



Sexuality Education in
Life Skills

Scripted Lesson Plans

Grade 5 Educator Guide



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Sexuality Education
in Life Skills

Scripted Lesson Plans

Grade 5 Educator Guide

Foreword

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



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

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

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

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

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

A handwritten signature in black ink, which appears to read 'A M Motshekga'.

MRS A M MOTSHEKGA, MP
MINISTER: DEPARTMENT OF BASIC EDUCATION
DATE: MAY 2019

Acknowledgements

ISBN: 978-1-4315-3313-8

© COPYRIGHT Department of Basic Education

Department of Basic Education, Pretoria. 2019. The Educator Guide on Comprehensive Sexuality Education, aligned to the Curriculum Assessment and Policy Statement (CAPS) – Educator Guide.

This Educator Guide was developed by the Department of Basic Education with the financial support of the United States Agency for International Development (USAID) through Education Development Center, Inc. (EDC).

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

No part of this publication may be reduced or transmitted in any form or by any means without the prior written permission of the Department of Basic Education.

Address:

Department of Basic Education

222 Struben Street

Pretoria

0001

Website: www.education.gov.za

Facebook: www.facebook

Twitter: twitter.com/dbe_sa



This publication was made possible with the generous funding of USAID.

CONTENTS

FOREWORD	i
ACKNOWLEDGEMENTS.....	ii
GUIDE TO TEACHING SEXUALITY EDUCATION THROUGH SCRIPTED LESSON PLANS (SLPS).....	1
CORE MESSAGES TO BE INTEGRATED THROUGHOUT THE CURRICULUM	8
CLASSROOM MANAGEMENT TO SUPPORT IMPLEMENTATION OF THE SLPS	9
Lesson 5.1 Body image.....	33
Lesson 5.2A I can choose my relationships	45
Lesson 5.2B This is my body and I can say what happens to it.....	63
Lesson 5.3 The benefits of good and safe relationships.....	73
Lesson 5.4 Child abuse - “Keeping myself safe from abuse”	81
Lesson 5.5 Sexual grooming: I can say “No”!	92
Lesson 5.6 Dealing with violent situations:”What is sexual violence?”	101
Lesson 5.7 Learning from our elders	110
Lesson 5.8 Should boys and girls be treated differently	123
Lesson 5.9 Dealing with the stigma of HIV	133
Lesson 5.10 Changing attitudes towards people infected with HIV and AIDS.....	143
BIBLIOGRAPHY	153

NOTE TO THE EDUCATOR

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

You taught me¹

You taught me the names of the cities in the world

BUT

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

You taught me about the minerals that are in the earth

BUT

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

You taught me to speak and write in three languages

BUT

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

You taught me all about reproduction in rats

BUT

I don't know how to avoid pregnancy.

You taught me how to solve math's problems

BUT

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

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

I am now quite clever

BUT

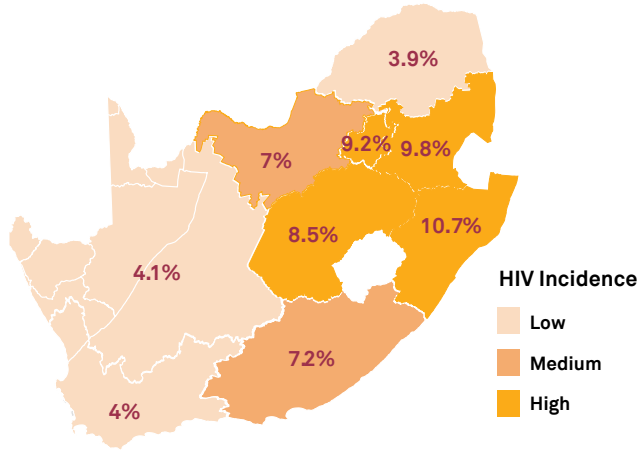
Why is it that I feel I know nothing?

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

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

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

1. Introduction



Source: SANAC, accessed January 18, 2019

Figure 1: HIV prevalence by province, 2016

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

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

HIV IS EVERYONE'S PROBLEM

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

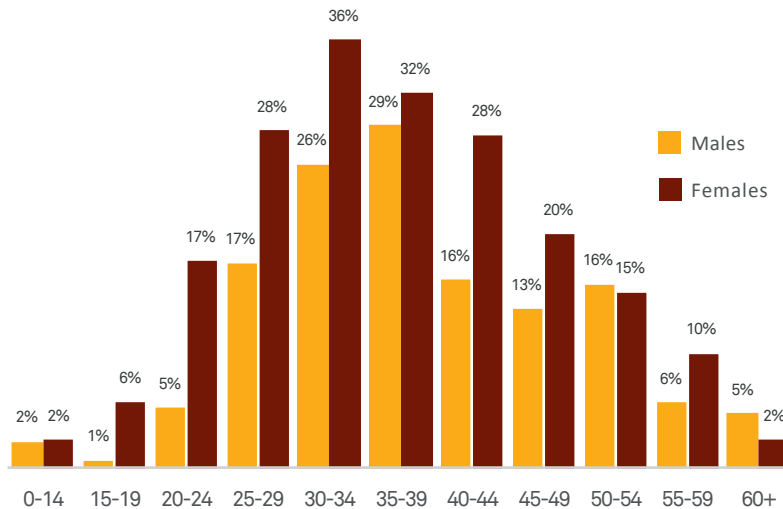


Figure 2 : HIV infection rate by age

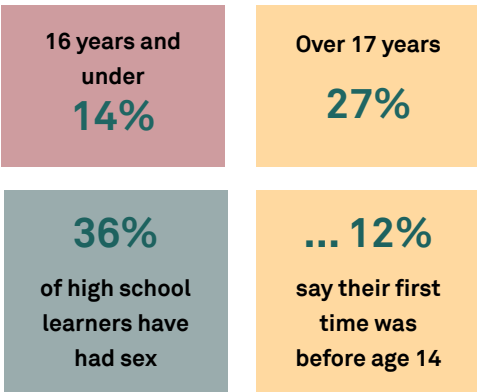
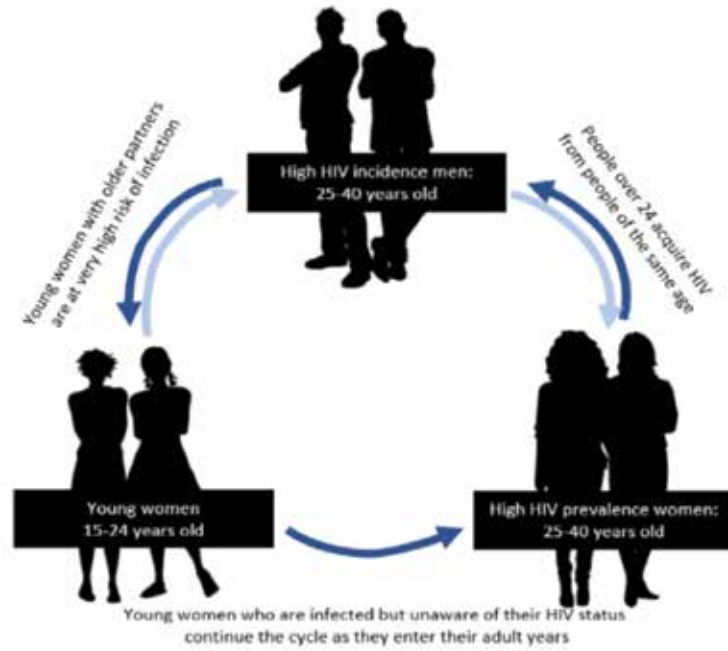
2 Shisana, O., Rehle, T., Simbayi, L.C., Zuma, K., Jooste, S., Zungu, N., Labadarios, D., and Onoya, D. (2014). *South African National HIV Prevalence, Incidence and Behaviour Survey, 2012*. Cape Town, South Africa: HSRC Press.

HIV:³

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

There are many reasons for this, but age difference⁴ is a major factor in South Africa - specifically the relationships between older men and young women and girls.

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



PREGNANCY

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

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

SEXUAL INITIATION

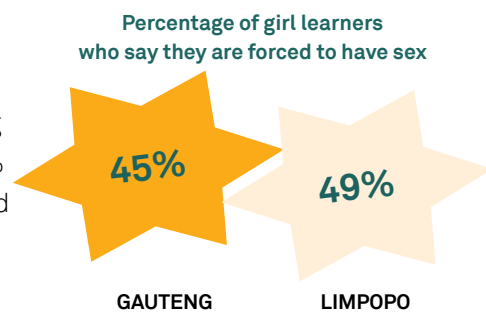
The age when young people have their first sexual experience is important. The earlier a young person has sex, the greater their risks of HIV infection and unintended pregnancy.⁶

PRESSURE, FORCE AND VIOLENCE

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

2. A study of sexual violence in schools

A study of sexual violence in schools was conducted in Gauteng and Limpopo by Action Aid in 2015.⁷ The study found that 45% of female learners in Gauteng and 49% in Limpopo said they had been forced to have sex.



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

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

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

6 Ibid

7 Action Aid. (2015) *ActionTalk Newsletter (August)*. Retrieved on March 14, 2016 from http://www.actionaid.org/sites/files/actionaid/actiontalk_august_newsletter_aasa_2.pdf.

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

HIV and TB have reached epidemic proportions in South Africa. It is estimated that 7.1 million people are currently HIV positive, with an approximate 270 000 new HIV infections⁹ and 450 000 new TB infections annually¹⁰. The rate of teen pregnancy in South Africa has become a major challenge, because learner pregnancy does not only affect the completion of schooling for individuals, girl learners in particular, but has an impact on their families and on the communities within which the schools function.

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

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

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

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

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

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

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

⁹UNAIDS. Ending AIDS Progress towards the 90–90–90 targets (2017) Retrieved on June 18, 2018 from http://www.unaids.org/sites/default/files/media_asset/Global_AIDS_update_2017_en.pdf

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

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

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

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

4. Outcomes

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

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

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

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

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

5. Structure of the SLPs

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

5.1 CAPS TOPICS AND SUBTOPICS

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

5.2 CONCEPTS

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

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

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

5.3 KNOWLEDGE, VALUES AND ATTITUDES

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

5.4 TIME ALLOCATION

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

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

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

5.5 TEACHING METHODS

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

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

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

5.6 RESOURCES

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

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

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

5.7 BRIEF LESSON SUMMARY

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

5.8 KEY POINTS

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

5.9 ASSESSMENT

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

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

5.10 INFORMAL ASSESSMENT

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

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

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

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

5.11 LEARNER ASSESSMENT

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

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

5.12 TEST YOUR KNOWLEDGE

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

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

5.13 NOTES TO THE EDUCATOR

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

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

5.14 TEACHING AND LEARNING RESOURCES

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

5.15 GLOSSARY

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

5.16 BIBLIOGRAPHY

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

B. CORE MESSAGES TO BE INTEGRATED THROUGHOUT THE CURRICULUM

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

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

Core Messages

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



C. CLASSROOM MANAGEMENT TO SUPPORT IMPLEMENTATION OF THE SLPs

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

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

YOUR ROLE AS EDUCATOR

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

Here are some tips to help you:

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

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

CREATE A SAFE, CONDUCTIVE CLASSROOM ENVIRONMENT

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

FEELING CHALLENGED BY NEW SE CONTENT

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

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

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

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

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

SAFE LEARNING SPACES

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

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

THE CLASSROOM OFTEN EXTENDS INTO THE HOME

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

MANAGING DISCUSSION IN THE CLASSROOM

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

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

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

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

MONITORING PEER DISCUSSIONS AND ENGAGEMENTS

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

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

BUILDING THE CONFIDENCE OF LEARNERS

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

Here are some characteristics of children at this developmental stage:

INTELLECTUAL

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

SOCIAL

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

PHYSICAL

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

EMOTIONAL

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

MORAL

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

FACTORS THAT IMPACT LEARNER PARTICIPATION

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



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

For example:

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

MANAGING DIVERSITY

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

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

INCLUSIVE CLASSROOMS

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

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

DIFFERENT AGES AND EXPERIENCES

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

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

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

LANGUAGE

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

PARENTAL INVOLVEMENT AND CONSENT

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

NOTE TO EDUCATOR

Below is a breakdown of the CAPS topics with the associated content from the SLPs, and how each topic and its content can be taught across the year in an integrated manner.
 Each SLP has been developed to be covered in ONE HOUR. Schools have different timetable allocation for Life Skills e.g. 30 minutes, 45 minutes or 60 minutes. The time indications given here will allow you to fit the SLPs into the total amount of time allocated for Life Skills.
 Remember that the SLPs should be taught across all four terms.

APPENDIX 1: SLPs AT A GLANCE

Grade 4

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

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

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

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

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

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

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

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

APPENDIX 2: LESSON SUMMARIES

Grade 4

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

Grade 4 lessons	Brief Lesson Summary
4.10 Celebrating the life of Nkosi Johnson	<p>The life of a brave young South African hero is celebrated. Nkosi Johnson had had AIDS himself, and campaigned for other children not to be excluded from school because of their HIV status.</p> <p>The lesson starts with a quick ‘True or false?’ quiz which tests what learners have previously learnt about HIV and AIDS. Through a comic strip, the learners are then introduced to the story of Nkosi Johnson and what he fought for. The lesson ends with a fun role play which teaches learners the interaction between HIV and CD4 cells in a person who is HIV positive and getting treatment called antiretrovirals treatment (ART).</p>

Grade 5

Grade 5 lessons	Brief Lesson Summary
5.1 Body image	The learners explore the idea of self-concept, describing how others view them and the how other people influence the way we see ourselves. The learners analyse their own self-concept and are encouraged to have a positive self-image. They read a story about a brave young South African role model who accepted herself for who she was despite having progeria, a disfiguring disease. Learners are encouraged to think positively about themselves and this is linked to future lessons on good decision-making, good choices and positive behaviour.
5.2A I can choose my relationships	The learners discuss the different types of relationships, what makes a relationship good or bad, safe or unsafe. They explore different strategies for when they find themselves in unsafe situations.
5.2B This is my body and I can say what happens to it	The learners find out how to say “No” and mean “No.” They learn how to make sure that other people know that when they say “No” they mean “No”. When someone says “No”, we must respect and listen to what they are saying. Unwanted sexual attention from either girls or boys violates privacy and the right over one’s own body. It is important for us all to communicate clearly to maintain privacy and counter unwanted sexual attention.
5.3 The benefits of good and safe relationships	The learners discuss the benefits of a good and safe relationship. They then play a game of Snakes and Ladders. Before playing the game, they have to decide whether statements provided to them fit under the snakes or the ladders on the game board. The snakes represent bad relationships and the ladders represent good relationships.
5.4 Child Abuse – “Keeping myself safe from abuse”	This lesson starts off with a rap called ‘No Zones’. This is a fun way of introducing learners to the very serious topic of abuse. Key messages are introduced, such as saying “No!” when someone hurts them, not keeping secrets and telling an adult they can trust when faced with abuse. The learners are then given examples of different kinds of abuse and they have to identify which type of abuse it is. The lesson ends off with a discussion on the effects that abuse has on personal health.
5.5 Sexual grooming: I can say “NO”!	The lesson starts with the story of Mbali and introduces us to the concept of sexual grooming. This is followed by a discussion of what grooming is and what should be done once a child discovers that they have been groomed. Learners are then given a series of scenarios and they have to identify the signs of grooming and decide what to do next, putting into practice what they have learnt in the lesson.

Grade 5 lessons	Brief Lesson Summary
5.6 Dealing with violent situations: “What is sexual violence?”	The lesson begins with a definition of violence and the learners then look at examples of types of violence such as physical violence, domestic violence and sexual violence. The lessons then explore what sexual violence is and looks at a scenario of sexual violence at school. Learners are asked to think about ways to keep themselves safe from sexual violence at school, at home and in the community.
5.7 Learning from our elders	The class defines who our elders are and the roles that they play in their lives. The learners understand that we respect our elders because of their age, experience and wisdom. They learn to value the advice that our elders are able to give us.
5.8 Should boys and girls be treated differently?	The lesson explores how different cultures view the responsibilities of boys and girls. The lesson starts with the learners identifying the difference between culture, tradition and customs and listing how responsibilities differ for boys and girls in their culture. The learners then read a case study which highlights the significance of teaching young people about their cultural and traditional practices. The learners are taught that they should not be quiet about unacceptable practices and should speak out against them.
5.9 Dealing with the stigma of HIV	The idea of stigma is defined and the class explores its effects on individuals. They read a story about stigma related to HIV. They answer questions about this story and reflect on their own behaviour with regards to stigma. The learners find a newspaper article about HIV and stigma and they each write a summary of this article.
5.10 Changing attitudes toward people infected with HIV and AIDS	The learners will recall prior knowledge about HIV, participating in a quiz and answering questions to review their understanding of HIV. In this way, they gain an understanding of what service learning is by working through a case study of a teacher who involved his class in a service learning activity to the benefit of a HIV and AIDS home. The learners also gain an insight into caring for people with HIV and AIDS.

Grade 6

Grade 6 lessons	Brief Lesson Summary
6.1 Body image: “My body is changing.”	During lesson 6.1, “My body is changing”, the learners learn about puberty and the changes that take place in our bodies during that period. Learners have dealt with the physical parts of the body (Grade 4) and with body image (Grade 5). In this lesson the focus is on emotional and hormonal changes that accompany physical changes during puberty. Learners also learn to understand, respect and accept these changes in their bodies and the bodies of others.
6.2 Body image: “I am who I am”	Lesson 6.2 “Body Image: I am who I am” takes a look at the effect the media and society has on body image. Learners assess the messages that are put out there by the media and society and gets them thinking about how they perceive their bodies visually, how they feel about their physical appearance, how they think and talk about their bodies and their sense of how other people view their bodies.

Grade 6 lessons	Brief Lesson Summary
6.3 Body image: Acceptance of Self	In lesson 6.3 “Body Image: Acceptance of Self” learners are introduced to Jayzee’s story of a series of experiences she had about how she was harmed and what the effect her experience had on her self-image. In the activities that follow, learners are encouraged to identify positive things about themselves, thereby affirming the importance and need for self-acceptance.
6.4 Negative and positive peer pressure	During lesson 6.4, “Negative and Positive Peer Pressure”, the learners will start by defining peer pressure and then differentiating between positive and negative peer pressure. Learners will provide examples from their own experience. Learners will then identify negative and positive peer pressure from a list of scenarios presented.
6.5 Behaviours that put pressure on us	During lesson 6.5, “Behaviours that put pressure on us” learners are introduced to peer pressure through role play. They are then introduced to the 3 C’s model which teaches them how to make effective decisions. Once they have made a decision about the challenge they are facing with the peer pressure, they write a dialogue in which they assertively communicate their decision.
6.6 Bullying and links to gender-based violence	Lesson 6.6, “Bullying and links to gender-based violence”, looks at the reasons why people bully and explains to learners the steps to take if they think they are bullies. Learners are then given the opportunity to analyse 2 examples of bullying and to suggest possible ways of getting out of the bullying habit.
6.7 Bullies can change	Lesson 6.7, “Bullies can change”, looks at the acronym “ADAPT” and how bullies can get out of the bullying habit. Learners examine the different elements of “ADAPT” and how bullies can overcome their behaviour. Once learners have a good understanding of the acronym, they come up with their own role plays about how a bully has taken a new path in life using the “ADAPT” acronym.
6.8 What is gender stereotyping, sexism and abuse?	During Lesson 6.8 “What is gender stereotyping, sexism and abuse?” your learners will define the terms gender stereotyping, sexism and abuse. They will understand the difference between these terms and will be able to identify the terms from examples given.
6.9 Gender equality, stereotypes and bias	During Lesson 6.9 “Gender equalities, stereotypes and bias”, learners will consider examples of male and female stereotypes, challenge these and provide reasons for doing so. They will also find out what the South African Constitution says about discrimination and the right to be protected from discrimination. Learners are reminded that when one has rights one also has responsibilities. Learners will identify ways in which they can be responsible and ensure that they are not sexist, abusive or perpetuate gender stereotyping.
6.10 HIV and AIDS, stigma, care, treatment and support	Lesson 6.10, “HIV and AIDS, Stigma, care, treatment and support” is a lesson that starts by looking at how to stay healthy, practice good hygiene and provide emotional support to someone who is HIV positive. Learners then do an activity looking at myths and facts about HIV and AIDS. Learners make posters in groups on caring for people living with HIV focusing particularly on staying healthy, good and personal hygiene and providing emotional support.

APPENDIX 3: OVERVIEW OF ASSESSMENTS

Grade 4

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

Grade 5

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

Grade 6

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

APPENDIX 4: OVERVIEW OF LEARNER ASSESSMENT

Grade 4

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

Grade 5

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

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

Grade 6

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



Lesson 5.1

Body image

Lesson 5.1		Body image	
Grade	5		
CAPS Topic(s)	Development of the self		
CAPS Subtopics	<ul style="list-style-type: none"> • Positive self-concept <ul style="list-style-type: none"> – Influences of others on self- concept: adults and peers 		
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Coping with emotions: empathy, compassion, anger, disappointment and sadness • Relationships with peers, older people and strangers Other subjects: <ul style="list-style-type: none"> • Creative Arts 		
This lesson will deal with the following	<ul style="list-style-type: none"> • Defining the word self-concept • Recognising the relationship between what people think and say about us and what we think about ourselves • Managing the effect that other people have on our self-concept • Describing a positive self-concept and the importance of resilience • Acknowledging that physical appearance does not determine a person's worth as a human being 		
Concepts	<ul style="list-style-type: none"> • Influence • Negative • Positive • Respect • Self-concept • Self-confidence 		
Teaching methodologies	<ul style="list-style-type: none"> • Class discussion • Group work • Use of stories by instructor as teaching aid 		
Time	60 minutes		

CORE MESSAGE

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

BRIEF LESSON SUMMARY

The learners explore the idea of self-concept, describing how others view them and how other people influence the way we see ourselves. The learners analyse their own self-concept and are encouraged to have a positive self-image. They read a story about a brave young South African role model who accepted herself for who she was despite having progeria, a disfiguring disease. Learners are encouraged to think positively about themselves and this is linked to future lessons on good decision-making, good choices and positive behaviour.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: All about me	30 min	Informal, Self-assessment	Written task
Activity B: The story of our brave, young South African	30 min	Informal, Educator	Reading comprehension
Homework activity		Informal, peer	Written task (creative writing)

KEY POINTS

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



RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner's book
- Learner exercise books
- Pens/pencils
- Flashcards (if you have the materials available)



PREPARATION FOR THE LESSON

1. Activity A:

- a. Refer learners to **Worksheet 5.1.1** in their learners' books. Read through the worksheet with the learners so that they are clear on what is expected of them.
- b. Prepare flashcards with the following words or write them on the board.
 - i. Self-concept
 - ii. Positive
 - iii. Respect
 - iv. Influence

2. **Activity B:** Refer learners to the reading passage in the book. Identify a learner that can read the passage to other learners. If you read the passage to the learners, be sure to stop and explain any words that the learners may find difficult to understand.



ACTIVITIES

Activity A: All about me

Introduction: This activity deals with learners identifying who they are, their strengths, what makes them happy and what others say are their strengths. Learners understand what self-concept is and how to build a positive self-concept.

1. Tell the learners that they are going to learn about self-concept and how to develop a positive self-concept.
2. Tell the learners that the first thing they need to do is find out a little bit more about themselves.
3. Refer the learners to the worksheet in their learner books.

Individual work

1. Read the contents of each of the circles in **Worksheet 5.1.1**.
2. Ask the learners to think about the questions.
3. Tell the learners to fill in their answers on the worksheets. Remind them that they should do this activity on their own.

Classroom discussion

1. Ask the learners to write a checklist of what makes them happy.
2. Now ask learners to work with a friend and ask them (according to the list) if this is how their friends experience them.
3. Once learners have completed the activity, discuss the following questions with them:
 - a) Was there anything you found out that surprised you?
 - b) How will you use this information to improve yourself?

4. Write the following words on flashcards or write the words on the chalkboard.
self-concept **positive (self-image)** **respect** **influence**
5. Ask the learners if they know what any of these words mean.
6. Write their answers on the board under the appropriate flashcard.
7. Explain to the learners what each of the words means, using the statements below:
 - a) Self-concept is about how you see yourself.
 - b) Positive means 'good', the good things about ourselves. Having a positive image about one's self. A strong and healthy self-concept is a positive one.
 - c) Respect is about looking up to someone you admire.
 - d) Influence is the power of a thing or person that has some kind of effect on another person.
8. Once your learners have a good understanding of what each of these concepts mean, ask them the following questions:
 - a) What do you think makes a person feel good or bad about themselves?
 - b) Can you think of positive things that were said to you by an adult or a peer that has built your self- concept?
 - c) Can you think of examples of positive things that you have said to a friend to build their self- concept?
9. Ask the learners what they have learned from this activity. Write their answers on the board and where possible, include the statements below:
 - a) People can have a positive influence on our self- concept if they consistently say positive things to us, or about us.
 - b) We need to develop coping skills (becoming resilient) so that we are able to face difficulties that arise in life such as disappointments, illness or hardship.
 - c) Sometimes we need to make a decision to accept or reject what they say about us.

.....Natural break.....



HOMEWORK

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

Ask the learners to think of one of the dreams they have for themselves that motivates them. They could represent their dream any way they want, e.g. in a poem, in a story, in a picture, in a rap song. They will not be asked to share this unless they feel comfortable to do so.



ASSESSMENT

Use the activity in the homework assignment as an assessment task. Allow the learners enough time to prepare and to present their inputs if they choose to do so.

WORKSHEET 5.1.1

What do I enjoy doing?

What makes me feel happy?

About me
My name is

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

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

Activity B: The story of a brave young South African role model

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

NOTE TO THE EDUCATOR

The child's name has been removed, because the discussion needs to focus on the purpose of using her story to convey a positive message to learners, and not on her identity. Learners should discuss the importance of having a positive self-image and why self-acceptance is more important than physical appearances. The website links have been included if the learners want to find out more.

Classroom discussion

- a) Tell your learners that you are going to help them read a story about a young woman who, despite her appearance, had a positive self-concept.
- b) Tell the learners to refer to this story below. Read the story to the learners in **Reading 5.1.1: Our brave young South African role model.**
Stop to explain any words that you think the learners may have difficulty with.

READING 5.1.1: OUR BRAVE YOUNG SOUTH AFRICAN ROLE MODEL

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

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

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

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

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

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

She used her condition to motivate others to achieve their goals regardless of their challenges. She is regarded as a miracle child because she defied the doctor's predictions that she would only live until the age of 13. She passed away at 18 years old, in 2017. We remember her for her confidence, her bravery and for the lesson that we are more than what we look like on the outside.

Small groups

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

See **Worksheet 5.1.2: Note to self.**

NOTE TO THE EDUCATOR

Ask learners to explain what ***"There is more to me than what I look like"*** means. It can be a difficult concept for learners to grasp. Use the worksheet on "Note to self" to help with an explanation.

Class discussion

1. Ask the learners what they have learnt from the story about our brave young South African role model and the strengths she showed.
2. Their responses should include some of the following:
 - a. A person's physical appearance does not determine their worth as a human being.
 - b. You cannot let the opinion of others define your self- concept.
 - c. We need to accept that we are all different and we are unique. We need to embrace our differences.
 - d. You can have a positive outlook on life, even when you are faced with hard times.



HOMEWORK

1. Ask your learners to take home the checklist they prepared in the class and to ask their parents how their parents see them.
2. Now ask the learners to prepare a collage about themselves using words (not pictures) based on their checklists about what makes them happy.

WORKSHEET 5.1.2 NOTE TO SELF

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

I am important because

I am special because

I want to be known for

Love, me



WRAP UP OF THE LESSON

Remind the learners what they have learnt about in this lesson:

1. What is self-concept (how you think about or see yourself)? How can self-concept be affected either negatively or positively by what other people say to us or about us?
2. Identifying who they are, what their strengths are, what makes them happy, and what others see as their strengths.

Game

1. Ask the learners to stand in a circle.
2. Tell the learners that they are going to say one kind or positive thing about someone else in the circle.
3. They do this by throwing a ball at the person and then saying, "Thank you for..."
The other person responds with, "You're welcome!"
4. When a learner has had something said to them that is positive, they sit down.
5. The game ends when everyone has had a turn to say something positive about someone else in the room.



ASSESSMENT

1. Ask learners to display their poems, posters, rap songs, collages etc. in the classroom for others to see. Ask them to post positive comments on the work displayed, to encourage each other.

NOTE TO THE EDUCATOR

Building good, positive values and attitudes is an important part of the CAPS Life Skills curriculum. Learners need to be made aware of how to build positive attitudes both in and outside the classroom. The way in which activities are structured and assessed should motivate learners to be positive and confident.

Learners may not want to perform their songs or poems for others, so pair them with learners who do so confidently. This will motivate learners to think more positively about their own work.

Positive attitudes and positive self-image is linked to other sexuality concepts, like good decisions and choices, positive behaviour etc., in lessons that follow.

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

Test your knowledge

Ask your learners to answer the following questions:

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

Possible answers

1. If you have a positive self-concept, it means that you accept yourself for who you are. You are happy with yourself. When things go wrong in life, you will be able to deal with them and move on instead of beating yourself up over your failures.
2. You are a good listener. / You are someone I can trust and rely on. / You are a good friend.



GLOSSARY

Appearance: the way that a person or thing looks.

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

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

Motivation: to make somebody want to do something.

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

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

Rare: something that you do not find or see often.

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

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



Lesson 5.2A

I can choose my relationships

Lesson 5.2A	I can choose my relationships	
Grade	5	
CAPS Topic(s)	Development of the self	
CAPS Subtopics	<ul style="list-style-type: none"> • Relationships with peers, older people and strangers <ul style="list-style-type: none"> – Bad and good relationships – Safe and unsafe relationships 	
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Coping with emotions: empathy, compassion, anger, disappointment and sadness Other subjects: <ul style="list-style-type: none"> • Languages: visual literacy - interpretation of information in different texts 	
This lesson will deal with the following	<ul style="list-style-type: none"> • Recognising that there are different types of relationships. • That there are many ways to express friendship and love to another person and there are strategies to protect ourselves in an unsafe relationship. • Identifying the characteristics of a good relationship and a bad relationship, a safe and an unsafe relationship. • Understanding that relationships are able to change • Analysing which strategy would be the most appropriate to use in a variety of situations. • Explore ways that inequalities in a relationship affect personal relations. 	
Concepts	<ul style="list-style-type: none"> • Abuse • Feelings • Relationships • Respect • Safe 	<ul style="list-style-type: none"> • Trust • Unsafe • Friendship • Inequality • Expression
Teaching methodologies	<ul style="list-style-type: none"> • Class discussion • Small group work 	
Time	60 minutes	

CORE MESSAGES

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

BRIEF LESSON SUMMARY

The learners discuss the different types of relationships, what makes a relationship good or bad, safe or unsafe. They explore different strategies for when they find themselves in unsafe situations.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A : Good or bad relationships	30 min	Informal, Group assessment	Group work Written task
Activity B: Refuse, delay and bargain	30 min	Informal, Self-assessment	Oral (visual literacy) Written task
Homework		Informal, Educator assessment	Written task

KEY POINTS

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



RESOURCES/MATERIALS

- Chalk
- Chalkboard
- Learner books
- Learner exercise books
- Paper
- Pencils



PREPARATION FOR THE LESSON

1. **Activity A:** Divide the learners into small groups. Assign a picture for each group to analyse. They need to focus on: who is in the relationship; what kind of relationship it is; and they must evaluate whether it is good or bad based on details in the picture.
2. **Activity B:** Have examples of Refuse, Bargain and Delay ready, in order to explain this concept to the learners. Use a class list to help you split the learners in groups for this activity.



ACTIVITIES

Activity A: Pictures - Good or bad relationships

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

Classroom discussion

- a. Write the word 'Relationship' on the board.
- b. Ask the learners what the term 'Relationship' means.
- c. Record their answers on the board.

Small groups

1. Divide the learners into small groups.
2. Refer the learners to the pictures in **Worksheet 5.2A.1** in their learner books.
3. Give each group of learners one picture to analyse. Ask them to look at the pictures and identify whether the relationship is good or bad.
4. Tell the learners they have to answer the following questions for each picture:
 - a. Who is in the relationship?
 - b. What kind of a relationship is it?
 - c. Evaluate whether the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence you have found.
 - d. How are the characters feeling?
5. Ask your learners to give reasons for their answers.
6. Look at the first picture as an example, with the learners, and help them find the answer.
 - a. Thando and an older boy.
 - b. It is a peer relationship.
 - c. It is a bad relationship because the older boy is more powerful than Thando. He is trying to make him do something he knows is wrong.
 - d. Thando is unhappy, afraid and stressed, while the older boy is feeling in charge and powerful.
7. Give the learners 10 minutes to complete the answers for the picture.

WORKSHEET 5.2A.1

Scenario 1: Two boys are standing and talking. The older boy is offering the younger boy drugs.



Now write down what you discussed:

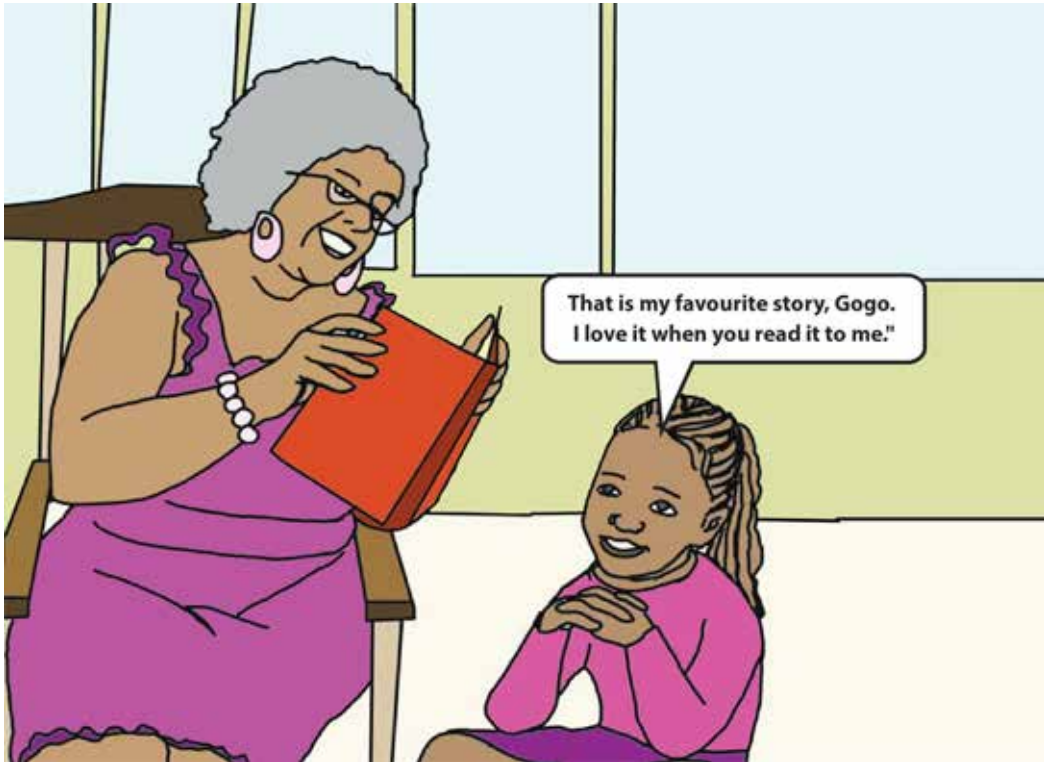
a) Who is in the relationship?

b) What kind of a relationship is it?

c) Evaluate whether the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence from the picture.

d) How are the characters feeling?

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



a) Who is in the relationship?

b) What kind of a relationship is it?

- c) Evaluate whether the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence from the picture.

- d) How are the characters feeling?

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



- a) Who is in the relationship?

- b) What kind of a relationship is it?

- c) Evaluate whether the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence from the pictures.

- d) How are the characters feeling?

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

NOTE TO THE EDUCATOR

More than one relationship is indicated here. There's a friendly relationship between Jane and Phumi, family relationship between Phumi and her uncle and the adult-child relationship between Jane and Phumi's uncle, which is the main relationship the scenario wants you to focus on. This is the unsafe relationship.



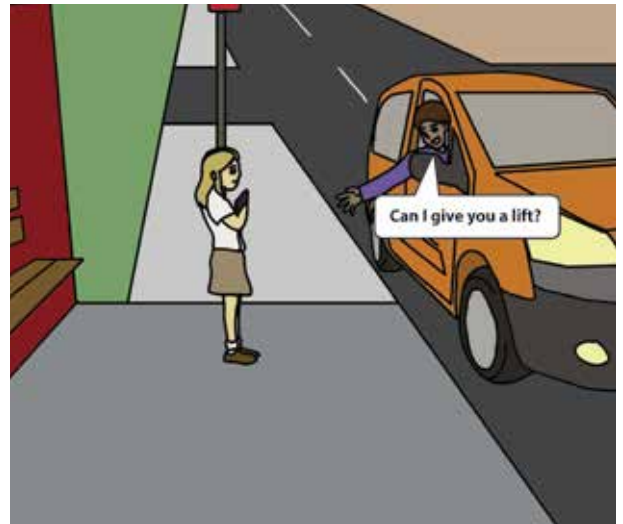
- a) Who is in the relationship?

b) What kind of a relationship is it?

c) Evaluate whether the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence from the pictures.

d) How are the characters feeling?

Scenario 5: Tracy is waiting at the bus stop after school. While she is waiting, a car stops next to her. She has never seen this person before. The person in the car offers her a lift.



Tracy is not sure what to do.

a) Who is in the relationship?

b) What kind of a relationship is it?

c) Evaluate whether the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence from the pictures.

d) How are the characters feeling?

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



a) Who is in the relationship?

b) What kind of a relationship is it?

c) Evaluate whether the relationship is a good one or a bad one by looking carefully at the pictures. Justify your answer using evidence from the pictures.

d) How are the characters feeling?

Class discussion

1. Once they have completed the exercise, go through the answers for each picture with the whole class.
2. The learners mark their own answers and fill in the answers for the others.
3. Now discuss the following points with the learners:
4. There are different types of relationships, e.g.
 - a) Friendly relationships (Phumi and Jane; John and Mary)
 - b) Relationships between a child and an adult (teacher and Tommy)
 - c) Loving relationships with family (Thembi and her grandmother)
 - d) You can also have an intimate relationship between men and women, woman and woman and men and men.
5. A good relationship is based on respect, trust, love and friendship which is shown in words (by the things we say) and in actions (by the things we do).
6. Divide your learners into buzz groups. They must choose a relationship e.g. friendly relationship, child-adult etc. Now they should choose a way in which they can express love in that relationship. Take some responses from the groups. Write their responses on the board.
7. “Trust means that people can count on you to do the right thing and say things that are true even when no one sees you.”¹¹ Trust also means that you are able to communicate with that person and that they listen to what you have to say.
8. You feel safe and comfortable in a good relationship.

.....Natural Break.....

¹¹<http://www.character-kids.com/trustworthiness.pdf>

Activity B: Refuse, delay and bargain

Introduction: This activity teaches learners the difference between a safe relationship and an unsafe one. It also describes the “refuse”, “delay” and “bargain” techniques, with ideas for practice.

Classroom discussion

Review with the learners what they learned in the previous activity about the difference between a good relationship and a bad relationship.

Small group

- Divide the learners into small groups.
- Ask the learners to identify times when they have felt safe and to give an example of feeling safe. Ask the learners to describe how they feel when they are safe.
- Ask the learners to identify times when they have felt unsafe. Ask them to give an example of feeling unsafe and to describe how they feel when they are unsafe.

NOTE TO THE EDUCATOR

Be aware/ sensitive to the fact that some learners may have experienced traumatic or unsafe situations. If possible, have a counsellor on hand to debrief any learners that may need assistance.

1. Ask the learners the following questions in their groups:
 - a) Are all good relationships safe relationships? Give an example, if applicable.
Example: *You could have a good relationship with a friend, but then you make a bad decision with that friend that puts you in a risky situation e.g. you and your good friend decide to leave school early and go to the local movie house where a number of drunk young men hang around, and it puts you both at risk.*
 - b) Are all bad relationships unsafe relationships? Give an example, if applicable.
Example: *Yes, if you are in a bad relationship, you will be unsafe.*
 - c) Can a good relationship become an unsafe relationship? Give an example, if applicable.
Example: *A good relationship can become an unsafe relationship. A trusted adult breaks their trust and takes advantage of an unsuspecting child and tries to sexually assault them.*
 - d) Can a bad relationship become a safe relationship? Give an example, if applicable.
Example: *You could be in a relationship with a bully which is a bad relationship and puts you in harm. If that person decides to stop bullying you and changes their behaviour over a sustained period, that bad relationship could become a safe relationship.*

Class discussion

1. Bring the learners together and tell them that there are different strategies they can use if they find themselves in unsafe relationships.
2. Ask the learners to read through the following

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

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

Example

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

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

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

Example

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

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

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

Example

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

3. Refer learners to the picture frames in their workbooks.

4. Ask the learners to look at the pictures carefully. They must discuss in their groups which of these strategies they are going to use to get out of the unsafe relationships illustrated i.e. “refuse”, “delay” or “bargain” .
5. Refer the learners to the examples provided below: (These examples show how the empty frames could be completed.)
6. Read through the examples with the learners.

Possible responses

Learners will have written different responses in the dialogue boxes

Picture 1 responses:



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

Picture 2 responses:



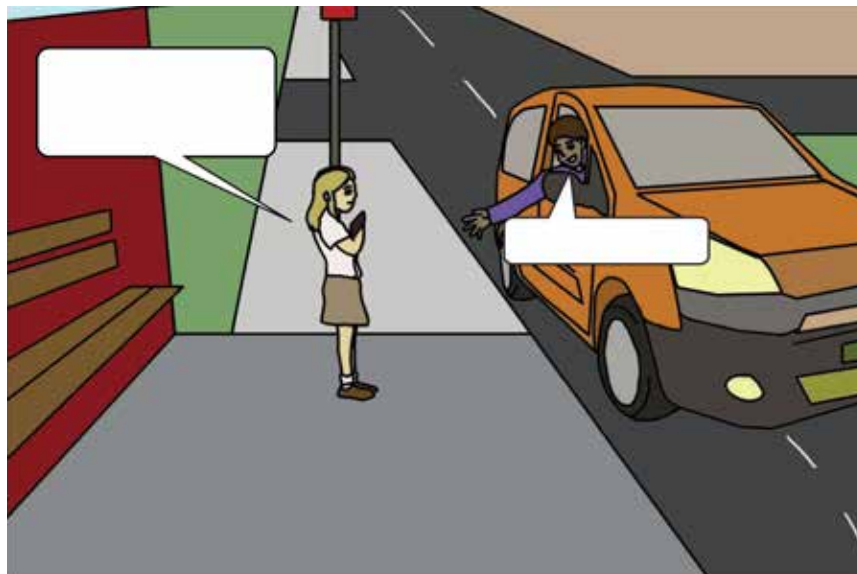
- John: No, I don't want to kiss you!
- Mary: Come on, John. Everyone is doing it. I just want to try.
- John: I said No! (and he walks away)

Picture 3 responses:



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

Picture 4 responses:



- Driver: Do you want to catch a ride?

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

Small groups

1. Divide the learners into groups of four or five.
2. Give each group of learners one picture to complete.
3. Ask the learners to fill in the speech bubbles for the pictures provided. They should do this work in their exercise books.

Classroom discussion

1. When the learners have completed the pictures ask them to report back.
2. Ask the rest of the class to check that the groups have used the correct strategy.



WRAP UP OF THE LESSON

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



HOMEWORK

Ask your learners to write a paragraph of five sentences in their exercise books about a good relationship they have, to say what type of relationship it is, and why it is a good relationship.



ASSESSMENT

1. Use the activity on the picture in Activity B as an assessment task. Learners complete the speech bubbles on the picture.
2. Ask learners to do the activity individually. This will give them an opportunity to consolidate the discussions on the picture that happened in groups in the classroom and to express their own opinions.
3. Use the questions below to consolidate the content dealt with in this SLP.

Test your knowledge

Ask your learners to answer the following questions:

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



GLOSSARY

Abuse: being cruel and unkind to somebody.

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

Delay: to put off doing something until a later time.

Expression: making your thoughts and feelings known.

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

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

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

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

Safe: secure and protected and not in danger of harm.

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

Unsafe: in danger of being hurt or harmed.



Lesson 5.2B

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

Lesson 5.2B	This is my body and I can say what happens to it
Grade	5
CAPS Topic(s)	Development of the self
CAPS Subtopics	<ul style="list-style-type: none"> • Relationships with peers, older people and strangers
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Coping with emotions: empathy, compassion, anger, disappointment and sadness <ul style="list-style-type: none"> – Skills to manage emotions in a positive way • Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults <ul style="list-style-type: none"> – Appropriate ways of giving feedback: positive and negative feedback
This lesson will deal with the following	<ul style="list-style-type: none"> • Appreciating that your body is yours and you say what happens to it • Understanding that it is Okay to say NO • Recognising that when someone says NO it means NO • Recognising that unwanted sexual attention from both girls and boys is a violation of privacy and rights about one's body • Communicating to maintain privacy and counter unwanted sexual attention.
Concepts	<ul style="list-style-type: none"> • Assertiveness • Body Language • Force • Protection • Refusal • Respect • Trustworthy
Teaching methodologies	<ul style="list-style-type: none"> • Class discussion • Presentations • Storytelling • Group work
Time	60 minutes

CORE MESSAGES

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

BRIEF LESSON SUMMARY

The learners find out how to say “No” and mean “No.” They learn how to make sure that other people know that when they say “No” they mean “No”. When someone says “No”, we must respect and listen to what they are saying. Unwanted sexual attention from either girls or boys violates privacy and the right over one’s own body. It is important for us all to communicate clearly to maintain privacy and counter unwanted sexual attention.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A : This is my body and I say what happens to it	30 min	Informal, Peer assessment	Class discussion
Activity B: Inappropriate attention from an adult	30 min	Informal, Peer assessment, Educator assessment	Class discussion Small group discussion
Activity B: Refuse, Bargain, Delay	30 min	Informal, Educator assessment	Class discussion Written task

KEY POINTS

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



RESOURCES/MATERIALS

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



ACTIVITIES

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

Introduction: In this activity, learners will gain an understanding that they have the power and the ability to say “no”. They will realise that not only are we allowed to say “no” when it comes to our own bodies, but we also need to allow others to do the same. They must accept that when someone says “no”, they must respect it. In the same way, when we tell someone “no”, then they must respect it as well.

Paired work

1. Divide the class into pairs.
2. Ask the learners to work in pairs and read through the passage in **Reading 5.2B.1** carefully.
3. Walk around the class while the learners are reading through the passage to provide any assistance that may be required.
4. Give learners 10 minutes to read through the passage and 15 minutes to answer the questions.

NOTE TO THE EDUCATOR

You know the reading levels of your learners. Pair a better reader with a weaker reader. Also give them enough time to read through the story before this lesson. Make sure that any difficult vocabulary is dealt with before teaching in this lesson begins.

You may want to use group work if your class size is large. This will help facilitate feedback from learners.

Reading 5.2B.1

Sandra's story

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

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

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

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

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

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

Paired work

1. Ask the learners to work with their partner and answer the following questions in their exercise books

a) Which word in the first five lines tells us that Sandra enjoyed the attention she was suddenly getting from boys?

b) Why do you think that Robert started looking at Sandra in a different way?

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

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

e) Did Robert hear Sandra’s “No” the first time she said it? Give a reason for your answer.

f) What should Sandra do next?

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

Classroom discussion

Once the learners have completed their answers, work through the answers with the learners and have a class discussion.

1. Ask learners to read the passage again but to switch the names when they read. Read “Sandra” for “Robert” and vice versa.
2. Ask them if it makes any difference to what they decided about what is right or unacceptable.
3. Round off the discussion with the following comments: **(Write the comments on the board).**
 - You have the right to decide what happens to your body.
 - No means no and must be respected first time, every time.
 - A trustworthy adult will never do anything to you that will make you feel uncomfortable.
 - A trustworthy adult can be trusted to do what is best for you and will always respect you and will make you feel safe and protected.

NOTE TO THE EDUCATOR

It is important to reinforce with learners that boys are as vulnerable as girls and that they have the same rights as girls to be heard and protected. Often stories about sexual harm use examples where the girl-child is the focus. The boy-child is as vulnerable and boys need to know that they too must speak up against being touched inappropriately or harmed

.....Natural Break.....

Activity B: Inappropriate attention from an adult

Introduction: In this activity the learners make a list of the types of inappropriate attention one can receive from an adult.

1. Divide your class into small groups.
2. Ask your learners what they think the word “inappropriate” means.
3. Give them two minutes to discuss. Take a few responses from the class. Write the responses on the board.
4. Summarise: Inappropriate means “not suitable”, “not wanted” or “uncomfortable”, especially when of a sexual nature.
5. Now ask the learners to list examples of inappropriate attention from an adult. They must think about behaviour and attitudes that make them feel unsafe.
6. Give the learners five minutes to make their lists.
7. Each group selects one person to report back on behalf of the class.
8. During the report back session, write the learners’ responses on the board. As you go around the class, add to the list. Do not repeat any items.
9. Remind learners that safe situations can turn unsafe. If they feel uncomfortable then the situation is no longer safe.

Activity C: Refuse, bargain and delay

Introduction: In this activity, learners will identify and apply strategies they can use in response to any unsafe relationships that they learned about in the previous lesson. They will learn to use the strategies of “refusing”, “bargaining” or “delaying” as a response to unwanted touches or unwanted attention in situations that may be familiar to them or that they have experienced.

1. Ask the learners to continue working in their groups.
2. Tell the learners to refer back to the story about Sandra and Robert in **Activity A**. In the story, Sandra feels uncomfortable and she does not like how Robert makes her feel. When we feel the way Sandra feels then there is something we can do about it.
3. There are three strategies we can use: “refuse”, “bargain” or “delay”.
4. Remind learners what the strategies of “refuse”, “bargain” and “delay” mean.
5. Ask the learners to identify which of the strategies – “refuse”, “bargain” or “delay” – Sandra uses in the unsafe relationship she had with Robert.

NOTE TO THE EDUCATOR

Remind the learners about the Refuse, Delay and Bargain techniques.

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

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

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

- I'm not ready yet
- Maybe we can talk later
- I'd like to talk to an adult that I trust

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

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

Discussion

1. Ask the learners to evaluate how successful the strategy used by Sandra was in this situation.
2. Now ask learners to choose another strategy to deal with the situation with Robert.
3. In their assigned groups, learners choose another strategy e.g. Delay or Bargaining and write the ending to their story using this strategy.
4. Walk around the class and give the learners the necessary assistance.
5. Once the learners have completed the stories, ask a few volunteers to read out the ending of their stories to the class.
6. Summarise the discussion with:
 - a) Is there one particular strategy that works better than the others?
 - b) Could there be a situation where none of the strategies could apply?



HOMEWORK

1. Ask learners to go home and talk to their parents or a trusted adult about what they have learned in this activity. Alternatively learners can write up a short "Note to self" about remembering the importance of the three strategies Refuse, Delay and Bargain.
2. Ask the learners to demonstrate how they have learned to say "No" by drawing up a list of behaviour and actions which would cause them to say "No" when asked.

WRAP UP OF THE LESSON

1. Ask learners to give examples where these three approaches might not work.
2. Remind learners that not everyone intends to harm them. Not all touches are bad touches. Attention or affection is not usually bad, but NO TOUCH OR ATTENTION should make you feel uncomfortable.
3. Write a song or poem about the message of the SLP.

ASSESSMENT

1. In Activity A, the learners work in pairs and then evaluate each other's responses. The value of peer assessment is that, within the pairs, each learner will give their own response to questions. This is then discussed and negotiated and agreed upon as the pair's response to the questions. Learners often feel more comfortable about sensitive information in pairs than in bigger groups.
2. Accept the pair group's responses to the homework task if they do not feel comfortable speaking to an adult.
3. Use the questions below for consolidation of information in this lesson.

Test your knowledge

Ask your learners to answer the following questions :

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



GLOSSARY

Assertiveness: behaviour that is confident and clear.

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

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

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

Protection: keeping somebody or something safe from harm.

Refusal: saying 'no' when somebody asks you to do or have something.

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

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



Lesson 5.3

The benefits of good and safe
relationships

Lesson 5.3	The benefits of good and safe relationships
Grade	5
CAPS Topic(s)	Development of the self
CAPS Subtopics	<ul style="list-style-type: none"> • Relationships with peers, older people and strangers: <ul style="list-style-type: none"> – Benefits of good and safe relationships
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Emotions <ul style="list-style-type: none"> – Understanding a range of emotions: love, happiness, grief, fear and jealousy
This lesson will deal with the following	<ul style="list-style-type: none"> • Identifying the benefits of a good and safe relationship and recognising the negative effects of bad and unsafe relationships. • Family, marriage, love and relationships changes as one grows older. • Inequality affects personal relationships • Equitable roles leads to healthy relationships
Concepts	<ul style="list-style-type: none"> • Trust • Respect • Support • Encourage • Honest • Gossip • Bad influence • Abuse
Teaching methodologies	Playing the game – Snakes and Ladders Instructional
Time	60 minutes

CORE MESSAGES

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

BRIEF LESSON SUMMARY

The learners discuss the benefits of a good and safe relationship. They then play a game of Snakes and Ladders. Before playing the game, they have to decide whether statements provided to them fit under the snakes or the ladders on the game board. The snakes represent bad relationships and the ladders represent good relationships.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: Benefits of a good and safe relationship	10 min	Informal, Educator	Class discussion
Activity B: Playing the game	50 min	Informal, Educator	Game play
Homework		Informal, Self	Journal entry

KEY POINTS

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



RESOURCES/MATERIALS

- Snakes and Ladders template (A2)
- Chalkboard
- Chalk
- Used cardboard boxes
- Crayons
- Paper glue / Pritt
- Strips of paper with statements
- Learner book



PREPARATION FOR THE LESSON

Activity A: This lesson prepares learners for the game in Activity B. Learners identify and discuss what are good and bad relationships, and the benefits of good relationships.

Activity B: You can make the Snakes and Ladders game with the learners before the lesson as part of a Creative Arts lesson.

1. Make A2 copies of the Snakes and Ladders game. Make a copy for each group, e.g., if the class is divided into groups of 4, and you have 40 learners, you will require 10 copies.
2. Bring old cardboard boxes to school to use as backing boards for the A2 sheets. The learners can cut the boxes into the right size and shape. Paste the A2 sheets on the backing board to make a solid board.
3. If you do not have dice, cut pieces of paper into small squares and write the numbers 1 to 6 on them. You will need a number of squares. Put them into a container and every time someone needs to play, they will stick their hand into the container and will pull out a number.
4. You will be required to cut out the statements that need to be pasted on the board, either under the Snake or under the Ladder.
5. The game has been designed in such a way that the statement can fit into the space provided.



ACTIVITIES

Activity A: The benefits of good and safe relationships

Introduction: In this activity the learners will discuss the benefits of good and safe relationships. Though the focus is on identifying and building good relationships, learners will also consider what makes certain relationships bad.

1. Divide the class into small groups.
2. Ask the learners to think back to the last two lessons on Relationships and to discuss the following in their groups:
 - a) What is a good and safe relationship?
 - b) What are the benefits of having good relationships?
 - c) Why do you think it is important to have good relationships with others?
3. Take a few responses from the class.
4. Write the responses on the chalkboard.
5. Ask learners to indicate what makes some relationships bad. Can good relationships become bad? How and when?

Activity B: Snakes and Ladders

Introduction: In this activity the learners will identify the Snakes (bad relationships) and Ladders (good relationships). They will then spend the rest of the lesson playing the game Snakes and Ladders.

1. Divide the learners into groups of 4.
2. Each group is given a Snakes and Ladders game board as represented in **Worksheet 5.3.1**. Let's play. Learners can use the template in their books if you are not able to replicate the worksheet. Learners throw the dice to take turns to play and answer.
3. Their first task is to paste the actions either below the Snake or beneath the Ladder.
4. The Snakes represent the bad relationships, while the Ladders represent the good relationships.
5. Provide the learners with the statements below.
6. Jumble up the statements so that the learners have to figure out which ones fit under Snakes and which fit under Ladders.
7. Learners each throws the dice to get a chance to play the game. Learners read each statement that they land on.

NOTE TO THE EDUCATOR

Be sensitive to cultures where snakes can represent something good. For the purpose of the game, the snakes take you down and represent bad relationships

Statements:

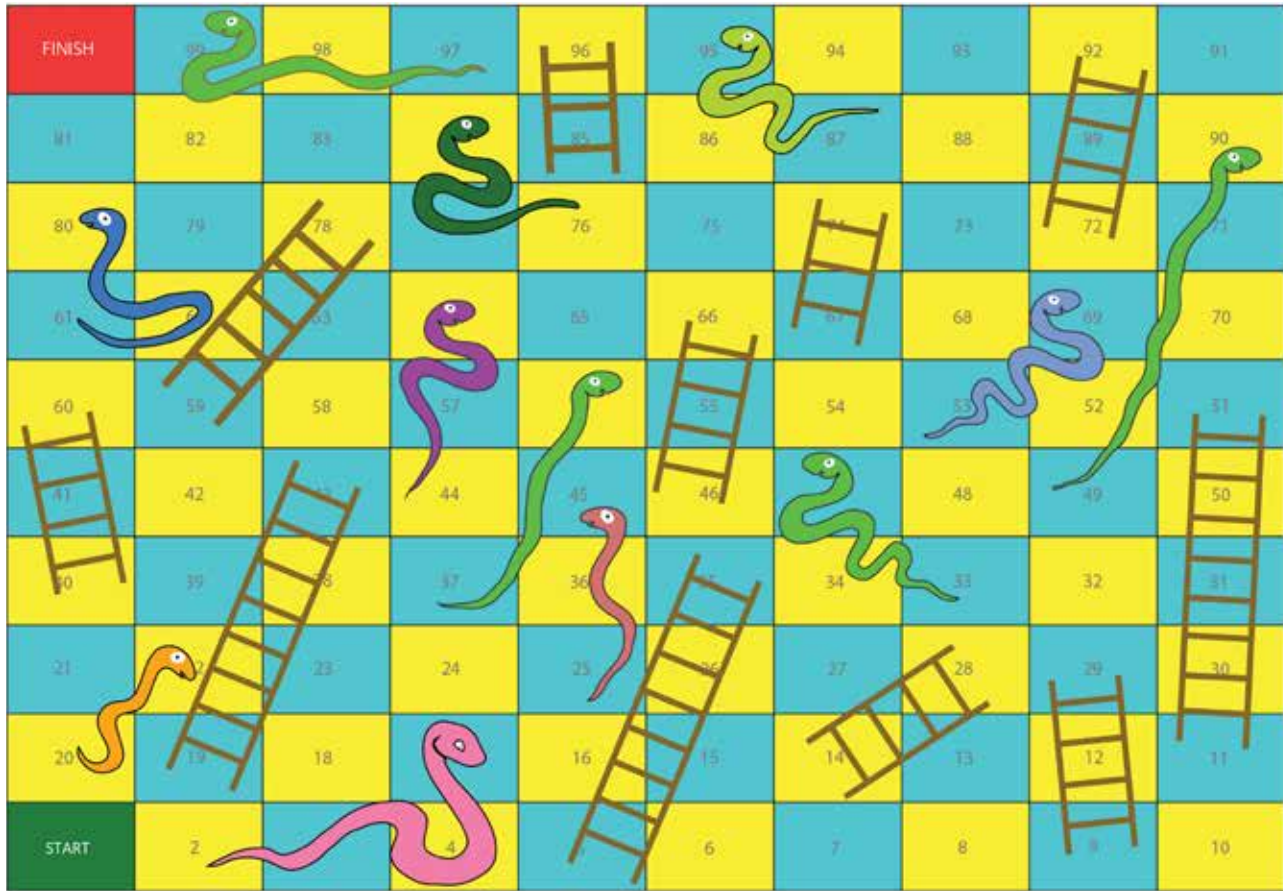
In the game, Snakes represent bad relationships:

- a) Someone who lies to you.
- b) Someone who pressures you into doing something wrong.
- c) Someone who makes you feel uncomfortable.
- d) Someone who spreads gossip about you.
- e) Someone who physically abuses you.
- f) Someone who hurts you on purpose.
- g) Someone that you do not trust.
- h) Someone who does not respect you.
- i) Someone who does not support you in difficult times.
- j) Someone who laughs at you when you make a mistake.
- k) Someone who says nice things to your face, but laughs at you behind your back.
- l) Someone who is a bad influence on you and makes you do mean things.

In the game, Ladders represent good relationships:

- a) Someone we can trust.
- b) Someone whom we respect and who respects us.
- c) Someone with whom we feel safe.
- d) Someone with whom we feel comfortable.
- e) Someone with whom we can share problems and difficult times.
- f) Someone with whom to celebrate our successes.
- g) Someone who believes in and supports us.
- h) Someone who will not listen to gossip or lies about us.
- i) Someone who will protect us from hurt.
- j) Someone who encourages us to do good things.
- k) Someone who is always honest with us.

WORKSHEET 5.3.1. LET'S PLAY



NOTE TO THE EDUCATOR

The statements used in the homework activity come from **Activity 5.2A**. Remind learners about the stories used in the **Activity 5.2A**



HOMework

1. Ask the learners to write one journal entry about safe and unsafe relationships with:
 - a) Peers (Think of the story of John and Mary)
 - b) Older people (Think of the story of Gogo and Thembi or Phumi and her uncle)
 - c) Strangers (Think about Tracy at the bus stop)

NOTE TO THE EDUCATOR

Journal writing is a skill to teach in Languages and is useful in all subjects to get learners to reflect on their feelings, their experiences, or to make notes of what is important to them. It is useful to get learners to summarise the content taught and to express what was important about what they learnt. In this activity, writing about what is good and/or bad may be very personal. Treat learners' expressions of their feelings as confidential. These journal entries will give you a good indication if there is a need for a follow up discussion with the learners. It may be an alert to threatening or unsafe experiences. Respect what may be very difficult for learners to deal with or express.



WRAP UP OF THE LESSON

Learners write down their own examples of the benefits of having a good relationship.



ASSESSMENT

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

Test your knowledge

Ask your learners to answer the following questions:

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



GLOSSARY

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

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

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

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

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

Pressurise: to coerce someone into doing something.

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

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

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

Uncomfortable: when you are feeling embarrassed or worried about something.

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



Lesson 5.4

Body image:
Child abuse – “Keeping myself
safe from abuse”

Lesson 5.4	Child abuse – “Keeping myself safe from abuse”
Grade	5
CAPS Topic(s)	Social Responsibility
CAPS Subtopics	<ul style="list-style-type: none"> • Child Abuse <ul style="list-style-type: none"> – Different forms of abuse: physical and emotional – Effects of abuse on personal health – Strategies to deal with abuse – Where to get help and report abuse
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Bullying: how to protect self from acts of bullying <ul style="list-style-type: none"> – Examples of acts of bullying • Emotions <ul style="list-style-type: none"> – Understanding own emotions: appropriate ways to express own emotions
This lesson will deal with the following	<ul style="list-style-type: none"> • Learning how to say “NO” when faced with abuse. • Identifying different forms of child abuse • Learning strategies to deal with abuse • Knowing where to get help and report abuse • Describe examples of sexual abuse (including rape, incest and online abuse, sexual harassment and bullying.) • Sexual harassment, GBV, psychological violence
Concepts	<ul style="list-style-type: none"> • Child abuse • Emotional abuse • Physical abuse • Sexual abuse • Self-abuse • Neglect • Verbal abuse
Teaching methodologies	<ul style="list-style-type: none"> • Use of song (rap) • Group discussion • Question and answer
Time	60 minutes

CORE MESSAGES

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

BRIEF LESSON SUMMARY

This lesson starts off with a rap song called “No Zones”. This is a fun way of introducing learners to a very serious topic of abuse. Key messages are introduced, such as saying “No!” when someone hurts them, not keeping secrets and telling an adult they can trust when faced with abuse. The learners are then given examples of different kinds of abuse and they have to identify which type of abuse it is. The lesson ends off with a discussion on the effects that abuse has on personal health.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: No Zone Rap	30 min	Informal, Educator	Rap song
Activity B: Different forms of abuse	30 min	Informal, Educator	Class discussion
Homework		Informal, Self	Poster

KEY POINTS

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



RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Rap song
- Learner book



PREPARATION FOR THE LESSON

1. **Activity A:** Ask learners to read over the rap song before the lesson. They can form groups or pairs to work together to do this. In the classroom, when doing the lesson, identify 6 learners who can do the verses of the rap so that each group has an opportunity to read a part of the rap song.
2. **Activity B:** Draw a table on the board with 6 columns. You will need to populate the columns before the lesson starts. Cover the drawing of the table with some newsprint until it is time to reveal it. If you have the resources, prepare flashcards for the following headings:
 1. Emotional
 2. Physical
 3. Sexual
 4. Neglect
 5. Verbal
 6. Self

NOTE TO THE EDUCATOR

It is important to be aware that there may be learners in your class that have been or are being abused. This needs to be dealt with. It is important that the victims do not feel any blame and that they are empowered to take the necessary steps. They also need to know where to go for help.

After your lessons, there may be a learner who may want to disclose their abuse to you. You are obliged as an educator in South Africa to report any suspected cases of abuse. This is the law. As an educator you will need to know how to handle the disclosure and to whom to refer the learner.

You may use the following references from the Childline website.

<http://www.childlinesa.org.za/educators/for-educators/child-protection-at-school/managing-an-abused-learner/>

<http://www.childlinesa.org.za/educators/for-educators/child-protection-at-school/procedures-for-reporting-abuse/>

<http://www.childlinesa.org.za/educators/for-educators/child-protection-at-school/disclosure-of-abuse/>

<http://www.c.hildlinesa.org.za/educators/for-educators/child-protection-at-school/recognising-child-abuse/>



ACTIVITIES

Activity A: “No zone” rap

Introduction: This activity involves learning a rap song that has lyrics dealing with child abuse. It is a fun way to introduce a very serious topic to the learners.

1. Ask learners to look at the picture in their books and say who they think the people in the picture are and what they are doing.
2. Ask them what rap songs are about and why they are popular with young people.
3. Learners can name popular rap artists and their songs.



4. You want learners to say that rap stands for “Rhythm and Poetry”¹², music that talks about current (everyday) social, cultural, political or religious issues that impact society or how people are affected by these issues. Rap uses music that young people enjoy and can identify with, can copy or even do their own rap songs about issues that they find important. Rap songs convey very strong messages about sex, gender and culture.
5. Now refer learners to the “No Zone” rap in the learner book.
6. Teach the learners the “No Zone” rap.
7. Get learners to beat a rhythm on the desks – 2 beats on the desk and clap the 3rd beat.
8. Identify 6 learners that can rap each of the six verses.
9. The whole class will then chant, “CAUSE THAT’S MY NO ZONE (***Pause for 2 beats***) NO THAT’S MY NO ZONES”.

¹²<https://acronyms.thefreedictionary.com/RAP>

Rap song: NO ZONES

*This is my body
And I can say "No!"
When you touch me on places
I know you shouldn't go*

'CAUSE THAT'S MY NO ZONEw (Pause for 2 beats)

'CAUSE THAT'S MY NO ZONE

*I won't keep any secrets
No matter what you say
If I get a bad feeling you know I'm gonna say:*

NO! THAT'S MY NO ZONE (Pause for 2 beats)

NO! THAT'S MY NO ZONE

*All children have the right
To be safe and protected
So when I say NO
You'd better not forget it*

THAT'S MY NO ZONE (Pause for 2 beats)

NO, THAT'S MY NO ZONE

*My silence is your weapon
So, I'll do what I must –*

'Got to tell my story to an adult I can trust

'CAUSE THAT'S MY NO ZONE (Pause for 2 beats)

NO THAT'S MY NO ZONE

*So when I tell somebody
And they don't think it is true, I've got to keep on telling
I'll tell until they do!*

'CAUSE THAT'S MY NO ZONE (Pause for 2 beats)

NO, THAT'S MY NO ZONE

*My mind is my own
My body is too
Have to make it work for me
No matter what you do*

'CAUSE THAT'S MY NO ZONE (Pause for 2 beats)

NO, THAT'MY NO ZONE¹³

¹³ Botha, M.G. (1999) *That's My No Zone*. MGB CONCEPTS

10. Discuss the main messages in the rap with the learners:
 - a) I will say “NO” when you touch me where I know you shouldn’t touch.
 - b) I won’t keep any secrets.
 - c) I will say “NO” when I get that bad feeling.
 - d) I have the right to be safe and protected.
 - e) I will tell an adult I can trust.
 - f) I will keep on telling adults until someone believes me.

.....Natural break.....

Activity B: Different forms of abuse

Introduction: This activity reveals the different forms of abuse, the effects of abuse on personal health, and strategies to deal with abuse and where to find help.

NOTE TO THE EDUCATOR

This lesson requires you to be thoroughly prepared to discuss difficult content and to create a classroom environment that can be trusted by the learners, and where learners feel safe to discuss sensitive issues and feelings. Your role will be to ensure that learners can trust you, and their peers to be free to talk honestly and openly. If you feel that there are issues you are not able to deal with then consider bringing a counsellor into the classroom to support you and the learners.

NOTE TO THE EDUCATOR

Allow learners to discuss in pairs. This activity and discussion should not take longer than 5-10 minutes.

Part A

1. Start the lesson with this statement: ***You have the right not to be abused.***
2. Ask the learners to discuss the following question in pairs: ‘What is abuse?’
3. Randomly take responses from the class.
4. Summarise the discussion: ***Child abuse happens when someone uses their power or strength to do or say what they want you to do even if it hurts you.***

Part B

1. Draw the table on the board and populate it with examples of abuse¹⁴. If you have the resources, make flashcards of physical, emotional, sexual, neglect, verbal abuse, or self-abuse.
2. Paste the flashcards with types of abuse jumbled on the board. Alternatively, write the types of abuse jumbled up on the side of the board.
3. Read out the examples in the columns to the learners and ask them which type of abuse they think fits the examples.
4. Now paste the correct flashcard of the type of abuse above each column.
5. If you do not have flashcards, write the types of abuse at the top of each column.

¹⁴ www.childline.org.za

Physical	Emotional	Sexual	Neglect	Verbal abuse	Self-abuse
Beating, burning, tying up, kicking etc.	Humiliation, manipulation, lying to a child, threats, Cyber bullying.	An adult showing a child his/her private parts, an adult having a child touch his/her private parts, an adult having a child show his/her private parts.	Lack of adequate supervision, protection, clothing, food, lack of proper hygiene, deprivation of sleep etc.	Swearing, name calling, threatening.	Self-mutilation, Cutting, Trying to commit suicide.

6. Learners may raise many issues or questions during the discussion on abuse. Maintain reasonable comfort levels by keeping to the forms of abuse discussed here.

NOTE TO THE EDUCATOR

To assist learners who may not feel safe or comfortable about mentioning their issues or experiences in the classroom, set up a “Post box” for such questions or comments from learners. You will then be able to read the posts to others in the class and deal with them anonymously, or you may be alerted to a learner who needs support to deal with what they are experiencing.

Even when you know who the learner is, build the learners’ confidence in you by keeping their identity confidential.

Part C

1. Discuss the following points with the learners and make them aware of the effects of abuse on learners’ health. (This may help learners identify others who may be abused and report their suspicions to an adult they trust.)

Effects of abuse on your personal health:

- a. If the injury is visible, like a bruise, or as serious as a broken arm or ribs, it might need to be treated in hospital.
- b. Many children will suffer from anxiety and will be sad, which will in turn lead to headaches and stomach aches. This will also lead to children struggling to concentrate and isolating themselves from their peers.

3. Discuss the following points with the learners.

- a. You have the **right to be protected** from all forms of abuse.
- b. Abuse is **NEVER your fault**.
- c. **Don’t keep bad secrets** – if anyone is doing anything to you that you don’t like or that makes you feel uncomfortable, don’t keep it a secret.
- d. **Trust your feelings** – when you get that “NO feeling” (little voice inside you) it usually means that something is wrong.
- e. Abuse does not always happen at the hands of a **stranger** – it could be someone you know very well or even love.
- f. What to do if it happens/is happening to you:
 - **Yell – “No!”** as loudly as you can. Your screams can alert others to your danger.
 - **Run** – if you are able to, run away as fast as you can.
 - **Tell** – tell an adult you can trust. Keep on telling until someone believes you.

- g. Where to get help and report abuse:
- **Tell someone you trust** and who will help you e.g. a parent, a family member, a teacher, a social worker, a nurse or a police officer.
 - **Phone Childline at 08000 55 555** – this call is free and someone who knows about child abuse will answer your call.



HOMework

1. Ask your learners to make an awareness poster that they can put up in the class that will tell any child what to do when they are faced with child abuse.



WRAP UP OF THE LESSON

End the lesson with the “No Zones” rap.



ASSESSMENT

1. Ask the learners to collect pictures of different types of abuse e.g. physical abuse, emotional abuse and neglect. They can source these pictures from brochures, magazines, newspapers, etc.
2. The learners must sort the pictures according to these three types of abuse with the headings: Physical Abuse; Emotional Abuse and Neglect. They must then paste these pictures under the most suitable headings.
3. The learners must make up their own stories to explain one of the pictures.
4. Use the posters made from the picture collection as an assessment task.
5. The above activity could also count as a Term Project:
 - a) Child Protection Week of the School (June) is a good time to get learners to do this activity. Consider using the school assembly as a platform to present their messages. This could be used to launch a school awareness campaign and to generate discussion in all other class grades of sexual abuse.
 - b) Where and whenever possible, learners can set up a “Soapbox Session”.
 - c) Each Grade 5 class can take turns to host the soapbox, where their “NO” statements are called out, and anti-abuse statements are explained to other learners.
6. Use the following questions as an informal assessment on the content in this SLP.

A soap box is literally a box or crate used as a makeshift stand by a public speaker.

Test your knowledge

Ask your learners to answer the following questions:

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



GLOSSARY

Abuse: being cruel and unkind to somebody.

Adequate: enough for what you need.

Anxious: worried and afraid.

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

Humiliation: being made to feel very embarrassed or ashamed.

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

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

Suicide: when a person kills themselves.



Lesson 5.5

Sexual grooming: I can say
“NO”!

Lesson 5.5	Sexual grooming: I can say “NO”!
Grade	5
CAPS Topic(s)	Social Responsibility
CAPS Subtopics	<ul style="list-style-type: none"> • Child Abuse <ul style="list-style-type: none"> – Strategies to deal with abuse – Where to get help and report abuse
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Bullying: how to protect self from acts of bullying <ul style="list-style-type: none"> – Appropriate responses to bullying: where to find help
This lesson will deal with the following	<ul style="list-style-type: none"> • What sexual grooming is. • Helping children to recognise the signs of being groomed for abuse. • Knowing the importance of reporting the grooming to a trusted adult so that abuse can be prevented. • Demonstrating effective ways to respond when you know someone who is being bullied, sexually abused or harassed. • Demonstrating ways to seek help for yourself or someone you know in the case of sexual abuse, harassment, incest and bullying.
Concepts	<ul style="list-style-type: none"> • Sexual grooming • Emotional bond • Self esteem • Under someone’s influence • Social media
Teaching methodologies	<ul style="list-style-type: none"> • Class discussion • Scenario discussions and group work
Time	60 minutes

CORE MESSAGES

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

BRIEF LESSON SUMMARY

The lesson starts with the story of Mbali and introduces us to the concept of sexual grooming. This is followed by a discussion of what grooming is and what should be done once a child discovers that they have been groomed. Learners are then given a series of scenarios and they have to identify the signs of grooming and decide what to do next, putting into practice what they have learnt in the lesson.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: Mbali’s Story	30 min	Informal, Peer	Written task
Activity B: What should I do next	30 min	Informal, Educator	Observation
Homework		Informal, Self	Written task

KEY POINTS

1. Sexual grooming happens when someone, like an older learner, a family member, teacher, or stranger, goes out of their way to form an emotional bond with you, so that you trust them.
2. They want to trap you into a situation where they want to have sex with you or abuse you in some way.
3. Grooming can go on for weeks, months, or even years.
4. Grooming can happen in person or through social media.
5. When you are being groomed, you may feel excited, special and important. You might do things you wouldn’t normally do if you were not under someone else’s influence.
6. When you find out what is happening to you, you may feel scared, ashamed and dirty.
7. Remember, it is NEVER your fault – you must report it and get help from a trusted adult.¹⁵



RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner books

¹⁵Soul City Institute for Health and Development Communication. (2015). *Make Children Safe: An Activity Book and Educator’s Guide About Thuthuzela Care Centres*, pp. 11 – 13.

NOTE TO THE EDUCATOR

Sexual grooming has so many different faces that it is very difficult to recognise upfront that certain behaviour may be associated with sexual grooming. Also, once learners deal with what has been included here as sexual grooming behaviour, they may reflect on their own experiences and give it a label. They will need confidentiality, support and probably a referral for psycho-social counselling should it emerge that learners have been at risk.

More importantly, the dangers of giving a list of identifiable behaviour, without a discussion in the context of an example of such behaviour, is that learners are tempted then to evaluate every behaviour negatively and link it to sexual grooming.

Remember that ***the Screening, Identification, Assessment and Support (SIAS)*** document is your support document in the classroom if you need to refer learners. Consult this process and get help from the District-based Support Team (DBST) in your district for further advice and support.



PREPARATION FOR THE LESSON

1. **Activity A:** Refer learners to the reading **5.5.1 Mbali's Story** in the learner book. Depending on the reading competence of the learners in your class, you may want to ask learners to read the passage before the lesson. It may be necessary to go through the difficult words and glossary first so that learners can deal with the facts in the reading before doing the activity.
2. **Activity B:** Refer learners to the scenarios in their learner books. Again, learners may need to go through the reading of the scenarios beforehand.

NOTE TO THE EDUCATOR

In both these activities there is an opportunity to have learners deal with the vocabulary and comprehension in the readings during the Languages period and to integrate language skills in this lesson.



ACTIVITIES

Activity A: Mbali's story

Introduction: In this activity, learners will deal with an example of sexual grooming.

NOTE TO THE EDUCATOR

Identify a learner who can read the following story out loud to the class. You may ask learners to prepare for this lesson by reading through the passage on their own in their own time.

1. Refer the learners to Mbali’s story in **Reading 5.5.1** in their learner books.
2. Before asking the learners questions, speak to the learners about sexual grooming.
3. Ask the learners whether anyone has heard stories where young children have been rescued from situations where an older person is found to be giving gifts and favours to children in order to trap them to bring the children closer to the adults. The adults’ intentions are to bribe the children into thinking they are taking special care of them. Then the adult tries to harm or hurt the children sexually. This is what sexual grooming is and what we want to talk about in this lesson.
4. Take a few responses from the class.
5. When discussing Mbali’s story, explain that the story uses the term “uncle” who has bad intentions. But the groomer could be a female, a younger male or female friend or someone who is not a relative at all.
6. When learners give their examples, be sure to correct instances that are not of sexual nature and to explain why those examples are not sexual grooming. Learners need to be able to distinguish between kindness from adults and adults who have bad sexual intentions.
7. Summarise the discussion as follows:
 - a) Sexual grooming happens when someone, like an older learner, a family member, teacher, or stranger, goes out of their way to form an emotional bond with you, so that you can trust them.
 - b) Sexual groomers want to trap you into a situation where they can have sex with you or abuse you in some way.
 - c) This might include giving you gifts and taking you places and spending money on you.
 - d) Grooming can go on for weeks, months, or even years.
 - e) Grooming can happen in person or through social media.
 - f) At first, the person makes you feel very special and they do special things for you and with you.
 - g) The sexual groomer may even become friends with your family and do special things for them. This is very clever because when you tell your family, they might not believe you.
 - h) The groomer may also pick on people who feel lonely, are in unhappy homes or who have a low self-esteem.
 - i) When you find out what is happening to you, you may feel scared, ashamed and dirty.
 - j) It is never your fault.
 - k) To make it stop, you must report it and get help from an adult you trust.¹⁶
8. Now ask learners to answer the questions related to the passage they read.
 - a) Ask your learners to write down the sentences from the reading passage that tells them the following:
 - Mbali and her brother like her uncle Siya.
 - What is it that uncle Siya always does that makes Mbali feel uncomfortable?
 - What happened to make things really bad?
 - Three brave things that Mbali did to get out of a bad situation.
 - b) Identify the signs of grooming in this passage.
 - c) Why was it difficult for Mbali to say no when her uncle asked for a hug?

¹⁶Make children safe, an activity book and Educator’s Guide about Thuthuzela Care Centres, Soul City Institute, Health & Development Communication, 2014

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

- 9. Go through the answers with the learners.
- 10. Learners may swap books and mark each other's books.

READING 5.5.1 MBALI'S STORY

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

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



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

.....Natural break.....

Activity B: Scenarios – What should I do next?

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

1. Divide the learners into small groups.
2. Ask learners to choose a scribe. Explain the role of a scribe in the group as the person who will write down the discussions and decisions taken in the group.
3. Ask each group to discuss the signs of grooming in the scenarios given below and then to decide what the person who is being groomed should do in each situation.
4. In their groups, learners have to decide what they think needs to happen to make the situation less harmful to or more protective of the person being groomed.
5. Each group must select someone to report back on what they discussed in their groups

Scenario 1:

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

Scenario 2:

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

Scenario 3:

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

Scenario 4:

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



HOMework

Ask your learners to write a note that they can stick down in their homework book with one of the core messages for this lesson.



WRAP UP OF THE LESSON

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



ASSESSMENT

1. Let learners comment on each other's notes that they did for homework. Encourage comments that are positive and supportive.
2. You could make a "safe comment" space in the classroom where learners post comments that they want to share with their peers. Set up rules of engagement on these, like:
 - a) Comments need to be respected and treated kindly;
 - b) Once a week, set aside time to read through comments and the whole class shares in the discussion. Here you can also refer to the chart with the core messages.
 - c) If any one of the learners needs to say something privately, you need to find out how best to allow this.
3. Use the questions below as consolidation.

Test your knowledge

Ask your learners to answer the following questions:

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



GLOSSARY

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

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

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

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

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

Groomer: this is the person doing the sexual grooming.

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

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

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

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



Lesson 5.6

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

Lesson 5.6	Dealing with violent situations: “What is sexual violence?”
Grade	5
CAPS Topic(s)	Social Responsibility
CAPS Subtopics	<ul style="list-style-type: none"> • Dealing with violent situations <ul style="list-style-type: none"> – Identify potential violent situations at home, school and community
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Coping with emotions: empathy, compassion, anger, disappointment and sadness <ul style="list-style-type: none"> – Skills to manage emotions in a positive way • Child abuse <ul style="list-style-type: none"> – Effects of abuse on personal health
This lesson will deal with the following	<ul style="list-style-type: none"> • An explanation of the term violence • Identify potential violent situations at home, school and community • Explain how gender stereotypes can contribute to sexual violence • How to respond to violent situations • Ways to protect oneself from violent situations • Where to find help
Concepts	<ul style="list-style-type: none"> • Violence • Physical Violence • Domestic Violence • Sexual violence
Teaching methodologies	<ul style="list-style-type: none"> • Class discussion
Time	60 minutes

CORE MESSAGE

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

BRIEF LESSON SUMMARY

The lesson begins with a definition of violence and the learners then look at examples of types of violence such as physical violence, domestic violence and sexual violence. The lesson then explores what sexual violence is and looks at a scenario of sexual violence at school. Learners are asked to think about ways to keep themselves safe from sexual violence at school, at home and in the community.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: Gaining an understanding of the concept “violence”	30 min	Informal, Educator	Discussion Written task
Activity B: Scenario – Max’s story	30 min	Informal, Educator	Observation
Homework		Informal, Self	Written task

KEY POINTS

- Violence is the use of physical force to injure, harm, abuse, damage or destroy.
- Physical violence is the intentional use of physical force with the potential to cause death, disability, injury, or cause harm to the body.
- Domestic violence is violent or aggressive behaviour in the home, amongst family members. It often involves a combination of physical, verbal and psychological abuse. Abuse in the home involving a minor is called child abuse.
- Sexual violence is any sexual act, or attempted sexual act, using threats or physical force.
- Some ways to keep yourself as safe as possible from sexual violence at home, school and in the community:
 - Don’t walk home alone late at night.
 - Don’t walk down any dark passages or alleys by yourself.
 - Be aware of your surroundings.
 - Never accept a lift from someone you don’t know or trust.
 - Always walk to and from school with a friend or in a group.
 - Never open the door to a stranger.
 - Always tell a trusted adult if you go out anywhere, even if you’re going with someone you know.
 - Never accept drinks, gifts or promises that can lead to a person expecting sexual favours.¹⁷



RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner book
- Exercise book
- Pen/pencils

¹⁷Watson, P., Eduscript, R., & Grey, J. (2010) *Speak Out Youth Report Sexual Abuse: A handbook for learners on how to prevent sexual abuse in public schools*. Department of Basic Education, Republic of South Africa.



PREPARATION FOR THE LESSON

1. **Activity A:** Write the following words on the chalkboard or make flashcards should you have the resources.
 - a) Physical violence
 - b) Domestic violence
 - c) Sexual violence
2. **Activity B:** You know the reading competence of your learners. Identify a learner that can read the scenario out loud to the class.



ACTIVITIES

Activity A: Gaining an understanding of the concept of violence

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

1. Start the lesson by asking the learners what they understand by the term violence.
2. Take a few responses from the class.
3. Summarise the discussion. Write the definition on the board:
 - a) Violence is the use of physical force to injure, abuse, damage or destroy.¹⁸
 - b) There are different kinds of violence.
4. Ask the learners if they can name instances of violence and get them to see links in the examples they give and to put their examples into different groups based on the nature of the violence being noticed.
5. Take responses from the class and write up similar examples together so that you start showing that instances of violence can be clustered together.
6. Now discuss the following examples with the class using the names for each cluster of examples. The clusters refer to different types of violence.
 - a) **Physical violence** is when **physical** force is used intentionally to cause death, disability, injury, or harm.
 - b) **Domestic violence** is when actions, behaviour, words or emotions are used to cause violence in the home; these are acts against children or other adults in the home.
 - c) Abuse in the home involving a minor is called “child abuse”.
 - d) **Sexual violence** is when physical force is used in a sexual way to harm the next person.
7. Split the learners into small groups.
8. Draw the following table on the board or learners can write this into their books. Ask learners to give examples of each type of violence as they may happen in the home, in school or in the community.
9. Ask each group to complete the table.

Type of violence	Home	School	Community
Physical			
Domestic			
Sexual			

¹⁸<https://www.merriam-webster.com/dictionary/violence>

10. Ask the learners to choose one person who will report back on behalf of the group.
11. Go through the learners' examples with them. Write their examples on the board.
12. Use the examples to identify which forms of violence seem to be related to female and which to male, which gender seems to be more related to these examples of violence and what assumptions we can make about which gender experiences more harm in violent situations.
13. Tell the learners that the next part of the lesson will look at how gender stereotypes can contribute to sexual violence. Ask the learners the following questions:
 - a) Who do you think gets abused more girls/women or boys/men?
 - b) Give a reason for your answer.
14. Ask the learners to turn to **Reading 5.6.1. The story of Max** to find out what happens to Max.

.....Natural break.....

Activity B: Scenario – Max’s story

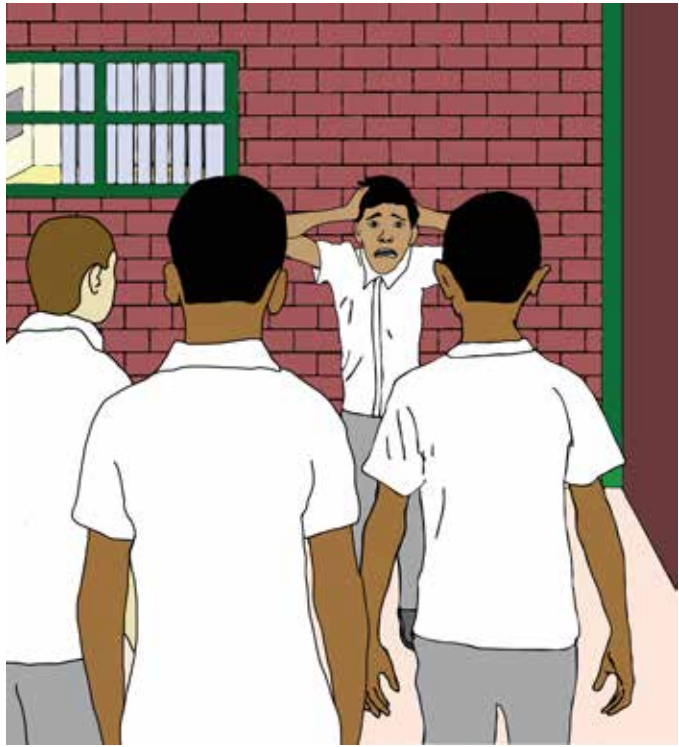
Introduction: This activity deals with identifying sexual violence at school and learners talk about situations that are potentially risky to them in their everyday lives.

1. Ask the learners to read the following scenarios and then answer the questions that follows:

READING 5.6.1 THE STORY OF MAX

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

Max could feel his heart beating in his throat. “What do you want?” he asked and tried to push his way through the crowd of boys. They pulled him back and Bruno answered, “I want you.” Bruno grabbed Max by the neck and pushed him against the wall. The other boys went around the corner to warn if anyone was coming. One of the boys was filming a video on his phone. First Bruno touched Max’s buttocks. ‘Stop!’ Max tried



to scream but Bruno put his hand over Max’s mouth. “Touch me here... and here!” whispered Bruno and grabbed Max’s hand and put it on his private parts. Max tried to pull away. Bruno let him go. Max felt sick to his stomach. He went straight to his teacher. He had to report what had happened.

2. Have a class discussion with your learners about the facts being presented in the story.
3. Ask your learners to discuss the following questions.
 - a) What were the intentions of Bruno and his friends when they cornered Max?
 - b) What did these boys do to Max?
 - c) What type of violence was used against Max?
 - d) Can this happen to girls too?
 - e) What would you do if you were attacked?
 - f) How do you think young children can protect themselves from violent situations?
 - g) Where do you think they can find help?
 - h) Did Max find help in the right place?

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

NOTE TO THE EDUCATOR

Emphasise with the learners the importance of telling the truth at all times, because you want an adult to believe you, and you don't want to betray their trust.



HOMEWORK

List 3 steps you can take to protect yourself from sexual violence at

- 1) school
- 2) home
- 3) in the community.



WRAP UP OF THE LESSON

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

- Don't walk home alone late at night.
- Don't walk down any dark passages or alleys by yourself.
- Be aware of your surroundings.
- Never accept a lift from someone you don't know or trust.
- Always walk to and from school with a friend or in a group.
- Never open the door to a stranger.
- Always tell a trusted adult if you go out anywhere, even if you're going with someone you know.
- Never accept drinks, gifts or promises that can lead to a person expecting sexual favours¹⁹.

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



ASSESSMENT

1. Bring stories and articles to school and put them in a box for use by learners in this activity. You can collect stories from newspapers, magazines, internet etc.
Learners select the articles and read them in their groups.
Learners will discuss the following questions in their groups and share their answers with the class:
 - a) What type of violence did you identify in your article?
 - b) Tell me the story in your own words.
 - c) Did the violence involve children, adults, animals?
 - d) Who helped the people/animals to be safe?
 - e) If you were in this situation, how would you have reacted?
 - f) Summarise your article.Facilitate a report back on some of these questions.
2. Use the following as an individual test to consolidate information from this SLP.

Test your knowledge

Ask your learners to answer the following questions:

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



GLOSSARY

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

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

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

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

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

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

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

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



Lesson 5.7

Learning from our elders

Lesson 5.7	Learning from our elders
Grade	5
CAPS Topic(s)	Social responsibility
CAPS Subtopics	<ul style="list-style-type: none"> • Issues of age and gender in different cultural contexts in South Africa <ul style="list-style-type: none"> – Relationship between elders and children in different cultural contexts
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Concepts: discrimination, stereotype and bias <ul style="list-style-type: none"> – Violation of children’s rights: discrimination, stereotype and bias Other subjects • Languages: use of different texts (Visual literacy)
This lesson will deal with the following	<ul style="list-style-type: none"> • Defining who our elders are and their roles in the family and community • Discussing harmful situations with a trusted elder and getting advice.
Concepts	<ul style="list-style-type: none"> • Culture • Elders • Gender based violence • Influence • Relationships • Relevance • Traditions
Teaching methodologies	<ul style="list-style-type: none"> • Brainstorm • Class discussion • Small group work
Time	60 minutes

CORE MESSAGE

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

BRIEF LESSON SUMMARY

The class defines who our elders are and the roles that they play in their lives. The learners understand that we respect our elders because of their age, experience and wisdom. They learn to value the advice that our elders are able to give us.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: What are they doing?	10 min	Informal, Educator	Observation Class discussion
Activity B: Who are our elders	20 min	Informal, Educator	Brainstorm Written task
Activity C: The role of our elders	30 min	Informal, Educator Informal, peer	Group work Written task

KEY POINTS

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



RESOURCES/MATERIALS

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



PREPARATION FOR THE LESSON

- 1. Activity A:** Refer learners to the pictures in their learner books. Interpreting visual texts is an important skill for learners to develop so that they can express their own thoughts and opinions based on visual information. Learners should be able to interpret the pictures used in the activity. Learners with visual challenges can be paired with other learners so that they get to understand the content in the pictures.
The pictures in this activity represent a diverse range of situations showing elders doing activities that they would typically not do. Discuss with learners their interpretation of the visuals.
- 2. Activity B:** Refer learners to the diagram in their learner books which provides them with hints on how to identify the elders in their lives.
- 3. Activity C:** Have class lists ready in order to split learners into groups. Decide beforehand how learners will be divided so as to balance group discussions between learners who speak confidently and those who may not express themselves as competently.



ACTIVITIES

Activity A: What are they doing?

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

NOTE TO THE EDUCATOR

In Activity B learners will identify who the term “elders” refers to and what some of their typical roles are in our homes and in the community. In Activity C learners will role-play giving feedback (or advice) on scenarios about common sexuality education topics that we want learners to think about.

1. Ask learners to take a look at these pictures of what elders are doing.
2. Ask them to identify their actions in each of the pictures. Discuss the pictures.



3. Ask the learners the following questions:
4. Are these elderly people doing what we expect them to do? Is this what you would expect elders to do? Why do the pictures seem strange to us?
5. Who would you expect to be doing this?

6. Do you think you are stereotyping elders? Explain your answer.
7. Tell the learners that the above roles are not what we typically see our elders doing. There are different and very important roles that elders play in our homes and in any community that we want to acknowledge. We respect our elders for the role they play in helping to guide and advice on what we know today, especially about our cultures and traditions.
8. In the next two activities we will first identify who our elders are and then look at their roles in our homes and communities.

Activity B: Who are our elders?

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

1. Divide the learners into small groups.
2. Use **Worksheet 5.7.1 Who are our elders?** to guide what learners do in their groups.
3. Ask the learners to think about who the elders are in their families.
4. Learners will give some examples of elders i.e. grandparents, uncles and aunts, community leaders, spiritual leaders, traditional leaders.
5. Remind learners that they may have a trusted elder, who is not part of their family, with whom they can discuss certain issues of concern to them.
6. Get feedback from all groups on what their discussions were on the worksheet.
7. Some of the possible answers from learners on what we learn from elders:
 - a) Passing on recipes.
 - b) Taking care of the sick.
 - c) Telling cultural stories.
 - d) Making rules about what is acceptable and unacceptable in the community or church.
 - e) They are the “go-to” people for advice on marriage, relationships, housekeeping, raising children, pregnancy, general health and well-being.

WORKSHEET 5.7.1 Who are our elders?

1. Name examples of elders who are close to you

a) _____		a) _____
c) _____		c) _____
e) _____		e) _____

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

3.

.....Natural Break.....

Name some things you have learned from your elders like customs and traditions?

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

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

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

7. Write up one value that is important to you about why our elders are important in our society e.g. I value elders for being wise

Activity C: The role of elders

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

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

In our homes	<hr/> <hr/> <hr/> <hr/> <hr/>
In society	<hr/> <hr/> <hr/> <hr/> <hr/>

Ask each group to assign one person who can report back on behalf of the group.

4. Take a few responses from the class. Write the responses on the board.
5. Use **Worksheet 5.7.2 What to do!** to guide discussions in groups.
6. Explain to the learners that an elder is someone who is known for their wisdom. They are now going to be assigned a topic which they need to discuss in their groups. They have to pretend to be the elders and have to come up with advice for each of the issues presented to them.

NOTE TO THE EDUCATOR

It is not expected that learners will have all the answers, nor that they can think as an adult would about these issues. The aim is to get them to reflect on the issue, find appropriate knowledge on which to base their answers and then to reinforce that an elder or trusted adult is a way of getting support and guidance on difficult topics.

WORKSHEET 5.7.2 What to do!

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

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

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

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

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

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

Possible answers

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

Anyone who has respect for you will never force you to do anything you don't want to do. This is not a true friend and does not deserve to be your friend. A small thing now could end up being a big thing later. End the friendship immediately. If your friend continues to put pressure on you then tell a trusted adult what he is doing. He needs to know that you can tell an adult. This will stop him from pushing you to do something you know is not right to do.

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

This is very serious. You have to convince your friend to speak to a trusted adult so that the person who is doing this can be reported to the authorities. It is called physical abuse. Now that you know, you cannot keep quiet about it. You can report it to the counsellor at school who will be in a better position to help her.

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

Your sister needs to talk to somebody. It sounds like she is at risk in this relationship. If he is shouting at her all the time, nothing stops him from hitting her. You should tell her to talk to a trusted adult about this relationship. She needs to get out of the relationship as fast as possible. A trusted adult will be able to advise her on what to say and do, and how to avoid any further risk.

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

You know that what they are doing will soon get them into trouble at school and, if they continue drinking alcohol, will end up harming them. Alcohol causes long-term damage to a child's body and brain because it affects how they develop and how healthy their bodies will be. It also affects their ability to make good decisions. Soon they will be taking risks and behaving in ways that are harmful to them. Make the decision to stop being friends with them if they cannot be good friends to you. Tell your teacher or a trusted adult so that you break the hold they have on you and they will then not be able to threaten you.

7. Walk around the class while the groups are discussing these questions and provide guidance.
8. Go through the issues one by one.
9. Ask each group to contribute to the advice given.



WRAP UP OF THE LESSON

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



HOMEWORK

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

NOTE TO THE EDUCATOR

Some learners may find it difficult to access an adult to have this discussion with. Be sensitive to these learners, in particular. The reason why this activity is a class discussion is so that information is shared by those learners who have been able to have the discussions at home. You should know who will find this activity difficult, so adapt the activity accordingly.

2. Use the following questions for the recall of information in this SLP.

Test your knowledge

Ask your learners to answer the following questions:

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



GLOSSARY

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

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

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

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

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

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

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

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



Lesson 5.8

Should boys and girls be
treated differently?

Lesson 5.8	Should boys and girls be treated differently?
Grade	5
CAPS Topic(s)	Social responsibility
CAPS Subtopics	<ul style="list-style-type: none"> • Issues of age and gender in different cultural context in South Africa <ul style="list-style-type: none"> – Responsibilities of boys and girls in different cultural contexts
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Concepts: discrimination, stereotype and bias <ul style="list-style-type: none"> – Violation of children’s rights: discrimination, stereotype and bias
This lesson will deal with the following	<ul style="list-style-type: none"> • Defining the differences between culture, tradition and customs. • How the responsibilities of girls and boys differ depending on where you live i.e. in the city or on a farm. • How culture influences the responsibilities of boys and girls.
Concepts	<ul style="list-style-type: none"> • Gender • Sex • Culture • Traditions • Customs • Norms • Equality
Teaching methodologies	<ul style="list-style-type: none"> • Case study • Class discussion
Time	60 minutes

CORE MESSAGE

- I think boys and girls should be valued equally.

BRIEF LESSON SUMMARY

The lesson explores how different cultures view the responsibilities of boys and girls. The lesson starts with the learners identifying the difference between culture, tradition and customs and listing how responsibilities differ for boys and girls in their culture. The learners then read a case study which highlights the significance of teaching young people about their cultural and traditional practices. The learners are taught that they should not be quiet about unacceptable practices and should speak out against them.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: Tradition, culture, customs	20 min	Informal, Peer	Written task
Activity B: Visit to the farm	40 min	Informal, Educator	Case study Written task
Homework		Informal, Self	Interview

KEY POINTS

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



RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner's book
- Exercise book
- Pens/pencils



PREPARATION FOR THE LESSON

1. Activity A: The terms culture, tradition and customs are explained to the learners. The learners in your class come from different cultural background and traditions. Discuss the idea that all cultures are important and need to be respected. Refer your learners to the table in the learner's book. The learners will also be required to draw a table in their exercise books showing the different responsibilities that girls and boys have in their cultures.

- Activity B:** Refer the learners to the case study in their learner’s books. **Reading 5.8.1** could be read before the lesson starts. Ask the learners to read the story at home or you could read the story with the whole class before you teach the lesson. You may also identify strong readers that can read the passage out loud to the class. Encourage learners to read the passage by themselves before the lesson is dealt with in class.

The objective of the activity is to have the learners understand that they need not be silent (“culture of silence”) about things that make them feel unsafe or that could harm them.

ACTIVITIES

Activity A: Tradition, culture and customs

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

- Ask the learners to match the word with the correct definition.
- They need to draw a line from the word to the correct definition.
- They may work in pairs and use dictionaries.

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

- Once the learners have completed the activity, go through the definitions with the learners.
- Discuss the following points with the learners:
 - There are many different cultures in South Africa. Ask the learners to come up with a few of their own customs and traditions from their culture and write them on the board.
 - In some cultures, boys and girls are expected to take on different roles and responsibilities.
 - Children are expected to respect their elders. Is this a good cultural teaching? Why or why not?
 - The elders are responsible for teaching children about culture and traditions. Is this still happening in all cultures? What do you think is good or not good about this?
- Ask the learners to draw up a list of things that are typically done by boys and things that typically are done by girls, based on their culture.

Boys	Girls

- Once the learners have completed the table, take some responses from the class.

NOTE TO THE EDUCATOR

The questions that follow the Reading 5.8.1 require the learners to give their own opinions and views. There are no incorrect answers to the questions, but the learners are asked to explain why they have responded in a particular way.

8. Have a quick discussion to gain a better understanding of how their cultures affects them.
9. Ask the learners to explain who decides on the different responsibilities for boys and girls, and if they agree with everything the way it currently stands in their homes.

Activity B: Case study – Visit to the farm

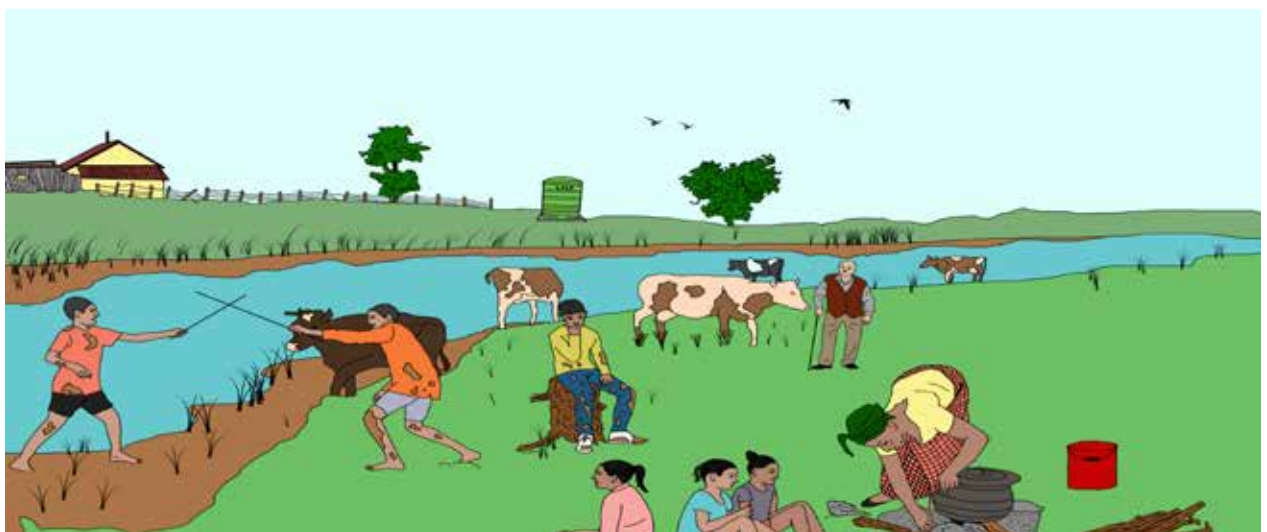
Introduction: In this activity the learners will learn that respecting cultural practices and traditions is an important part of their lives. They will learn about the importance of culture and how culture teaches us about what is acceptable and what is not. The learners will also talk about why the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

1. Refer the learners to **Reading 5.8.1** and the questions in their learner book.
2. Read **Reading 5.8.1** aloud to the class and ask the learners to follow the reading in their learner books.
3. After you have read the passage, they need to answer the questions that follow.
4. The learners may work in pairs or groups, depending on the size of your class.
5. Once the learners have completed the questions, work through the answers with the learners.
6. Learners may exchange books and mark each other’s books.

NOTE TO THE EDUCATOR

The questions that follow the Reading 5.8.1 require the learners to give their own opinions and views. There are no incorrect answers to the questions, but the learners are asked to explain why they have responded in a particular way.

READING 5.8.1



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

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

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

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

Mandla learned about the many traditional practices that boys had to take part in as they became men. He was very excited about the fact that boys went through an initiation process. He found out that fighting with sticks was a way to teach boys how to protect their homes and families. He was told that boys are taught to respect their mothers and sisters because women were an important part of their culture and community. His uncles also spoke about the things that Mandla would have been afraid to ask his father about. His uncles explained that in their culture boys and men spoke openly about the things that matter to them, especially things that would be harmful to them. This gave Mandla the confidence to ask many questions about his role as a young man in the family and village.

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

taught that although the chores were difficult, they helped to strengthen the girls' bodies.

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

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

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

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

Your learners will answer the following questions in their learner books.

1. What was the fear that both Vuyelwa and Mandla had about leaving the city and going to the farm? Explain.
2. What about mixing with the other children on the farm did Vuyelwa and Mandla enjoy?
3. What were the things that Mandla and Vuyelwa thought they would miss about the city?
4. How do you know that they did not miss the city?
5. The children on the farm live according to the traditions and the way of life as passed down from their elders.
Name two things that boys do and two things that girls do, as part of the traditions on the farm.
6. If you were living on the farm, would you enjoy doing those chores? Give a reason for your answer.
7. Why is it important that Mandla and Vuyelwa learned to speak out about things that could harm them or would make them feel unsafe?
8. In two sentences explain why you think that young people must maintain their cultural values at all times.
9. Do you think the Bonga family was proud of their culture and traditions? Explain why you think so.



HOMEWORK

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



WRAP UP OF THE LESSON

Below is a quote from the South African Bill of Rights about equality, i.e. that all people (both boys and girls) are to be treated equally. You may need to do a quick explanation of what the South African Bill of Rights is and what the selected clause means.

Learners read the quote and say what this means to all South African boys and girls.

Section 9 Equality

(3) “The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.”²⁰

²⁰ South Africa. Bill of Rights, Constitution of the Republic of South Africa, 230 Government Gazette. (No.17678) (1996). Retrieved from <https://www.gov.za/documents/constitution/chapter-2-bill-rights#9>



ASSESSMENT

1. Use the comprehension activity in Activity A as an assessment task. The learners must write down their own answers to the comprehension questions after the group discussions.
2. Use the questions below as a recall of knowledge activity.

Test your knowledge

Ask your learners to answer the following questions:

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



GLOSSARY

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

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

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

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

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

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

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

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

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

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

Marital status: whether you are married, single or divorced.

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

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

Social origin: a person's social and family background.

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



Lesson 5.9

Dealing with the
stigma of HIV

Lesson 5.9	Dealing with the stigma of HIV
Grade	5
CAPS Topic(s)	Health and environmental responsibility
CAPS Subtopics	<ul style="list-style-type: none"> • HIV and AIDS education <ul style="list-style-type: none"> – Dealing with stigma – Stigma about HIV and AIDS
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Coping with emotions: empathy, compassion, anger, disappointment and sadness <ul style="list-style-type: none"> – Skills to manage emotions in a positive way. • Positive self-concept formation <ul style="list-style-type: none"> – Influence of others on self-concept: adults and peers
This lesson will deal with the following	<ul style="list-style-type: none"> • Defining stigma • Providing examples of stigma • Reading about the effects of stigma • Recalling that some people living with HIV were born with HIV, others acquire HIV during their life time. • Acknowledging that everyone has the responsibility to ensure safe and supportive environment for people living with HIV and AIDS. • Reflecting on one's behaviour with regards to stigma
Concepts	<ul style="list-style-type: none"> • Affected • Infected • Emotions • Self-reflection • Stigma • Stigmatise • ART
Teaching methodologies	<ul style="list-style-type: none"> • Class discussion • Research • Small group work • Storytelling
Time	60 minutes

CORE MESSAGE

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

BRIEF LESSON SUMMARY

The idea of stigma is defined and the class explores its effects on individuals. They read a story about stigma related to HIV. They answer questions about this story and reflect on their own behaviour with regards to stigma. The learners find a newspaper article about HIV and stigma and they each write a summary of this article.

BREAKDOWN OF ACTIVITIES IN THIS LESSON			
Activity	Time	Type of assessment	Form of assessment
Activity A: What is stigma?	30 minutes	Informal, Self	Class discussion
Activity B: Mathilda's story	30 minutes	Informal, Self	Question and Answer

KEY POINTS

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



RESOURCES/MATERIALS

- Chalkboard
- Chalk
- Learner Books
- Learner exercise books



PREPARATION FOR THE LESSON

1. **Activity A:** Learners will be required to split into buzz groups. Refer learners to **Worksheet 5.9.1** in their learner books.
2. **Activity B:** Refer learners to the reading passage in **Worksheet 5.9.2 Mathilda's story** in their learner books. Depending on the reading levels of your learners, ask learners to read through the passage beforehand, and before they answer the questions make sure learners understand the facts in the story. Then when dealing with the passage in class, identify a learner who can read the passage out loud to the class.
Also discuss the difficult words in the passage with learners beforehand.
3. The homework activity requires that learners access newspapers and magazines but not all learners can access these. Ask learners well in advance to bring these resources to class and have them share these with their classmates.



ACTIVITIES

Activity A: Stigma

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

1. Write the word 'stigma' on the board.
2. Ask the learners if anyone knows what 'stigma' means.
3. Take a few responses from the class and write these up under the word 'stigma' on the board.
4. Write up the following definition of stigma on the board and explain what the definition means to the learners:
***Stigma** is when an individual attaches a negative label on what somebody else does or says only because that person does or says things differently. The labels can be hurtful and can make that person feel rejected.*
5. Ask the learners if they can think of examples of stigma that they have seen or experienced.
6. Divide the learners into buzz groups.
7. Refer learners to the **Worksheet 5.9.1: What is stigma?** in their learner books. Learners discuss and complete the tables on the worksheet.

WORKSHEET 5.9.1: What is stigma?

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

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

2. Use these statements to complete the tables below:

We stigmatise people when:
•
•
•
•
Stigma causes people to:
•
•
•
•
•

Answers

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

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

- When the learners have completed the activity, ask them to assess their work by comparing their answers to the completed table in their books. The answers are provided.
- Close the section by asking the learners what they learned today that surprised them.
- Take a few of their answers.
- Tell learners that it is important to help inform/educate people who are misinformed or help them understand if they are afraid of the unknown.

.....Natural Break.....

Activity B: Mathilda's Story

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

- Remind the learners about what they learned about stigma in the last section.
- Refer the learners to the reading passage in **Worksheet 5.9.2 Mathilda's story** and ask learners to read through the questions in the learners' books.
- Remember: Learners have different reading competencies and may need to read through the passage more than once before they are able to answer the questions.
- Identify a learner who can read the passage out loud to the class.
- Once the learners have read the passage, divide them into pairs.
- Tell the learners to answer the questions that follow the passage in their books.
- Once the learners have completed the answers, work through the answers with them.
- Learners can mark their own books.

NOTE TO THE EDUCATOR

Remind the learners that they learned about how HIV is transmitted in Grade 4. If they have not had this lesson, then you may do a quick recall of the information on the HIV facts relevant to the story. This should not take too much time. Alternatively, assess beforehand if learners need to first be taught the facts from grade 4 necessary for this lesson.

WORKSHEET 5.9.2 Mathilda's story



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

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

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

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

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

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

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

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

1. What did Mathilda’s mother die of?

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

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

4. Compare how learners in the story behaved before the lesson with how they behaved after the lesson.

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

WRAP UP OF THE LESSON

1. Ask the learners to explain to you what they have learned about stigma in this lesson.
2. Ask them to think about the way in which people have been and are still being stigmatised because of HIV.
3. Ask learners to think about ways in which they can prevent the stigma associated with HIV in their communities.

HOMEWORK

1. Find an article in a newspaper, magazine or on the internet about someone who lives daily with the stigma of HIV and AIDS.
2. Glue the article into your book.
3. Summarise the article in 5 short sentences.
4. Propose one way to reduce the stigma in the story.

NOTE TO THE EDUCATOR

Alternatively you could have articles ready that you can share with the learners that they can summarise for this homework assignment.



ASSESSMENT

1. Use **Worksheet 5.9.2: Mathilda's story** as an integrated activity for Languages: Comprehension. Learners will read the story beforehand and deal with difficult words from the passage during a spelling activity. Learners may need more than one opportunity to read through the passage.
2. Use the homework activity as an assessment task. It provides for good consolidation of knowledge.
3. Use the following questions as recall of knowledge. Learners can do these questions individually.

Test your knowledge

Ask your learners to answer the following questions:

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





GLOSSARY

AIDS: Acquired Immune Deficiency Syndrome.

Affected: to be influenced or touched by something or someone.

Anti-Retroviral Therapy (ART): is treatment given to people who are HIV positive that helps the body to fight and control the HIV virus.

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

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

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

HIV: Human Immunodeficiency Virus.

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

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

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

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



Lesson 5.10

Changing attitudes towards
people infected with HIV and
AIDS

Lesson 5.10	Changing attitudes towards people infected with HIV and AIDS
Grade	5
CAPS Topic(s)	Health and environmental responsibility
CAPS Subtopics	HIV and AIDS education <ul style="list-style-type: none"> • How to change attitudes towards people infected with HIV and AIDS
Link to other subtopics in CAPS	<ul style="list-style-type: none"> • Coping with emotions: empathy, compassion, anger, disappointment and sadness <ul style="list-style-type: none"> – Significance of friends in times of sadness, tragedy and change
This lesson will deal with the following	<ul style="list-style-type: none"> • Recall of prior knowledge of HIV • Service learning • Taking positive action to help people living with HIV and AIDS.
Concepts	<ul style="list-style-type: none"> • Empathy • Service Learning • Volunteer
Teaching Methodologies	<ul style="list-style-type: none"> • Class discussion • Quiz • Small group work
Time	60 minutes

CORE MESSAGE

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

BRIEF LESSON SUMMARY

The learners will recall prior knowledge about HIV, participating in a quiz and answering questions to review their understanding of HIV. In this way, they gain an understanding of what service learning is by working through a case study of a teacher who involved his class in a service learning activity to the benefit of a HIV and AIDS home. The learners also gain an insight into caring for people with HIV and AIDS.

Breakdown of the activities in the SLP			
Activity	Time	Type of assessment	Form of assessment
Activity A: Quiz: True or False	30 min	Informal, Self	Quiz
Activity B: Case Study: Vegetable garden at HIV and AIDS Home	30 min	Informal, Educator	Case study
Homework		Informal, Educator	Written activity

KEY POINTS

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



RESOURCES/MATERIALS

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



PREPARATION FOR THE LESSON

1. **Activity A:** Some of the information necessary for this activity was done in Grade 4. You can go through the Grade 4 lessons beforehand in preparation for the quiz. If you do not have access to the Grade 4 Educator Guide, then the information in this guide is sufficient for your preparation for this lesson.
2. **Activity B:** Refer learners to the case study in their learner books and have them read through the scenarios beforehand. Some learners may need more time to read through all the information. Identify a learner who can read the case study out loud to the class.



ACTIVITIES

Activity A: True or False

Introduction: In this activity learners will be revising what has already been learned about HIV in Grade 4 and answering a set of questions using True or False.

1. Tell the learners that you are going to do a short quiz with them to find out what they remember about HIV and AIDs.
2. Ask learners to refer to the Quiz activity in their learner book.
3. Explain to the learners that they must answer the questions by circling either 'true' or 'false' for each of the statements.
4. Once the learners have completed the quiz, go through the answers with the learners.
5. Ask the learners to mark their own books.
6. Remind them to fill in the correct answer where they have an incorrect answer.
7. Once the learners have completed the quiz, they may colour in the pictures.

QUIZ YOUR KNOWLEDGE

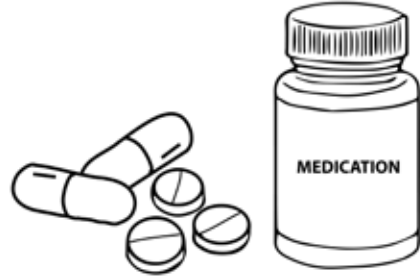
Circle the correct answer.

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

a) have the correct medical treatment. True / false



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



c) exercise regularly. True / false



d) eat healthy food. True / false

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



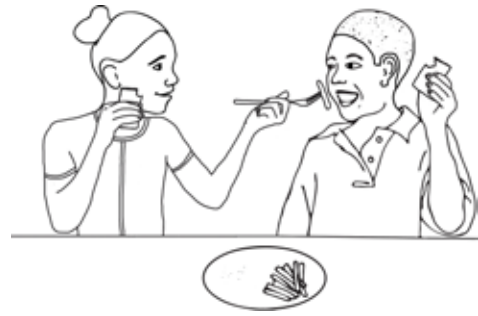
3. You can contract HIV and AIDS from someone who is infected if you:

a) hold their hand. True / false

b) share the same needle. True / false



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



d) hug each other. True / false

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



.....Natural Break

Activity B: Service Learning Activity – Vegetable garden at HIV and AIDS Home

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

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

READING 5.10.1

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

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

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

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

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

1. Answer the following questions:
 - a) If you were in Mr Jenkins class, would you be keen to be part of his service learning activity? Give a reason for your answer.

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

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

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

WRAP UP OF THE LESSON

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



HOMEWORK

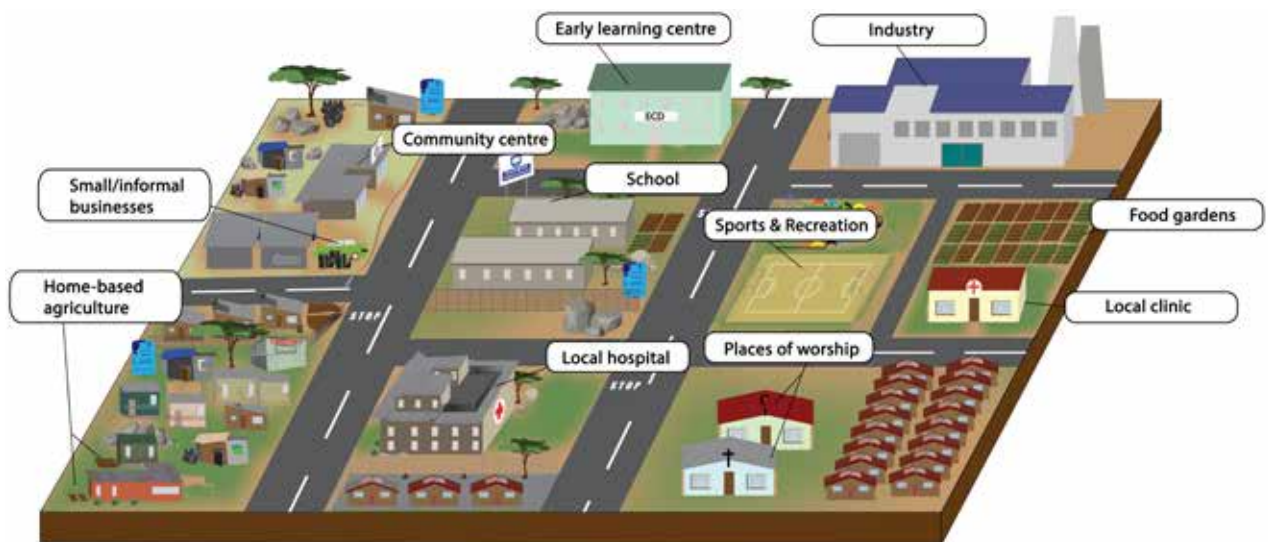
Ask your learners to complete your service learning activity if they have not yet completed it in class.



ASSESSMENT

Integration opportunity: In Creative Arts, learners could prepare a landscape of the community around the school showing all local infrastructure, industries, etc. This drawing is then used for this activity. Learners will identify the service-learning activities that can be possible in their communities.

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



NOTE TO THE EDUCATOR

This activity can be revisited each term to see whether learners have considered opportunities or whether there can be fresh ideas included on their original lists of what services they can volunteer for in their communities.

1. Use the questions below for consolidation. Learners do these questions on their own.

Test your knowledge

Ask your learners to answer the following questions:

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



GLOSSARY

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

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

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

BIBLIOGRAPHY

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

Brennan, P. (2012). *Life Skills. Grade 4, Learner's Book*. Maskew Miller Longman.

Centers for Disease Control and Prevention. (n.d.). Intimate Partner Violence: Definitions. Retrieved December 4, 2018, from <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/definitions.html>

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

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

domestic violence. (n.d.). In *English by Oxford Dictionaries*. Retrieved December 4, 2018, from https://en.oxforddictionaries.com/definition/domestic_violence

Faul, M. (2011). Age-accelerating disease doesn't deter 12-year-old. *Washington Times*. Retrieved December 4, 2018, from <https://www.washingtontimes.com/news/2011/sep/14/age-accelerating-disease-doesnt-deter-12-year-old/>

Gender role. (2018). In *Kids.Net.Au*. Retrieved November 30, 2018, from http://dictionary.kids.net.au/word/gender_role

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

HIV/AIDS Life Skills and Sexuality Education Primary School Programme, Grade 5 Teacher's Guide. (2002). Department of Basic Education, Republic of South Africa.

Indigenous cultures. (n.d.). Caslon Analytics. Retrieved from <http://www.caslon.com.au/ipguide14.htm>

Kenneth O. Gangel. (2005). Using Buzz Groups in Your Teaching. *Bible.org*. Retrieved November 30, 2018, from <https://bible.org/seriespage/8-using-buzz-groups-your-teaching>

Ontlametse Phalatse, first black child with ageing disease, dies at age 18. (2017). *The Southern Daily*. Retrieved December 4, 2018, from <http://thesoutherndaily.co.za/index.php/2017/04/12/ontlametse-phalatse-first-black-child-ageing-disease-dies-age-18/>

RAP - What does RAP stand for? (n.d.) In The Free Dictionary by Farlex. Retrieved December 4, 2018, from: <https://acronyms.thefreedictionary.com/RAP>

Recognising Child Abuse. (n.d.) Childline South Africa. Retrieved December 5, 2018, from <http://www.childlinesa.org.za/educators/for-educators/child-protection-at-school/recognising-child-abuse/>

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

The SANAC website (<http://ivizard.org/sanac/viz/>)

Tuko Pamoja: A Guide for Peer Educators. (2007). Program for Appropriate Technology in Health (PATH). Retrieved from http://www.path.org/publications/files/CP_kenya_pe_manual_karhp.pdf

Violence (n.d.). In *Merriam-Webster.com*. Retrieved December 4, 2018, from <https://www.merriam-webster.com/dictionary/violence>

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

