



Sexuality Education in
Life Orientation
Scripted Lesson Plans
Grade 7 Learner Book



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**Sexuality Education in
Life Orientation
Scripted Lesson Plans**

Grade 7 Learner Book

GLOSSARY OF TERMS

Ability: the things you can do well, your skills, talents or strengths

Abstinence: sexual abstinence is a conscious decision to avoid certain sexual activities or behaviours

Abuse: being hurt or treated badly

Abusive relationship: a pattern of forceful and unkind behaviours used in a relationship to maintain power and control over an intimate partner or child

Acceptance: approval; the act of taking or receiving something offered

Accepting others: respecting others whether you agree with them or not

Accepting self: recognising and accepting both your strengths and weaknesses

Aggressive: behaving in a forceful /violent way

Appreciating self: not being unnecessarily critical towards oneself; acknowledging your strengths

Appreciation: understanding and recognising the good qualities of someone or something

Assertive: having or showing a confident, assured, bold and decisive personality

Behaviour: the way in which one acts or conducts oneself, especially towards others

Body changes: *see physical changes*

Bullying: form of violent behaviour; It does not just happen at school; It can happen in the street, sport fields or at home; There are different types of bullying: physical, verbal, teasing or hiding another person's property

Changes in boys: *see physical changes*

Changes in girls: *see physical changes*

Communication: sending or receiving information by speaking, writing, or using some other means

Concurrent relationships: having multiple sexual relationships during the same period of time

Condom: One device used to prevent the transmission of sexual fluid between bodies, and used to prevent pregnancy and the transmission of disease, HIV and sexually transmitted infections; Consistent, correct use of condoms significantly reduces the risk of transmission of HIV and other STDs; Both male and female condoms exist

Constructive ways: doing things without causing damage to someone or something, or so as not to cause yourself embarrassment with the people around you

Controlling behaviour (mental/emotional): behaviour which causes another to go against their individual wishes or wants

Crime: an act that is forbidden and is punishable by law

Cyber-bullying (social networking websites, texts, phone calls) (mental/emotional): the use of information technology to repeatedly harm or harass other people in a deliberate manner

Deal-breakers: When you're facing a situation where there are catches to something, the deal-breaker is that one catch that you cannot overlook and/or tolerate

Decision: the thought process of selecting a logical choice from the available options

Decision-making: the selection of a belief or a course of action among several alternative possibilities

Demeaning (verbal): causing someone to lose their dignity and the respect of others

Drug abuse (self-abuse): using a chemical substance a great deal

Ejaculation: the action of releasing or ejecting semen and sperm from the man's penis during orgasm

Emotionally: to do with feelings or emotions

Erection: an enlarged and rigid state of the penis, typically in sexual excitement

External: the outward features of something

Force field analysis: a useful decision-making technique; It helps you make a decision by analysing the forces for and against a change

Gender: the economic, social and cultural attributes associated with being male or female; It may also refer to a person's biological, social, or legal status as male or female

Gender constructs: the belief that differences in behaviour between men and women are determined by society

Gender messages: messages that we receive directly and indirectly about how we and others should behave based on our gender

Gender norms: gender norms define what society considers male and female behaviour

Gender roles: this refers to a person's outward expression of who they are as males or females, which is often based on the prevalent cultural and social norms about what are acceptable feminine or masculine roles and behaviour

Goal: identifying what you want to accomplish, having a plan to achieve this, and how and when you will carry out your plan

Healthy behaviour: an action taken by a person to maintain, attain, or regain good health and to prevent illness

Healthy relationships: when two people develop a connection based on mutual respect, trust, honesty, support, fairness/equality, separate identities and good communication

HIV: Human Immunodeficiency Virus, the virus that causes AIDS; This virus weakens the body's immune system and, if untreated may result in AIDS

Inequitable: not fair; unjust

Influence: the capacity to have an effect on the character, development, or behaviour of someone

Intentions: an aim to follow a plan through

Interest: things that you enjoy doing

Internal: inner parts; situated on the inside

Intimate: a state characterised by physical or emotional involvement, and romantic or passionate attachment

Kissing: when you touch someone with your lips you are kissing them; Some people kiss each other as a way of greeting or showing affection; Some people kiss when they are in a romantic relationship as a part of expressing their sexual feelings

Manipulation (mental/emotional): a type of social influence that aims to change the perception or behaviour of others through underhanded, deceptive, or even abusive tactics

Menstruation: monthly cycle or period in women during which the lining of the womb is released as blood

Negative stereotypes: the belief that specific types of people are bad because of how they look or behave ;These thoughts or beliefs may or may not be true, and MOST often inaccurately reflect badly on the people they are aimed at

Negotiation skills: the methods by which people settle differences and reach agreement

Non-negotiable: something that is not open to change or agreement

Non-verbal communication: communication without the use of spoken language

Obstacles: things that prevent one from succeeding or achieving a goal, or hinder progress

Passive: accepting or allowing what happens or what others do, without active response or resistance

Peer: an individual who belongs to the same social group as others and has similar characteristics to the social group

Peer pressure: feeling that you have to change your behaviour, attitudes or values to fit in and feel accepted (LO Textbook)

Personal: concerning one's private life, relationships, and emotions

Personal qualities: personal characteristics of an individual; they are what make up one's personality; For example, dependability and patience are qualities that young people would like parents to have

Personal values: core beliefs that we hold about life, its purpose, and our own purpose

Physical changes: physical changes start from about 9 or 13 years, around puberty and include: breast development; changes in body shape and height; growth of pubic, facial and body hair; the start of periods (menstruation); growth of the penis and testicles; erections with ejaculation and changes to the voice

Positive actions: prevention that aims to create safe and healthy individuals by reducing risky and unhealthy behaviours

Potential: what you could do if you use your interests and abilities

Pregnancy: the period or condition in which a woman carries a developing embryo and foetus in her womb

Pregnant: the condition of a woman (or female animal) having a child or young developing in the uterus

Puberty: when a child's body begins to develop into an adult body

Rebellious: challenging authority and breaking existing rules

Respect for self: respecting yourself and being proud of who you are

Self-image: the way you describe yourself; how you see yourself

Sexual behaviour: sexual actions or activities that have harmful results

Sexual health: absence of sexual diseases or disorders and a capacity to enjoy and control sexual behaviour without fear, shame, or guilt (WHO); For sexual health to be attained and maintained, the

sexual rights of all persons must be respected, protected and fulfilled

Sexually transmitted diseases (STDs): diseases caused by bacteria, viruses or parasites that are transmitted from one person to another during sexual contact; These are also called sexually transmitted infections or STIs

Sexually transmitted infections (STIs): Sexually transmitted infections (STIs) are spread from person to person through sexual contact; These diseases can be passed through any contact between the genitals of one person and the genitals, anus or mouth of another person; Symptoms vary depending on the type of infection, although some people may not develop symptoms at all; HIV is a particularly serious STI

Smart: being intelligent, clever

Smart goal: an acronym for specific, measurable, achievable, realistic and time-bound goals

Stereotypes: a fixed or simplified idea about a type of person or thing

Substances: a term used in reference to drugs which are harmful, including alcohol

Touching: putting your hand (or hands) on someone's body in a way that shows your feelings for them; In some lessons touching is used to imply that sexual feelings are being shared

Unhealthy behaviour: behaviour that poses risks to health

Value: one's judgement of what is good or important in life

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A. BACKGROUND AND CONTEXT FOR THE GRADE 7 SLPs

1. INTRODUCTION

The estimated overall HIV prevalence rate of the total population in South Africa is approximately 11,2%. The total number of people living with HIV is estimated at approximately 6,19 million in 2015. For adults aged 15–49 years, an estimated 16,6% of the population is HIV positive.¹

HIV and AIDS presents one of the greatest challenges to the health and well-being of young people in South Africa. Through their study on early sexual debut and associated risk factors among young males and females, Chirinda, Peltzer and Ramlagan (2012)² found that the rate at which young people enter into sexual relations is low, typically occurring before age 15. Sexual experience rapidly increases by age 16 where more than half of the female sample (53.8%) reported having sex by age 16.

Young people continue to report high-risk sexual behaviour despite sound knowledge about sexual health risks (Reddy et al, 2009; Shisana et al, 2009). HIV prevalence among children aged 2–14 years is 2.5% while prevalence among 15–24 year olds is 8.6% (Shisana et al, 2009). The National Strategic Plan for HIV, STIs and TB 2012-2016 (NSP) has identified young people as a key population for preventive interventions.

Between 2010 and early 2011, newspapers reported 3248 learner pregnancies in four provinces of South Africa, namely Limpopo, Mpumalanga, Gauteng and KwaZulu-Natal (McClean, 2011; Mngoma, 2010; Moselakgomo, 2010). In Limpopo Province, 15 pregnancies were reported from one school, while Mpumalanga reported 70 from another school. In Gauteng, 3127 pregnancies were reported from 366 schools, while the province of KwaZulu-Natal reported 36 from 25 schools.³

2. PURPOSE

The SLPs include comprehensive lessons or activities, with assessment tasks, that will help you to understand the concepts, content, values and attitudes related to sexuality, sex, behaviour change and leading a safe and healthy lifestyle.

The activities are practical, interesting and have suggested assessments for you to try. The activities are done individually and in groups so that you can share information and have discussions with your peers. Some of the tasks require that you have discussions with your parents, guardians or any adult who you feel comfortable to talk openly with about sex.

The aim of the activities is to provide you with authentic (true) information on many issues or questions that young people have, or about difficult decisions that young people face, about their sexual health.

The activities have assessment tasks that you need to complete. Keep your assessments, especially the good attempts, in your portfolio of evidence (POE). You can discuss, share, compare and encourage your peers with your responses. Try setting up a group with friends who have thoughts and attitudes similar to yours. This 'critical friends' group will support you in your decisions, as you will support them, and help you to build a safe environment in which you will feel free to talk about difficult issues in a trusting, positive and open way.

Test your knowledge' questions have been set at the end of each lesson plan. Use these to reflect on the

1 <https://www.statssa.gov.za/publications/P0302/P03022015.pdf>, Retrieved 06 June 2016

2 Chirinda, W., Peltzer, K., Ramlagan, S., Louw, J., (2012). Early Sexual Debut and Associated Risk Factors Among Male and Female

3 <http://www.scielo.org.za/pdf/saje/v34n4/05.pdf>. Retrieved 06 June 2016

content you have learned and on the skills you have practised. You can do them on your own or with a friend or in groups. Your educator may want to use it as a formal test. Enjoy doing them!

3. STRUCTURE

Each part of the scripted lesson plans is important and has a specific purpose. Please refer to the diagram below:



4. THE SIX CORE MESSAGES

The following have been selected as KEY MESSAGES to be reinforced throughout the activities. Use these messages to remind you and your peers of what you should know about choosing a safe and healthy sex life.

Use them on postcards, bookmarks, posters, bumper stickers, etc. to raise awareness and show what you choose to do!

You, the South African youth know:

1. The **safest** choice is **not** to have sex.
2. You have the **right** to say no to sex in any situation.
3. If you choose to have sex, **use a condom every time.**
4. Stay faithful to **one partner at a time** to protect yourself, your partner and your community.
5. If you are having sex, **get tested for HIV and other STIs regularly.**
6. **Both** men and women are responsible for preventing pregnancy, HIV and other STIs.



5. 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



CONSOLIDATION



Lesson 7.1

Setting goals and reaching
your potential

Lesson 7.1

Setting goals and reaching your potential

BRIEF LESSON SUMMARY

During Lesson 7.1: Setting goals AND reaching your potential, you will generate short-term goals related to various aspects of your lives. You will learn to formulate these as SMART goals. You will also identify the obstacles that pregnancy, HIV and other STIs present to goal achievement.

KEY POINTS

1. SMART goals will help you to achieve success.
2. Setting goals will help you to make the best of your life.
3. You can overcome the obstacles to the achievement of your goals.
4. Avoiding HIV and other STIs and teenage pregnancy can help you to achieve your goals.
5. **Message: I am strong, smart and in charge of my future!**



ACTIVITIES

Activity A1: Goal and SMART goal

You have been given a list of all the concepts. Discuss and give meaning to these concepts.

1. The concepts are important for you to understand so that you can set good goals for yourself. These concepts are used again later in the activities. What do you understand by the following?

a) Interests:

.....
.....

b) Abilities:

.....
.....

c) Potential:

.....
.....

2. Identifying goals

- a) What is a goal? Discuss with your peers in class what you think a goal is.
- b) Write down your understanding of what a goal is:

.....

.....

Activity A2: Writing SMART goals

- 1. A goal can be SMART. See *Reading 7.1.1 below*:



SMART goals help us achieve success. A SMART goal specifies exactly what someone is trying to accomplish, enabling that person to know, concretely, when the goal has been achieved.

A SMART goal is:

Specific: States exactly what you want to do.

Answers to the question: What?

Measurable: The success toward meeting the goal can be measured.

Answers the question: How much?/How well?

Action-oriented: The goal contains an action word that will help you to do something to reach your goal.

Answers to the question: What will you do to accomplish it?

Relevant and realistic: The goal is something that will fit in with your larger plans. It requires things you are already able to do or are able to learn in order to accomplish the goal.

Answers to the question: Why is this the right goal for you?

Time-bound: SMART goals have a clearly defined time frame including a deadline or due date.

Answers to the question: When?

- 2. Now identify a goal for yourself and use the SMART principles to see if this goal is achievable. Complete Worksheet 1.
- 3. Goals can be written with a focus on the categories family, school, friends and health. Fill out a goal for each one of these categories.
- 4. After you have each written a goal statement, work with your partner to evaluate each other's goal using the SMART criteria on Worksheet 1: SMART goals criteria.
- 5. After evaluating the first draft of the goal, work together in your pair to make the improvements to the goal that are necessary for it to meet the SMART criteria.
- 6. Keep your SMART goals in your book or POE. You will need the completed worksheets for Lesson 7.8: Revisiting your goals and moving forward, later in the year.

Activity A3: Identifying obstacles to goal attainment

Activity A3.1 Possible obstacles

1. Now that you have one well-written SMART goal, brainstorm in your pairs on the obstacles you might face in reaching this goal if you were to become pregnant/get someone pregnant and/or contract HIV or an STI.
2. Share your discussion with the class.

Activity A3.2 Avoiding obstacles

1. Brainstorm with the whole class on strategies for avoiding the obstacles identified.
2. Write down four obstacles discussed in the class and write down the strategy for avoiding each of those obstacles.



HOMEWORK

1. Make a self-image collage keeping in mind your interests, abilities and potential.

You can do this at home or with an adult you trust to have the discussion with.

Use the following instructions to complete your collage:

- a) Write your name at the top of the page.
- b) Find a parent or another adult that you trust to complete the assignment with you. Explain to that person how to create a SMART goal.
- c) Work with the adult that you trust to write a goal for yourself related to avoiding an unplanned pregnancy and contracting other STIs.
- d) Work with the adult that you trust to check your goal against the criteria on the worksheet and revise it to meet the criteria, e.g. if you do not say by when the goal will be attained, then change it to add this.
- e) Once all criteria have been met, rewrite the corrected goal in last row.
- f) Have the adult you worked with sign the completed worksheet.



ASSESSMENT

1. Keep a journal for seven days to record the things that challenge and support you to keep to your identified goals.
2. Make a self-portrait that shows how you see yourself focusing on your strengths, abilities and talents. Also show your interests, likes and dislikes. Use interesting items like fabric, sweet wrappings, labels or things from nature. You can draw or cut out words and pictures from magazines, newspapers or wrapping paper.

Test Your Knowledge

Answer the questions below:

- a. How would you define a goal?
- b. Why are goals important to your life?
- c. What does the acronym “SMART” stand for?
- d. What is the impact of HIV acquisition, other STIs and teenage pregnancy to goal attainment?
- e. What is one (or more) goal(s) you are determined to achieve in the next six months?



WORKSHEET 7.1.1: SMART GOAL CRITERIA

Directions (for in-class assignment): Use the table below to construct your goal and to evaluate if it is SMART.

S	Smart: What exactly do you want to achieve?	
M	Measurable: You must be able to know when you have attained your goal. Does it answer the questions how much/how many/how well?	
A	Action-oriented: What action(s) are you going to take to achieve the results you have specified?	
R	Realistic: It must be something that you can do with your current skills or resources available to you.	
T	Time-bound: You need to set a specific date by when the goal will be attained.	

Rewritten goal that meets SMART criteria.

HOMWORK 7.1.1: SMART GOAL CRITERIA

HOMWORK INSTRUCTIONS

1. Find a parent or another adult that you trust to complete the assignment with you. Explain to that person how to create a SMART goal.
2. Work with the adult that you trust to write a goal for yourself related to avoiding an unplanned pregnancy.
3. Work with the adult that you trust to check your goal against the criteria on the worksheet and revise it to meet the criteria, e.g. if you do not say by when the goal will be attained, then change it to add this.
4. Once all criteria have been met, rewrite the corrected goal in last row.

	Criteria	Goal	Criteria Met?
S	Smart: What exactly do you want to achieve?		
M	Measurable: You must be able to know when you have attained your goal. Does it answer the questions how much/how many/how well?		
A	Action-oriented: What action(s) are you going to take to achieve the results you have specified?		
R	Realistic: It must be something that you can do with your current skills or resources available to you.		
T	Time-bound: You need to set a specific date by when the goal will be attained		

Rewritten goal that meets SMART criteria.



GLOSSARY

Do you know what these words mean?

- ability
- gender norms
- goal, smart goal
- healthy and unhealthy behaviour,
- HIV
- interest
- obstacles
- personal
- personal qualities
- positive actions
- potential
- pregnancy
- pregnant
- respect for self
- self-image
- smart
- STI

Check the meanings of any words that you do not understand in the glossary of terms at the front of this book.



Lesson 7.2

Appreciation and acceptance of
self and others

Lesson 7.2

Appreciation and acceptance of self and others

BRIEF LESSON SUMMARY

During *Lesson 7.2: Appreciation and acceptance of the self and others*, you will first participate in a large group discussion where the terms “appreciation” and “acceptance” are defined. The purpose of this lesson is to discuss how your values and value system influence how you appreciate and accept yourself and others. You will then participate in a forced field activity where you are asked to think about, and then defend, your values related to a variety of sexual health situations. After this activity, in a large group discussion, discuss the importance of being clear about your values and how negative gender stereotypes may affect how one thinks and act upon one’s values.

KEY POINTS

1. Knowing your values gives you control over your decisions about relationships and sex.
2. Not being true to your values can lead to regret.
3. Sticking to your values sometimes takes courage.
4. Courage is part of being a strong man and a strong woman.
5. Using alcohol or other drugs can make it more difficult to stick to your values.



ACTIVITIES

Activity A1 Changes that take place during puberty.

1. Discuss the concepts given to you by your educator. Make sure that you understand what they mean. You will use them in the lessons that follow.
2. What physical and emotional changes does one go through during puberty?

.....

.....

.....

3. Learning to accept yourselves and others is an important lesson to learn in life. Do you agree? Motivate your answer.

.....

.....

4. Why should we be accepting of ourselves and others?

.....

.....

Activity A2 Values and how values influence the way we think and behave

1. Discuss concepts relating to values.

.....
.....

2. How would you define the term “values”?

.....
.....

3. Now look at the definition provided by your educator in Reading 1. Consider how our values influence the ways we think and behave with regard to our relationships, sex and the expectations we have of being a girl/woman or a boy/man.

.....
.....

Activity A3 Forced choices (value clarification) group exercise

1. You are going to engage in an activity now that will help you to think about some of the values you have about relationships, sex and about what kind of boy/man or girl/woman you want to be.
2. Note down some of the values discussed that you can identify with.
3. Statements for this forced choice activity include:
 - a. It is easier to be a man than a woman.
 - b. Women are better parents than men.
 - c. It is okay for a man to be seen crying in public.
 - d. All men want to have sex with a lot of partners.
 - e. Women and men basically want the same things in a relationship.
 - f. It’s okay for teenagers to have sex.
 - g. If a girl gets pregnant, it’s her fault and her problem.
 - h. Sex is something you should share with only someone you love.
4. Consider the statements above and answer the questions below. Which statements do you agree or disagree with?



HOMEWORK

Key message discussion

1. Thinking about the key messages of this activity, express how you feel about the following:

a) How does knowing your values help you to make decisions that will keep you healthy?

.....
.....

b) What do you think about a person who can very clearly tell you what their values are, but then behaves in ways that are contrary to his/her values?

.....
.....

c) How do you think a person feels when they act in way that is against his/her values?

.....
.....

d) What negative stereotypes about boys or men did you hear?

.....
.....

e) What negative stereotypes about girls/women did you hear?

.....
.....

f) How do you think abusing alcohol or drugs can affect a person's desire to live in accordance with his/her values?

.....
.....

g) What do you think are the most important values that should guide a person's decision to have sex or not?

.....
.....

CONSOLIDATION:

- Knowing your values gives you control over your decisions about relationships and sex.
- Not being true to your values can lead to regret.
- Sticking to your values sometimes takes courage. Courage is part of being a strong man and a strong woman.
- Alcohol can make it more difficult to stick to your values.



ASSESSMENT

Read through the following CASE STUDY taken from Euvrard G, Findlay H & Normand C. 2012. *Life Orientation Today Grade 7, Learner's Book*, Maskew Miller.

CASE STUDY: AMRITA'S STORY

Sometimes when I look in the mirror, I am disappointed by the colour of my skin because I think that our society finds blonde-haired, blue eyed girls more beautiful. Sometimes I tell the people at Starbucks that my name is Amy so that they won't have to ask me 10 times how to spell my hard to pronounce, foreign name. Sometimes I cringe at my relatives' thick Indian accents. Sometimes, I make sure to invite my friends over before my mom cooks dinner so that the house doesn't smell like spices and curries.

Even in such a diverse place as the California Bay area, a person can feel out of place and different from her peers. It helps me when I'm having a bad day, however, to remind myself that the people in my life who I love actually embrace all these things – my skin colour, my name, my family members' accents and the scent of my home. These things make up a large part of my identity. I would never have guessed that my best friends would think that the food that stinks up my entire house smells delicious! They actually applauded my relatives for speaking English with excellent grammar, rather than scoffing at their unusual accents.

When I tell people stories about the meaning of my name, the numerous Indian holidays and festivals, or the mythical Hindu tales, they are engrossed and fascinated. This makes me even more proud of my background. More importantly, I remember that all of the things I can be embarrassed by are the superficial aspects of my life and that it's more significant to show others that I have a kind heart and bright mind rather than a certain name or skin colour.

1. Answer the following questions:
 - a) Why is Amrita sometimes embarrassed about her looks?
 - b) How does Amrita make herself feel better when she is having a bad day?
 - c) What does Amrita realise about her friends?
 - d) What have you learnt from Amrita's story?
 - e) What values does Amrita attach to herself?
 - f) Is she being realistic about her values?
2. Give examples of some of your values which you believe in and explain why it is important to you.

.....

.....



READINGS

READING 7.2.1: WHAT ARE VALUES?

1. Values are what we consider important or of great worth.
2. Values serve as guidelines to help us to make decisions about our life choices. They help us to decide between right and wrong.
3. Values are like a compass: they tell us which direction to follow.
4. As a general rule, when we act in accordance with our values, we tend to feel good about ourselves and our actions.

READING 7.2.2: VALUE STATEMENTS

1. Both men and women are equally responsible for making decision about their children.
2. All the members of a household share housekeeping chores.
3. Both boys and girls make responsible decisions regarding sex during puberty.
4. All teenagers are responsible for their own decisions about having sex.
5. Early unprotected sexual activity may lead to unplanned parenthood.
6. To love someone does not mean you must engage in sex.



GLOSSARY

Do you know what these words mean?

- acceptance
- appreciation
- gender
- gender constructs
- gender roles
- negative stereotypes
- puberty
- sexual health
- stereotype
- value

Check the meanings of any words that you do not understand in the glossary of terms at the front of this book.



Lesson 7.3

Is there a difference between
gender and sex?

Lesson 7.3

Is there a difference between gender and sex?

BRIEF LESSON SUMMARY

During *Lesson 7.3: Is there a difference between gender and sex?* you will explore the difference between the concepts of sex, gender, and sexual orientation. You will then discuss a variety of gender messages that girls and boys receive from multiple forces in your community about how girls and boys are expected to behave and express themselves. You will read a story about twins, Samuel and Sarah, and then participate in a large group discussion about how harmful gender messages can affect health and well-being.

KEY POINTS

1. Our sex is determined by our biology.
2. Our gender, or how we behave as a man or a woman, is determined by the messages and expectations we receive from our society.
3. Some gender messages are harmless. Other gender messages can put our health and well-being at risk.
5. Ultimately, YOU get to decide what it means to be a woman or man.
6. BOTH men and women are responsible for preventing pregnancy, HIV and other STIs.



ACTIVITIES

Activity A1 Clarification of the concepts “sex” and “gender”

1. Can you explain the difference between our “sex” and our “gender”?

.....
.....

2. What is meant by the term “sexual orientation”?

.....
.....

Activity A2 Read the story on Sarah and Samuel

Listen to the story and pay careful attention to the messages Sarah and Samuel receive from other people in their lives about how to be a girl or how to be a boy. Use *Reading 2: Sarah and Samuel*.

Activity A2.1 Let’s first look at what we learned about Samuel:

1. What were some of the messages that Samuel received about how to be a boy?

.....
.....

2. How fair do you think these messages are?

.....
.....

3. How do you think these messages made Samuel feel?

.....
.....

4. What do you think about the pressure that Samuel is feeling right now to have sex? Does having sex prove that you are a man?

.....
.....

5. What could happen to Samuel if he gives in to the pressure of having sex? If you were Samuel's friend, what would you advise him to do?

.....
.....

Activity A2.2 Now let's look at what we learned about Sarah:

1. What were some of the messages that Sarah received about how to be a girl?

.....
.....

2. How fair do you think these messages are?

.....
.....

3. How do you think these messages made Sarah feel?

.....
.....

4. What do you think about the advice that the neighbour gave Sarah about becoming a nurse rather than a doctor? Do you think if Sarah was a boy, the neighbour would have said the same thing? Why or why not?

.....
.....

5. If you were Sarah's friend, what would you advise her to do?

.....
.....

CONSOLIDATION:

1. Conclude the activity by stating the following key points:
 - a. Our sex is determined by our biology.
 - b. Our gender or how we behave as a man or a woman is determined by the messages and expectations we receive from our society.
 - c. Some gender messages are harmless. Some gender messages can put our health and well-being at risk.
 - d. Ultimately, YOU get to decide what it means to be a woman or man.
 - e. **BOTH men and women are responsible for preventing pregnancy, HIV and other STIs.**
2. Tell your learners that in the next lesson, you are going to talk about puberty and the great changes that boys and girls go through during this time of their lives.



HOMEWORK

Written task

If you could not complete the activity about “Sarah and Samuel” please complete this activity at home.



ASSESSMENT

1. Peer assessment quiz

- a) Quiz each other on the following questions to test each other’s knowledge.
- b) Keep a score of the correct and incorrect answers and discuss.

2. TRUE or FALSE?

- a) Our gender is determined by our biology.
- b) We are born with our sex.
- c) Sexual orientation and gender are the same thing.
- d) We learn our gender from our biology.
- e) If a man is very sensitive, he must be gay (homosexual).

Test your knowledge

Answer the questions below:

1. What is the definition of “sex”?
2. What is the definition of “gender”?
3. What is the definition of “sexual orientation”?
4. What are two examples of common messages that boys in our community receive about how they should behave as boys?
5. What are two examples of common messages that girls in our community receive about how they should behave as girls?



READINGS

READING 7.3.1: DEFINITIONS

Sex: Our sex tells us if we are male or female. It is determined by our biology.

Gender: Our gender is the set of behaviours and characteristics that are deemed appropriate for girls and boys by a given society.

Sexual Orientation: Our sexual orientation tells us who we are attracted to physically and whom we want to build a life with. We can be heterosexual, homosexual or bisexual.

READING 7.3.2: SARAH AND SAMUEL

Background on Sarah and Samuel

Sarah and Samuel are 13-year old twins. They are both in Grade 7. Sarah, Samuel and their older brother and sister live with their mother. Sarah and Samuel share a close bond and really enjoy spending time together.

About Samuel

When Samuel was about five years old he liked to play with Sarah and his other sisters, and he liked to play with their dolls. But one day when he was playing outside with his sisters some boys from his village made fun of him for playing with dolls. The boys said that Samuel should be a “real boy” and play soccer with them. Sam left the dolls and starting playing soccer.

Samuel’s mother worked very hard to support her four children. After Samuel’s mother prepared dinner each night, Samuel could see how tired she was. So when Sam was about eight years old he starting helping his mother by washing dishes after dinner. But one day, his uncle was visiting and said to Samuel’s mother: “Why do you have this boy washing dishes? This is not work for a boy. His sisters should be washing the dishes.” Ever since that day, Sam finds excuses for his mother to wash the dishes. He does not want anyone to think he is a girl.

Now that Sam is 13, he hears some of his friends talk about having sex. One if his friends said that he had sex and now he feels like a man. Samuel is starting to feel pressure from his friends to have sex.

About Sarah:

Last year, when Sarah was 12, she would often spend time with Samuel and his friends playing soccer. One day, one of her girlfriends told her that she should stop playing with the boys. She said that people were saying that if Sarah keeps hanging out with those boys she is going to get pregnant. Sarah worries about her reputation so she stops playing with Samuel and his friends

Sarah is a good student and she hopes to be a doctor one day. One day she talked about her dreams of being a doctor with her mother while a neighbour was visiting. The neighbour commented that Sarah should think about being a nurse, instead of a doctor. The neighbour said that becoming a doctor would take too much time and would make it hard for Sarah to get married and have children.



GLOSSARY

Do you know what these words mean?

- behaviour
- bullying
- crime
- influence
- peer
- peer pressure
- rebellious
- sexual behaviour
- substance

Check the meanings of any words that you do not understand in the glossary of terms at the front of this book.



Lesson 7.4

Understanding puberty –
physical, social and emotional
changes

Lesson 7.4

Understanding puberty – physical, social and emotional changes

BRIEF LESSON SUMMARY

During *Lesson 7.4: Understanding puberty - physical, social and emotional changes*, you will learn about the changes that happen to your bodies at puberty and how to manage them. The lesson begins with a definition of puberty. You will break up into small groups and read a brochure about puberty. You will prepare a presentation on a portion of the brochure, and then deliver your presentations in groups of six. While you are each presenting, the other learners categorise the changes discussed in the presentation by type and depict the changes on a figure drawing. Later you will, as a whole class, offer your reactions to what you learned about puberty. The lesson ends with a homework assignment to write a letter to a fictional aunt posing questions about puberty.

KEY POINTS

1. Puberty is a normal process of physical, social and emotional changes.
2. During puberty, girls grow into women and boys grow into men. It is also a time when our bodies become biologically able to reproduce.
3. Our bodies mature differently and at different times.
4. It is okay to be different; everyone is unique.
5. Your body may mature before you feel emotionally ready; find adults and friends that you trust to talk to about your feelings.



ACTIVITIES

Activity A1 Defining puberty

1. How would you define the word “puberty”?

.....

.....

.....

Activity A2 The changes puberty brings

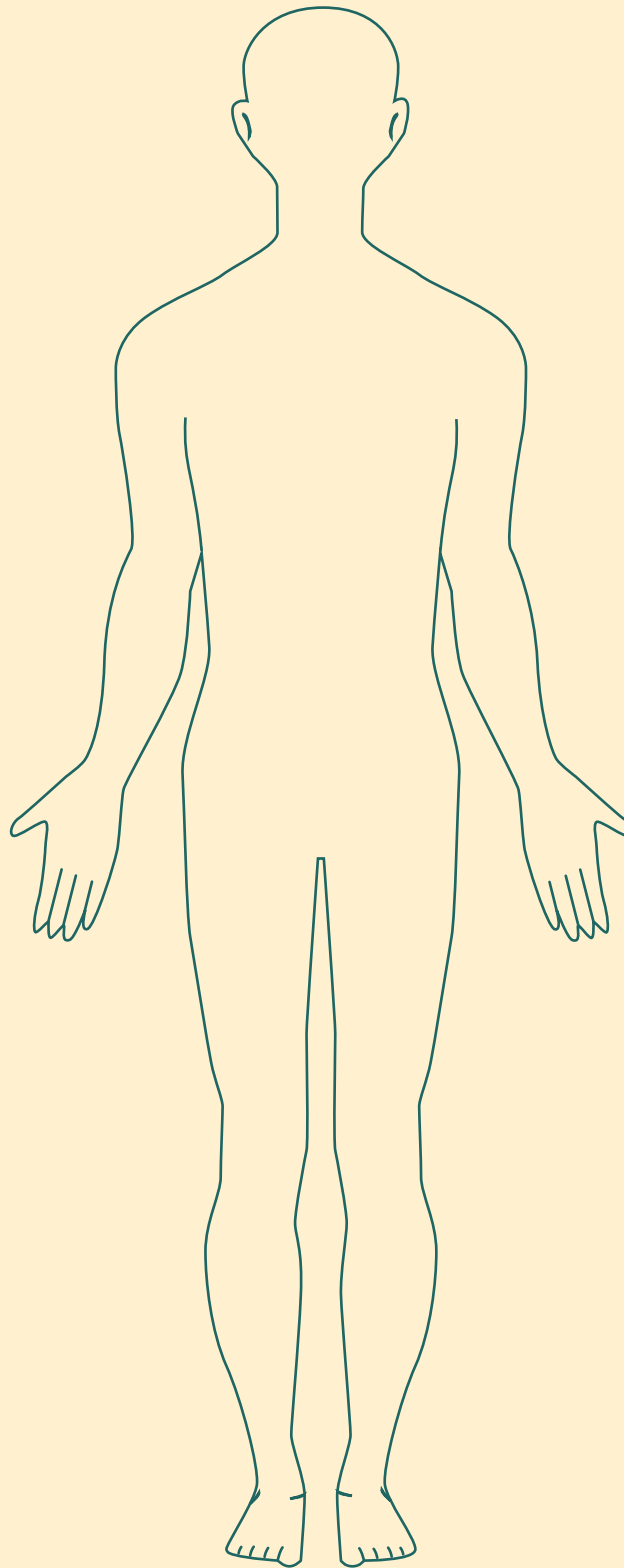
1. Complete the next activity using a grouping method called a “jigsaw”. You are going to work in a group of six learners. Each group member will be responsible for learning their selection of information about puberty and then teaching it to the other members in group.

Use the following readings for this activity:

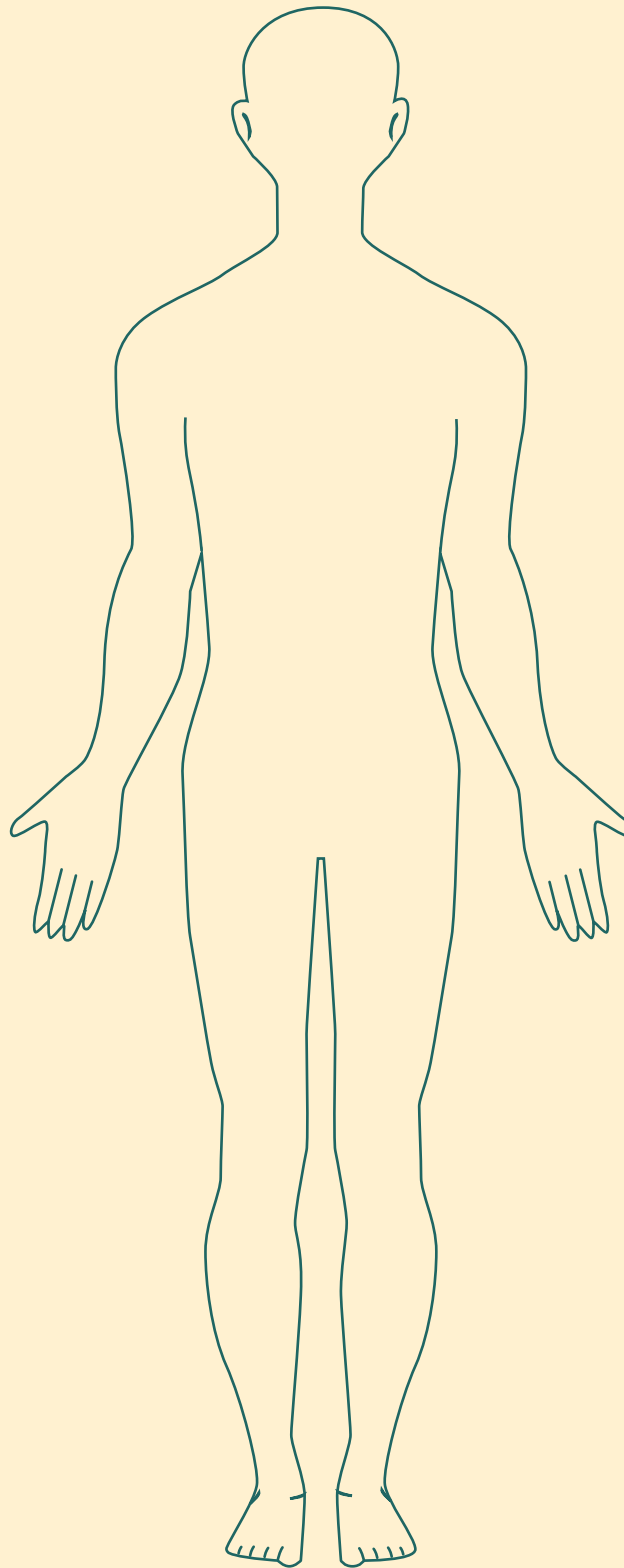
- a. *Reading 1: Puberty – expect big changes*
 - b. *Resource 1: Jigsaw instructions and reading assignments*
 - c. *Worksheet 1 (A) and (B): The human figure before puberty*
2. As you read, identify the main ideas in the paragraphs. You can highlight or underline your thoughts.
 3. Turn your notes, underlined or highlighted points into a list of NO MORE THAN FIVE MAIN IDEAS. You will use this list for a 90 second presentation to your group.
 4. Make it short and simple enough to be presented within the time limit.
 5. The main ideas and/or changes described may be physical, emotional or social.
 6. During your other group member's presentations on the changes, you need to draw the changes they describe on the appropriate (one figure labeled "Girl" and the other labelled "Boy") human figure on the *Worksheet 1 (A or B): The human figure before puberty*, for example, if the presenter says "During puberty girls develop breasts and hips" draw breasts and hips on the figure you labelled "Girl".
 7. At the end of the presentations, compare all the figures done by each of the groups.
 8. On your own, complete all your selected changes on your figure worksheet in your workbook. If you do not have a workbook your educator will give you the worksheet.



WORKSHEET 1(A): THE HUMAN FIGURE BEFORE PUBERTY



WORKSHEET 1(B): THE HUMAN FIGURE BEFORE PUBERTY





HOMEWORK

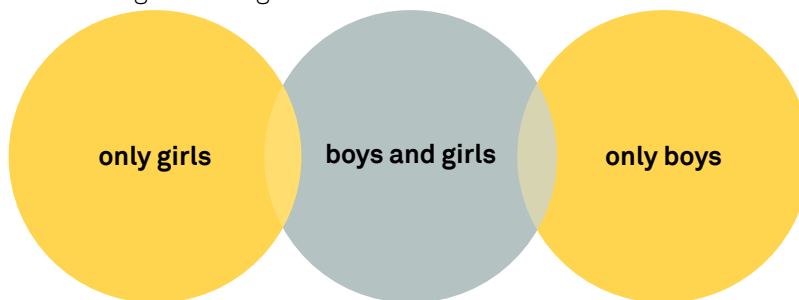
1. Write an anonymous letter to “Sis Dolly” asking her as many questions as you can think of about puberty, in relation to both boys and girls.
2. Do NOT include your real name in the letter; give yourself an imaginary name.



ASSESSMENT

Paired activity

- a) Work with your partner and discuss what physical changes happen in boys and girls during puberty.
- b) Use the diagram which shows that some changes occur in boys only, some in girls only, and some are common to both sexes. Use the diagram below and complete it by filling in the information.
- c) Draw and complete the diagram filling in the information.



Test your knowledge

Answer the following questions:

- a) What is the definition of puberty?
- b) What are some of the physical and emotional changes that males experience at puberty?
- c) What are some of the physical and emotional changes that females experience at puberty?
- d) What is a “wet dream”?
- e) What happens during a woman’s menstrual cycle?
- f) Why is puberty a critical time to determine your personal values and limits in relation to sexual behaviour?





READINGS

READING 7.4.1: PUBERTY – EXPECT BIG CHANGES

Puberty is the time in your life when your body starts changing from that of a child to that of an adult.

At times you may feel like your body is totally out of control! Your arms, legs, hands and feet may grow faster than the rest of the body. You may feel a little clumsier than usual.

Compared to your friends, you may feel too tall, too short, too fat or too skinny. You may feel self-conscious about these changes, but many of your friends probably do too.

Everyone goes through puberty, but not always at the same time or in the same way. In general here's what you can expect:

WHEN?

There's no right time for puberty to begin, but girls start a little earlier than boys: usually between 8 and 13 years of age. Puberty for boys usually starts at about 10-14 years of age.

WHAT'S HAPPENING?

Chemicals called hormones will cause many changes in your body.

BREASTS

GIRLS: The first sign of puberty in most girls is breast development: small, tender lumps under one or both nipples. The soreness goes away as your breasts grow. Don't worry if one breast grows faster than the other. By the time your breasts are fully developed, they usually end up being the same size.

When your breasts get larger, you may want to start wearing a bra. Some girls are excited about this. Other girls may feel embarrassed, especially if they are the first of their friends to need a bra. Do what is comfortable for you.

BOYS: During puberty, boys may have swelling under their nipples too. If this happens to you, you may worry that you're growing breasts. Don't worry; you're not. This swelling is very common and only temporary. But if you're worried, talk to your doctor.

Children are viewed as all the same - as children. After puberty, society starts to see you within your gender role and sexuality. It can bring a new gap in boys' and girls' equalities and opportunities.

BOYS: You might start experiencing pressure to be brave and strong or disapproval of emotions like vulnerability or tenderness. You'll likely be pressured to have sex to prove your manliness and heterosexuality.

GIRLS: In some settings your freedom may start being restricted or puberty may signal that it is time for you to get married or take on more household duties. Your style of dress may be limited. You may be expected to act only in ways considered appropriate to women and "ladies".

HAIR, WHERE?

GIRLS AND BOYS: During puberty soft hairs start to grow in the pubic area: the area between your legs and around your genitals, i.e. the vagina or penis. This hair will become thick and very curly. You may also notice hair under your arms and on your legs. Boys might get hair on their faces or chests. Shaving is a personal choice. If you shave, remember to use your own clean razor or electric shaver.

PIMPLES

GIRLS & BOYS: Another change that happens during puberty is that your skin gets oilier and you might start to sweat more. This is because your glands are growing too. It is important to wash every day to keep your skin clean. Most people use a deodorant or antiperspirant to keep odour and wetness under control. Do not be surprised, even if you wash your face every day, that you still get pimples. This is called acne and it is normal during this time, when your hormone levels are high. Almost all teenagers get acne at one time or another. Whether your case is mild or severe, there are things you can do to keep it under control. For more information on controlling acne, talk to your doctor or a dermatologist.

CURVES AND MUSCLES

GIRLS: As you go through puberty, you will get taller, your hips will get wider, and your waist will get smaller. Your body also begins to build up fat in your belly, bottom, and legs. This is normal and gives your body the curvier shape of a woman.

BOYS: As you go through puberty, you will get taller, your shoulders will get broader, and as your muscles get bigger, your weight will increase.

Sometimes the weight gain of puberty causes girls and boys to feel so uncomfortable with how they look that they try to lose weight by throwing up, not eating, or taking medicines. This is not a healthy way to lose weight and can make you very sick. If you feel this way, or you have tried any of these ways to lose weight, please talk to your parents or doctor.

SIZE DIFFERENCES

BOYS: During puberty, the penis and testes get larger. There is also an increase in sex hormones. You may notice that you will get erections (when the penis gets stiff) more often than before. This is normal. Even though you may feel embarrassed, try to remember that unless you draw attention to it, most people will not even notice your erection. Also remember that the size of your penis has nothing to do with manliness or sexual function.

WET DREAMS

BOYS: During puberty your testes begin to produce sperm. This means that during an erection, you may also ejaculate. This is when semen (made up of sperm and other fluids) is released through the penis. This could happen while you are sleeping. You might wake up to find that your sheets or pyjamas are wet. This is called a nocturnal emission or a “wet dream”. This is normal and will stop as you get older.

PERIODS

Your menstrual cycle, or “period”, starts during puberty. Most girls get their periods 2- 2 ½ years after their breasts start to grow (between 10-16 years of age). During puberty, your ovaries begin to release eggs. If an egg connects with sperm from a man’s penis (fertilisation), it will grow inside your uterus and develop into a baby. To prepare for this, a thick layer of tissue and blood cells build up in your uterus. If the egg does not connect with sperm, the body does not need these tissues and cells. They turn into a blood-like fluid and flow out of your vagina. Your period is the monthly discharge of this fluid out of the body. A girl who has started having periods is able to get pregnant, even if she does not have a period every month.

You will have to wear a sanitary pad and /or tampon to absorb this fluid and keep it from getting on your clothes. Most periods last 3-7 days. Having your period does not mean you have to abandon any of your former activities like swimming, horseback riding or gym class. Exercise can even help get rid of cramps and other discomforts that you may feel during your period.

VOICE BREAKING

BOYS:Your voice will get deeper, but does not happen all at once. It usually starts with your voice breaking. As you keep growing, the breaking will stop and your voice will stay at the lower range.

NEW FEELINGS

In addition to all the physical changes you will go through during puberty, there are many emotional changes as well. For example, you may start to care more about what other people think about you because you want to be accepted and liked. Your relationships with others may begin to change. Some become more important and some less so. You will start to separate yourself from your parents and identify more with others your age. You may begin to make decisions that could affect the rest of your life.

At times you may not like the attention of your parents and other adults, but they too are trying to adjust that you are going through. Many teens feel that their parents do not understand them: this is a normal feeling. It is best to let them know, politely, how you feel and then talk things through together. It is also normal to lose your temper more easily and to feel that nobody cares about you. Talk about your feelings with your parents, another adult that you trust or your doctor. You may be surprised at how much better you will feel.

SEX AND SEXUALITY

During this time, many young people also become very aware of their feminine and masculine sides. A look, a touch, or just thinking about someone may make your heart beat faster and produce a warm, tingling feeling all over. Talking to your parents or doctor is a good way to get information and to help you think about how these changes affect you. You may ask yourself:

1. When should I start dating?
2. When is it okay to kiss?
3. How far would I go sexually?
4. When will I be ready to have a sexual relationship?
5. Will having sex help my relationship?
6. Is oral sex really sex?

READING 7.4.2: SOME ANSWERS

TAKING CARE OF YOURSELF as you get older, there will be many decisions that you will need to make to ensure that you stay healthy. Eating right, exercising and getting enough rest are important during puberty because your body is going through many changes. It is also important to feel good about yourself and the decisions you make. Whenever you have questions about your health or your feelings, do not be afraid to share them with your parents and/or doctor.

RESOURCE 7.4.1: JIGSAW INSTRUCTIONS AND READING ASSIGNMENT

Instructions for the jigsaw activity

1. Assign each group member a number between one and six. Write your number down on your handout so you do not forget it.
2. Read along with your educator as they explain this activity
3. Each group member will read their assigned section of *Puberty – expect big changes, as follows:*
 - a. Group Member #1 – Introduction: the 1st three paragraphs: *When?, What’s Happening?* and *Breasts*
 - b. Group Member #2 – *Being seen as men and women; Hair, Where?! and Pimples*
 - c. Group Member #3 – *Curves and muscles, Does size matter?* and *Wet dreams*
 - d. Group Member #4 – *Period, Voice breaking* and *New feelings*
 - e. Group Member #5 – *Sex and sexuality, Society sees you as adults*
 - f. Group Member #6 – *Some answers, Taking care of yourself*
4. Remember that while you read your assigned section, you need to take notes on underline or highlight, the main ideas.
5. You then need to turn your notes, underlines or highlights into a list of NO MORE THAN FIVE MAIN IDEAS.
6. You will now plan, as a group, to do ONE presentation of all your group members’ lists of the MAIN IDEAS from each of the sections assigned to you.
7. Your group presentation to the rest of the class may only be 90 seconds long. This means your presentation needs to be short and simple enough to be presented within the time limit.
8. Label Worksheet 1(A): *The human figure before puberty as “Boy”* and Worksheet 1(B): *The human figure before puberty as “Girl”*.
9. During the other learners’/groups’ presentations your group will need to draw the changes they describe on the appropriate human figure. For example, if the presenter says, “During puberty girls develop breasts and hips”, draw breasts and hips on the figure you labelled “Girl”.
10. After all of the presenters’ main ideas have been presented, your group needs to identify what kind(s) of change(s) each of the presenter’s main ideas describes: physical, social or emotional.



GLOSSARY

Do you know what these words mean?

- ejaculation
- erection
- external
- internal
- menstruation
- physical changes
- puberty

Check the meanings of any words that you do not understand in the glossary of terms at the front of this book.



Lesson 7.5

Healthy and unhealthy
relationships

Lesson 7.5

Healthy and unhealthy relationships

BRIEF LESSON SUMMARY

During *Lesson 7.5: Healthy and unhealthy relationships*, you will understand the meaning of peer pressure and its effects, how it may influence you and how to respond appropriately to such pressure. You will also, by making use of examples, define the difference between healthy and unhealthy relationships, analyse sample relationship behaviours and determine whether the behaviour is healthy or unhealthy. You will look at the extreme end of unhealthy behaviour by identifying actions that constitute abuse, at varying levels of severity, across five categories. A definition of abuse is presented. The lesson ends with the presentation of a four-step process that you can use to address unhealthy behaviour that may develop in your relationships. You are sent home with an assignment: to reflect on and record what you want your relationships to look like, to ensure that they are healthy, and to discuss these issues with a parent or another caring adult.

KEY POINTS

1. Healthy relationships are based on communication, honesty, equality, respect and responsibility.
2. Abusive relationships often lead to poor health outcomes, like unplanned pregnancy and STIs.
3. An important part of being in relationships is figuring out what your “deal-breakers” are: the things that are intolerable or not acceptable and should make you think about and/or plan to leave the relationship.



ACTIVITIES

Activity A1 Peer pressure

1. Peer pressure can influence us. Sometimes, this can be a positive influence, for example, encouraging us to study or to participate in a sport. Peer pressure can also have a negative influence, for example, encouraging us to drink, smoke, have unprotected sex, bullying others or to disrespect our elders.
2. It is often difficult to go against what the group is doing. Knowing how to be assertive and developing coping skills are some of the strategies you can practise to manage negative peer pressure. An assertive person is someone who is confident and can stand up for their rights without being aggressive. Assertive behaviour can help you keep control of a situation when one feel under pressure.
3. Being assertive is the best way to cope with difficult situations. Understanding coping skills can help one to manage difficult situations in assertive ways. It also shows your confidence and ability to assert yourself.

Activity A2 Relationships: Healthy and unhealthy behaviours

1. Discuss concepts relating to the topic that your educator will give you.
2. Two definitions will be given to you regarding what a relationship is. Review this definition with your classmates:
 - a. **Two people are in a relationship when:**
 - they spend time with each other and relate in a way that is “more than friendship”; they may not be having sex, but they are emotionally and physically intimate, and
 - they spend time together and share intimacy on an ongoing basis; they may not know how long this will last, but it is not a one-time thing, a “hook-up,” or a “fling”.
3. Some relationships are exclusive, i.e. the people in the relationship agree to not be intimate with other people; and others are not exclusive: they are open.
4. Slang terms that are commonly used instead of “in a relationship” are: “going steady,” “dating,” “having a thing,” and “going out (together)”. For the purposes of this class, we will refer to the individuals in a relationship as “partners.”
5. Relationships can be healthy and unhealthy. What do you think this means?
6. Brainstorm words with your classmates that help to define healthy and unhealthy relationships.
7. Everyone has a right to enjoy healthy relationships.
8. In healthy relationships each partner respects the other person’s decisions about sex.
- 9. Both partners have the RIGHT to say NO to sex in ANY situation.**

Activity A3 Relationship behaviour cards

1. The relationship behaviour card game is a fun way of identifying healthy and unhealthy behaviours.
2. Follow all of the instructions your teacher gives you to fully participate in the game.

Activity A4 The extreme of unhealthy behaviours: Abuse (types of abuse)

1. Some unhealthy behaviours are so serious that we give them a different name and classification: abuse. All abusive behaviours are unhealthy.
2. In pairs, come up with actions that you think are abusive.
HINT: Think of examples of abuse in each of the following categories:
 - a. physical abuse
 - b. verbal abuse
 - c. mental or emotional abuse
 - d. sexual abuse
 - e. self-abuse.

Activity A5 Definition of abuse

1. The next activity looks at defining the word, abuse.
2. Here are some meanings to consider:
 - a. Abuse is the ongoing misuse of power to achieve unfair advantages or control over another person.
 - b. Abuse causes harm to the person being abused.
 - c. Abuse can take many forms: physical abuse, verbal abuse, mental or emotional abuse, sexual abuse or self-abuse.
 - d. Abuse can grow from something minor to something severe.
 - e. Abusers may shift their behaviour from one category to another. Abusers often behave in abusive ways in multiple categories at the same time, e.g. abusing someone physically AND emotionally.
 - f. Abuse of any kind is NEVER acceptable.
3. Unhealthy and abusive relationships often lead to poor health outcomes. Examples of these outcomes include low self-esteem and other mental health issues and physical impairment due to injuries from violence.
4. Unintended pregnancy, STIs and HIV acquisition are also negative health outcomes that can result from unhealthy relationships.
5. In *Lesson 7.3: Is there a difference between gender and sex*, you were asked how you think unhealthy messages about gender might contribute to abusive behaviour. Go back to these messages and review your responses.



HOMEWORK

1. Do the activity found on *Homework 1: The relationship I want*.
2. *Homework 1* has two sections:
 - a. one section that you must complete on your own; and
 - b. the other you must complete with information you obtain from a parent or another adult that you trust, after you have shared and discussed the first section with that adult.



ASSESSMENT

1. Research

Topic: Abuse experienced by fellow teenagers in your community

- a. Do research on the topic below, which is about the various types of abuse experienced by teenagers. You may use information from the internet, magazines, newspapers and interview questions.
- b. You must also come up with solutions to prevent abuse among teenagers.

2. Oral presentation

Topic: The importance of forming healthy relationships in the school environment, home and in the community

- a. Prepare an oral presentation on the topic below:

Test your knowledge

Answer the questions below:

1. What is the definition of abuse?
2. List three examples of qualities of a healthy relationship.
3. List three examples of qualities of an unhealthy relationship.
4. List the five categories of abuse.
5. Give an example for each of the five categories of abuse
6. True or False?
 - a) Sometimes abuse in a relationship is acceptable.
 - b) Sometimes boys/men in relationship cannot help but be violent.
7. What are two possible outcomes for a person who is being abused?
8. What are four steps that a person can take, to take action against abuse?
9. What do we mean by a “deal-breaker” when it comes to relationships?





READING 7.5.1: DEFINING ABUSE

1. Abuse is the ongoing misuse of power to achieve unfair advantages or control over another person.
2. Abuse causes harm to the person being abused.
3. Abuse can take many forms: physical abuse, verbal abuse, mental or emotional abuse, sexual abuse or self-abuse.
4. Abuse can grow from something seemingly small to something big.
5. Abusers may shift their behaviour from one category of abuse to another; abusers often behave in abusive ways in multiple categories, at the same time, e.g. abusing someone physically AND emotionally.
6. Abuse of any kind is NEVER acceptable.

READING 7.5.2: TAKING ACTION IN AN UNHEALTHY RELATIONSHIP

- Step 1)** Recognise the unhealthy behaviour and remember to maintain a personal awareness that you might also be practising an unhealthy behaviour.
- Step 2)** If it is safe to do so, discuss the behaviour with your partner. If you are behaving in an unhealthy way, admit it to yourself and to your partner.
- Step 3)** Get support from friends and /or family that you trust or other caring adults.
- Step 4)** Consider or plan to end the relationship if the unhealthy behaviour continues.

Note 1: Any behaviour that goes against the way you want to be treated and/or in a way that immediately makes you think you should end or leave the relationship is called a deal-breaker. Although your deal-breakers may change over the course of your life, it is very important to figure out what your deal-breakers are early on, in every relationship.

Note 2: If the behaviour jeopardises your safety because it includes any form of violence, threats of violence, forced sex, coerced sex or possible transmission of a disease, talk to an adult you trust, so that they can help you to stay safe during and after the break-up.

If you need help, please contact your nearest clinic and get professional support.



HOMEWORK 7.5.1: THE RELATIONSHIP I WANT

Directions: Complete Section 1 on your own. Then share Section 1 with a parent or other caring adult and have them help you to complete Section 2.

SECTION 1 (To be written by you)

1. For me, three important behaviours in a healthy relationship are:

.....
.....

2. For me, the most important behaviour in a healthy relationship is:

Because:

.....
.....
.....

3. Three unhealthy behaviours I would not tolerate in a relationship are:

.....
.....

Deal-breakers are negative behaviours in a relationship that you should immediately walk away from. We call these behaviours deal-breakers because they are unacceptable and non-negotiable.

4. For me, a deal-breaker is:

.....
.....

SECTION 2 (Parent or caring adult speaks and the learner writes)

Name of parent(s)/adult(s):

.....
.....

1. What do YOU think is the most important healthy behaviour for me to look for in a relationship?

.....
.....

- Are there behaviours other than the one(s) I listed that you would want to be “deal-breakers” for me in relationships?

.....

.....

PEER PRESSURE SLOWS DOWN BATTLE AGAINST AIDS

In South Africa, there are six million people who are HIV-positive. There has been some progress in the battle against this alarming figure. However, the message on how to prevent infection is not getting through to teenagers fast enough.

Nearly 14 percent of pregnant girls in South Africa are testing positive for HIV, according to official figures, which highlights how teenagers’ behaviour is a challenge that HIV and AIDS education campaigns still need to overcome.

A recent survey released publicly by the Medical Research Council states that only 31 percent of sexually active South African students regularly used condoms. Considering that these students are young people who have received education on HIV and AIDS, the figure is alarming.

South African teenagers seem to indulge in risky sexual behaviour, making the country’s fight against HIV even harder. And peer pressure clearly has a huge role to play in young people’s decisions about sex, judging by what young people say themselves.

Mandy, 14, says there is constant pressure to fit in. “Being a virgin makes you the odd one out,” she said, describing the peer pressure she faces. “It is common to take pictures of yourself posing sexy or better yet have a sex video and post them on Facebook or circulate them, then you’re really cool.”

Her words are confirmed by Musa, 16. “Everybody in the movies takes sexual risks. Why can’t we? Having sexual adventures is something we all enjoy; why think too deeply about it? There are so many girls out there who are willing.”

It seems that what is often sexy to adolescents is the idea of risk itself. This, along with the need to be popular and liked by peers, makes it very difficult for safe sex campaigns to succeed. Add to that the idea that “everyone is doing it, why not me?” and the fight becomes an even more uphill battle.



ADDITIONAL ACTIVITY

How peer pressure affects teenagers

Read the article below and answer the following questions.

- Why is Mandy under constant pressure?
- What does she say she, and other young people, are under pressure to do?
- What do you understand to be the result of being pressured to have sex?
- Name five reasons why young people give in to peer pressure.

Appropriate responses to pressure

1. It is difficult to go against what the group is doing. Knowing how to be assertive and developing coping skills are some of the ways that we can manage peer pressure.
2. An assertive person is someone who is confident and can stand up for their rights without being aggressive. Assertive behaviour can help people to keep control of a situation when they feel under pressure.

Passive people:	Aggressive people:	Assertive people:
accept things the way they are	try to control others	stand up for their rights but also respect the rights of others
give in easily to others	can be rude, mocking or violent	express their views but also listen to the other person's views
go along with what others want	want their own way	are calm and polite even if they don't agree
do not stand up for themselves	do not listen to other people's views	respond by looking relaxed, have a friendly face and make eye contact
do not voice their opinions	attack other people's opinions	
do not take action easily	lose their tempers easily	

For you to do

SITUATION

A person in your grade asks to borrow money. This has happened before and they never pay you back

Here are three different responses. Decide whether each response is passive, aggressive or assertive.

1. Look them in the eye and explain that you cannot lend them money and maybe they should ask someone else.
2. You get angry and shout at them, telling them to go away and never to ask you for anything again.
3. You give them the money as you feel too embarrassed to mention the money they owe you.

Coping skills: Being assertive

Being assertive is the best way to cope with difficult situations. Understanding coping skills helps you to manage difficult situations in assertive ways. It also shows your confidence and your ability to assert yourself. The following coping skills are examples of how to manage difficult situations in assertive ways. If you are in a situation where you are feeling pressured, there are a few skills that you can practise that can help you.

1. You can make a joke. A joke can help change the atmosphere.
2. You can give a reason why you cannot do what they are asking you to do.
3. Just say no in an assertive way. Be firm and polite to show you are not interested.
4. You can suggest something else to do instead.
5. You can ignore what the person has said. Talk about something else.
6. You may have to repeat yourself. Carry on saying no. Do not give in.
7. Get away from the situation. If you don't like what is happening, leave.
8. Make an agreement with friends to stick together and support each other. If you know your friends will support you, you will have confidence to deal with peer pressure.
9. Be clear on what you believe is right and wrong. This can give you confidence and help you to say no to peer pressure.
10. Talk to an adult you can trust or a friend who can give you advice on how to assert yourself.



GLOSSARY

Do you know what these words mean?

- abuse
- abusive relationship
- bullying
- constructive ways
- controlling behaviour (mental/emotional)
- cyber-bullying (social networking websites, texts, phone calls) (mental/emotional)
- deal-breakers
- demeaning (verbal)
- drug abuse (self-abuse)
- emotionally
- gender messages
- healthy relationships
- intimate
- lying, misleading, spreading rumours (mental/emotional)
- manipulation (mental/emotional)
- negotiation skills
- non-negotiable

Check the meanings of any words that you do not understand in the glossary of terms at the front of this book.



Lesson 7.6

Making decisions
about sex

Lesson 7.6

Making decisions about sex

BRIEF LESSON SUMMARY

During *Lesson 7.6: Making decisions about sex*, the lesson will focus on the changes, especially bodily and emotional changes, which boys and girls go through; and how to appreciate and accept the self and others. You will also be oriented to a seven-step decision-making model called CLARIFY. They will apply these steps to a case study related to making sexual decisions, taking into account gender power differences. For homework, you will each apply the steps of decision-making to one of your own decisions. This can be used as an assessment and form part of your individual learner portfolios.

KEY POINTS

1. An important part of growing up is learning to make good decisions.
2. Decisions should always be guided by our values.
3. In decisions related to sex, we need to consider possible short-term and the long-term consequences.
4. You are strong, smart and in charge of your future! You make smart decisions!



ACTIVITIES

Activity A1 Physical and emotional changes

1. Discuss concepts pertaining to physical and emotional changes.
2. Discuss what happens to girls?
3. Discuss what happens to boys
4. Complete the activity called “Dear Diary.”

Activity A2 Decision-making steps: CLARIFY decision-making model

1. An important part of growing up is being able to make decisions that are based on good judgment. Certain core steps generally help people make decisions that they can be proud of in the long term.
- 2. Remind yourself: I am strong, smart and in charge of my future and I make smart decisions.**
3. Identify the steps you think are needed to make a good decision.
4. What is the CLARIFY decision-making model?

Activity A3 Applying the decision-making steps

1. Read the story of Thabo and Pamela found in *Worksheet 1: Thabo and Pamela’s story*.
2. Your educator will divide you into groups to work through Worksheet 1: Thabo and Pamela’s story as a role play.
3. Once you have done the role play, apply the first six steps of the CLARIFY decision-making model to decide:
 - a. For Thabo: Should I continue to pressure Pamela to have sex with me?
 - b. For Pamela: Should I have sex with Thabo in order to prove that I love him?

Activity A4 Feedback and review of the process

In groups, discuss the questions listed below.

1. What differences and similarities are there in the decisions made for Thabo and Pamela? What is the reason for these differences?
2. What pressures does Thabo face as boy to have sex?
3. What pressures does Pamela face as a girl to have sex?
4. Do you think these pressures are fair? Why or why not?
5. What could Thabo and Pamela do to resist these pressures?
6. What values do you think should influence Thabo and Pamela's decisions?
7. What do you think about the CLARIFY decision-making model? Do you think you could use these steps in real life? Why or why not?



HOMEWORK

1. For homework, choose a decision with which you are personally struggling, and practise using the first six steps of the CLARIFY decision-making process you learned today. Complete *Worksheet 7.6.2 Making a decision*.



ASSESSMENT

1. Written activity

Answer the following questions below:

1. List each of the steps of the CLARIFY decision-making model.
2. Let's say that a friend of yours was trying to make the decision about whether or not to get tested for HIV. What are three examples of her OPTIONS with regard to this decision?
3. Pick one of the options you identified in the question above. List at least one advantage and one disadvantage of choosing that option.
4. Pick one of the options you identified in the question above. Give two examples of personal values that would guide a person in choosing this option.
5. What is one pressure that boys face in our community to have sex? Do you agree or disagree with this pressure? Explain your answer.
6. What is one pressure that girls face in our community to not have sex? Do you agree or disagree with this pressure? Explain your answer.

WORKSHEET 7.6.1: CASE STUDY: THABO AND PAMELA'S STORY

CASE STUDY: THABO AND PAMELA'S STORY

Thabo and Pamela are in Grade 7. They are starting to feel serious about each other. One day after school they go to Thabo's house, when no one else is at home. They start to hug and kiss each other and Thabo tells Pamela that he loves her. She is happy to hear that, but when he says to her that they must have sex in order to prove that they love each other, she is uncertain about what to do.

Apply the first six steps of the CLARIFY decision-making model to decide:

- a. **For Thabo:** Should I continue to pressure Pamela into having sex with me?
- b. **For Pamela:** Should I have sex with Thabo in order to prove that I love him?

(Show all your decision-making steps)

1. **CLARIFY** the decision you want to make.
2. Create a **LIST** of your possible options.
3. Identify the **ADVANTAGES and DISADVANTAGES** of each option.
4. Where appropriate, **REFER** to the people you trust, to give you advice.
5. **IDENTIFY** the values that should guide your decision.
6. **FOLLOW THROUGH** and make your decision.
7. **YOU** can evaluate and reconsider the decision if necessary.
8. Take as much time as you need to go through all the steps of the decision-making process.
9. We often feel happier with our decisions when we really think about them.

WORKSHEET 7.6.2: MAKING A DECISION

"To worry about sex now (already); does this make me a nerd? Why does everything feel so different from a year ago?"

(Show all your decision-making steps)

1. **CLARIFY** the decision you want to make.
2. Create a **LIST** of your possible options.
3. Identify the **ADVANTAGES and DISADVANTAGES** of each option.
4. Where appropriate, **REFER** to the people you trust, to give you advice.
5. **IDENTIFY** the values that should guide your decision
6. **FOLLOW THROUGH** and make your decision.
7. **YOU** can evaluate and reconsider the decision if necessary.
8. Take as much time as you need to go through all the steps of the decision-making process.
9. We often feel happier with our decisions when we really think about them.



GLOSSARY

Do you know what these words mean?

- accepting others
- accepting self
- appreciating self
- appreciation
- body changes
- changes in boys
- changes in girls
- decision-making
- personal values

Check the meanings of any words that you do not understand in the glossary of terms at the front of this book.





Lesson 7.7

Assertive communication

Lesson 7.7

Assertive communication

BRIEF LESSON SUMMARY

During *Lesson 7.7: Assertive communication*, you will learn the definition for non-verbal communication and its role in both unclear, “mixed-message,” and clear communication. You will then learn definitions for three approaches to communication: passive, aggressive and assertive. You will observe a skit that demonstrates these three approaches to communication and identify the characteristics of each approach. Finally, you will identify ways in which gender messages can shape approaches to communication, focusing on difficulties that stem from gender norms that both men/boys and women/girls can experience when trying to communicate assertively.

KEY POINTS

1. Communication is a combination of what you say with your body and your words.
2. It is very important in romantic and sexual situations to match what you say with your body to your words.
3. “Mixed messages,” or not matching your body language to your words often leads to miscommunication, which can cause problems in a relationship.
4. Assertive communication is the best kind of communication.
5. Reject gender norms that make assertive communication difficult for women and men.



ACTIVITIES

Activity A1 Verbal and non-verbal communication

1. Define the following concepts: communication, verbal and non-verbal.
 - a. All of the non-verbal cues that we observe when someone is communicating are what we call “non verbal communication”.
2. Use *Reading 2: Non-verbal communication* and give examples of each.

Activity A2 Importance of non-verbal communication

1. Research tells us that about 65% or 2/3 of the meaning we take from other people’s communication comes from non-verbal elements.
2. What could go wrong in a sexual or romantic situation if someone’s body language or non-verbal communication does not match what they are saying?
3. What is the likelihood that the other person will understand clearly and comply with or listen to their intended message?

Activity A3 Approaches to communication

1. There are three different approaches to communicating your needs and feelings: passive, aggressive and assertive. In order to communicate clearly and to be understood by other people, in the exact way that one wants, it helps to be able to recognise and to understand the differences between these three approaches.
2. Your educator will go through Reading 3: *Assertive, passive and aggressive approaches to communication* with you.

Activity A4 Gender and assertive communication

1. Review the definition of gender messages that you learned in the previous lessons.
Our gender helps us to express ourselves as boys/men or girls/women. We learn our gender from the messages we receive from our society.
2. In groups of four, think about the two questions (written below) and the ones that your educator has written on *Reading 4: How do gender norms affect communication?*
 - a. How are boys taught to behave – in order to be considered to be “real men”– that makes it difficult for them to communicate assertively, and instead, causes them to communicate aggressively or passively?
 - b. How are girls taught to behave – in order to be considered to be “a lady” or “feminine” – that makes it more difficult for them to communicate assertively, and instead, causes them to communicate aggressively or passively?

Remember:

- a. It is VERY important that girls are able to communicate assertively because one of the unhealthy gender messages in society teaches boys to ignore the needs or boundaries expressed by girl: the “she says no but she really means yes” phenomenon.
- b. Skillfully delivered assertive communication helps to combat another inequitable gender message in society: the norm of accepting aggressive communication as acceptable from boys, that is, the “boys will be boys” attitude while labelling assertive communication from girls as “bitchy,” “mouthy,” or “unladylike”.
- c. BOTH men and women are responsible for preventing pregnancy, HIV and other STIs.



HOMEWORK

The activities that you are unable to complete in class, may be taken home to be completed as a homework assignment.

CONSOLIDATION

1. Communication is a combination of what you say with your body and your words.
2. It is very important in romantic and sexual situations to match what you say with your body to your words.

3. “Mixed messages”, or not matching your body language to your words often leads to miscommunication, which can cause problems in relationships.
4. Assertive communication is the best kind of communication.
5. Reject gender norms that make assertive communication difficult for women and men.



ASSESSMENT

1. Group work

- a) Work in a group of six. In this activity you will practise the skill of assertiveness.
- b) Do a role play in your group. Four learners must try to persuade the remaining two to do something wrong. The four should think hard about what to say to the two who do not want to do this thing. The two learners who are resisting peer pressure should also think about what they can say to avoid being pressurised.
- c) Take turns being the ones trying to resist peer pressure.
- d) Write down three good things you can say to resist peer pressure.
- e) In pairs, change this sentence into an “I-statement”: “You are always so pushy and you don’t listen to what I want.”
- f) In the same group, practise saying your new “I-statement” assertively.
- g) Remember, this includes keeping your voice calm and your body language confident.

Test your knowledge

Answer the questions below:

1. Define passive communication.
2. Define aggressive communication.
3. Define assertive communication.
4. What are three examples of “body language”?
5. What happens when one’s body language does not match with one’s words?
6. Why is assertive communication needed in a romantic relationship?





READING

READING 7.7.1: THREE APPROACHES TO COMMUNICATION

Passive

Not expressing what you really think, feel, want or need.

Aggressive:

Expressing yourself in a hostile manner without consideration for the other person's feelings.

Assertive

Expressing yourself in a direct, honest, confident, and respectful way – taking ownership of your messages.

READING 7.7.2: NON-VERBAL COMMUNICATION

- eye contact or engagement
- posture or “body language”
- gestures or movement
- facial expressions
- demeanour, mood or attitude
- tone of voice
- non-verbal expressions of emotion such as sighing, crying, sweating (indicating nervousness or anxiety)
- closeness: the distance between the two people who are communicating

READING 7.7.3: ASSERTIVE, PASSIVE AND AGGRESSIVE COMMUNICATION

When you communicate assertively:

- speak clearly and directly;
- provide specific information, i.e. don't use broad generalisations like, “You ALWAYS do such-and-such...”;
- own your message by using “I-statements”;
- do not blame other people for your feelings or experiences;
- do not try to hurt or offend the other person (though the receiver may not take it this way); and
- acknowledge that others have different beliefs, feelings, opinions, experiences and perspectives.

When you communicate passively:

- you don't express what you really feel or want. You may not say anything at all;
- you probably look defensive, withdrawn or avoidant;
- your non-verbal communication or body language does not line up with the words that you are speaking;
- you are indirect;
- you may, yourself, be unclear about what message you are trying to communicate;
- you use words that say "yes" when your message is really "no"; and
- you try to avoid conflict or avoid hurting the other person's feelings by not communicating the message you really want to deliver. This is driven by fear or worry about what will happen if the person you are talking to does not like what you have to say.

When you communicate aggressively:

- you are hostile and forceful;
- you are confrontational or intentionally hurtful;
- you threaten, pressure or force another person to get your way;
- you do not take the other person's feelings or rights into consideration;
- you manipulate, i.e. saying or doing something to control or force the other person to doing something that you want;
- your verbal and non-verbal cues match up, i.e. your words AND your body language are hostile, aggressive and over-active; and
- alternatively, your body language may be intensely defensive: arms folded, eyes glaring.

READING 7.7.4: HOW DO GENDER NORMS AFFECT COMMUNICATION?

- a. How are boys taught to behave – in order to be considered to be “real men”– that makes it difficult for them to communicate assertively, and instead, causes them to communicate aggressively or passively?
- b. How are girls taught to behave – in order to be considered to be “a lady” or “feminine” – that makes it more difficult for them to communicate assertively, and instead, causes them to communicate aggressively or passively?



GLOSSARY

Do you know what these words mean?

- aggressive
- assertive
- communication
- gender norms
- inequitable
- nonverbal communication
- passive

Check the meanings of any words that you do not understand in the glossary of terms at the front of this book.



Lesson 7.8

Revisiting your goals and
moving forward

Lesson 7.8

Revisiting your goals and moving forward

BRIEF LESSON SUMMARY

During *Lesson 7.8: Revisiting your goals and moving forward*, you begin with an assessment of your progress on the SMART goal you set for yourselves at the beginning of this year in Grade 7 Life Orientation. You will revise the goal or set a new goal to practise the SMART goal-setting technique. The lesson continues with you examining how your behaviours can either support you in accomplishing your goals or get in the way of accomplishing your goals. This exercise is called a “force field analysis”. Think critically of your behaviours and decisions and the impact of certain decisions, to bring about behaviour change. The lesson ends with you making a commitment to positive, goal-supporting behaviours related to health and sex.

KEY POINTS

1. Setting goals will help you to reach your potential.
2. Though obstacles and people will get in the way of you accomplishing your goals, you still have the power to make your life better.
3. There are people and resources that can help you to achieve your goals.
4. Avoiding HIV and other STIs and teenage pregnancy can help you achieve your goals.
5. Making a commitment to positive and healthy behaviours is key to achieving your goals.
6. I am strong, smart and in charge of my future!



ACTIVITIES

Activity A1 Review of goal-setting

1. Your choice of healthy behaviours – especially regarding sex – can either help you to achieve your goals or get in the way of those goals.
2. Healthy behaviours themselves can be more difficult to engage in – or less difficult – depending on the circumstances in your life and what you choose to allow to influence you.
3. In this lesson you will be taught a technique called a “force field analysis” that will help you to :
 - a. identify behaviours that will help you to achieve your goals;
 - b. identify factors and influences that can support those behaviours; and
 - c. identify factors and influences that make it harder to choose healthy behaviours.

Activity A2 Review of SMART goals

1. Do you remember the definition of “a goal” that we used in one of the previous activities? “A goal is a something that you want to achieve. You have the ability to make the best of yourselves and setting and achieving goals helps you to do that.”

2. Remember that developing SMART goals was a skill you learned at the beginning of this Grade 7 Life Orientation class.
3. Test your memory:
 - a. The five characteristics of a SMART goal are:
 - S** goals should be _____
 - M** goals should be _____
 - A** goals should be written in terms of the _____ that will be done to achieve them;
 - R** goals should be _____ (matter to you) and **R** Realistic (actually achievable); and
 - T** goals should be _____ that is, they have a specific due date.

Activity A3 This year's goal

1. Go back to *Worksheet 1* and *Homework 1: SMART goal criteria from lesson 7.1*. Your two SMART goals from the beginning of the year can be found here.
2. *Worksheet 2: Vote for behaviours that support your goals* will now allow you to evaluate how SMART your goal was. Consider the following:
 - a. Has the due date for this goal passed?
 - b. What progress have you made on the goal?
 - c. Have you accomplished it?
 - d. If you have not accomplished it: why not?
 - e. Is it still a goal you want to accomplish?
3. Now write a SMART goal that you would want to achieve for the next 12 months, for each of these themes: family, school, friends and health.

Activity A4 The relationship of behaviour choices to accomplishing goals

1. What does the "A" in SMART mean?
 - a. How is this related to behaviour?
 - b. Give examples of different behaviours.
2. Many of your behaviours are unconscious. They come from your personality, your upbringing, etc. Examples of subconscious behaviours might include scratching an itch, doing things with your right or left hand or drinking water when you feel thirsty, etc.
3. You can also make conscious choices about what actions and behaviours you are going to take. Part of becoming an adult is to choose your behaviours and accept responsibility for those choices and the results of those behaviours.
4. What do you think the relationship is between behaviours and accomplishing goals?

Activity A5 Overview of the “force field” analysis technique

1. In the next activity, a technique for looking at the behaviours you choose and assessing whether these behaviours will help, or get in the way of, accomplishing your goals will be explained and practised.
2. There are two types of behaviours that are important to consider if you want to achieve your goals:
 - a. Behaviour choices that will help to accomplish a goal.
 - b. Behaviour choices that will get in the way of accomplishing a goal.
3. Evaluating behaviours and finding factors that impact the achievement of your goals is called *force field analysis*.
4. You can do a force field analysis on EVERY behaviour that might help or hinder the achievement of your goal.

Activity A6 Practising force field analysis

1. Go to *Worksheet 1: Example of a “force field”* to fill in as you conduct your analysis.
2. Come up with at least one sexual behaviour from your lists of behaviours AND choose a SEXUAL behaviour to put in the box to analyse.
3. Your analysis should identify at least two factors or influences that encourage the positive behaviour you write in the box and at least two factors or influences that hinder it or lead to other behaviour choices.

Activity A7 Making a commitment to behaviour choices

1. You now know:
 - a. how to identify behaviours that will support you in accomplishing your goals; and
 - b. how to identify factors and influences that will encourage or hinder your ability to choose healthy, positive behaviours.
2. Complete *Worksheet 3: “Vote” for behaviours that support your goals*.



HOMEWORK

Learners are encouraged to reflect on what has been dealt with in this activity.

CONSOLIDATION

1. Review the key points of the lesson:
 - a. Setting goals will help you to reach your potential.
 - b. Though obstacles and people will get in the way of you accomplishing your goals, you still have the power to make your life better.
 - c. There are people and resources that can help you achieve your goals.
 - d. Avoiding HIV, STIs and teenage pregnancy can help you achieve your goals.

- e. Making a commitment to positive and healthy behaviours is key to achieving your goals.
- f. I am strong, smart and in charge of my future!



ASSESSMENT

Written activity

Answer the questions below:

1. What is a “goal”?
2. Why are goals important to your life?
3. What does the acronym “SMART” stand for?
4. What is the significance of HIV infection, STIs and teenage pregnancy to goal attainment?
5. What is one (or more) goal(s) you are determined to achieve in the next six months?
6. How does your choice of behaviours affect your ability to achieve your goals?
7. How do circumstances and influences affect your behaviour choices?
8. How do you conduct a “force field” analysis?
9. How would you define what a “commitment” is?
10. What commitments have you made to yourself or your family that embody your personal values or limits?



READING

SMART GOALS

SMART goals help us achieve success. A SMART goal specifies exactly what someone is trying to accomplish, enabling that person to know, concretely, when the goal has been achieved.

A SMART goal is:

Specific: States exactly what you want to do.

Answers the question: What?

Measurable: The success toward meeting the goal can be measured.

Answers the questions: How much? How well?

Action-oriented: The goal contains an action word that will help you to do something to reach your goal.

Answers the question: What will you do to accomplish it?

Relevant and Realistic: The goal is something that will fit in with your larger plans. It requires things you are already able to do or are able to learn in order to accomplish the goal.

Answers the question: Why is this the right goal for you?

Time-bound: SMART goals have a clearly defined timeframe including a deadline or due date.

Answers the question: When?

WORKSHEET 7.8.1: REVIEW OF SMART GOAL CRITERIA

Instructions: Use the table below to design your goal and to evaluate if it is SMART.

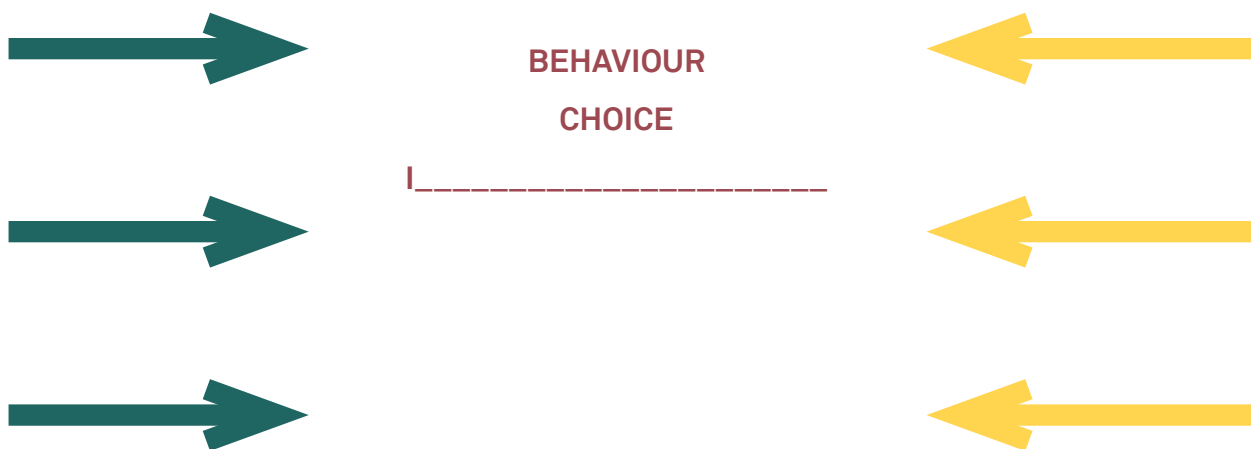
	Criteria	Goal	Criteria met?
S	Smart: What exactly do you want to achieve?		
M	Measurable: You must be able to know when you have attained your goal. Does it answer the questions how much/how many/how well?		
A	Action-oriented: What action(s) are you going to take to achieve the results you have specified?		
R	Realistic: It must be something that you can do with your current skills or resources available to you.		
T	Time-bound: You need to set a specific date by when the goal will be attained		

Rewritten goal that meets SMART criteria.

WORKSHEET 7.8.2: EXAMPLE OF A “FORCE FIELD” ANALYSIS

Factors that positively support behaviour

Factors that make behaviour difficult or lead to negative behaviours



WORKSHEET 7.8.3: “VOTE” FOR BEHAVIOURS THAT SUPPORT YOUR GOALS

Name:

SMART Goal: Positive, goal-supporting behaviours you learned in this Life Orientation Unit:

Behaviour	Votes	Behaviour	Votes
Keep a clear set of positive values in mind.		Actively discuss my thoughts and feelings with trusted adults.	
Stand up for gender equality.		Abstain from sex.	
If sexually active, I will use a condom AND contraception EVERYTIME I have sex.		STAY FAITHFUL to one partner to protect myself, my partner and my community.	
If I'm having sex I will get tested for HIV and other STIs regularly.		Take good care of my health through diet, exercise and rest.	
Take on new responsibilities that come with becoming an adult.		Use an assertive, clear and respectful communication style.	
Work hard to succeed in school.		Believe in myself.	
Use good judgment in choosing friends.		Use good judgment about whom I show love and affection.	
Put effort into helping my family.		I will take AT LEAST a 3-month break between sex partners, if I choose to have sex.	
Avoid or leave friendships or relationships where the other person mistreats or abuses me.		Maintain constant awareness of the high risk of pregnancy or HIV and other STIs, involved in having sex.	
Use the CLARIFY decision-making process to make sure I think things through.		Create a list of “must-haves” and “deal-breakers” and use that list to evaluate potential romances.	

(your name) am committing to the behaviours I have checked agreed to because they will help me to accomplish my goals.

These behaviours will help me accomplish my goal by:

.....

The names of three or more people who will help me commit to these behaviours are:

.....

Your signature



GLOSSARY

Do you know what these words mean?

- abstinence
- decisions
- forced field analysis
- having multiple sexual relationships during the same period of time
- intentions
- kissing
- having a sexual relationship
- touching
- using condoms

Check the meanings of any words that you do not understand in the glossary of terms at the front of this book.



*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 Orientation 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 7. 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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