UP OF THE LESSON

1. Ask your learners to read the paragraph below and to highlight (or colour in) the statement that stands out for them and that they want to remember from this lesson.



**There are changes in our bodies that we see. Some changes we will only notice later. There are changes that we cannot control. But we can accept these changes as they happen to us. We can be kind to ourselves as our bodies change. We see changes happening in others and we accept those as well. Be kind and empathetic to others as we see their bodies changing.**



## ASSESSMENT

1. Use the quiz in Activity B as an assessment task. Learners have an opportunity to do the task individually and then to discuss with their peers. Peer assessment is used to make sure that learners are able to check their responses and record answers they may not have had.
2. The homework assignment allows for self-reflection and can be used as consolidation of the knowledge dealt with in this lesson. Learners can complete the task individually or with a peer.
3. Use the following as consolidation of content in a recall of knowledge test

### Test your knowledge

1. Name two body parts that change in girls during puberty.
2. Explain why these body changes take place during puberty.
3. Create 3 questions of your own to research about puberty.





## HOMEWORK

Ask the learners to write a list of things that they are going to do to care for their bodies, e.g. healthy food they are going to eat, when they are going to exercise and good habits they are going to adopt.

### 5 Healthy habits to help my body through puberty

Habit 1:

Habit 2:

Habit 3:

Habit 4:

Habit 5:



## GLOSSARY

**Acne:** a skin problem common among young people, that causes red spots, especially on the face

**Behaviour:** the way you are or the way you do or say things

**Body changes:** changes within the body

**Changed behaviour:** changes in the way you behave

**Cognitive changes:** refers to changes in the way remember, the way you solve problems and the way you make decisions

**Ejaculation:** to release a liquid called semen from the penis

**Emotional changes:** changes in the way you feel, particularly during puberty. These changes are caused by changing hormone levels

**Hormonal changes:** these are changes caused by chemicals called hormones

**Menstruation:** to lose blood every month from the uterus, the organ in a woman's body where a baby would develop

**Physical changes:** these are the changes that happen usually during puberty that include the following, breast development, growth of pubic hair, changes in body shape and height etc.

**Puberty:** the time when you develop physically from a child to an adult

**Rebelling:** resisting authority, control or convention and not responding to what is expected or asked of you

**Wet dream:** this happens mostly at night and refers to discharge of semen from the penis while the boy is asleep.



## Lesson 6.2

Body image:  
“I am who I am.”

| Lesson 6.2                               | Body image: "I am who I am"   |
|--|---|
| Grade                                    | 6   |
| CAPS Topic(s)                            | Development of self   |
| CAPS Subtopics                           | <ul style="list-style-type: none"> <li>• <b>Positive self-esteem: body image</b> <ul style="list-style-type: none"> <li>- Other influences on body image: media and society</li> <li>- Acceptance of self</li> </ul> </li> </ul>    |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>• Abilities, interests and potential               <ul style="list-style-type: none"> <li>- Identify own abilities, interests and potential</li> </ul> </li> </ul>                           |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>• Acknowledging that everyone's body is unique.</li> <li>• Assessing the impact that the media has on body image.</li> <li>• Assessing the impact that society has on body image.</li> </ul> |
| Concepts                                 | <ul style="list-style-type: none"> <li>• Media</li> <li>• Society</li> </ul>  |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Group work</li> </ul>  |
| Time                                     | 60 minutes  |

## CORE MESSAGE

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

## BRIEF LESSON SUMMARY

**Lesson 6.2 Body image: "I am who I am"** takes a look at the effect the media and society has on body image. Learners assess the messages that are put out there by the media and society and gets them thinking about how they perceive their bodies visually, how they feel about their physical appearance, how they think and talk about their bodies and their sense of how other people view their bodies.

| BREAKDOWN OF ACTIVITIES IN THE LESSON                 |        |                    |   |
|---|--------|--------------------|---|
| Activity  | Time   | Type of assessment | Form of assessment  |
| Activity A: What does the media say about body image? | 30 min | Informal, Peer     | <ul style="list-style-type: none"> <li>• Visual presentation</li> <li>• Written task</li> </ul> |
| Activity B: What does society say                     | 30 min | Informal, Group    | <ul style="list-style-type: none"> <li>• Written task</li> </ul>                                |

## KEY POINTS

1. Our body image is affected by what is in the media e.g. what we see in magazines and on TV.
2. Our body image is also affected by society – it sends out strong messages about the body, e.g. that you have to be thin to be successful. These messages are even reinforced by the toys children play with. Toys for girls have long hair and are thin. Action figures for boys are very muscular, for example, The Hulk.
3. These messages from the media and society can leave you feeling bad about your body, especially if it does not live up to what you see in the magazines or on TV.
4. Someone who accepts their body for the way it is, has a high chance of having a good self-esteem.
5. Having a poor body image influences the decisions we make for ourselves, like what kind of relationship we will have, who we will relate to and how we let other people influence our decisions.



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner books
- Pens
- Pencils



## PREPARATION FOR THE LESSON

1. **Activity A:** Refer the learners to the activities on body image and how body image is used in the media in their learner books. Encourage learners to bring old magazines and newspapers in the week leading up to the lesson.
2. **Activity B:** Refer the learners to the reading passage in the learner book. Identify a learner who can read the passage out loud to the learners.



## ACTIVITIES

### Activity A: What does the media say about body image?

**Introduction:** This activity deals with how the media influences the way in which we see ourselves. Learners assess media messages and how they portray body image. The introduction of “super heroes” is the get learners to deal with how the body and powers are often exaggerated to make us believe in the power of the character. So too the media does the same with how they use body image.

1. Explain to the learners what the media is and give them examples of the media.
  - a. The media is the main means of mass communication i.e. broadcasting, publishing and the internet.
  - b. Examples of the media are radio, TV, newspaper, magazines, videos, advertisements, etc.
2. Ask the learners what they understand by the word body image? Take a few responses from the learners.
3. Refer learners to **Worksheet 6.2.1 What the media says about body image**.
4. Let learners talk about how cartoons use body image to associate the character with extreme power and to give messages of how body image is linked to strength (mental, physical, spiritual etc.) Use **Section A of Worksheet 6.2.1** to introduce the lesson with a discussion on cartoon characters.
5. Ask learners to link the message of body image with having different strengths. Learners link the portrayal of a strong body image in the cartoon characters with other qualities like helping others, being a fighter for the rights of others, solving difficult situations etc.
6. Ask learners to say which character they would want to be and why.
7. **Section B of Worksheet 6.2.1** deals with how society influences our body image.
8. The media presents images or statements about what “perfect” bodies are supposed to look like. We then see these images or read the statements and judge what our bodies look like. We look at our bodies and compare them to what we think the “perfect” body is without considering that our bodies also have something unique to us. We don’t have to look like someone else to feel good about our bodies.

9. Ask the learners to find examples in whichever of the media they have access to. Learners may be asked to do the collection of their examples over a period of time in preparation for the discussion.
10. Summarise: Body image can be defined as somebody's own impression of how his or her body looks. It's how the person sees their body.

## WORKSHEET 6.2.1 What the media says about body image

### NOTE TO THE EDUCATOR

We do not have the copyright to use pictures of Hulk or Superwoman, so we are using characters that look LIKE them. Please bear this in mind and do not call the characters below Hulk or Superwoman.

### Section A: Why cartoon superheroes are popular

A cartoon is an illustration or drawing of a character that is not real but has the characteristics and qualities of real people. Cartoon characters are usually very funny characters but they do things and say things that people normally do with extraordinary powers. They are often given super powers and extraordinary strength so that they can solve the (unreal) problems that they find in the world or do things that ordinary people cannot do.

There are many cartoon superheroes that we read about in magazines and comic books that remain very popular with children and adults alike for many years. We even have movies and videos made about the things they do.

Here are some characters who look like super heroes. Can you think of some of the amazing powers they may have?



I think her super powers are:

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---



I think his super powers are:

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## Section B: How is body image built in the media?

1. Very often the media also uses body image to give the messages that they want us to have about how we can build or change our body image.
2. The media presents images or statements about what “perfect” bodies are supposed to look like. We then see these images or read the statements and judge what our bodies look like against the images.
3. Find examples of and say how the media portrays (or shows) body image in the following.
4. Cut out pictures or statements from news articles or magazines to show your examples on how body image is used or influenced by the media, e.g.:
  - a. Body-building products and gym advertisements use slim, fit bodies
  - b. Alcoholic drinks advertise young woman dressed in short, sexy clothes
  - c. New car models
  - d. Latest fashion of sportswear e.g. shoes (takkies)
  - e. Brand clothing and shoes
  - f. Cigarettes

5. What kind of image does the media portray?

- a. Is it possible or desirable (what we want) to have all our bodies look like the models in the images look? Why not?

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- b. How do these pictures affect your own body image?

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- c. Will you believe all that the media tells you? Why?

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- d. What is the message from the media about body image?

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Body image can be defined as somebody’s own impression of how his or her body looks. It’s how the person sees their body. We should have positive feelings and attitudes towards our own bodies.

Join the dots below:

I AM ENOUGH

Remember this slogan when you are challenged with feeling like you need to look or be like anybody else.

## Possible answers

- a. They want to create the “perfect look”, one that people will aspire to. ( perfect hair, perfect body)
- b. No, in reality people come in all shapes and sizes. Not everyone has the long, flowing hair or the perfect hairstyle and make-up or outfit.
- c. If you don’t look like the people in the photographs, it can make you feel bad about your own body. You will go out to buy products to change your body or make-up to look “better”, buy the clothes etc.
- d. No, because everyone does not look perfect all the time. How do we know something has not been airbrushed/ or enhanced to looked better than it really is?

## Activity B: What does society say?

**Introduction:** This activity deals with how society influences body image. Learners deal with stereotypes and suggest how they want to feel about those stereotypes.

1. Ask the learners what they think society means. Take a few responses from the class.
2. Discuss with the class:
  - a. Society means people living together in a community.
  - b. Your family, friends and broader community makes up society.
  - c. Societies are made up of many cultures, traditions and values today. Messages about what is good or acceptable or what is bad and unacceptable are put out by society and used to judge what we do or say.
  - d. Society influences what we think and what we do.
  - e. The following passage has many stereotypes that we deal with every day from society. We want to evaluate the stereotypes and comment on how they influence our perceptions.
3. Read the following passage in **Reading 6.2.1** for your class or identify a learner who can read the passage out loud to the class.
4. Ask your learners to split into small groups. Once the learners have read the passage, they will answer the questions in their groups.

### READING 6.2.1

Jamie was the younger of two daughters. She loved her sister very much even though they fought very often. They both had long hair, but Jamie had brown hair like her dad while her sister Mary had blonde hair like her mom. She once overheard her mom say that blonde hair is pretty. This hurt her and made her believe that dark hair was not pretty. It stuck with her for many years to come.

She had a group of friends that had been together since pre-school. There was so much pressure to look in a certain way. Everyone wanted to have long hair and be thin. Everyone was doing it and talking about it. The long hair was not a problem, but Jamie was a little chubby so being thin put a lot of pressure on her. When she looked in the mirror, she was very unhappy with her body. They tried to talk her into dieting. It made her feel bad about herself and her body.

Even the dolls they played with had long hair and skinny bodies. It was like all the voices from the outside were shouting at Jamie. She wanted to close her ears and make it stop.



## 5. Ask learners to answer the questions:

- What did Jamie accidentally overhear in her home one day? What negative message did this give her?
- What effect did this negative message have on Jamie?
- Why was Jamie so unhappy when she looked in the mirror? Give a reason for your answer.
- Why do you think dolls are made with long hair and thin bodies? What is the message?
- What would you do if you were in Jamie's shoes?
- What message would you send to Jamie?
- Let's think about other common stereotypes that we deal with in society. Discuss the examples below.

| Stereotype  | Message  | How do you feel about this?  |
|---|--|--|
| 1. Girls who wear short skirts and tight tops are trying to attract attention.                                      | <i>Girls can be judged on what they choose to wear or how they look</i>                      | <i>Learners will give their own motivation. Answers are not correct or incorrect. Learners are encouraged to have an opinion</i> |
| 2. Boys who like wearing pink or wear long hair are not real men.   | <i>Stereotyping gender dress and look</i>  |  |
| 3. Young boys and girls who smoke in public are brave.  | <i>Breaking images that say doing what is unacceptable means you are "in"</i>                |  |
| 4. Two girls or two boys should not hold hands or kiss.   | <i>Dealing with expectations that a couple can only be of opposite sexes</i>                 |  |
| 5. A boy who carries another girl's school bag wants to be in a relationship with her.                              | <i>Judging qualities like kindness and help as being acts that indicate other intentions</i> |  |
| 6. Sitting in a group of friends who are making fun of what someone else looks like and causing hurt is acceptable. | <i>Body shaming and breaking down someone else's self-esteem.</i>                            |  |

**Possible answers to Reading 6.2.1 (Point 5)**

- Her mother said blonde hair is pretty/ only blonde hair is pretty/dark hair is not pretty..
  - Jamie believed that she did not have pretty hair.
  - She didn't think she was thin enough. Her friends put pressure on her to be thin.
  - It promotes girls to aspire to have long, flowing hair and thin bodies.
  - Learners give their own interpretation/feelings about how they feel and how they would react.
  - Learners will discuss together and come up with a positive statement to make about how they feel about the stereotyping.
- Once the learners have answered the questions, go through the answers with the learners.
  - Ask each group to report back what they answered.
  - Groups to mark their own books.



## HOMEWORK

Ask the learners to ask an adult about what influences the media had on them when they were young and how they dealt with media messages.



## WRAP UP OF THE LESSON

End off with the following points:

- You only have one body (Learners repeat aloud – I have one body)
- It's the only body you have (Learners repeat out loud – It's the only body I have)
- You should be proud of your body (Learners repeat out loud - I am proud of my body)
- You should change the things you can and accept the things you cannot change. (Learners repeat out loud – I should change the things I can and accept the things I cannot change.)
- You don't have to believe the negative messages society puts out there. (Learners repeat out loud – I don't have to believe the negative messages society puts out there.)



## ASSESSMENT

1. Use self-assessment in Activity A. Learners may not want to share sensitive information about how they perceive their bodies.
2. Use the questions below to recall knowledge included in the activities in this lesson.

### Test your knowledge

1. How would you define positive self-image?
2. What does body image mean to you?
3. Would you say that you have a good body image? Give a reason for your answer.
4. How do adverts on TV and in magazines affect the way we feel about ourselves?
5. What steps can you take to improve the way you feel about yourself?
6. How are you affected by the things that people around you say about your body?



## GLOSSARY

**Acceptance:** taking or believing in something that somebody suggests to you or asks you to have

**Body image:** can be defined as somebody's own impression of how his or her body looks

**Impression:** feelings or thoughts you have about somebody or something

**Media:** the main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively.

**Portray:** when describing a person or describing something in a particular way

**Self-esteem:** showing confidence in one's own worth or abilities; having self-respect



## Lesson 6.3

Body image:  
Acceptance of self

| Lesson 6.3                               | Body image: Acceptance of self   |
|--|--|
| Grade                                    | 6  |
| CAPS Topic(s)                            | Development of self  |
| CAPS Subtopics                           | <ul style="list-style-type: none"> <li>Positive self-esteem: body image               <ul style="list-style-type: none"> <li>Acceptance of self</li> </ul> </li> </ul>   |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>Abilities, interests and potential</li> </ul>   |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>Identifying factors and situations that make us have a negative self-image</li> <li>How to build a positive self-image</li> <li>Acknowledging that all forms of gender-based violence, which includes gender-based harm, are a violation of human rights</li> </ul> |
| Concepts                                 | <ul style="list-style-type: none"> <li>Body image</li> <li>Self esteem</li> <li>Gender-based harm</li> <li>Gender-based violence</li> <li>Place of safety</li> </ul>   |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>Presentation</li> <li>Reading aloud</li> <li>Question and answer</li> </ul>   |
| Time                                     | 60 minutes   |

## CORE MESSAGE

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

## BRIEF LESSON SUMMARY

In **Lesson 6.3 Body image: Acceptance of self** the learners are introduced to Jayzee's story about a series of harmful experiences that she had and the effect that the experiences had on her self-image. In the activities that follow, learners are encouraged to identify positive things about themselves, thereby affirming the importance and need for self-acceptance.

| BREAKDOWN OF ACTIVITIES IN THE LESSON |            |                    |  |
|---------------------------------------|------------|--------------------|--|
| Activity                              | Time       | Type of assessment | Form of assessment   |
| Activity A: Jayzee's story            | 20 minutes | Informal, Educator | <ul style="list-style-type: none"> <li>Class discussion</li> </ul> |
| Activity B: I think I am ...          | 40 minutes | Informal, Educator | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |
| Homework                              |            | Informal, Self     | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |

## KEY POINTS

- Things happen to us in life that may have a negative effect on our self-image or will result in us having a low self-esteem.
- It could be someone older than you or an adult in your life saying things that make you feel bad.

3. When things are difficult at home and you are faced with conflict and trauma like gender-based harm, remember that you do not have to face it alone. There are people who can help you.
4. It is important to accept and believe in yourself, even after having experienced a bad situation such as gender-based harm.
5. These are times when we have to seek help from others and not feel alone. These are times when we have to remember what makes us happy and what we like about ourselves.
6. There is always a way of breaking out of the situation that makes you feel sad and alone.
7. Speak to an adult you can trust like a parent, principal, teacher or school counsellor.
8. You can also contact Childline on 08000 55 555, the national police emergency number on 10111 or Lifeline on 0800 150 150.



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner books
- Exercise book
- Pens



## PREPARATION FOR THE LESSON

1. This activity has two parts. Activity A is a reading and comprehension passage. Learners are required to read the passage in **Reading 6.3.1**, answer the questions and say how they feel about the facts in the story. Activity B requires learners to give their opinions and feelings about the information in **Worksheet 6.3.1**.
2. Refer learners to the learner book for the reading passage. Identify learners who can read the passage out loud to the class. Ask learners to read through the passage beforehand. You can deal with difficult words and explanations of terms before the lesson.
3. The image of the bird cage may need to be explained as a symbol used for feeling closed in or restricted. Explain the term to learners so that their use of the symbolism in the passage becomes easier for them.



## ACTIVITIES

### Activity A: Jayzee's Story

**Introduction:** This activity deals with building an understanding of gender-based harm and linking gender-based harm with self-image. Gender-based harm is a form of gender-based violence.

1. Refer learners to the reading passage in **Reading 6.3.1 The Story of Jayzee** in the learner book. Identify learners to each read a paragraph of the story out loud to the class.

### READING 6.3.1 The story of Jayzee

Here is my story. I want to share my experiences with you so that you know there is *always* a way of breaking out of a situation that makes you feel alone and sad, and left without hope.



***There is no greater feeling than the one of being free from all the things that bind you. Like freeing a bird trapped in a cage***

My name is Jayzee. I am 12 years old. I am an older sister to two brothers. They love me as I love them. Our home was always chaotic. It was a place where people fought and quarrelled, especially after too much alcohol and drugs were used by those coming to party.

My father didn't care about us. He was always away looking for work and he wasn't there to protect us.

There was one incident with the older boy next door that happened that I will never forget. I wanted to run during that time. I was scared because he had a knife with him. **He threatened to hurt me.** He threatened that he would hurt my family if I told anyone what he did. I did not know how I would be able to tell my mom or my young brothers. He touched me in ways that I didn't want to be touched. He called me names like "ugly", "fat" and "useless".

I felt terribly afraid. I felt embarrassed. I felt trapped. Wherever I went, he seemed to be around, watching me. He would follow me and try to touch me. I felt fear all the time. His threats made me scared to turn to someone for help. I felt like that little bird being kept in its cage that can't get away. There was no one I could turn to for help.

I decided to run away to protect my family and to get away from him and his harm.

I spent 8 months living on the streets with other young girls who had gone through similar experiences to mine. We shared our stories and spoke about how someone else was responsible for making us feel like trapped birds. I learnt that what was happening to me is called "gender-based harm". I was a girl being harmed by the bad actions of an older boy. Together as friends, we then decided that we would look for help from local organisations who deal with children, especially girls, who need to break out of their troubled situations.

We went to **Start Again**,\* an organisation that helps by giving you a safe place to stay. They assist you and give you advice on how to report what has happened to you.

*\*A fictitious organisation created for this story. There are many organisations that you can go to should you need the same help Jayzee needed in the story.*

2. Once learners have read the passage, have the following discussion with the learners:

- a. How did the story make you feel?
- b. Discuss some of the details of the story that were very hard to read about.
- c. Why was it good for the girls to go to Start Again?

- d. How do you think this made them change the way they felt about/saw themselves?
- e. What kind of harm was Jayzee experiencing?
- f. Is gender-based harm something we need to live with or be quiet about?

**Note:** Sometimes people do or say things that are harmful and create a negative self-image. We don't have to live with how with others want to make us feel about ourselves.

### Possible answers

- a. The story made me feel very sad and I imagined how horrible that would be if it was me.
- b. It was hard to read about how he threatened her with her with the knife; how he touched against her will; how he called her names; how she lived on the streets.
- c. Yes, it gave them a chance to be helped.
- d. They saw themselves as useless, ugly, maybe even dirty and used. Start again made them feel safe and that they were worth caring for.
- e. Jayzee was experiencing gender-based harm.
- f. No, we do not need to live with gender-based harm. We need to speak up and tell someone when this happening to us so that we can break free from the cycle of abuse and the perpetrators can be brought to justice.

### Activity B: I think I am...

**Introduction:** Learners are encouraged to identify positive things about themselves. The lesson reaffirms the need for learners to have positive self-acceptance.

1. Refer learners to **Worksheet 6.3.1** in the learner book.
2. Learners could do the questions individually first and then share with a peer. Learners are encouraged to do self-reflection and say what they think is positive about them. Working with peers would encourage learners to be positive about each other and give positive feedback about how they see their peer.



## WORKSHEET 6.3.1

- A. Think about a time when someone said or did something to make you feel negative about yourself. Explain what was said or done and how you felt. Also think of a time when you said something to someone to make them feel negative about themselves. Explain what happened.

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- B. Imagine you were looking in the mirror and you could see more than your physical features. Write 3 positive things about **yourself**.

### My positive self-image is:



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

We don't always see ourselves as others see us. We are not only what we see on the outside. We sometimes forget to look at the good, positive side we have that we should value and be proud of. We have many good, positive qualities on the inside.

- C. Sometimes people say or do things to hurt you, like bully you, not accept you or laugh at you. This all affects the way you feel about yourself. You don't have to feel alone or desperate. Think about who you can go to for help:

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- D. What have you learnt from Jayzee's story that would help you give advice to someone in a similar situation or someone who feels they don't have help?

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- E. Expressing feelings

*"There is no greater feeling than the one of being free from all the things that bind you. Like freeing a bird trapped in a cage"*

Explain what this quote means to you.

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### NOTE TO THE EDUCATOR

The passage uses symbolism that may be difficult for learners to understand and express on their own. Use the passage to explain the image of a trapped bird and what it may represent. Associate terms with the image that express emotions like frustrated, afraid, anxious, desperate, etc.

Examples of possible answers:

**A. Learners explain how they felt/what happened.**

**B. Write 3 positive things about yourself**

- I love my big brown eyes
- I have a beautiful smile.
- I like my body just the way it is.

**C. You don't have to feel desperate and alone**

- You can speak to an adult you trust like a parent, your teacher, the principal or school counsellor.
- You can call Childline on 08000 55 555.
- You can call Lifeline 0800 150 150

**D. What have you learnt from Jayzee's story that would help you give advice to someone in a similar situation?**

- Don't run away from home. Speak to an adult you can trust. You don't have to deal with this alone.
- Call Childline on 08000 55 555 or call the national police emergency number on 10111.

**E. Explain what this quote means to you.**

*Many times we feel that we don't have anyone or anywhere to turn to when we need to discuss what it is that bothers us. Many times even little challenges seem huge because we have to deal with them on our own. We can easily feel trapped by what we are experiencing. It is the most wonderful feeling in the world to be set free from the things that have been trapping us like freeing ourselves from someone who has been abusing us for a long time. It must bring such relief to not be hurt and not to feel that pain and humiliation anymore.*



### HOMEWORK

Ask learners to write a note to self about maintaining a positive self-image. The task will help consolidate the focus on building a positive self-image.



### WRAP UP OF THE LESSON

To motivate learners to look differently at themselves and others do a practical task with learners on reflecting on what one sees when one looks at oneself, others and what one may appear like to others. Bring a mirror to school. Ask a few volunteers to come to the front of the class, look in the mirror and tell the class one thing they like about what they see in the reflection in the mirror.



## ASSESSMENT

1. The homework assignment allows learners to reflect on their own positive self-image. Learners make a “note to self”. Create a space in the classroom for learners to put up their “note to self” in the classroom. Note that some learners may not want to share their “notes to self” with the class.
2. Use the questions below to consolidate information dealt with in this activity.

### Test your knowledge

1. What is a place of safety?
2. Name 3 places you can contact for help.
3. What is meant by gender-based harm?
4. What does self-image mean?
5. Explain why Jayzee felt trapped. Say what you can do when you are feeling trapped by what someone else is doing to you.



## GLOSSARY

**Chaotic:** a situation in which everything is confused and nothing is organised

**Gender-based harm:** a form of gender-based violence; it is an abuse of one's human rights.

**Gender-based violence:** The kind of physical, emotional or sexual harm caused to another person because of their gender e.g. a man beating on a woman; a woman hitting a man who she knows will not react in the same way by beating her.

**Quarrel:** to argue or disagree with somebody

**Self-image:** the way you see your own abilities, appearance and personality

**Self-esteem:** the confidence you have in your own worth or abilities

**Threaten:** to say that you may hurt or punish somebody if they do not do what you want

**Useless:** not good for anything

**Worthless:** something that is seen or considered to have no value or being of no use



## Lesson 6.4

Negative and positive  
peer pressure

| Lesson 6.4                               | Negative and positive peer pressure  |
|--|--|
| Grade                                    | 6  |
| CAPS Topic(s)                            | Development of the self  |
| CAPS Subtopics                           | <ul style="list-style-type: none"> <li>• <b>Peer pressure (school)</b> <ul style="list-style-type: none"> <li>- <b>Examples of peer pressure in different situations:</b> school (teachers to plan own lesson on peer pressure in community)</li> </ul> </li> </ul>  |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>• Positive self-esteem: body image               <ul style="list-style-type: none"> <li>- Other influences on body image: media and society</li> </ul> </li> <li>• Bullying: reasons for bullying               <ul style="list-style-type: none"> <li>- Getting out of the bullying habit: where to find help</li> </ul> </li> </ul> |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>• Defining peer pressure</li> <li>• Distinguishing between negative and positive peer pressure.</li> <li>• Identifying peer pressure in a school.</li> <li>• Learners acknowledging that peers can influence decisions and behaviours related to puberty and sexuality</li> </ul>   |
| Concepts                                 | <ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Negative influence</li> <li>• Positive influence</li> </ul>  |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>• Analysing scenarios</li> <li>• Class discussion</li> <li>• Small group work</li> </ul>  |
| Time                                     | 60 minutes   |

## CORE MESSAGE

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

## BRIEF LESSON SUMMARY

During **Lesson 6.4 Negative and positive peer pressure** the learners will start by defining peer pressure and then differentiating between positive and negative peer pressure. Learners will provide examples from their own experience. Learners will then identify negative and positive peer pressure from a list of scenarios presented.

| BREAKDOWN OF ACTIVITIES IN THE LESSON |        |                            |  |
|---------------------------------------|--------|----------------------------|--|
| Activity                              | Time   | Type of assessment         | Form of assessment   |
| Activity A: What is peer pressure?    | 30 min | Informal, Group assessment | <ul style="list-style-type: none"> <li>• Class discussion</li> </ul> |
| Activity B: Peer pressure scenarios   | 30 min | Informal, Peer assessment  | <ul style="list-style-type: none"> <li>• Written task</li> </ul>     |

## KEY POINTS

1. Peer pressure is pressure from your peers i.e. people of your own age influencing you to do something or strongly convincing you to do something you would normally not do yourself.
2. Peer pressure can be negative or positive.
3. Peer pressure can include friends saying things like “don’t be a wimp” or “everybody does it sometimes.”<sup>11</sup>
4. Negative peer pressure can adversely affect your behaviour e.g.:
  - doing something you would normally not do so that you can fit in or be cool
  - changing the way you dress or behave
  - putting yourself in danger
  - getting into trouble especially with adults like your parents and teachers
5. Positive peer pressure results in positive influences on your life e.g.:
  - doing something that is good for your health
  - avoiding danger
  - pressurising you to take positive action e.g. to study hard for exams.



## RESOURCES/MATERIALS

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



## PREPARATION FOR THE LESSON

1. **Activity A:** Write the heading “Peer pressure” on the board. Draw 2 columns on the board, one labelled “Negative Peer Pressure” and one labelled “Positive Peer Pressure”. Complete the table as the discussion follows with the learners. Note that learners will raise a number of different contributors they perceive as causes of peer pressure e.g. community issues; home environments; poverty; social challenges like drug addiction, gangsterism etc.
2. **Activity B:** Read the scenarios to the learners to ensure that they understand what each one is about.

11 Carstens, M; Coetzee, T; De Matos Ala, B; Glover, J; Klopper, A; Vercueil, P; Wolmarans, A. (2015). *Spot On Life Skills Grade 6 Learner’s Book ePUB*. Heinemann (Pearson Marang).



## ACTIVITIES

### Activity A: What is peer pressure?

**Introduction:** This activity deals with defining peer pressure and learning about the difference between positive peer pressure and negative peer pressure.

#### Class discussion

1. Ask the learners the following question: What is peer pressure? Learners make their own notes in their learner books.
2. Take some responses from the class. Summarise the discussion with:
  - Peer pressure is when you feel pressure from your peers (people your own age) to do something you would not normally do. You could for example feel the pressure to do something to be “cool” or to fit in. This pressure could affect your behaviour, the way you dress etc.
  - Peer pressure can be both negative and positive, it depends on the influence it has on you.

| Examples of positive peer pressure           | Examples of negative peer pressure   |
|--|--------------------------------------|
| Doing something that is good for your health | Changing the way you dress or behave |

3. Discuss the following with the learners. Draw a table on the board with 2 columns. Label the one column “Negative peer pressure” and the other “Positive peer pressure”. List the examples under each.
  - a. Have you ever done something you didn’t agree with just to fit in or to please your friends? Provide some examples of these.
  - b. Have you ever been influenced to do something good because all your friends are doing it? Provide some examples of these.

### Activity B: Peer pressure scenarios

**Introduction:** This activity deals with learners analysing and answering questions for each scenario and identify the type of peer pressure being illustrated.

1. Refer learners to **Worksheet 6.4.1 Scenarios** in their learner book.
2. Ask the learners to read the scenarios and decide whether these scenarios illustrate negative or positive peer pressure.

#### Paired work

1. Divide the class into pairs.
2. Tell the learners they need to answer two questions for each scenario. These questions are:
  - a. Is this scenario an example of positive or negative peer pressure?
  - b. Identify what it is that the person in the scenario is feeling pressurised to do?
3. Ask the learners to discuss their answers with each other.



## WORKSHEET 6.4.1 Scenarios

**Scenario 1:** James cares a lot about the way he looks when he comes to school. He has to have the latest hairstyle. All his friends have the same hairstyle too. He has to look just like them.

**Scenario 2:** Being in Grade 6 means going through lots of body changes. My friends worry about their body odour all the time. They bring deodorant to school with them so that after they have been running outside or doing Physical Education, they can spray their bodies. Sometimes I forget and then they have a go at me. I make sure to pack my deodorant every day now.

**Scenario 3:** We are writing a test on Monday. I wanted to go to the movies on Saturday, but no one wants to go with me. They are all staying home to study. I think I should rather stay home to study.

**Scenario 4:** We have a Grade 6 WhatsApp group chat. One of the boys in the group shared a picture of a topless girl. Now all the boys in the group are talking about it and are really excited. Some of the girls in the group are considering sending a topless picture into the group to get the boys' attention.

**Scenario 5:** I have older friends who are having discussions about when to start having a sexual relationship. It scares me because we are all so young. I tell them that and they tease me about being "a kid". I know that making decisions about this is way too early for us all. I don't always know how to break away from the group and such discussions.

### Teacher tips for each scenario:

**Scenario 1:** Never let anyone force you into doing anything just to fit in.

**Scenario 2:** This is an example of positive peer pressure. Your friends are making a decision that is in your best interest. It is a good choice to make sure to keep body odour at bay, especially during puberty.

**Scenario 3:** Once again there is pressure to do the right thing. It is the right decision to go along with what is in the best interest of everyone involved. It is better to stay home and study for the test than to go to the movies.

**Scenario 4:** Do not feel pressured into doing anything that is not good for you or just to get attention. Think about whether you sometimes put pressure on your peers to do or say something you want.

**Scenario 5:** Peer pressure can distract you from what you know is the right thing to do or feel or decide about. Older friends may be ready to start thinking about having relationships or even sexual relationships. Feeling that you are not ready is a good feeling and you need to keep to that feeling. When the discussions in the group go against what you know is right for you, then you need not feel afraid to break away from the group.

4. Once the learners have completed discussing the scenarios in pairs, briefly go through each scenario and get learners to mark each other's books.



## WRAP UP OF THE LESSON

1. Discuss with the learners what they feel can be done about negative peer pressure in the class or school.
2. Ask learners how they as individuals can promote positive peer pressure. What actions can they take?



## HOMEWORK

Ask learners to write a “Note to self” about when they may have put somebody under pressure. They may not have seen this as peer pressure when it happened. Now they want to be mindful not use peer pressure on others. Encourage them to keep this confidential.

✓ Note to  
self



## ASSESSMENT

1. Ask learners to write their feelings in their journals/note books. These will not be shared out with others.

|   |  |
|---|--|
| <b>Scenario 1:</b> Never let anyone force you into doing anything just to fit in  | This is how I feel about this .....<br>.....<br>.....<br>.....<br>.....  |
| <b>Scenario 2:</b> This is an example of positive peer pressure. Your friends are making a decision that is in your best interest. It is a good choice to make sure to keep body odour at bay, especially during puberty.   | When this happened to me, I felt .....<br>.....<br>.....<br>.....        |
| <b>Scenario 3:</b> Once again there is pressure to do the right thing. It is the right decision to go along with what is in the best interest of everyone involved. It is better to stay home and study for the test than to go to the movies.  | When this happens I feel .....<br>.....<br>.....<br>.....                |
| <b>Scenario 4:</b> Do not be pressured into doing anything that is not good for you or to consider doing it just to get attention.  | When this happened in our group, I felt .....<br>.....<br>.....<br>..... |
| Peer pressure can distract you from what you know is the right thing to do or feel or decide to do. Older friends may be ready to start thinking about having relationships or even sexual relationships. Feeling that you are not ready is a good feeling and you need to keep to that feeling. When the discussions in the group go against what you know is right for you, then you need not feel afraid to break away from the group. | This is how I feel .....<br>.....<br>.....<br>.....<br>.....             |

2. Use the following questions to consolidate concepts **Activity A: Role Play – The Sleepover** learnt in this lesson

### Test your knowledge

1. What is peer pressure?
2. Give an example of negative peer pressure and explain how you would deal with it.
3. Create a slogan about peer pressure and write it in your exercise book.



## GLOSSARY

**Diary entry:** writing in your diary or a private journal about something you want to remember but want to keep private

**Negative influence:** the power to change what someone believes or does in a negative way

**Peer pressure:** Peer pressure is when you feel pressure from your peers (people your own age) to do something you would not normally do. You could for example feel the pressure to do something to be “cool” or to fit in.

**Positive influence:** the power to change what someone believes or does in a positive way

**Slogan:** using a short phrase or sentence that is easy to remember and clearly promotes a particular idea or service



## Lesson 6.5

Behaviours that  
put pressure on us

| Lesson 6.5                               | Behaviours that put pressure on us   |
|--|--|
| Grade                                    | 6  |
| CAPS Topic(s)                            | Development of the self  |
| CAPS Subtopics                           | <ul style="list-style-type: none"> <li>Peer pressure (school)               <ul style="list-style-type: none"> <li>Appropriate responses to peer pressure in different situations</li> </ul> </li> </ul>   |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>Problem solving in conflict situations: keeping safe and how to protect self and others</li> <li>Peacekeeping skills; acceptance of self and others, demonstrations of respect of respect for others, co-operation, personal responsibility for one's actions, listening</li> </ul> |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>Appropriate responses to peer pressure</li> <li>Interpreting and applying the 3C's model and assertive communication to appropriately respond to peer pressure.</li> </ul>  |
| Concepts                                 | <ul style="list-style-type: none"> <li>Peer pressure</li> <li>Challenges</li> <li>Choices</li> <li>Negative and positive consequences</li> <li>Assertive communication</li> <li>Age restriction</li> <li>Values</li> </ul>   |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>Group discussions</li> <li>Role Play</li> </ul>   |
| Time                                     | 60 minutes   |

## CORE MESSAGE

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

## BRIEF LESSON SUMMARY

During **Lesson 6.5 Behaviours that put pressure on us** learners are introduced to peer pressure through role play. They are then introduced to the 3 C's model which teaches them how to make effective decisions. Once they have made a decision about the challenge they are facing with the peer pressure, they write a dialogue in which they assertively communicate their decision.

| BREAKDOWN OF ACTIVITIES IN THE LESSON |        |                    |  |
|---------------------------------------|--------|--------------------|--|
| Activity                              | Time   | Type of assessment | Form of assessment   |
| Activity A: Role play                 | 10 min | Informal, Educator | <ul style="list-style-type: none"> <li>Class discussion</li> </ul> |
| Activity B: 3 C's Model               | 20 min | Informal, Educator | <ul style="list-style-type: none"> <li>Group discussion</li> </ul> |
| Activity C: Assertive communication   | 30 min | Informal, Educator | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |

## KEY POINTS

1. When we are dealing with negative peer pressure, it ultimately comes down to making the right decision.
2. If you are having difficulty saying “no” and you want to be sure that saying “no” is the right answer, you can use the 3C’S MODEL<sup>12</sup> to help you come to the right the decision. These are the steps you should take: (you require time to carry out the 3 C’s model)
  - Describe the **CHALLENGE** (or decision) you are facing.
  - List three **CHOICES** you have.
  - Consider the positive and negative **CONSEQUENCES** of each choice.
3. Assertive communication means being clear on your position and why.
  - You need to state firmly your position while respecting the decisions of others.
  - Suggest alternatives.
  - Stand your ground.
4. Make sure that the decisions that you make are aligned to your core beliefs and values.
5. Other alternatives can include changing the subject or walking away. (if you can)
6. If you are having a hard time, get advice to help you make the decision from others you can trust, like friends, family and other adults.



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner book
- Pens
- Exercise book



## PREPARATION FOR THE LESSON

1. **Activity A:** Ask a group of learners a day or 2 before the lesson to volunteer to do the role play for the class. They need to go home and practice the script. Refer them to the learner book for the script. Give them 5 minutes on the day to prepare for the role play.
2. **Activity B:** Prepare flashcards for the lessons with the words CHALLENGE, CHOICES and CONSEQUENCES. Should you not have the resources, you can write the words on the board.
3. **Activity C:** Revise the format of the dialogue in the Languages lesson before you teach the lesson on peer pressure so that learners are able to do Activity C.

12 [https://path.azureedge.net/media/documents/CP\\_kenya\\_KARHP\\_curric\\_3-06.pdf](https://path.azureedge.net/media/documents/CP_kenya_KARHP_curric_3-06.pdf)

### NOTE TO THE EDUCATOR

Managing a role play and feedback from learners often takes more time than planned for in the activity. Asking learners to prepare the role play beforehand and then having learners present their role plays to each other outside the classroom has two benefits:

- It allows more time for informal and extended peer discussions
- Learners are encouraged to listen to the views of their peers and then discuss further without the constraints of class time being too short.



### ACTIVITIES

#### Activity A: Role play – The sleepover!

**Introduction:** This activity deals with negative peer pressure through a role play and sets up an example for the learners that they will need to use in their next activity.

1. Refer the learners to the role play in their learner book.
2. Give the learners 5 minutes to prepare the role play.
3. Ask one group to volunteer to present the role play to the rest of the class.
4. This will be decided the day before the Life Skills lesson is taught.

#### Script for the role play:

*A group of friends are having a sleepover. They are watching cartoons. One of them comes up with the idea of watching a movie with an age restriction of 16 on TV.*

#### **Characters: Franklyn, Thuso and Jackson**

**Franklyn:** Hey guys, I don't feel like watching these cartoons.

**Thuso:** But your parents said we could watch TV on the condition that we watch these cartoons. So what are you saying?

**Franklyn:** I've heard about these movies on TV. They're a lot more fun than these cartoons. They have an age restriction of 16. And they have some naked people in them.

**Jackson:** What if your parents catch us? I don't think we should.

**Franklyn:** Jackson, they are busy, maybe even asleep. I don't think they'll be checking on us again.

**Thuso:** That sounds like fun, let's do it.

**Franklyn:** Yes, let's do it.

*Jackson is not sure what to do. He knows he will get into trouble, but he doesn't want his friends thinking that he is a wimp. (A wimp is someone who is scared to do things.)*



## Activity B: 3C's Model

**Introduction:** This activity deals with learners being able to apply the 3 C's model i.e. articulating a challenge, listing 3 choices, and then considering the positive and negative consequences of each choice. It also deals with learners understanding how to communicate assertively.

### NOTE TO THE EDUCATOR

Write the 3 C's on the board. Should you have the resources, make 3 flashcards and paste them on the board.

1. Present the Three C's for making decisions.
  - a. Describe the **CHALLENGE** (or decision) you are facing
  - b. List three **CHOICES** you have.
  - c. Consider the positive and negative **CONSEQUENCES** of each choice
4. Divide the class into small groups.
5. Ask the learners to use the example presented in the role play and using the 3C's activity in their exercise books record how they dealt with it.
  - a. Describe the challenge Jackson is facing.
  - b. List 3 choices Jackson has.
  - c. Write down the positive and negative consequences of each of the three choices.
4. Give your learners 10 minutes to complete their example.
5. Ask one group to volunteer to report back to the rest of the class.

### Possible answers

The challenge Jackson is facing is that his friends wants to watch a movie with an age restriction of 16 when they are supposed to be watching cartoons.

| Choices  | Consequences   |
|--|--|
| 1. He can watch the movie with his friends and not say anything. | He can compromise his own values and get into trouble with Franklyn's parents.   |
| 2. He can say no and wake up Franklyn's parents.                 | He'll be doing the right thing for everyone involved, but his friends will be angry with him for telling his Franklyn's parents. |
| 3. He can go to sleep and avoid the situation completely.        | His friends will think he is a wimp, and he might still get into trouble if they are caught by Franklyn's parents.               |

**NOTE TO THE EDUCATOR**

Have an example ready in the event that none of the learners wish to share their examples with the class.

**Challenge**

All of your friends are wearing short tops when they go out to parties. You do not like exposing your body, but you like the group of friends that you have and you really want to fit in.

| Choices  | Consequences  |
|--|---|
| 1. I can wear a short top.   | You fit in with your friends, but you feel uncomfortable. You are compromising on your own values.                          |
| 2. I can say no and wear what makes me feel comfortable.                     | Your friends will be angry with you, but you have stuck to your values and done what makes you comfortable.                 |
| 3. I can wear a top underneath the short top so that my skin is not exposed. | Your friends laugh at you, but you are choosing something that works for you and for them. You feel a lot more comfortable. |

**ACTIVITY C: Assertive communication**

**Introduction:** In this activity Learners will gain an understanding of and apply assertive communication skills.

1. Explain what assertive communication entails (where you are clear on your position and why):
  - a. Firmly state your position while respecting the decision of others.
  - b. Suggest alternatives.
  - c. Stand your ground.
2. Read the example of assertive communication below to the learners.
3. Here are the examples to be read:

**Example 1:** I love wearing my short top when I go out. My older brother does not want me to wear my top because he says that it attracts boys' attention. There is nothing wrong with wearing a short top and it is unfair to stop me from wearing the top just because boys will look at me. I am allowed to wear what I want to.

**Example 2:** My friend wants me to go to a party where there will be alcohol and drugs. I refuse to go to such a party because it will put me and my friend at risk. If we have something to drink, we could end up getting into someone's car that we don't know and that could get us into a lot of trouble. Rather safe than sorry.

**Example 3:** We've been invited to a sleepover at my friend, Tammy's house. They've arranged for some boys to come along, but they have not told Tammy. They are even talking about arranging alcohol. I don't want to be a part of this and I am not prepared to do this to Tammy and her family.

4. Now that you have shared the examples with the learners, ask the learners to return to their groups.
5. Ask the learners to write a dialogue about the decision that they made for the role play in Activity A.
6. The dialogue must illustrate the use of assertive communication techniques that they have been taught.
7. They may work in a group, but learners must each write a copy of the dialogue in their exercise books.

### NOTE TO THE EDUCATOR

It is a record of the exchanges as they occur, directly from the speaker's point of view. When writing a dialogue:

- write the names of the characters on the left side of the page;
- use a colon after the name of the character who is speaking;
- use a new line to indicate each new speaker;
- advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken;
- sketch a scenario before you start writing

*\*Taken from the CAPS English Home Language, Intermediate Phase Grades 4 – 6*



### HOMEWORK

Ask the learners to write about the way they will apply the **3C'S MODEL** to a peer pressure situation they are currently experiencing.



### WRAP UP OF THE LESSON

1. Learners recite what the 3 C's stand for:
  - C for CHALLENGE
  - C for CHOICES
  - C for CONSEQUENCES
2. Learners explain the steps involved in communicating assertively.



### ASSESSMENT

Use the following to assess what learners have learnt to consolidate the activity.

#### Test your knowledge

1. Why do you think it is so important to have good decision-making skills?
2. Briefly describe the steps involved in communicating assertively.
3. Why do you think it is important to say no to negative peer pressure?
4. What does an age restriction mean? What is the importance of having an age restriction for movies?



## GLOSSARY

**Age restriction:** you have to be the officially regulated age for the movie to watch it

**Assertive:** when you behave in a way that shows that you are confident

**Challenge :** a new or difficult thing that makes you try hard

**Consequences:** the result of an action, or what occurs when something has happened, or a response to something that is said

**Values:** principles or standards of behaviour by which you live your life



## Lesson 6.6

Bullying and links to  
gender-based violence

| Lesson 6.6                               | Bullying and links to gender-based violence   |
|--|---|
| Grade                                    | 6   |
| CAPS Topic(s)                            | Development of the self   |
| CAPS Subtopics                           | <ul style="list-style-type: none"> <li>Bullying: reasons for bullying               <ul style="list-style-type: none"> <li>Getting out of the bullying habit: where to find help</li> </ul> </li> </ul>                     |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>Problem solving in conflict situations: keeping safe and how to protect self and others               <ul style="list-style-type: none"> <li>Mediation skills</li> </ul> </li> </ul> |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>Understanding the concept bullying</li> <li>Reasons for bullying</li> <li>Explain the concept GBV</li> <li>Bullying amongst boys, girls, girls and boys,</li> </ul>                  |
| Concepts                                 | <ul style="list-style-type: none"> <li>Bullying</li> <li>Gender-based violence</li> </ul>   |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>Presentation</li> <li>Question and answer</li> <li>Class discussion</li> </ul>   |
| Time                                     | 60 minutes  |

## 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

**Lesson 6.6 Bullying and links to gender-based violence** looks at the reasons why people bully and explains to learners the steps to take if they think they are bullies. Learners are then given the opportunity to analyse 2 examples of bullying and to suggest possible ways of getting out of the bullying habit.

| BREAKDOWN OF ACTIVITIES IN THE LESSON |        |                    |  |
|---------------------------------------|--------|--------------------|--|
| Activity                              | Time   | Type of assessment | Form of assessment   |
| Activity A: Why people bully          | 15 min | Informal, Educator | <ul style="list-style-type: none"> <li>Class discussion</li> </ul> |
| Activity B: Thembisa's story          | 15 min | Informal, Educator | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |
| Activity C: Dear Diary                | 30 min | Informal, Peer     | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |

## KEY POINTS

- Bullying is always wrong and unacceptable.
- Very often people bully because it makes them feel powerful and they think that if they do not do or say nasty things first, the other person will bully them.
- People who bully need to be made aware of the harm they are causing and need help to stop.
- Bullies are not born bullies. They usually learn the behaviour from someone else. Very often people who

bully are being bullied at home or at school.

5. Bullying brings a power dynamic which often plays out as gender-based violence: Boy on girl, girl on boy, boy on boy or girl on girl.
6. Reinforcing some measures to respond to bullying:
  - Ask for help. You can call Childline on 0800 055 555. Your family and friends will support you.
  - Start a new hobby or sport – physical activity can help keep your mind off negative thoughts and keep negative behaviour at bay, bringing out a more positive, happy you.
  - Say sorry to those that you have bullied – let them know that you will not harm them anymore.
  - Stop other people from bullying.



## RESOURCES/MATERIALS

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



## PREPARATION FOR THE LESSON

1. **Activity A:** Refer learners to **Reading 6.6.1 What we know about bullying** in the learner book. Learners could be asked to read the passage on their own before the lesson.
2. **Activity B:** Refer learners to the short paragraph in their learner books. Identify a reader who can read the paragraph out loud to the class.
3. **Activity C:** Check that you have dictionaries available for learners to use for the reading of the diary entry. Even if you do not have sufficient dictionaries available for each learner, make a few available that learners can come up to the front of the class and use and then replace when they are done. Have the answers to the questions ready so that learners can swop books and mark each other's books when they have completed the questions.



## ACTIVITIES

### Activity A: Why people bully

**Introduction:** This activity deals with understanding what bullying is and why people bully. Learners are taken through different examples of bullying and reflect on their responses to bullying. Learners will bring their own examples and experiences of bullying to the discussion.

1. Ask learners to reflect on what they understand as bullying. Ask them to give examples of different types

of bullying.

2. In this activity we want to look at why people bully.
3. Ask the learners why they think people bully.
4. Take a few responses and write those on the board.
5. Ask learners to give examples of what they experience or know of bullying behaviours.
6. Then put their responses into the categories shown.
7. Now have the following discussion with the learners. Refer learners to **Reading 6.6.1 What we know about bullying** in the learner books.
8. Possible answers have been given. Ask learners to write down those responses they may not have included so that their notes on Bullying are complete.

## POSSIBLE RESPONSES

The kinds of bullying you want to categorise based on the examples given by learners will include:

- **Physical bullying** like hitting, kicking, pushing tripping, and pinching or damaging property or things belonging to others.

### NOTE TO THE EDUCATOR

Learners may raise issues related to sexual bullying or situations that can be linked to being a threat sexually to learners. When you recognise these issues, it may be better to have the detailed discussion with those learners outside of the lesson.

Remember that if you are concerned about the physical (sexual) threat to a learner, there is a process in place at schools through the Policy on Screening, Identification, Assessment and Screening (SIAS) to refer and get support for that learner.

- **Social bullying** like spreading rumours about or bad-mouthing someone, embarrassing by making nasty comments or jokes, purposefully excluding someone from a group, making negative facial expressions.
- **Emotional bullying** like saying or doing something that will play on the other person's emotions, blackmailing them by saying you will expose them, doing something that frustrates the person or gets them to feel angry; making someone feel sad by your actions or words.
- **Verbal bullying** like name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- **Cyberbullying** like sending nasty and embarrassing messages on the internet or social media, or threatening to say something that is not true on a public space to hurt the other persons.



## Reading 6.6.1 What we know about bullying

### What we know about bullying

1. Bullying is always wrong and unacceptable.
2. Very often people bully because it makes them feel powerful and they think that if they do not do or say nasty things first, the other person will bully them.
3. People who bully need to be made aware of the harm they are causing and need help to stop.
4. Bullies are not born bullies. They usually learn the behaviour from someone else. Very often people who bully are being bullied at home or at school.
5. Bullying brings a power dynamic which often plays out as gender-based violence: Boy on girl, girl on boy, boy on boy or girl on girl
6. Reinforcing some measures to respond to bullying:
  - a. Ask for help. You can call Childline on 0800 055 555. Your family and friends will support you.
  - b. Start a new hobby or sport – physical activity can help keep your mind off negative thoughts and keep negative behaviour at bay, bringing out a more positive, happy you.
  - c. Say sorry to those that you have bullied – let them know that you will not harm them anymore.
  - d. Stop other people from bullying.

### Activity B: Thembisa's story

**Introduction:** This activity deals with an example of cyberbullying. A short scenario is used to introduce the concept. Learners will give their own examples based on what they are familiar with from their own knowledge and engagement with social media.

#### Paragraph:

Thembisa often hurts other learners with the SMSs she sends. A few days ago, she sent yet another SMS to Jojo saying, "Why do you walk so funny? We all know you are a homosexual. No-one wants to play with you anymore!" The next day Jojo dropped his head and tried to walk by Thembisa really fast without her seeing him. Thembisa realised that her SMS must have upset Jojo based on his reaction to her. This made her think twice about what she had been doing to him.



1. Refer your learners to Thembisa's story in the learner book.
2. Explain to the learners what the word "cyber" means and have them deduce why the type of bullying is called cyberbullying.
3. Ask the learners to give examples of cyberbullying.
4. Identify a learner that can read the short paragraph out loud to the class.
5. Once the learners have read the paragraph, they will discuss the questions as a class.

### NOTE TO THE EDUCATOR

Learners may want to use other terms for homosexual that perpetuate stigmatising of homosexual relationships. Homosexual means being attracted to and being in a relationship with someone of the same sex. Male to male is gay and female to female is lesbian or gay women. The terms used in this lesson are these.

Issues of homosexuality often bring about discussions about cultural, social and religious tolerance.

6. Ask learners the following questions:
  - a. Why do we call this an example of cyberbullying?  
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-----  
-----
  - b. Do you think that Jojo is upset because he is homosexual or because it is hurtful to think that no-one will play with him? Give a reason for your answer.  
-----  
-----  
-----
  - c. Do you think it is wrong to send someone a message like this? Give a reason for your answer.  
-----  
-----  
-----
  - d. If you were a friend of Thembisa and disagreed with the message she sent, what would you do?  
-----  
-----  
-----
  - e. If you were Jojo and kept receiving such messages, what should you do?  
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-----  
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- f. The dangers to cyberbullying are very real. What can some of those dangers be?

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**NOTE:** Even when you use social media you are exposed to cyberbullying. When this happened, you can report this immediately to your teacher or another trusted adult.

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### Possible answers:

- a. It is bullying that takes place using an electronic device, namely a cell phone.
- b. It cannot be easy for Jojo to be a homosexual and it is very hurtful to think that no-one wants to play with him.
- c. Yes, it is wrong to send someone a message like this. We have no right to judge someone because of whom they are attracted to. It has nothing to do with who they are as a person.
- d. I would tell her to stop sending Jojo messages and would ask her to apologise immediately.
- e. I would confront Thembisa and ask her to please stop sending me such messages. I would tell an adult I can trust to talk to Thembisa to make her stop sending me the messages.
- f. It can leave learners feeling desperate and lonely and they could be at risk of hurting themselves. Learners could be at risk of being stalked.

### NOTE TO THE EDUCATOR

Discuss the dangers of cyberbullying: There are many relevant newspaper articles that you can use to support your discussion with learners.

The discussion wants to raise with learners the consequences of both receiving and generating cyberbullying messages and the immediate risks they are exposed to.

## Activity C: Dear Diary

### NOTE TO THE EDUCATOR

**Activity C:** Bullying is serious. It is something that occurs more than once and over a period of time. With this example, draw to the learners' attention the fact that Andy had on more than one occasion tried to kiss Thembi and had been rejected more than once, which left him feeling angry and frustrated. This is an example of gender-based violence. He then resorted to writing a letter calling her names and writing nasty things about her. So her interactions with him had been over a period of time.

**Introduction:** This activity deals with analysing the diary entry of a self-confessed bully.

1. Sometimes we are guilty of bullying behaviour ourselves. We are unaware of how our bullying affects others. In this activity we want to reflect on our own behaviour that might be bullying behaviour.
2. Refer learners to the diary entry in their learner's books.
3. Ask the learners to read the diary entry quietly to themselves. You may ask learners to read this prior to the lesson.
4. They may use dictionaries for any difficult words they may encounter.
5. Once they have read the diary entry, they need to answer the questions that follow.
6. Learners may work in pairs when answering the questions.
7. Once learners have answered the questions, work through the answers together. Pairs will swap books with each other and mark each other's books.

## Reading 6.6.2

Dear Diary

Today I feel awful. I'm not sure how to feel about what I have done. I suppose, I'm embarrassed, upset and ashamed. I can only imagine what the principal and teachers are saying about me. I should probably stop feeling sorry for myself and tell you what happened today.

I was called into the principal's office. This was very unusual for me as I am one of those learners who always does his work and I get good marks. Why would the principal want to speak to me? Then I remembered what I did. I remembered the letter I wrote to Thembi. Could that be the reason Mr Khambule had called me to his office?

Mr Khambule asked me to sit down and put the letter down in front of me and said, "Please can you explain what all this is about?" I dropped my head in shame as I remembered all the things I wrote about Thembi in the letter. "I thought she liked me. I just wanted to kiss her. When she said no again, I didn't like being rejected again," said Andy. Mr Khambule looked at me with a disapproving look, "Is that why you called her names and wrote those nasty things about her?" I tried to explain that this is not something I would usually do, but he just shook his head. Finally he said, "Kissing someone against their will is sexual assault. Calling someone nasty names is called bullying." "I am not a bully, Mr Khambule. I was just angry because she wouldn't kiss me. I wanted her to feel bad like I felt. Bullies threaten people and hit them, I would never do that.



"Andy," Mr Khambule replied, "Bullying is very harmful and takes on many different forms. Hitting is not the only form of bullying. It can leave someone feeling lonely, frightened and unsafe and like there is something wrong with them. This is exactly how Thembi feels. And she no longer wants to come to school. If she continues to be bullied, she will lose her self-confidence. I was so ashamed of what I had done. Who would have thought a kiss and writing a letter could cause so much harm? I promise never to do it again and I am going to say sorry to Thembi.

Adapted from Carstens, M; Coetzee, T; De Matos Ala, B; Glover, J; Klopper, A; Vercueil, P; Wolmarans, A. (2015). *Spot On Life Skills Grade 6 Learner's Book ePUB*. Heinemann (Pearson Marang).

### Questions:

1. Andy says that he is not a bully. He was just angry because Thembi wouldn't kiss him. Why do you think that Andy did not realise he was bullying?

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2. Do you think Andy was a bully or not? Justify your answer.

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3. What do you think some of the negative effects of bullying are?

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4. What advice could you give Andy about getting out of the bullying habit?

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5. How would you feel if you were bullied? What would you want to say to your bully?

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6. What reminder would you write yourself to ensure that you never bully anyone?

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### Possible answers:

1. Andy didn't think saying nasty things about Thembi was a way of deliberately setting out to hurt Thembi so did not see what he was doing as bullying her. He just wanted to kiss her and didn't see anything wrong with that.  
Andy felt rejected and so tried to make Thembi feel hurt too.
2. Andy was a bully because he wanted to do something irrespective of how Thembi felt about it. He just wanted his way.
3. It can leave the person who is bullied feeling insecure about themselves, afraid and like a victim.
4. Consider your actions before you go out and do something. Think about the next person's feelings and make sure you understand what they want before you act on both people's behalf.
5. I would be feel betrayed and hurt. I would want to say," Please stop what you are doing. I don't deserve this."
6. Consider the feelings of others first before you act.



## HOMEWORK

Tell the learners to imagine that Thembisa comes to them for help. Ask your learners to write a short paragraph of five to six sentences giving Thembisa advice on how to stop bullying and where to find help.



## WRAP UP OF THE LESSON

Recap with the learners what to do to take measures to respond to bullying:

- Ask for help. You can call Childline on 0800 055 555. Your family and friends will support you.
- Start a new hobby or sport – physical activity can help keep your mind off negative thoughts and keep negative behaviour at bay, bringing out a more positive, happy you.
- Say sorry to those that you have bullied – let them know that you will not harm them anymore.
- Stop other people from bullying.



## ASSESSMENT

1. Learners will do their own diary entries by answering the questions in Activity C on the story. Learners do this after the questions have been discussed in class. This allows for learners to reflect on their own experiences and feelings and to write up in their diaries.
2. Use the questions below for consolidation of learning.

### Test your knowledge

1. Name 2 possible reasons why people bully.
2. Do you think it would be difficult to stop bullying once you have started? Give a reason for your answer.
3. Who can you contact if you think you need help?
4. Why do we say that bullying is always wrong and unacceptable?



## GLOSSARY

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

**Awful:** very bad

**Disapproving:** to think that somebody or something is bad

**Embarrassed:** feeling shy or worried about what other people think of you

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

**Homosexual:** someone who is attracted to people of the same sex

**Negative behaviour:** to do or say things in a negative way

**Rejected:** to say that you do not want somebody or something

**Self-confidence:** is when one trusts one's own abilities and judgement as well as one's own qualities

**Sexual assault:** sexual contact or behaviour that occurs without the explicit consent of the victim

**Unacceptable:** when one finds that something, someone or a situation cannot be accepted or allowed



## Lesson 6.7

Bullies can change



| Lesson 6.7                                      | Bullies can change   |
|---|--|
| <b>Grade</b>                                    | 6  |
| <b>CAPS Topic(s)</b>                            | Development of the self  |
| <b>CAPS Subtopics</b>                           | Bullying: reasons for bullying <ul style="list-style-type: none"> <li>Getting out of the bullying habit: where to find help</li> </ul>   |
| <b>Link to other subtopics in CAPS</b>          | <ul style="list-style-type: none"> <li>Problem solving in conflict situations: keeping safe and how to protect self and others</li> <li>Mediation skills</li> </ul>  |
| <b>This lesson will deal with the following</b> | <ul style="list-style-type: none"> <li>Learners role play how to deal with bullying</li> <li>Bullies getting help and where to find help and what kind of help that bullies need</li> <li>Acknowledge that some problems may require asking for help outside of the school or community</li> </ul> |
| <b>Concepts</b>                                 | <ul style="list-style-type: none"> <li>Getting out of the bullying habit</li> <li>Coping with bullying</li> <li>Controlling feelings</li> </ul>  |
| <b>Teaching methodologies</b>                   | <ul style="list-style-type: none"> <li>Group work</li> <li>Class discussion</li> <li>Role play</li> </ul>  |
| <b>Time</b>                                     | 60 minutes   |

## 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

**Lesson 6.7 Bullies can change** looks at the acronym “ADAPT” and how bullies can get out of the bullying habit. Learners examine the different elements of “ADAPT” and how bullies can overcome their behaviour. Once learners have a good understanding of the acronym, they come up with their own role plays about how a bully has taken a new path in life using the “ADAPT” acronym.

| BREAKDOWN OF ACTIVITIES IN THE LESSON         |        |                                      |  |
|---|--------|--------------------------------------|--|
| Activity                                      | Time   | Type of assessment                   | Form of assessment   |
| Activity A: Bullies can ADAPT their behaviour | 30 min | Informal, Educator                   | <ul style="list-style-type: none"> <li>Written task</li> <li>Class discussion</li> </ul> |
| Activity B: Role play                         | 30 min | Informal, Educator<br>Informal, Peer | <ul style="list-style-type: none"> <li>Role play</li> </ul>                              |

## KEY POINTS

- Bullies can change and ADAPT their behaviour.
- Change happens when you adjust what you do towards and how you think about others.
- Having positive attitudes and deciding to change negative attitudes is part of being different.
- Bullies need to decide to be different and to be true to the changes they want to make.
- Having new people around you and doing new things helps to make the change easier.



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Envelopes/plastic bags
- Cut outs of the acronym “ADAPT” and its explanations
- Pritt /glue
- Learner book
- Exercise book
- Pen/pencils



## PREPARATION FOR THE LESSON

1. **Activity A:** Prepare sufficient envelopes/plastic bags with the acronyms “ADAPT”. Have the letter of the acronym, the explanation for the letter and then the detailed meaning cut into 3 separate parts. Put them jumbled up into an envelope or plastic bag. Learners will need to match the 3 parts. Be prepared to split the class into groups of 5.
2. **Activity B:** Split the learners in the same groups they were in for activity A. Get a class list ready so that you can observe the role plays of the learners. Prepare a checklist to ensure that learners are applying the “ADAPT” acronym to their role plays. Use the example provided as a guide. A rubric has been provided to guide learners on what to focus on when they give peer feedback on the role plays. Go through the rubric with learners before they do the peer assessments.



## ACTIVITIES

### Activity A: Bullies can ADAPT their behaviour

**Introduction:** This activity deals with discussing whether it is possible for bullies to change and listing examples of those. Sorting and matching the definition for the acronym “ADAPT” and then defining it.

1. Ask the learners:
  - If they can describe what a bully is.
  - If they can name some of the things that a bully does.
  - If they think it is possible for bullies to change.
2. Refer learners to their learner books.
3. Split the class into groups of 5.
4. Give each group an envelope or plastic bag with the acronym “ADAPT” inside it as well as its definition and detailed explanations.
  - a. **A - Apologise** – when you have done something wrong or have been hurtful to others. Show others that you are sorry about your actions.
  - b. **D - Decide to be different** and then stick to your decision. You can be different and still be kind, caring and respectful.

- c. **A - Assert positive attitudes** to help you see new opportunities. Reflect on those things that make you a bully.
  - d. **P - Plan, and stick to your plan.** Plan to avoid people who encourage you to bully. Avoid being put in a position where you find yourself being a bully.
  - e. **T-Try something new** with new friends. New friends help you see things differently and will support you to be different.
5. Each group member will choose a letter and will try and find that definition and explanation to match the letter.
6. They will need to read the definition and will be responsible for explaining what the letter means to the class.

**A** \_\_\_\_\_

**D** \_\_\_\_\_

**A** \_\_\_\_\_

**P** \_\_\_\_\_

**T** \_\_\_\_\_

Give the learners time to find the correct definitions to match the letter and then to read and understand the definitions of the different letters of the acronym.

7. Ask 5 different learners from 5 different groups to explain each letter.
8. If you are busy with the letter A for example, anyone from a group with the letter A may contribute to the definition of that letter.
9. Go through each of the letters until the entire word has been explained and everyone is clear on what it means.
10. Ask learners if they have any questions and whether they have a clear understanding of the acronym.

## Activity B: Role play

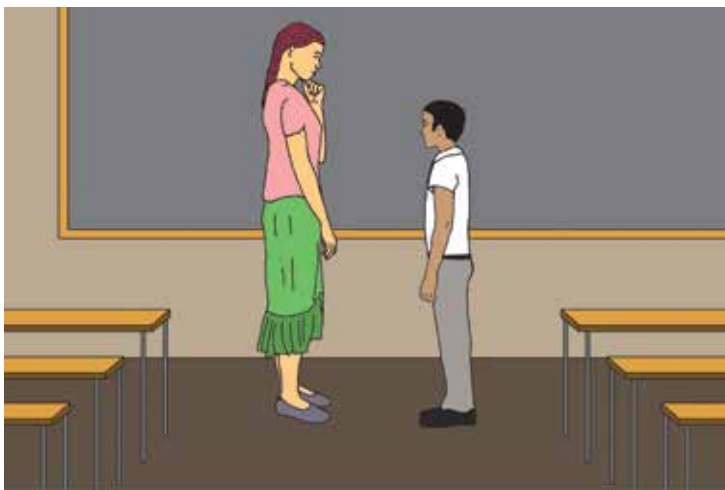
**Introduction:** The activity deals with role play, applying “ADAPT” model to a bully’s life.

1. Tell the learners to stay in the same groups they were in during activity A.
2. Now that they are aware of what the acronym “ADAPT” stands for and what it means, they must come up with a short role play that shows how a former bully takes a new route with his/her life using the acronym “ADAPT”.
3. Give the learners 10 minutes to prepare their role plays and use the remaining 20 minutes to present their role plays to the class.

### NOTE TO THE EDUCATOR

Managing group feedback in a large class is always challenging. Give each group about 2 minutes to present. With a class of 60 learners, that will allow for 10 groups to present if there are 6 learners in a group. You can give them extra time if you have a smaller class. If you have a larger class, give each group a number and draw a number to see which groups will get a chance to present. Alternatively, ask groups to volunteer.

4. **Note:** The bullying has stopped, so none of the role plays should include acts of bullying but should show how a bully is changed by following the ADAPT steps.
4. An example of what a possible role play could be about.
  - The bully has decided that he/she no longer wants to bully. They decided to talk to a teacher at school, who will now support him/her. His/her next step is to apologise to the people that he/she has been bullying and promise not to do it again. They also decide to join the soccer club at school.
  - **Part 1:** Interaction with the teacher.  
Write what you think the bully is saying to the teacher.




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- **Part 2:** Interaction between the reformed bully and the learners he had been bullying. What do you think the friends want to hear from the bully?



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- **Part 3:** Interaction with the reformed bully and his friends telling them that he has joined the soccer club at school. What might the bully be saying? What are new things you would recommend to a bully?



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Give the learners the following examples that they can role play in the same way that they did the above example to demonstrate that there are others in the communities that they can talk to for support:

- a. Priest or spiritual leaders
- b. Friend in a sport team or youth club
- c. An older learner or mentor



## HOMEWORK

Ask your learners to write up notes on one of the following topics that they have already discussed in groups for their role plays and say what they most agreed was the behaviour the bully needed to change .

A bully reaching out to one of the following people for help:

- Priest or spiritual leader
- Friends in a sport team or youth club
- An older learner or mentor



## WRAP UP OF THE LESSON

Ask the learners to recap what the acronym “ADAPT” means:

|          |          |
|----------|----------|
| <b>A</b> |          |
|          | <b>D</b> |
| <b>A</b> |          |
|          | <b>P</b> |
| <b>T</b> |          |



## ASSESSMENT

- Use the role play activity in Activity B as an assessment task. Each group presents their role play to the class. Learners then assess the role play and provide feedback to the group using the following rubric. Remember not all the groups need to assess every role play. Allocate groups for feedback on each other's role plays.

| Criteria                        | Give feedback on  | Your comments to the group |
|---------------------------------|---|----------------------------|
| 1. Content of the role play     | <ul style="list-style-type: none"> <li>Was content relevant?</li> <li>Could the group talk accurately about their content?</li> <li>Did they make a good argument?</li> </ul>                                       |                            |
| 2. Participation within a group | <ul style="list-style-type: none"> <li>Did group members have clear roles?</li> <li>Were team members good in the roles they played?</li> </ul>   |                            |
| 3. Message of the role play     | <ul style="list-style-type: none"> <li>Was there a message in their role play?</li> <li>Did you agree/disagree with the message</li> <li>Will others be able to learn from the message (appropriateness)</li> </ul> |                            |
| 4. Communication skills         | <ul style="list-style-type: none"> <li>Did the group communicate well?</li> <li>Did how they communicate help convey the message?</li> </ul>  |                            |

There may not be time in class in this activity to do the presentation of all role plays from all groups. Learner can arrange how they present to each other. Encourage the learners to perform their role plays to other classes of the same grade.

5. Use the questions below as consolidation of work done in this lesson. Learner complete this test by themselves.

### **Test your knowledge**

1. Why do you think it is important to change your bullying behaviour?
2. Name 3 things that a bully can do to change their bullying behaviour.
3. Explain why you think bullies can change.
4. If you were a bully and you decided to change, what is the first thing you would do?



## GLOSSARY

**Adapt:** to change the way you do things to suit the new situation you find yourself in

**Apologise:** to say that you are sorry about something that you have said or done

**Assert:** to say something confidently and clearly

**Positive attitude:** to have a good outlook about things; to see the good in things





## Lesson 6.8

What is gender stereotyping,  
sexism and abuse?

| Lesson 6.8                               | What is gender stereotyping, sexism and abuse?  |
|--|---|
| Grade                                    | 6   |
| CAPS Topic(s)                            | Social Responsibility   |
| CAPS Subtopics                           | <ul style="list-style-type: none"> <li>Gender stereotyping, sexism and abuse: definitions of concepts               <ul style="list-style-type: none"> <li>Dealing with stereotyping, sexism and abuse</li> </ul> </li> </ul> |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>Positive self-esteem: body image</li> <li>Acceptance of self</li> </ul>  |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>Explaining the terms: gender stereotyping, sexism and abuse.</li> <li>Identifying the difference between gender stereotyping, sexism and abuse</li> </ul>                              |
| Concepts                                 | <ul style="list-style-type: none"> <li>Abuse</li> <li>Gender stereotyping</li> <li>Sexism</li> </ul>  |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Small group work</li> </ul>  |
| Time                                     | 60 minutes  |

## CORE MESSAGES

- I think boys and girls should be valued equally.
- I have the right to be protected, safe and loved. I can get help when I need it.

## BRIEF LESSON SUMMARY

During **Lesson 6.8 What is gender stereotyping, sexism and abuse?** your learners will define the terms gender stereotyping, sexism and abuse. They will understand the difference between these terms and will be able to identify the terms from examples given.

| BREAKDOWN OF ACTIVITIES IN THE LESSON  |        |                    |  |
|--|--------|--------------------|--|
| Activity   | Time   | Type of assessment | Form of assessment   |
| Activity A: Defining and understanding the terms gender stereotyping, sexism and abuse | 30 min | Informal, Self     | <ul style="list-style-type: none"> <li>Class discussion</li> </ul> |
| Activity B: Examples of Gender stereotyping, sexism and abuse                          | 30 min | Informal, Group    | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |

## KEY POINTS

- Abuse refers to treating a person badly physically, sexually or emotionally.
- Stereotype is a fixed idea of who we think people are and how they should behave.
- Gender stereotyping is stereotyping people based on their gender.
- Sexism is treating someone unfairly based on their sex or gender.
- The meaning of “gender” is not the same as the meaning of the “sex” of a person.
- People have expectations and think about men and women in a particular way and this is referred to as “gender”.
- Included under “gender” are the terms “feminine” and “masculine” and refer to how society thinks men and women should behave.

## NOTE TO THE EDUCATOR

The glossary provides definitions of all the terms relevant for this lesson. You may want to start with an explanation of the terms first with learners.



## RESOURCES/MATERIALS

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



## PREPARATION FOR THE LESSON

1. Refer learners to **Worksheet 6.8.1** in their learner books. Make sure that you have dictionaries on hand that learners may use to assist them with finding the definitions of the words. Learners may work in pairs.
2. Refer learners to **Worksheet 6.8.2** in their learner books. Learners may work in groups. Have a class list ready to divide learners in groups.



## ACTIVITIES

### Activity A: Defining and understanding the terms gender stereotyping, sexism and abuse

**Introduction:** This activity deals with defining the terms: gender stereotyping, sexism and abuse and providing examples of each.

## NOTE TO THE EDUCATOR

The table below has not been jumbled up and it serves as an answer sheet for the educator. The table will however be jumbled up in the learner book so that they have to match the correct term to the correct statement to the correct example.

1. Explain to the learners that the lesson today is about learning the difference between stereotyping, sexism and abuse.
2. Refer learners to the table in **Worksheet 6.8.1** in their learner book.
3. Explain to the learners that they have to match the term, with the correct definition (middle column) to the correct example in the right column.
4. Learners draw lines from the word to the definition to the correct example to show their understanding of the terms.
5. Learners may work in pairs and may use dictionaries. If learners do not have access to a dictionary, then use the glossary terms at the end of this lesson.

**WORKSHEET 6.8.1 (answers)**

| Word                      | Definition  | Example  |
|---------------------------|---|--|
| <b>Stereotype</b>         | A fixed idea of what or who we think people are and how they should behave.   | All boys who enjoy girl games e.g. netball in the playground, are gay.   |
| <b>Sexism</b>             | Treating someone unfairly based on their sex or gender.   | Only boys are good at playing soccer.  |
| <b>Gender-based abuse</b> | Subjecting someone to abuse (physical, emotional or psychological) based on their gender and because of their gender. | A boyfriend continuously pushing and shoving his girlfriend in front of their friends.   |
| <b>Gender stereotype</b>  | A fixed idea of what or who we think people are and how they should behave based on their sex or gender.              | A male student disregarding what a female student has to say about soccer, regardless of whether she has something valuable to say or not. |

6. Check learner responses and explain the correct answers.
7. Go through the answers with the learners. Allow learners to mark their own books.

**Activity B: Examples of gender stereotyping, sexism and abuse**

**Introduction:** This activity deals with identifying examples of gender stereotyping, sexism and abuse using pictures.

1. Tell learners that this activity will consolidate what they what they have learnt in Activity A.
2. Divide learners into small groups.
3. Ask learners to refer to **Worksheet 6.8.2** in the learner workbook.
4. In their groups, they will need to read each scenario carefully and decide whether the example given is an example of gender stereotyping, sexism or abuse.
5. Ask each group to choose 1 person to report back on behalf of the group.
6. Once the learners have completed the exercise, go through the answers with the learners and allow them to mark their answers as a group.

## WORKSHEET 6.8.2

- a. The School Management Team is interviewing students to select the head prefect. They are debating whether a girl or a boy will be better suited for the job.



**Answer:** Gender stereotyping

- b. Thandi and Jabu have been a couple for a while. Zoe is Thandi's younger sister. She notices that Jabu does not know how to take no for an answer. He constantly touches her inappropriately and this upsets her.



**Answer:** Gender-based abuse

- c. The teacher needs help carrying books from her car. She looks around the class and decides that it's better to ask one of the boys for help than one of the girls because boys are stronger than girls.



**Answer:** Sexism

- d. Harry treats his wife badly. He likes the house to be quiet and tidy when he gets home. Harry and his wife look after my sister and I while my parents are at work. We've been told to be quiet at all times. Sometimes he gets really angry and burns his wife with his cigarette.



**Answer:** Gender-based abuse

- e. The teacher does a survey about rugby in the class. It turns out one of the girls loves playing rugby. The boys laugh and say that girls can't play rugby.



**Answer:** Sexism

- f. Ask the learners what they think should happen in each scenario to ensure equality for both genders . Allow learners to work in groups.



## WRAP UP OF THE LESSON

1. Ask learners to reflect on what they learnt today about gender stereotyping, sexism and abuse in the lesson, and to write down in their exercise books anything significant they will want to work on doing more of to ensure they do not violate somebody else's right to being treated equally.
2. Ask the learners to share some of their responses.



## HOMEWORK

Ask the learners to go home and talk to their families and friends about what they learnt in class today. They must then write down one way in which they can combat sexism and gender stereotyping. They will share their ideas in the next Life Skills lesson. You will compile a chart of their ideas, which they can help to decorate. This can be displayed in the classroom.



## ASSESSMENT

1. Use **Worksheet 6.8.1** as an assessment task to be done by learners. Use peer assessment to assess this task.
2. Use the following as consolidation of learning in this lesson.

### Test your knowledge

1. Explain the following terms:
  - a. Gender stereotyping
  - b. Sexism
  - c. Gender-based abuse
2. Give an example for each of the following:
  - a. Gender stereotyping
  - b. Sexism
  - c. Gender-based abuse



### GLOSSARY

**Abuse:** refers to treating a person badly physically, sexually or emotionally; gender-based abuse means subjecting someone to this abuse based on their gender and because of their gender

**Gender:** are the ideas and expectations people have about men and women.

**Gender-stereotyping:** a fixed idea of what or who we think people are and how they should behave based on their sex or gender.

**Sexism:** the unfair treatment of people, on the basis of their sex, or the attitude that causes this





## Lesson 6.9

Gender equality,  
stereotypes and bias

| Lesson 6.9                               | Gender equality, stereotypes and bias  |
|--|--|
| Grade                                    | 6  |
| CAPS Topic(s)                            | Social Responsibility  |
| CAPS Subtopics                           | Gender stereotyping, sexism and abuse: definitions of concepts <ul style="list-style-type: none"> <li>Dealing with stereotyping, sexism and abuse</li> </ul>   |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>Problem solving skills in conflict situations: keeping safe and how to protect self and others</li> <li>Mediation skills</li> </ul>   |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>Identifying male and female stereotypes</li> <li>Learning about what the South African Constitution has to say about discrimination</li> <li>Realising that with rights come responsibilities</li> <li>Fostering the belief that everyone has the responsibility to foster gender equality</li> <li>Demonstrating ways of promoting gender equality in the relationships at home, school and society</li> </ul> |
| Concepts                                 | <ul style="list-style-type: none"> <li>Gender equality</li> <li>Gender stereotyping</li> </ul>   |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Interrogation of stereotypes</li> <li>Think, Pair Share</li> </ul>  |
| Time                                     | 60 minutes   |

## CORE MESSAGES

- I think boys and girls should be valued equally.
- I have the rights to be protected, safe and loved. I can get help when I need it.

## BRIEF LESSON SUMMARY

During **Lesson 6.9 Gender equality, stereotypes and bias**, learners will consider examples of male and female stereotypes, challenge these and provide reasons for doing so. They will also find out what the South African Constitution says about discrimination and the right to be protected from discrimination. Learners are reminded that when one has rights one also has responsibilities. Learners will identify ways in which they can be responsible and ensure that they are not sexist, abusive or perpetuate gender stereotyping.

| BREAKDOWN OF ACTIVITIES IN THE LESSON       |        |                           |  |
|---|--------|---------------------------|--|
| Activity                                    | Time   | Type of assessment        | Form of assessment   |
| Activity A: Who is best suited for the job? | 15 min | Informal, Self-assessment | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |
| Activity B: Male and female stereotypes     | 15 min | Informal, Educator        | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |
| Activity C: Rights and responsibilities     | 30 min | Informal, Educator        | <ul style="list-style-type: none"> <li>Class discussion</li> </ul> |

## KEY POINTS

1. Your sex does not determine your ability to do a job.
2. Both men and women are equally capable of doing the same job if they are given with the right skills, knowledge and qualifications.
3. Gender roles are generally not positive or negative; they are just incorrect!
4. Each person has their own desires, thoughts, and feelings, regardless of their gender. This makes stereotypes generalised and simplistic.
5. Stereotypes give a biased description of someone's gender and do not present someone's features of their gender – correctly.
6. The South African Constitution states that South Africans have the right to not be discriminated against.
7. When one has rights, one also has responsibilities.



## RESOURCES/MATERIALS

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



## PREPARATION FOR THE LESSON

1. Refer learners to **Worksheet 6.9.1** in the learner book. Learners will need to complete the table and discuss their answers.
2. Refer learners to **Worksheet 6.9.2** in the learner book. Learners will need to complete the table.
3. Learners will be doing a THINK, PAIR, SHARE activity in **Worksheet 6.9.3**. Have a class list ready to divide learners into small groups for the share part of the activity.



## ACTIVITIES

### Activity A: Who is best suited for the job?

**Introduction:** This activity deals with learners deciding whether certain jobs are applicable to men only, women only or to both men and women. Learners will then discuss the reasons for their answers.

1. Look at the table below in **Worksheet 6.9.1**.
2. Ask learners to fill in the table based on what they believe are jobs that only men, only women or both men and women can do.
3. Once you have completed the table, you will have a short discussion about why they have chosen their answers.

**WORKSHEET 6.9.1**

Complete the table based on what you believe are jobs that only men, only women or both men and women can do.

Mark your answer with an X.

| Job              | Men only | Women only | Both |
|------------------|----------|------------|------|
| Mechanic         |          |            | X    |
| Child-minder     |          |            | X    |
| Chef             |          |            | X    |
| Soldier          |          |            | X    |
| Pilot            |          |            | X    |
| School Principal |          |            | X    |
| President        |          |            | X    |
| Nurse            |          |            | X    |
| Hairdresser      |          |            | X    |
| Model            |          |            | X    |
| Receptionist     |          |            | X    |
| Makeup artist    |          |            | X    |

Why did you respond the way that you did? For example, why did you think a particular job was only for a man or was only for a woman?

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4. Ask the learners why they responded the way they did e.g. why they thought a particular job was only for a man or why a particular job was only for a woman.

**Possible answers:**

Doing a job does not only depend on what sex you are. The idea of only one sex being able to do a job is a stereotype that has been proven incorrect by many careers being opened to any sex like male nurses or male kindergarten teachers, etc. Anyone from either sex can do any of the jobs listed above. None of the jobs are better suited for a man or a woman. Men and women do jobs that they have the skills to do or are trained to do and it does not only rely on what sex they are.

## Activity B Male and female stereotypes

**Introduction:** This activity deals with challenging male and female stereotypes and providing reasons for responses.

1. Refer learners to the table in **Worksheet 6.9.2** in their learner's book.
2. Explain to the learners that people often have beliefs and attitudes concerning the abilities of women compared to men and that they are often incorrect.
3. You will discuss with the learners whether they agree with the male and female stereotypes in the table below.
4. Divide the learners into pairs.
5. Ask the learners to read through the statements in the table and to state whether they agree or disagree with the stereotype provided.

### NOTE TO THE EDUCATOR

Educators should emphasise that stereotypes are not always true and that everybody is unique. As a female, for example one could be gentle and caring and at the same time be a leader who makes decisions. We should be careful not to make assumptions of people based on their sex, gender, or any feature.

6. Ask the learners to give reasons for their answers.

### WORKSHEET 6.9.2 (Possible answers included)

1. Remember what we have learnt about stereotypes:  
*Stereotypes are not always true. Everybody is unique. As a female, for example one could be gentle and caring and at the same time be a leader and able to make decisions. We should be careful not to make assumptions of people based on their sex, gender or any feature.*
2. Read through this statement above again.
3. State whether you agree or disagree with in the statements provided below and provide reasons for your answers.

| Female Stereotype                             | Male Stereotype                          | Agree/ Disagree | Reason   |
|---|--|-----------------|--|
| More caring                                   | Less caring                              | Disagree        | A man can also be caring and look after his children.  |
| Physically weaker                             | Physically stronger                      | Disagree        | Even though biologically men are stronger than women, it doesn't mean that women are physically weak. Women can train to be muscular and strong.           |
| Less intelligent                              | More intelligent                         | Disagree        | Your sex does not determine your intelligence.   |
| Passive                                       | Aggressive                               | Disagree        | Society has taught us to believe that women should be passive and men should be aggressive, but that is not always the case. Women can also be aggressive. |
| Has a more gentle nature                      | Has a tougher nature                     | Disagree        | Some men have a more gentle nature than women just like some women have a tougher nature than men.   |
| Are not good leader and cannot make decisions | Are good leaders and make good decisions | Disagree        | Women can be leaders and make decisions. Many women run businesses. Not all men are good leaders and make better choices than women do.                    |
| Always gossip                                 | Mind their own business                  | Disagree        | People gossip. It does not depend on your sex.   |

4. Once you have completed your answers, share them with the class.

7. Ask the learners to share their answers with you and allow for some discussion.
8. Ask the learners to mark their answers and make the corrections.

### Activity C: Rights and responsibilities

**Introduction:** This activity deals with the section of the South African Constitution that deals with sexual discrimination. Learners understand that in South Africa, sexism, gender stereotyping and abuse are not tolerated or accepted. Learners realise that with rights come responsibilities.

1. Refer learners to the table in **Worksheet 6.9.3** in their learner's book.
2. Explain to your learners that in South Africa, sexism, gender stereotyping and abuse are not tolerated or accepted. This is based in the South African Constitution which states:

#### **Section 9: Equality<sup>13</sup>**

*(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.*

3. Remind the learners that we are given certain rights and we also have to accept the responsibilities that come with those rights.
4. There are rights that protect us against discrimination like sexism, gender stereotyping and abuse.
5. As young people in South Africa, they need to be responsible and ensure that they are not sexist, abusive or perpetuate gender stereotyping.
6. Divide the learners into pairs.
7. Tell them they are going to do a THINK, PAIR, SHARE activity to think about ways we can be responsible and ensure that we are not sexist, abusive or perpetuate stereotyping.
8. Ask the learners to think about how they can demonstrate non-sexism and not perpetuate gender stereotyping in their homes, in their schools and in their communities.
9. Ask some of the groups to report back.
10. Allow time for further discussion.

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

## WORKSHEET 6.9.3

1. What are some of the scenarios of sexism and gender stereotyping we deal with nearly daily? Fill in the scenarios below:

|  |  |
|--|--|
| <p><b>Sexism</b></p> <p>e.g. Boys and real men don't cook.</p> | <p><b>Your examples:</b></p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> |
|--|--|

|  |  |
|--|--|
| <p><b>Stereotyping</b></p> <p>e.g. Girls who make strong decisions act like men.</p> | <p><b>Your examples:</b></p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> |
|--|--|

2. Say how you can discourage the behaviour in the examples you have given.

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3. THINK about how you can demonstrate non-sexism and not perpetuate gender stereotyping in your homes, in your schools and in your communities.

- a. Your home

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- b. Your school

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- a. Your community

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4. Then PAIR with your partner and discuss your ideas.

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5. Then SHARE your ideas with a group.

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## WRAP UP OF THE LESSON

- Remember what we have learned in this lesson about sexism, abuse and gender stereotyping.
- Remember that none of these attitudes are accepted in South Africa.
- Remember that with rights come responsibilities.
- As young South Africans, we should commit to the values of our constitution and ensure that our behaviour models these.



## HOMEWORK

Learners complete the sentences in **Worksheet 6.9.4**

### WORKSHEET 6.9.4

1. Read the following statements and then complete the statement in the space provided.
2. Did answering these questions make you think differently about male and female stereotypes? Give reasons for your answer.



## ASSESSMENT

1. Use **Worksheet 6.9.4** as an assessment task for this lesson.
2. Use peer assessment to assess learners' work. Allow a sample of learners to present their answers to the class. Ask learners to provide positive feedback to learners on their answers.
3. Use the questions below for consolidation of the work done in this lesson. Learners do this activity individually.

**WORKSHEET 6.9.4**

|   |  |
|---|--|
| Being a girl or boy makes me feel ...                                 |  |
| If I were the opposite sex, my life would be different because ...    |  |
| In ten years, I will probably spend most of my time ...               |  |
| One thing I would like to change about being a male or female is ...  |  |
| In society, I would like the role of girls/boys to be ...             |  |
| If I were the opposite sex, one thing I would change at school is ... |  |
| As a boy/girl my role in a relationship is ...                        |  |
| The role of a boy/girl in the home is ...                             |  |

**Test your knowledge**

1. List three examples of male or female stereotyping.
2. Explain why stereotypes are not based in reality.
3. Design a slogan for your classroom to remind learners about our right to not be discriminated against and our responsibility to make sure that we don't discriminate against others



## GLOSSARY

**Biased:** a strong feeling of preferring a person or thing, not based on fair reasons.

**Constitution:** the laws of a country, a state or an organisation

**Discrimination:** treating somebody in an unfair or worse way than others

**Gender:** is the ideas and expectations people have about men and women.

**Gender stereotyping:** is a fixed idea of what or who we think people are and how they should behave based on their sex or gender

**Generalised:** to form an opinion or make a statement about something based on what you think is usual without knowing all the details

**Responsibilities:** a duty to deal with or take care of somebody or something, so that it is your fault if something goes wrong

**Rights:** what you are allowed to do, especially in the eyes of the law

**Sexism:** The unfair treatment of people, on the basis of their sex, or the attitude that causes this

**Simplistic:** the quality of being simple

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



## **Lesson 6.10**

HIV and AIDS, stigma, care,  
treatment and support

| Lesson 6.10                              | HIV and AIDS, stigma, care, treatment and support   |
|--|---|
| Grade                                    | 6   |
| CAPS Topic(s)                            | Health and environmental responsibility   |
| CAPS Subtopics                           | <ul style="list-style-type: none"> <li>HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS               <ul style="list-style-type: none"> <li>Caring for people with AIDS</li> </ul> </li> </ul>  |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>Life Skills               <ul style="list-style-type: none"> <li>Caring for people</li> <li>Acts of kindness towards other people</li> </ul> </li> <li>Other subjects               <ul style="list-style-type: none"> <li>Visual Arts (presenting information visually)</li> </ul> </li> </ul>  |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>How to care for people with AIDS by looking at staying healthy, good and personal hygiene and providing emotional support.</li> <li>Dealing with myths about HIV and AIDS using facts.</li> <li>Illustrate how family roles and responsibilities are affected by HIV</li> <li>Demonstrate ways people living with HIV can be supported</li> <li>Everyone has responsibility to support people living with HIV – raising awareness about HIV</li> </ul> |
| Concepts                                 | <ul style="list-style-type: none"> <li>Unprotected sexual activity</li> <li>Staying healthy while having HIV and AIDS</li> <li>Having good and personal hygiene.</li> <li>Providing emotional support to a person with AIDS</li> </ul>  |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>Pair discussions</li> <li>Visual presentations – making posters</li> </ul>   |
| Time                                     | 60 minutes  |

## CORE MESSAGE

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

## BRIEF LESSON SUMMARY

**Lesson 6.10 HIV and AIDS, stigma, care, treatment and support** is a lesson that starts by looking at how to stay healthy, practice good hygiene and provide emotional support to someone who is HIV positive. Learners then do an activity looking at myths and facts about HIV and AIDS. Learners make posters in groups on caring for people living with HIV focusing particularly on staying healthy, good and personal hygiene and providing emotional support.

| BREAKDOWN OF ACTIVITIES IN THE LESSON |        |                    |  |
|---------------------------------------|--------|--------------------|--|
| Activity                              | Time   | Type of assessment | Form of assessment   |
| Activity A: Staying healthy           | 15 min | Informal, Educator | <ul style="list-style-type: none"> <li>Class discussion</li> </ul> |
| Activity B: Myths or facts            | 15 min | Informal, Self     | <ul style="list-style-type: none"> <li>Written task</li> </ul>     |
| Activity C: Making a poster           | 30 min | Informal, Educator | <ul style="list-style-type: none"> <li>Making a poster</li> </ul>  |

## KEY POINTS

1. Good nutrition: People with HIV and AIDS need to eat small meals often and eat a variety of healthy food so that they get all the energy and vitamins they need.
2. Good hygiene is essential for everyone to avoid infection, especially because their immune systems are weak and they are more likely to fall ill.
3. Personal hygiene includes bathing every day, wearing shoes, brushing your teeth and washing your hands with soap after going to the toilet and handling pets.
4. Providing a person with AIDS and those affected by AIDS with emotional support is essential.
5. Everyone has a responsibility to care for people living with HIV.



## RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner books
- Exercise books
- Pens/pencils
- Old magazines
- Scissors
- Paper glue (Pritt)
- Chart paper
- Pencil crayons
- Kokis



## PREPARATION FOR THE LESSON

1. **Activity A:** Refer learners to **Reading 6.10.1** in their learner book, **Staying healthy**. Discuss the points with the learners and answer any questions the learners may have. Ask learners to prepare for the discussion by reading through **Reading 6.10.1** before the lesson.
2. **Activity B:** Refer learners to the list of myths and facts in their learner books. Learners will need to draw a table in their exercise book. They will label the table myths and facts. They will write down the myth and then write down the fact that busts the myth in the fact column.
3. **Activity C:** Bring old magazines to school. Ask learners to bring old magazines during the week in the lead up to the lesson. Make sure that you have scissors, paper glue (Pritt), pencil crayons, kokis and chart paper that learners can use to make their posters. Should you not have chart paper, let the learners plan the posters in the exercise books in the Life Skills lesson and make the posters in the Visual Arts lesson.

## NOTE TO THE EDUCATOR

Bringing resources for this lesson is something that can be asked of learners to do well in advance. Remember that not all learners have access to these resources in their homes. Collecting magazines in advance will help with sharing of resources.



## ACTIVITIES

### Activity A: Staying healthy

**Introduction:** This activity deals with what people have to do to stay healthy when living with HIV.

### Class Discussion

1. Refer your learners to **Reading 6.10.1** in the learner books.
2. Read through the content of the reading with the learners.
3. Allow the learners to ask any questions they may have.
4. Make a note of any questions that you are not able to answer immediately. Research the answers and come to the next Life Skills lesson with the answers.

### Reading 6.10.1

1. People living with HIV need to eat small meals often and eat a variety of healthy food so that they get all the energy and vitamins they need. **Staying healthy** means:
  - Trying to eat healthy food and eat regularly during the day.
  - Eating many fruit and vegetables of different colours.
  - Drinking lots of clean, water
  - Exercising regularly



2. **Good hygiene** is essential for everyone to avoid infection, especially because their immune systems are weak and they are more likely to fall ill. Practicing good hygiene includes:
  - Handling and storing water and food properly to avoid contamination and further infection.
  - Only use water from a clean source and store water in a container with a lid.
  - Always wash hands with soap before and after touching food.
  - Cook all animal parts at high temperatures until completely cooked.
  - Wash utensils and surfaces used for preparing and cooking foods.
  - Wash all fruit and vegetables with clean water that will be eaten raw or remove the skin.



3. **Personal hygiene** includes:

- Bathing every day to keep the body clean.
- Wearing shoes to avoid small injuries that could result in infection.
- Brushing teeth after meals.
- Washing hands with soap after going to the toilet and after handling pets and animals.



4. **Providing a person with living with HIV with emotional support is essential – this includes:**

- Speaking to a trusted adult about how he/she feels.
- A trusted adult will be able to do the following:
  - Encourage the person to be independent; do as much as possible without the help of others.
  - Give the person support and praise when deserved.
  - Encourage them to express their feelings and let them know that it is ok to feel bad sometimes. Common feelings are fear, anger, hopelessness, sadness and loneliness.
  - Let them know that they are there to listen and talk to them, and their feelings are normal.





## NOTE TO THE EDUCATOR

We remain mindful of how many learners do not have support from an adult. Support may need to be given to a child who is heading up a household where one or both parents are ill. A trusted adult can provide emotional support to the child in terms of daily tasks including looking after the ill parents, cooking, tending to the garden, looking after siblings etc.

## Activity B: Myths or Facts

**Introduction:** This activity deals with busting myths about HIV and AIDS

1. Refer your learners to the following list of myths. Revise with learners what is meant by the word “myths” against what is factual information.
2. Learners have to pretend being myth-busters by finding the facts that bust the myths.
3. They must use the list of facts in the box below the myths to bust each myth.
4. Learners may work in pairs or groups.

### MYTHS

- a. You cannot get HIV the first time you engage in unprotected sexual activity, even kissing.
- b. Kissing is always safe.
- c. HIV can be cured if you engage in sexual activity with a young girl.
- d. Bites from mosquitoes or fleas can infect you with HIV.
- e. You can get HIV from sharing a toilet with someone who is HIV positive.

### FACTS: Find the fact that busts the myth above<sup>14</sup>

- a. Any unprotected sexual activity is dangerous and can leave you exposed to getting HIV.
- b. You can get HIV when you engage in unprotected sexual activity, even the first time.
- c. Kissing on the mouth is only safe if neither person has any cuts, ulcers or bleeding gums.
- d. HIV cannot be cured by further sexual activity, even if the other person does not have HIV. Once you have HIV you cannot be cured.
- e. There is no cure for HIV. It can however be managed by taking Anti-retroviral treatment and living a healthy lifestyle.
- f. Insects cannot transmit HIV. They can transmit other germs such as malaria and dengue fever. Someone with HIV can die from malaria or any other disease because their bodies are too weak and cannot fight the diseases.
- g. It is safe to share toilets. Faeces and urine do not carry enough HIV to be risky, as long as there is no blood in them. However, faeces do carry other germs.

5. Once learners have completed the activity, go through the answers with the learners. They may mark their own exercise books.
6. Answer any questions the learners may have about content dealt with in Activity B.

<sup>14</sup> Gordon, G., et al. (2016). *Stepping Stones with Children: A transformative training for children affected by HIV and their caregivers*. Practical Action Publishing.

## Activity C: Making a poster – Caring for people living with HIV

**Introduction:** This activity deals with making a poster on how to care for people living with HIV. The learners present what they have learnt in Activity A and B in the form of a poster.

1. Refer learners to **Reading 6.10.1** and to Myths and Facts in Activity B in their learner books.
2. Learners must use the facts provided in **Reading 6.10.1** to write up key-words/phrases for their posters.
3. Split the class into small groups.
4. Allocate the following topics to the different groups. You may have to give one topic to more than one group, depending on how many groups you have.
  - a. Staying healthy
  - b. Good hygiene and personal hygiene
  - c. Emotional support
5. Learners may also draw pictures or use pictures from magazines to support their facts.
6. Once posters are completed, let learners put up their posters in the classroom or even use them as advocacy materials by displaying them around the school.
7. Use the rubric provided to guide learners on what is expected on them in their poster making.
8. Learners can do peer assessment and provide feedback on each other's posters



### WRAP UP OF THE LESSON

Ask the learners the following question: Name one thing you can do to care for someone living with HIV.



### HOMEWORK

Ask the learners to complete their posters. They can cut and paste the pictures they found in the magazines or draw pictures e.g. under staying healthy, pictures of healthy fruit and vegetables.

**RUBRIC<sup>15</sup> FOR ASSESSING POSTER PRESENTATION**

NAME: \_\_\_\_\_

| Criterion                      |          | 4  |          | 3   |          | 2   |          | 1   |          | SCORE    |  |
|--------------------------------|----------|--|----------|---|----------|---|----------|---|----------|----------|--|
| <b>Planning of poster</b>      |          | All the content was planned  |          | Most of the content was planned                                   |          | Only some of the content was planned                                  |          | No planning was done for the poster                         |          |          |  |
| <b>Pictures / Graphics</b>     |          | All pictures and graphics are relevant and clearly presented             |          | Most pictures are relevant and clearly presented                  |          | A few of the pictures and graphics are relevant and clearly presented |          | Pictures and graphics are not relevant or clearly presented |          |          |  |
| <b>Content selection</b>       |          | Very good content selection and all facts included are relevant          |          | Most of the content is well selected with relevant facts included |          | Little of the content is well selected with only a few relevant facts |          | None of the content is relevant                             |          |          |  |
| <b>Language and spelling</b>   |          | Excellent spelling, grammar and punctuation used                         |          | A few spelling errors and language errors                         |          | Many spelling errors and poor language used                           |          | Very poor spelling and poor grammar used                    |          |          |  |
| <b>Layout and presentation</b> |          | Very good design and layout of facts; information is very well presented |          | Good design used and good layout of information                   |          | Poor design and layout not well presented                             |          | Poster is not designed and very poor layout presented       |          |          |  |
| 20 – 100%                      | 19 – 95% | 18 – 90%   | 17 – 85% | 16 – 80%  | 15 – 75% | 14 – 70%  | 13 – 65% | 12 – 60%  | 11 – 55% | 10 – 50% |  |
| <b>TOTAL SCORE (20)</b>        |          |  |          |   |          |   |          |   |          |          |  |

**COMMENTS**

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15 Adapted from <http://oakdome.com/k5/lesson-plans/multi-media/presentation-poster-rubric.png>



## ASSESSMENT

1. Use the poster in Activity C as an assessment task.
2. Give learners the rubric to use to assess the posters presented by each group.
3. To give guidance to learners on how to use the rubric, give feedback on their poster presentation to the first group. Other groups then present to each other.
4. Use the following questions for recall of information for this lesson.

### Test your knowledge

1. List two myths about HIV and AIDS.
2. State the two facts that bust those two myths.
3. Name two things people living with HIV can do to stay healthy.
4. Name two personal hygiene tips.
5. How can you provide emotional support for someone with living with HIV?



## GLOSSARY

**Bleeding gums:** inflamed and irritated gums due to inadequate plaque removal that will cause the gums to bleed when brushing or flossing

**Contamination:** to spoil something or make it dirty by adding harmful substances to it

**Dengue fever:** Like malaria it is a disease carried by mosquitoes and usually occurs where the climate is very hot and humid

**Deserved:** to be good or bad to have something

**Infection:** a disease or an illness that affects one part of the body

**Hopelessness:** feelings on having no hope or having feelings of giving up on believing in something

**Loneliness:** unhappiness because you are not with other people

**Malaria:** a serious disease that you get when when you are bitten by a particular kind of mosquito that is carrying the malaria germ

**Processed food:** food that has been changed from its natural state, e.g. oranges have been processed to make orange juice

**Sexual activity:** is any activity or experience of a sexual nature in which humans show how they are feeling sexually

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