



Sexuality Education in
Life skills

Scripted Lesson Plans

Grade 6 Learner Book



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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Life Skills

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

1. INTRODUCTION

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

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

All children have rights and responsibilities.

You have the right to:

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



Why will you do Scripted Lesson Plans?

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

Core messages

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



2. What is in the SLPs





3. KEY TO ICONS

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



**HOMEWORK
INSTRUCTIONS**



ACTIVITIES



READING



HOMEWORK



RESOURCES



ASSESSMENT



GLOSSARY



WRAP UP OF THE LESSON



Lesson 6.1

Body image: “My body is
changing”

Lesson 6.1

Body image: “My body is changing”

CORE MESSAGE

- I make good choices for my health.

BRIEF LESSON SUMMARY

During lesson 6.1, **Body image: “My body is changing”**, you will learn about puberty and the changes that take place in our bodies during that period. You have dealt with the physical parts of the body in Grade 4 and with body image in Grade 5. In this lesson the focus is on the emotional and hormonal changes that accompany the physical changes during puberty. You will also learn to understand, respect and accept these changes in your body and the bodies of others.

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.
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.



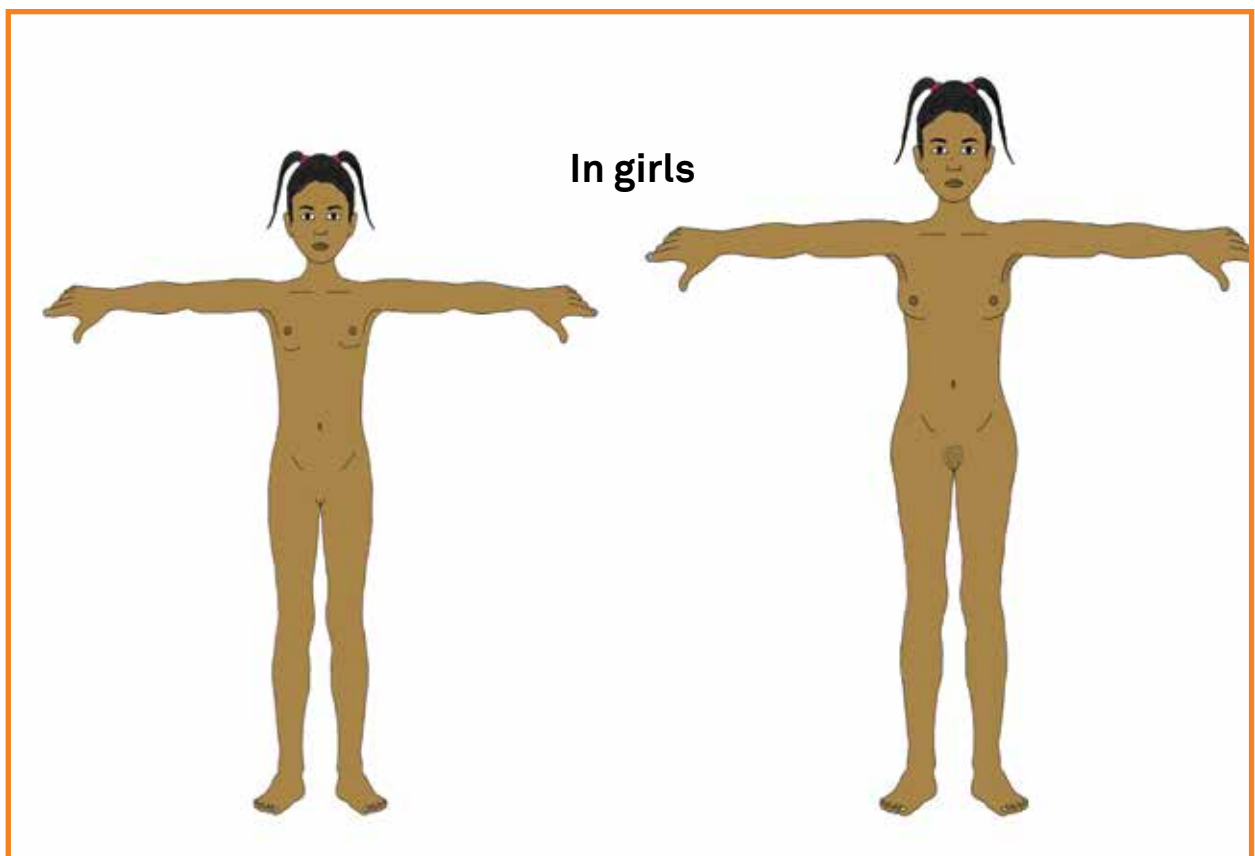
ACTIVITIES

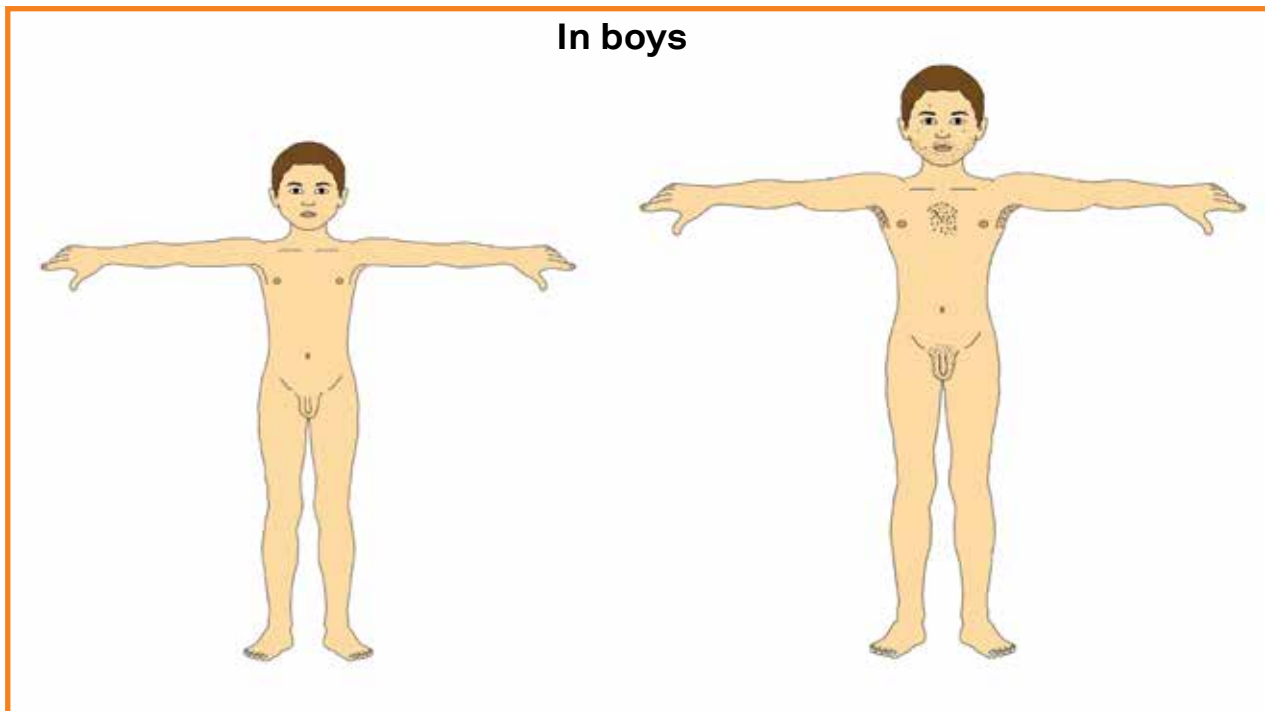
Activity A: My changing body

Introduction: In this activity you are going to learn about the changes that take place in your bodies during puberty. You may not be experiencing all these changes yet, but this lesson prepares you for some of these bodily changes.

1. The changes that take place in your body are a natural part of growing up. You can be excited about the changes that you see happening, especially when you know what the changes mean.
2. The changes in your body will happen when your body is ready for the change. This makes it difficult for you to compare how your body changes with how someone else's body is changing. This activity will prepare you for these changes.
3. Everyone will go through these bodily changes and knowing what they are will make you feel more comfortable.
4. Refer to the diagram of puberty changes in boys and puberty changes in girls in Worksheet 6.1.1 in your learner books.
5. Your educator will divide you into small groups.
6. Look at the text below and circle the change that you see on the diagrams that matches the text.

WORKSHEET 6.1.1 Changes in my body





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.

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: In this activity you are going to learn about body changes during puberty. You will also gain an understanding and respect for the changes that puberty has brought to your body.

1. Refer to **Worksheet 6.1.2 Quiz: Body changes during puberty** below.
2. Your educator will read through the questions with you to ensure that you understand what you are expected to do.
3. Listen carefully while your educator reads through the quiz.
4. Your educator will divide you into pairs or groups.

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)

- During puberty, everyone develops at their own pace. Some develop earlier while others develop later. _____
- During puberty a girl becomes physically able to become pregnant and a boy becomes physically able to father a child. _____
- Once a boy's voice starts breaking, it continues to do so all the way into adulthood. _____
- 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. _____
- You will grow hair on the palm of your hand if you masturbate. _____
- Menstruation is also called a period. _____

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

Ovaries

Hormones

Breast

Ejaculation

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

[15]



HOMEWORK

1. Write a list of things that you are going to do to care for your body (e.g. healthy food you are going to eat, when you are going to exercise and good habits you are going to adopt).

5 Healthy habits to help my body through puberty

Habit One :

Habit Two :

Habit Three :

Habit Four :

Habit Five :



WRAP UP OF THE LESSON

1. Read the paragraph below and highlight or colour in the statement that stands out for you and that you 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

Use the following as consolidation of content in a recall of knowledge test:

Test your knowledge questions

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



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”

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 have on body image. You will assess the messages that are put out by the media and society and think about how they influence how you perceive your body visually, how you feel about your physical appearance, how you think and talk about your body and your sense of how other people view your body.

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.



ACTIVITIES

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

Introduction: In this activity you are going to learn about how the media influences the way we see ourselves. You will assess media messages and how they portray body

image. The introductions of “super heroes” will help you to understand how the body and powers are often exaggerated to make us believe in the power of the character. The media does the same with how they use body image.

1. The media is the main means of mass communication i.e. broadcasting, publishing and the Internet.
2. Examples of media are radio, TV, newspapers, magazines, videos, advertisements, etc.
3. What do you understand by the words “body image”?

4. Look at Section A of **Worksheet 6.2.1 What media says about body image** and let’s 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 and spiritual).
5. Now link the message of body image with having different strengths. For example, a strong body image in cartoon characters can be linked to helping others, being a fighter for the rights of others or solving difficult situations.
6. Which character would you want to be and why?

7. Section B of **Worksheet 6.2.1 What media says about body image**, deals with how society influences our body image.
8. Media presents images or statements about what “perfect” bodies are supposed to look like. We then see these images or read these 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. Find examples in whichever media you have access to.
10. Body image can be defined as someone’s own impression of how his or her body looks. It is how the person sees their body.

WORKSHEET 6.2.1 What media says about body image

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:



I think his super powers are:

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?

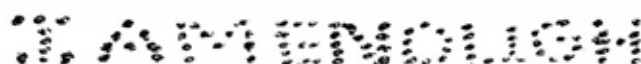
- b. How do these pictures affect your own body image?

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

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

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



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

Activity B: Quiz – What does society say?

Introduction: In this activity you are going to learn about how society influences body image. You will also learn about stereotypes and explore how you feel about them.

1. What do you think society means?

2. Discussion:

- a. Society means people living together in a community.
- b. Your family, friends and broader community make 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.



READING

3. Read the passage in **Reading 6.2.1** below and then split into small 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.

4. Answer the following questions:

- a. What did Jamie accidentally overhear in her home one day? What negative message did this give her?
- b. What effect did this negative message have on Jamie?
- c. Why was Jamie so unhappy when she looked in the mirror? Give a reason for your answer.
- d. Why do you think dolls are made with long hair and thin bodies? What is the message?
- e. What would you do if you were in Jamie's shoes?
- f. What message would you send to Jamie?
- g. 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>	
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>	



HOMEWORK

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



WRAP UP OF THE LESSON

Repeat out loud:

- I have one body
- It's the only body I have
- I am proud of my body
- I should change the things I can and accept the things I cannot change.
- I don't have to believe the negative messages society puts out there.



ASSESSMENT

Answer the following questions to recall what you have learnt:

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

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** you will be 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. Sometimes negative experiences happen and hurtful words against make us forget that we can accept ourselves for who we are. You will identify positive things about yourselves, thereby affirming the importance and need for self-acceptance. You will also learn that gender-based harm is a form of gender-based violence and is an abuse of one's human rights.

KEY POINTS

1. 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.
2. 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. Gender-base harm, like gender-based violence, is an abuse of one's human rights and is unacceptable.
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 0800 055 555, the national police emergency line on 10111 or Lifeline on 0800 150 150.



ACTIVITIES

Activity A: Jayzee's story

Introduction: This activity deals with examples of gender-based harm and how it affects one's self-image.

1. Read the story of Jayzee below:

Reading 6.3.1 The story of Jayzee

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. In pairs or groups discuss the following questions on the story:

- 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 others want to make us feel about ourselves.

Activity B: I think I am ...

Introduction: It is important for you to identify positive things about yourselves. This lesson reaffirms the need for you to have positive self-acceptance.

1. Refer to **Worksheet 6.3.1** below.
2. You can do the questions individually first and then share with a peer. Do a self-reflection and say what you think is positive about yourself.

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.

- 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:

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?

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.



HOMEWORK

Write a “note to self” in the space below to remind yourself to maintain a positive self-image despite any negative experiences or challenges that you may encounter.



WRAP UP OF THE LESSON

Write down one positive thing about yourself that you want others to know about you.



ASSESSMENT

1. Make your “note to self” about feeling positive on a poster page and place it in the classroom on the wall where you and your peers can see your notes every day.
2. See how many questions you can answer in the test task below:

Test your knowledge questions

1. What is a place of safety?
2. Name three 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

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

In **Lesson 6.4, “Negative and positive peer pressure”**, you will start by defining peer pressure and then differentiating between “positive peer pressure” and “negative peer pressure”. You will provide examples from your own experience. You will then identify negative and positive peer pressure from a list a scenarios presented.

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”.¹
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.

¹ 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: In this activity you are going to define peer pressure and learn the difference between positive peer pressure and negative peer pressure.

1. What is peer pressure?

2. In summary:

- 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. Answer the following questions. Your teacher will write your responses on the board:

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: In this activity you are going to analyse scenarios presented, answer questions related to each scenario and identify the type of peer pressure being illustrated in **Worksheet 6.4.1 Scenarios**.

1. Refer to the activity below.
2. Your educator will divide you into small groups.
3. Read each of the scenarios carefully.
4. When reading the scenarios, you need to answer the following questions:
 - 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.

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.

WRAP UP OF THE LESSON

1. Discuss what you feel can be done about negative peer pressure in your class or school.
2. How can you can an individual promote positive peer pressure? What actions can you take?



HOMework

Write a “note to self” about when you may have put someone under pressure. You may not have seen this as peer pressure when it happened. Now you want to be





ASSESSMENT

1. Write your own feelings about the scenarios in your journal. These will not have to be shared with the other learners in your class.

<p>Scenario 1: Never let anyone force you into doing anything just to fit in</p>	<p>This is how I feel about this:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>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.</p>	<p>When this happened to me, I felt</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>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.</p>	<p>When this happens I feel</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Scenario 4: Do not be pressured into doing anything that is not good for you or to consider doing it just to get attention.</p>	<p>When this happened in our group, I felt</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>Scenario 5: 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.</p>	<p>This is how I feel</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Test your knowledge

Answer the following questions to recall what you have learnt:

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

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”**, you are introduced to peer pressure through role play. You are then introduced to the **3 C’s MODEL** which teaches you how to make effective decisions. Once you have made a decision about the challenge you are facing with the peer pressure, you write a dialogue in which you assertively communicate your decision.

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**² 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)

²https://path.azureedge.net/media/documents/CP_kenya_KARHP_curric_3-06.pdf

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.



ACTIVITIES

Activity A: Role play – The sleepover!

Introduction: In this activity you are going to experience negative peer pressure through role play, which will set up the example you will need for the next activity.

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

1. Introduction: In this activity you are going 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. The three C's for making decisions are:
 - a. Describing the **CHALLENGE** (or decision) you are facing
 - b. Listing three **CHOICES** you have
 - c. Considering the positive and negative **CONSEQUENCES** of each choice.
2. Your educator will divide you into small groups.
3. Using the example presented to you in the role play and using the 3 C's model, do the following:
 - 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. Write down the positive and negative consequences of each of the three choices.

Activity C: Assertive communication

Introduction: In this activity you are going to gain an understanding of and apply assertive communication skills.

1. Assertive communication requires you to:
 - a. Firmly state your position while respecting the decision of others.
 - b. Suggest alternatives.
 - c. Stand your ground.
2. Use these steps for working on how to communicate in most situations. You will practice this in the dialogue you are going to create below.
3. Your educator will share some examples with you.
4. Write a dialogue about the decision you made for the role play in Activity A. Make the dialogue between two people.
5. The dialogue must illustrate the use of assertive communication techniques that you have been taught. Write no more than 8 sentences.
6. You may work in a group, but you must write a copy of the dialogue in your learner book.



Dialogue:

WRAP UP OF THE LESSON

1. Recall what the 3C's in a peer pressure situation means:

C for _____

C for _____

C for _____

2. Give the steps to communicating assertively.

HOMEWORK

Write about the way you will apply the 3C's model to a peer pressure situation you are currently experiencing. If you are not experiencing one, then make it up.

ASSESSMENT

Answer the following questions to recall what you have learnt:

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

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 the steps to take if you think you are bullied. You are then given the opportunity to analyse two examples of bullying and to suggest possible ways of getting out of the bullying habit.

KEY POINTS

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:
 - 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.



ACTIVITIES

Activity A: Discussion – Why people bully

Introduction: In this activity you will explore what bullying is and why people bully. You will bring your own examples and experiences of bullying to the discussion. You will also be taken through different examples of bullying and reflect on how to respond to bullying.

1. What you do understand bullying to be?

2. Give some example of bullying.

3. Why do you think people bully?

4. Refer to Reading 6.6.1 **What we know about bullying** below. Once you have finished reading, write down the responses that may not have been included to make your



READING

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: In this activity you are going to deal with an example of cyberbullying.

A short story of Thembisa introduces the concept of cyberbullying. Later, you will give your own examples based on what you know about cyberbullying on social media.

1. Refer to Thembisa’s story below:
2. Carefully read the paragraph below.



Themبisa 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 Themبisa really fast without her seeing him. Themبisa realised that her SMS must have upset Jojo based on his reaction to her.

3. Answer the following questions:

- a. Why do we call this an example of cyberbullying?

- 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?

- f. The dangers to cyberbullying are very real. What can some of those dangers be?

Note: When you use social media you are exposed to cyberbullying. When this happens, you can immediately report the incident to your teacher or another adult that you trust.

Activity C: Dear Diary

Introduction: In this activity you are going to analyse 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 to the following diary entry.
3. Read the dairy entry quietly to yourself.
4. You may use a dictionary for any difficult words you encounter.
5. Once you have read the diary entry, you need to answer the questions that follow.
6. You may work in pairs when answering the questions.

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 Spot on Life Skills Grade 6 Learner Book ePub

Answer the following 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?

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

3. Which bullying behaviours have you experienced or know of that happened to someone else?

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

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

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

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



WRAP UP OF THE LESSON

1. Recap 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.



HOMEWORK

Imagine that Thembisa comes to you for help. Write a short paragraph of five or six sentences giving Thembisa advice on how to stop bullying and where to find help.



ASSESSMENT

Answer the following questions to consolidate what you have learnt

Test your knowledge

Answer the following questions to recall what you have learnt:

1. Name 2 possible reasons why people bully.
2. Do you think it would be difficult to start 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: a feeling of trust in one's abilities, qualities and judgement

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

Unacceptable: you cannot accept or allow it



Lesson 6.7

Bullies can change

Lesson 6.7

Bullies can change

CORE MESSAGES

- I have the right to say ‘no’ and the responsibility to respect a ‘no’ to any unwanted touch or attention.
- I choose friends who are loyal and good for me.

BRIEF LESSON SUMMARY

In **Lesson 6.7, “Bullies can change”**, you will explore the meaning of the acronym “ADAPT” and how bullies can get out of the bullying habit. You will examine the different elements of “ADAPT” and say how bullies can overcome their behaviour. Once you have understood the meaning of the acronym, you will come up with your own role play about how a bully has taken a new path in life using the “ADAPT” acronym.

KEY POINTS

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



ACTIVITIES

Activity A: Bullies can change and ADAPT their behaviour

Introduction: In this activity you are going to discuss whether it is possible for bullies to change and list examples of those. You will sort and match the definition for the acronym “ADAPT” and then define it.

1. Can you describe what a bully is?

2. Name some of the things that a bully does.

3. Do you think it is possible for a bully to change? Explain your answer

4. Your educator will split your class into groups of 5 and give each group an envelope/ plastic bag with the acronym “ADAPT” inside it, with its definition and detailed explanations.

5. Each group member must choose a letter and try to find that definition and explanation to match the letter.

6. Each group member is responsible for explaining what their letter means to the class.

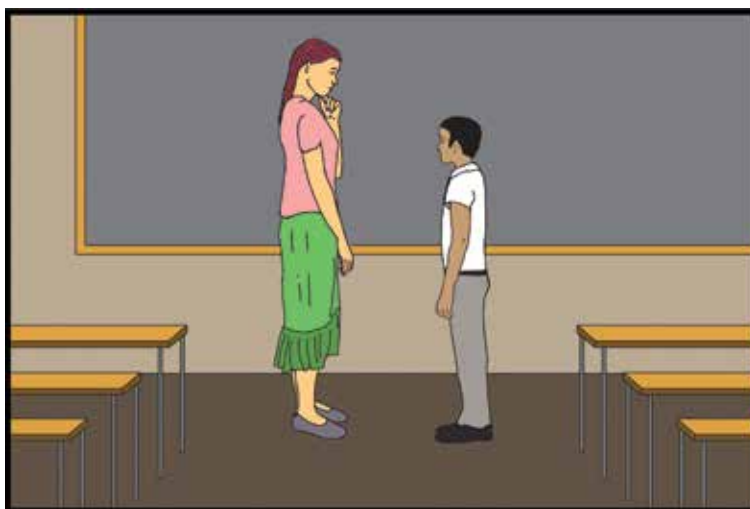
Activity B: Role play

Introduction: In this activity you are going to do a role-play where you apply the ADAPT model to the bully’s life.

1. Stay in the same groups you were in for activity A.
2. Each group member's task is to come up with a short role play that shows how a former bully takes a new path with his or her life using the acronym “ADAPT”.
3. You have 10 minutes to prepare your role play.
4. Carefully read through the example of what a possible role play could be about.

Note: The bullying has stopped, so none of the role plays should include acts of bullying but show how a bully is changed by following the ADAPT steps.

- a. The bully has decided that he/she no longer wants to bully. They have 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.
- b. **Part 1: Interaction with the teacher.**
 - Write what you think the bully is saying to the teacher.



c. 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?



d. 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 the new things you would recommend to a bully?



5. There are also other people in the community that you could talk to for support and use what they say to make up your role play. The bully could also have reached out to one of the following people:
- A priest or spiritual leader
 - Friends in a sports team or youth club
 - An older learner or mentor



WRAP UP OF THE LESSON

1. Recap what the acronym “ADAPT” means:

A	
	D
A	
	P
T	



HOMEWORK

Write up notes on one of the following topics that you have already discussed in groups for your role play. In your notes state what you 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 sports team or youth club
- An older learner or mentor



ASSESSMENT

1. Assess the role plays done by the other groups and provide feedback using the rubric below:

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

Answer the following questions to recall what you have learnt:

Test your knowledge

1. Why do you think it is important to change your bullying behaviour?
2. Name three 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?

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?”** you will define the terms gender stereotyping, sexism and abuse. The lesson will help you to understand the difference between these terms and to identify the terms from examples given.

KEY POINTS

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



ACTIVITIES

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

Introduction: In this activity you are going to define the terms gender stereotyping, sexism and abuse and provide examples for each.

1. Refer to Worksheet 6.8.1 below.
2. Match the term with the correct definition to the correct example.
3. Draw a line from the word to the definition to the correct example.
4. You may work in pairs and may use dictionaries.

WORKSHEET 6.8.1

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

Activity B: Examples of gender stereotyping, sexism and abuse

Introduction: In this activity you are going to do identify examples of gender stereotyping, sexism and abuse using pictures.

1. Your educator will divide you into small groups.
2. Refer to **Worksheet 6.8.2**.
3. In your groups, read through each scenario carefully and decide whether the example given is an example of gender stereotyping, sexism or abuse.
4. Then, in your groups, discuss what you think each scenario needs to ensure that there is more equality for both genders.
5. Choose one person who can report back on behalf of the 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.



The principal says,
"Welcome to the interview."

- 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.



Thandi says to Jabu, "I don't
like how you touch me!"

- 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.



Teacher asks, "Which boy will help me carry the books?"

- 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.



Harry says, "Do you understand why I burn you when I am angry?"

- 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.



The boys laugh because a girl loves to play rugby.

- f. Now say what you think should happen in each scenario to ensure that there is equality for both genders. Work in groups.

[illegible]

WRAP UP OF THE LESSON

1. Reflect on what you learnt today about gender stereotyping, sexism and abuse in the lesson.
2. Write down anything significant that you think you want to do more of to ensure that you do not violate somebody else's right to be treated equally.



HOMEWORK

Go home and talk to your family and/or friends about what you learnt in class today. Write down one way in which you can combat sexism and gender stereotyping. You will share your ideas in the next Life Skills lesson. Your educator will compile a chart of the ideas that your class came up with and this will be displayed in the classroom.



ASSESSMENT

Answer the following questions to recall what you have learnt:

Test your knowledge

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

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 6.9, “Gender equalities, stereotypes and bias”**, you will consider examples of male and female stereotypes, challenge these and provide reasons for doing so. You will also find out what the South African Constitution says about discrimination and the right to be protected from discrimination. The lesson will also show you that when one has rights, one also has responsibilities. You will identify ways in which you can be responsible and ensure that you are not sexist, abusive or perpetuate gender stereotyping.

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 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 the 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.



ACTIVITIES

Activity A: Who is best suited for the job?

Introduction: In this activity you are going to decide whether certain jobs are applicable to men only, women only or to both men and women. You will then discuss the reasons for your answers.

1. Refer to **Worksheet 6.9.1** below.
2. Sometimes we assume that certain jobs are only done by certain sexes.

WORKSHEET 6.9.1

1. Complete the table based on what you believe are jobs that only men, only women or both men and women can do.
2. Mark your answer with an X.

JOB	MEN ONLY	WOMEN ONLY	BOTH
Mechanic			
Childminder			
Chef			
Soldier			
Pilot			
School Principal			
President			
Nurse			
Hairdresser			
Model			
Receptionist			
Makeup artist			

3. 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?

Activity B: Challenging male and female stereotypes

Introduction: In this activity you are going to learn about challenging male and female stereotypes and provide reasons for your responses.

1. Refer to the table in **Worksheet 6.9.2**.
2. Often people have beliefs and attitudes concerning the abilities of women compared to men. These beliefs are often incorrect.
3. You will also discuss whether you agree with the male and female stereotypes in the table below.
4. Your educator will divide you into pairs.

WORKSHEET 6.9.2

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 the statements provided below and provide

Female Stereotype	Male Stereotype	Agree/Disagree	Reason
More caring	Less caring		
Physically weaker	Physically stronger		
Less intelligent	More intelligent		

Passive	Aggressive		
Has a more gentle nature	Has a tougher nature		
Are not good leaders and cannot make decisions	Are good leaders and make good decisions		
Always gossip	Mind their own business		

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

Activity C: Rights and responsibilities – act against discrimination

Introduction: In this activity you are going to learn about the section of the South African Constitution that deals with sexual discrimination. You will understand that in South Africa sexism, gender stereotyping and abuse are not tolerated or accepted. You will also learn that with rights come responsibilities.

1. The South African Constitution says:

Section 9: Equality ³

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

2. When we are given certain rights, we also have to accept the responsibilities that come with those rights.
3. There are rights that protect us against discrimination like sexism, gender stereotyping and abuse.
4. As young people in South Africa, you need to be responsible and ensure that you are not sexist, abusive or perpetuate gender stereotyping.
5. Your educator will divide you into pairs to do the activities in **Worksheet 6.9.3**.
6. In **Worksheet 6.9.3** you 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.

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:

Sexism	e.g. Boys and real men don't cook.	Your examples: 1. _____ _____ _____ 2. _____ _____ _____ 3. _____ _____ _____
Stereotyping	e.g. Girls who make strong decisions act like men.	Your examples: 4. _____ _____ _____ 5. _____ _____ _____ 6. _____ _____ _____

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

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

b. Your school

c. Your community

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

5. Then **SHARE** your ideas with a group.

WRAP UP OF THE LESSON

1. Reflect on what you learnt today about sexism, abuse and gender stereotyping.
2. Remember that sexism, abuse and gender stereotyping are attitudes that are not acceptable in South Africa.
3. Remember that with rights come responsibilities.
4. As young South Africans, we should commit to the values of our constitution and ensure that our behaviour models these.

HOMEWORK

1. Read the following statements in **Worksheet 6.9.4** below and then complete the statement in the space provided.

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 ...	
---	--

2. Did answering these questions make you think differently about male and female stereotypes? Give reasons for your answer.
3. Use the questions below to consolidate what you have learnt.

Test your knowledge

Answer the following questions to recall what you have learnt:

1. List three examples of male or female stereotyping.
2. Explain why stereotypes are not based on 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

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” starts by looking at how to stay healthy, practice good hygiene and provide emotional support to someone who is HIV positive. You will then do an activity that looks at the myths and facts about HIV and AIDS. You will make posters, in groups, about caring for people living with HIV focusing particularly on staying healthy, good and personal hygiene and providing emotional support.

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.

Activity A: Staying healthy

Introduction: This activity deals with what people have to do to stay healthy when living with HIV. The reading gives you relevant and accurate information on some ways to stay healthy or to share with someone you are caring for who has HIV.

1. Read through the content of **Reading 6.10.1**.
2. Make a note of any questions that you have about the facts you are reading. These will be discussed together in class.

READING

Reading 6.10.1

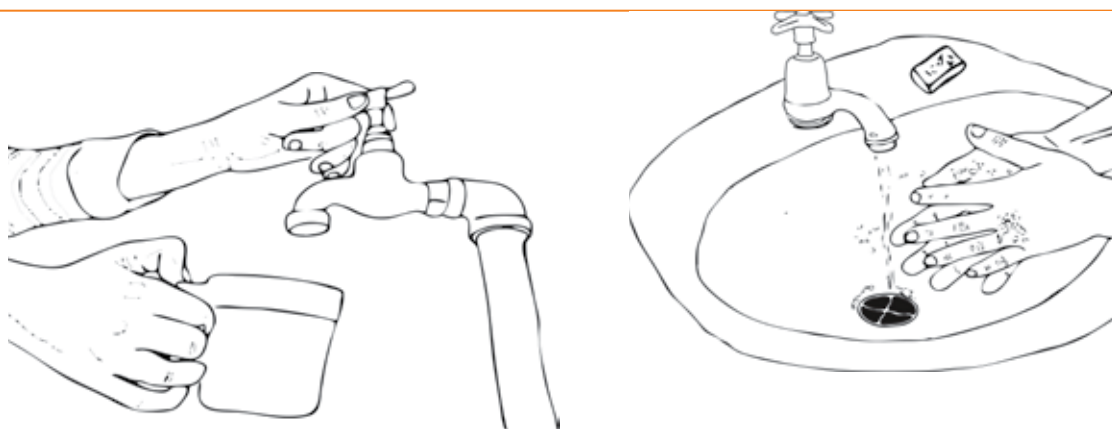
1. People living with HIV need to eat small meals often and eat a variety of healthy food so that they get all the energy and vitamins they need. **Staying healthy** means:

- 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



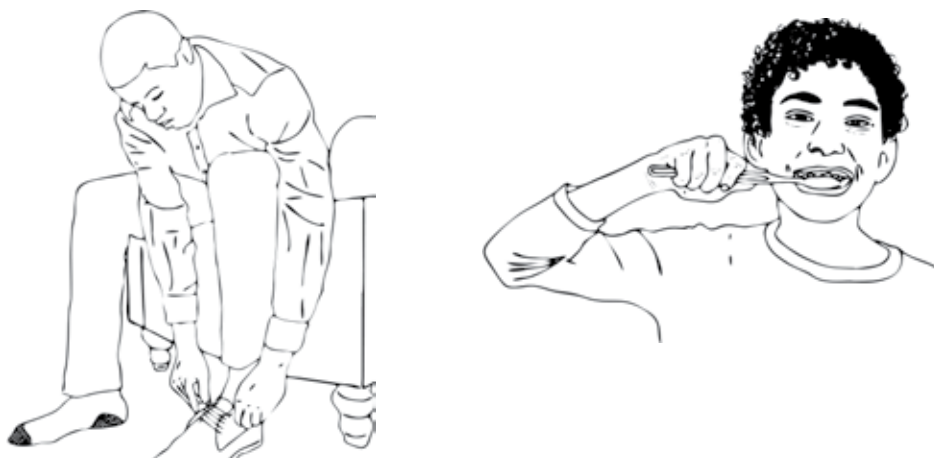
2. **Good hygiene** is essential for everyone to avoid infection, especially because their immune systems are weak and they are more likely to fall ill. Practicing good hygiene includes:

- 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 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.



Activity B: Myths or facts

Introduction: This activity deals with myths and facts about HIV and AIDS.

1. There are many myths that exist about HIV, how it is contracted and how to care for someone living with HIV.
2. Do you know what a myth is?



A myth is inaccurate or untrue information presented about something. The information in a myth cannot be proven.

3. We are going to be myth-busters. Let us look at the following list of myths and find out why they are considered to be myths and not facts.



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 mosquitos or fleas can infect you with HIV.
- e. You can get HIV from sharing a toilet with someone who is HIV positive.

4. What is the correct information that make these myths untrue?

FACTS: Find the fact that busts the myth above

- 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 antiretroviral 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.

⁴Gordon, 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: in this activity you will make a poster on the facts about HIV and how to care for people living with HIV. You will use the facts in Activity A and B to help you make your poster.

1. Your educator will divide you into groups.
2. Your group should select one of the following topics for your poster:
 - a. Staying healthy
 - b. Good hygiene and personal hygiene
 - c. Emotional support
3. First write a list of key-words/phrases that you want to include in your poster on the topic you have selected.
4. Now select the facts for the topic about what is true about HIV and what measures you can take if you find yourself in a position to care for someone with HIV.
5. You may draw pictures or use pictures from magazines to support your facts.
6. Use the rubric the end of this activity to guide to you make a poster that is well-designed, well-presented and factual.
7. Once your posters are completed, put your posters up in the classroom or even use them to display what you have learnt in this activity by displaying them around the school.
8. Your educator will show you how to use the rubric to assess the posters that you have made.



WRAP UP OF THE LESSON

Write down ONE fact that you have learnt about caring for someone with HIV.



HIV is everyone's business.

I care by remembering this one good fact:



HOMework

Complete your posters and share them by posting them up in the classroom.

RUBRIC ⁵ FOR ASSESSING POSTER PRESENTATION

NAME: _____

Criterion		4		3		2		1		SCORE	
Planning of poster		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			
Pictures / Graphics		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			
Content selection		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			
Language and spelling		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			
Layout and presentation		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%	

⁵Adapted from <http://oakdome.com/k5/lesson-plans/multi-media/presentation-poster-rubric.png>

TOTAL SCORE (20)	
COMMENTS	



ASSESSMENT

1. Use the rubric to assess what other groups have included on their posters. The rubric will help you give good, fair and positive feedback to groups on their work.
2. Test your knowledge by completing the questions below.

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 of 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 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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Mrs Angie Motshekga,
Minister of Basic Education



Mr Enver Surty, Deputy
Minister of Basic Education

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

The Sexuality Education in Life Skills Scripted Lesson Plans form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in Grade 6. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the United States Agency for International Development (USAID). This has enabled the Department to make these workbooks, in English, available at no cost.

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

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

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

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