



Sexuality Education in  
Life Orientation  
**Scripted Lesson Plans**  
**Grade 11 Educator Guide**



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in Life Orientation

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## Foreword

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



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

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

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

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

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

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

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

# Acknowledgements

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

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## NOTE TO THE EDUCATOR

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

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

You taught me the names of the cities in the world

BUT

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

You taught me about the minerals that are in the earth

BUT

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

You taught me to speak and write in three languages

BUT

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

You taught me all about reproduction in rats

BUT

I don't know how to avoid pregnancy.

You taught me how to solve math's problems

BUT

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

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

I am now quite clever

BUT

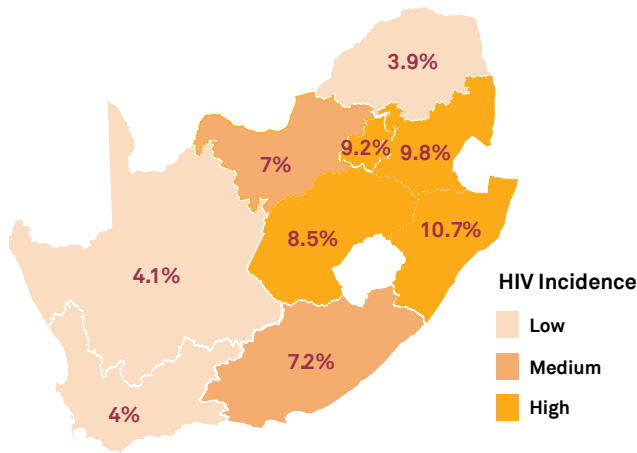
Why is it that I feel I know nothing?

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

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

## A. GUIDE FOR TEACHING SEXUALITY EDUCATION IN CAPS THROUGH SCRIPTED LESSON PLANS (SLPS)

### 1. INTRODUCTION



Source: SANAC, accessed January 18, 2019

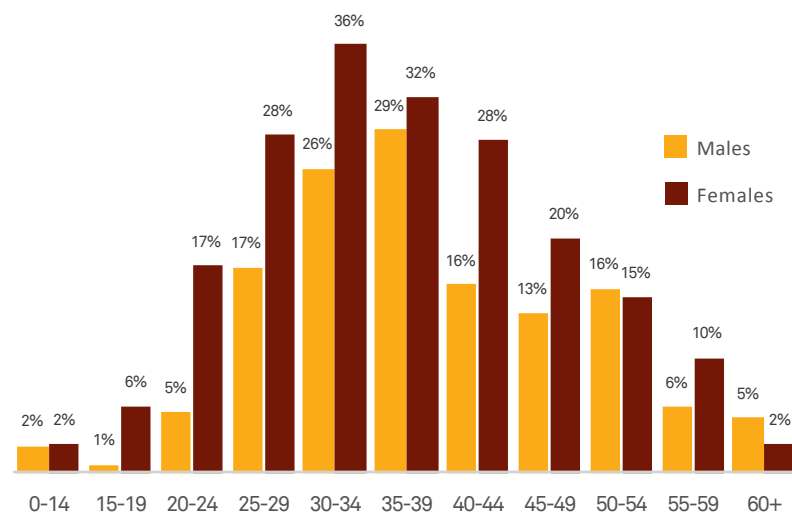
Young people face many pressures and risks that are different from the risks adults faced when they were young. Risks such as HIV and other infections and early and unintended pregnancy come to mind first. But there are many unhealthy pressures affecting relationships and influences from many sources.

The difficult facts below highlight the need for effective sexual and reproductive health education that will equip young people to deal with today's challenges.

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

#### HIV is everyone's problem.

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



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

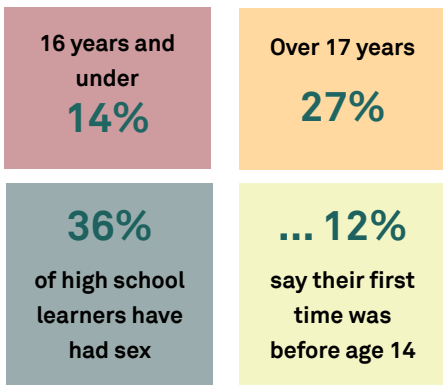
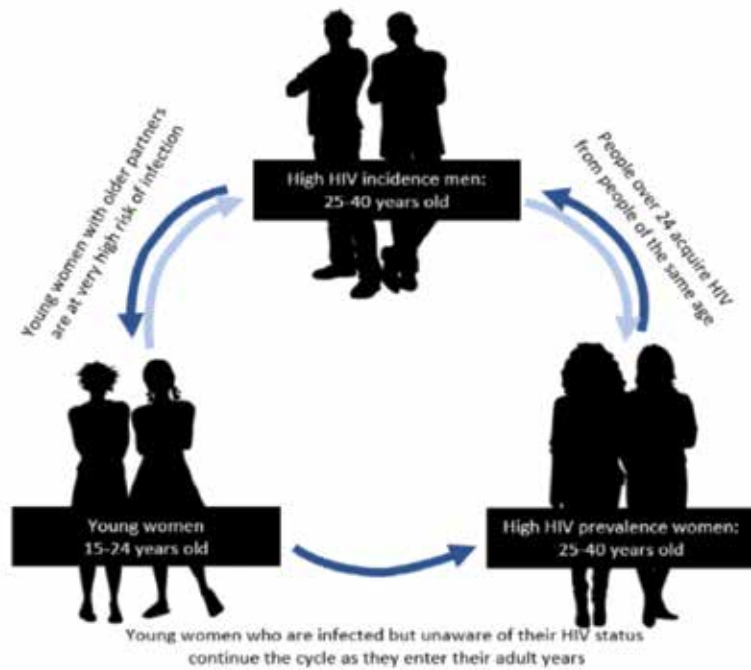
<sup>2</sup> Shisana, O., Rehle, T., Simbayi, L.C., Zuma, K., Jooste, S., Zungu, N., Labadarios, D., and Onoya, D. (2014). South African National HIV Prevalence, Incidence and Behaviour Survey, 2012. Cape Town, South Africa: HSRC Press.



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

While all young people are at risk, girls are getting infected with HIV at higher rates than boys. This trend continues through young adulthood. There are many reasons for these differences.

Age difference<sup>4</sup> is a major factor in South Africa – specifically the relationships between older men and young women / girls. Experts agree that understanding and addressing this cycle is critical for stopping the further spread of HIV in South Africa.



**PREGNANCY**

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

Among youth in school who said they had engaged in sexual activity, pregnancy rates are high.<sup>5</sup>

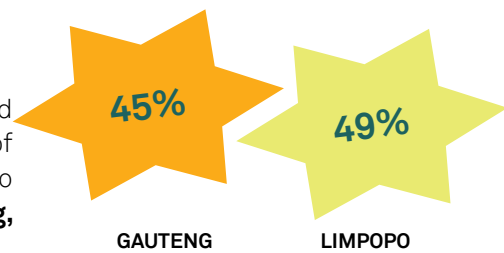
**SEXUAL INITIATION**

The age of first sex matters. The earlier a young person has sex, the greater their risk of HIV infection and unintended pregnancy.<sup>6</sup>

**PRESSURE, FORCE AND VIOLENCE**

Some sexual relationships are voluntary, some are not. Coerced and forced sexual relations are considered rape, and a form of GBV. Although less common, boys are sometimes forced into unwanted sexual relations. **Forcing anyone to have sex is wrong, and is considered a crime.**

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



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

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

<sup>3</sup> *ibid.*

<sup>4</sup> de Oliveira, T., Kharsany, A.B., 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.

<sup>5</sup> Reddy, P., Sewpaul, R., Jonas, K. (2016) Adolescent pregnancy. (HSRC Policy Brief 15) Retrieved from [http://www.hsrb.ac.za/uploads/pageContent/7562/HSRC%20Policy%20Brief%2015%20-%20Adolescent%20pregnancy\\_PRESS%20\(3\).pdf](http://www.hsrb.ac.za/uploads/pageContent/7562/HSRC%20Policy%20Brief%2015%20-%20Adolescent%20pregnancy_PRESS%20(3).pdf)

<sup>6</sup> Reddy, S.P., James, S., Sewpaul, R., Sifunda, S., Ellahebokus, A., Kambaran, N.S., Omdardien, 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.

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

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

proportions in the country. Recent data tells us that 7.1 million people are HIV positive with an approximate 270 000 new HIV infections<sup>9</sup> and 450 000 new TB infections annually.<sup>10</sup> The rate of teen pregnancy in South Africa has become a major challenge because learner pregnancy does not only affect completion of schooling for individuals, in particular the girl learners, but whole families and communities within which schools and educational institutions function.

Together with the policy, the 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, as well as global and local thinking on HIV, STIs and TB. One of the key components of the strategy is to increase HIV, STIs and TB knowledge and skills among learners, educators and officials; to decrease risky sexual behaviour among learners, educators and officials, and decrease barriers to retention in schools, particularly for vulnerable learners.

The Curriculum and Assessment Policy Statement (CAPS) for Life Orientation (LO) for Grades 10 to 12 aims to guide learners to make informed and responsible decisions about their own health and well-being and the health and well-being of others. The SLPs exposes learners to their constitutional rights and responsibilities and to the rights of others, and should equip them with the knowledge, skills and values to make informed decisions, and develop life skills to equip them to take care of their sexual and reproductive health as they move into young adulthood. The SLPs provide opportunities for learners to build their confidence to avoid risky relationships and behaviour; to protect themselves if having sexual relations, and to manage their choices so that they can have a healthy, safe, sexual life.

The SLPs include well-structured, detailed activities to support teachers with the delivery of content specifically related to sexuality education (SE) guided by the CAPS. The SLPs focus on behavioural change and provide core messages for learners to remember when thinking about their sexual health. The core messages are included below.

## 2. PURPOSE OF THE SLPS (GRADES 10 TO 12)

The SLPs have been aligned to the Life Orientation (LO) CAPS outcomes, topics and subtopics, and the content needed to teach Grades 10 to 12 for the year. Relevant SE topics and concepts are linked to the LO CAPS concepts to make the teaching, learning and assessment of SE appropriate. Learners in these grades may already be confronted with decisions about relationships and how relationships influence their well-being and their choices about their life roles.

Learners are made more aware of more prepared to make decisions regarding their sexuality and healthy lifestyle choices.

With greater awareness, life skills and positive peer support, learners are more likely to be able to delay sexual debut, resist unwanted sexual advances, and protect themselves from pregnancy and STIs if and when they chose to be sexually active. These lessons aim to decrease risky sexual behaviour among learners and to support them to make good decisions in relation to their sexual health.

In the lower grades, often as early as age 10 for girls and age 12 for boys, learners typically go through physical and emotional changes related to puberty. Puberty is new and challenging to both boys and girls, and the timing is individual and unpredictable. The transition from puberty into early adolescence typically happens in this phase between Grade 10 and 12, and alongside physical and emotional changes there are often associated issues like substance use and misuse, which can be further linked to topics like depression, behavioural problems, poor grades, early drop-out, and others.<sup>11</sup>

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

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

<sup>11</sup> Adolescent drug use and psychological health. A longitudinal inquiry. Shedler J, Block J. *Am Psychol*. 1990 May; 45(5):612–30.

The SLPs raise related lifestyle issues as well as media and other factors that can influence our health, and helps learners to identify actions they can take and options for support as they prepare for this stage of development towards sexual maturity. The scope of activities is determined by linking content to the core knowledge, skills and values included in the topics and sub-topics in the LO CAPS.

The SLPs have been designed for step-by-step implementation. All the lesson planning and much of the preparation has been done for you, to support you in teaching CSE content. The SLPs are comprehensive lessons with activities and assessment tasks that help you to teach in line with your Life Orientation Annual Teaching Plans (ATPs). In order to deliver these effectively, your responsibility will be to become familiar with the lessons, and practice them as needed, before you teach them.

Activities are detailed, practical and time-bound; they include suggested forms of assessments and provide you with the relevant illustrations, readings and worksheets for your learners. This is to facilitate discussions and consolidate knowledge in a practical, structured way. Some content may be considered sensitive to teach and learn about. The activities are age-appropriate, engaging, and encourage learners to think about the new content they have to learn. They provide opportunities for learners to think critically and build their own values about SE topics that would otherwise be avoided. There are activities that ask learners to talk about the topics at home or with those they live with. This will allow your learners to internalise what they have learned, take home new ideas, and share the importance of behaviour change and good decision-making regarding their sexual health. A necessary part of your preparation will be planning ahead for time management and dividing learners into small groups for groupwork.

An overview of the lessons for each grade, their topics and concepts as well as how they fit into the ATP is provided at the end of this section.

### 3. OUTCOMES

The SLPs are not a stand-alone curriculum. They have been mapped against and aligned to the LO learning outcomes and content. The CSE content in the SLPs has been aligned to the LO CAPS topics.

There are 22 SLPs provided for Grades 10, 11 and 12, i.e. a breakdown of 9 + 9 + 4 SLPs respectively. The activities for each grade show how concepts are developed across the three grades in the FET phase. The planning for the SLPs ensures that activities focus on what learner performance is expected at the end of each grade and by the end of the phase. **See Appendix 1: SLPS at a glance.**

The SLPs are not taught consecutively but they will be taught across the whole year, where they can be taught appropriately within the overall content of the LO CAPS. Ideally the LO CAPS 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 formally recorded assessment. You have a choice to include these tasks if you think they show accurate learner performance for specific content in CAPS. No additional time for teaching is expected when using the SLPs as the lessons can be taught within the ATP. The assessment types (e.g. peer- individual- teacher- and group-assessments) and assessment forms (e.g. quizzes, role-plays, etc.) used in the activities have been written to model the kind of assessment that is most useful for assessing the knowledge, skills, values and attitudes covered in CSE.

Many activities encourage learners to carry out their own reflections and discussions outside the classroom. This encourages positive peer relationships, communication in the home, and the building of healthy friendships. They are intended to build a safe environment in which learners will feel open to positive influences.

## **4. STRUCTURE OF THE SLPs**

The SLPs use a format that facilitates the planning and preparation of teaching, learning and assessment against the topics and subtopics in the CAPS. The structure is as follows:

### **4.1 CAPS TOPICS AND SUBTOPICS**

All the SLPs have been aligned to and link to the topics and subtopics in the CAPS. Some activities deal with more than one topic and subtopic. If so, these topics and sub topics are indicated in the lesson plan of that SLP. There are natural links between the CAPS concepts and the SE content to be taught.

### **4.2 CONCEPTS**

All the relevant, specific content knowledge and concepts for CSE and reproductive health have been provided in the activities. The concepts have been selected to ensure that age-appropriate learning and application of knowledge happens for all learners. The concepts are directly linked to what you need to teach, and what your learners will know at the end of the activity.

The concepts are listed for each SLP, and included with definitions in the glossary so that you can use them to consolidate your teaching and check your learners' understanding of the concepts at the end.

For each grade, a detailed overview of the topics and concepts is provided. See the table showing *SLPs At-a-Glance* for each grade. The topics for the CAPS are linked to the concepts for CSE for all the SLPs.

### **4.3 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. Learners are given the opportunity to reflect on their behavior and make new decisions about how they behave and what they choose for themselves. Behaviour change is a process and it is not expected that change is seen after just one set of lessons. The activities ask learners to talk about behavior with their peers. There is a chance that together they will continue to discuss and be aware of changing their behavior and making good choices for themselves.

The implicit outcome of getting learners to engage in the class on relevant issues, healthy choices and behaviour is that those healthy choices find their way back into their homes and communities, where choices regarding sexual behaviour are both necessary and challenging. The intention is to build a critical mass of learners in school and in the community who are able to model healthy behaviour and choices for their peers.

#### 4.4 TIME ALLOCATION

Each SLP has been written to cover one hour (1hr). This has been done to accommodate a variety of time – tabling used across schools for each period. For example, timetables structured on a thirty minute period can be accommodated by teaching one SLP over two periods. You can fit the SLPs into your own timetables.

In some lessons, there is an indication of a “natural break” where the content is split to allow you to teach it over two 30-minute periods.

In the Grade 12.1 lesson the same topic and subtopic have been used to develop two activities so the time allocation shows 1 hour + 1 hour. This lesson allows for preparation of the lesson by learners in one term and then the execution of their planning in the following term.

Although the time allocated is 1 hour, as with any lesson you teach, some activities may take longer depending on how well learners grasp content being taught. Many of the activities ask that learners take tasks home and engage on their own with them. This is to give them time and space to reflect and respond individually to what they are learning.

The SLPs do not cover all the time allocated for Life Orientation per week. That is because there are more topics and subtopics that are not about CSE that still need to be taught in CAPS.

**Remember that the SLPs are done across the four terms and are taught in different weeks across all the terms.**

#### 4.5 TEACHING METHODOLOGIES

Recommended teaching approaches and methods are included in all the activities found in the SLPs. The activities should be taught as they have been scripted. The methods and approaches have been selected to ensure that discussion and practical engagement can happen in the time allocated to each SLP. Some teachers are more confident of teaching some methods than others. The methods used aim to ensure that your learners are familiar with the suggested teaching approaches. You must first explain what they are expected to do, know or show, using the particular technique recommended.

Some methods and approaches can be time-consuming if not managed well. It is important that you plan ahead and feel comfortable using the suggested method. If you do not feel comfortable, it is preferable for you 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 the class. No one should feel forced to share information they do not wish to disclose to others. A suggestion is that an “*Inbox*” is made available in the classroom, where learners may then post their questions or comments confidentially. The higher the level of confidentiality, the more protected learners will feel about what they

are experiencing and need to share. Selected posts can be dealt with in the classroom when feasible and appropriate during the day or during the week.

#### 4.6 RESOURCES

A list of the resources is provided. These are **suggested** resources. The resources consist of materials that can be found in any functional classroom. Mostly, activities ask learners to participate in the making of some of the learning resources, like game boards, body outlines, etc. Learners can make these resources during the Creative Arts period or conduct a survey data analysis in their Mathematics lesson.

Schools and classrooms are resourced differently and educators may have other resources available to assist them. The SLPs are there help educators **to facilitate and guide discussions**.

A perceived lack of resources should not be a barrier to effective teaching using the SLPs. The resources required have been suggested because they are easily obtainable. Where resources like models are used, a note has been included to ask the local clinic to assist by loaning models for use in the classroom.

Additional resources have also been included in some of the activities to provide educators with support information. Some of these are links to websites or educational articles. 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.

#### 4.7 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 description of what the SLP deals with, and the main aims of that lesson. Brief summaries of each SLP for each grade are provided in a table at the end of this section. This will give you a snap shot of the content for each lesson. **See Appendix 2: Brief Lesson Summaries.**

#### 4.8 KEY POINTS

The key points give a summary of the main points in the lesson and the core knowledge being targeted, and emphasise what is essential to the SLP.

#### 4.9 ASSESSMENT

Assessment tasks have been designed for each SLP. They are used for self-, peer- or group-assessment, as indicated. Each SLP shows all the types of assessments and tasks being used in that SLP. Keep evidence of learner performance in the SLP as an assessment record of what your learners have learned; how well they have internalised the content; how their behaviour and attitudes have been influenced, and what content has been most challenging for them. Many assessment tasks ask learners to do the task collectively and to write it up individually. This is to give them time for discussion on difficult topics and to share ideas before doing personal reflection.

Behaviour change happens over time, and may not be evident immediately in the classroom. In some activities, learners might show some adjustments to their behaviour, such as using more respectful language, showing more sensitivity to gender dynamics, or being able to talk more openly about their feelings, etc. The SLPs aim to provide opportunities for learners to reflect on their own behaviour and how their behaviour influences their ability to achieve their life goals. Behaviour change, developing healthy attitudes and acquiring good values is a long-term process. Learners are encouraged to engage

in personal reflection in the different activities provided.

#### 4.9.1 Informal assessment

The approach to the new content and knowledge for CSE encourages learners to apply what they learn, re-apply the knowledge in different situations, internalise what they have learned and adjust their behaviour. This is a **formative or developmental** process. Informal assessment is not recorded for learner performance purposes.

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

Assessment tasks are formative when they focus on developing skills consolidating learning.

An overview of all the assessments in activities for each grade is included in **Appendix 3: Overview of Assessments in Grades 10-12.**

#### 4.9.2 Learner assessment

For tasks that learners are expected to do on their own, encourage them to share their answers and experiences. This need not be classroom-bound or dealt with only in LO in the classroom. What is learnt in LO can be appropriately linked to other subjects. Learners in these grades are able to work more independently and are encouraged to reflect on what they have learnt across each activity. Assessment tasks are structured for peer engagement and discussion as well as for self-reflection activities. An overview of learner assessment tasks for each grade is included **See Appendix 4: Overview of Learners Assessment Tasks.**

### 4.10 NOTES TO THE EDUCATOR

#### NOTE TO THE EDUCATOR

The SLPs ask for a high level of engagement from you. The notes may alert you to important aspects of the activity, and flag ways in which the activity can be improved. The aim is to support you to teach content that may be difficult or unfamiliar.

The SLPs introduce concepts progressively to your learners. Knowledge is built up across all the activities and often, prior learning is used to introduce new concepts or skills. In many of the SLPs, the Note to educator will make reference 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 understood.

The scripting of the lessons means that a higher level of engagement happens with you through the SLPs on what must be taught, what learners must learn and how to assess learners. The notes may prompt and alert you to important aspects of the activity, and may flag issues related to how the activity can be improved. The expectation is that you will feel supported as you teach content that may be difficult or unfamiliar.

The SLPs have been designed to introduce concepts progressively to learners. Knowledge is built up across all the activities and often, prior learning is used to introduce new concepts or skills. In many of the SLPs, the note to the educator will make reference 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 understood.

#### **4.11 TEACHING AND LEARNING RESOURCES**

Readings, resources and worksheets are included in the Learner Book for the SLPs. They are structured to encourage independent learning and the consolidation of knowledge. The focus is on raising awareness about behaviour as a first step to behaviour change. Peer support and an enabling environment important elements. Encourage your learners to work individually and where necessary, to practice the changes encouraged in the SLPs with their peers.

#### **4.12 GLOSSARY**

A glossary of terms has been developed for each SLP and is found at the end of the lesson. The terms are explained as they have been used in the activities in the SLP. This will ensure a common understanding of concepts that may be less familiar or completely new to both you and your learners. With a glossary at hand, your learners will feel more comfortable to learn and use the terms. Use the glossary to build vocabulary with learners and to get them to use the terms with confidence and understanding.

#### **4.13 BIBLIOGRAPHIES**

All resource material used for the SLPs is referenced. You might want to follow up some of the references to broaden your own understanding and knowledge in a structured and directed way. Some learner activities give links to content that learners can research for themselves.

### **5. THE CORE MESSAGES TO BE INTEGRATED THROUGHOUT THE CURRICULUM**

Core messages have been written for Grades 10 to 12, spelling 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 each other and beyond the classroom.

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



### CORE MESSAGES (10, 11 AND 12)

- I will choose if, and when, to have sex and when not to.
- I have the right to say “no” and the responsibility to respect “no” to sexual attention and sex at any time and in any situation.
- If my partner and I choose to have sex, my partner and I will use a condom correctly every time.
- To protect myself and others, I need to be honest and communicate well in sexual relationships.
- I respect my own and others’ well-being.
- I know my HIV and STI and general sexual and reproductive health status.
- My partner and I are equally responsible for preventing pregnancy, HIV and other STIs.
- I want to be part of a community that stops gender harm and violence and creates safety and peace in its place.

## B. CLASSROOM MANAGEMENT TO SUPPORT IMPLEMENTATION OF THE SLPS

This section describes measures you can take to manage your classroom and your learners well, and to create an environment conducive to learning. The main focus is on facilitating the new content for Sexuality Education and strengthening how you will teach and assess each of the activities. Learners in Grades 10 to 12 have varied levels of experience with relationships, are able to better understand issues of risk and risky behaviour, and can be encouraged to be more self-regulating than learners in earlier grades.

### 1. MAINTAINING YOUR ROLE AS EDUCATOR

Your role, as the educator, is critical in the delivery of the SLP content and in creating an environment conducive to learning.

Here are some tips:

1. Help your learners feel comfortable to talk about difficult and sometimes embarrassing topics.
2. Build trust amongst your learners so that they keep the confidences of their peers.
3. 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. Decide how much complexity, related to CSE, your learners are ready to talk about to one another.
4. Respect diversity – these SLPs and the LO CAPS recognise that not 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.
5. Initiate and end topics of conversation in a respectful, open but trusting manner.

6. Maintain professionalism even when challenged by learners who may not have relevant and appropriate information to make good decisions regarding their sexual and reproductive health.
7. 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 that will reduce their risk of acquiring HIV. Model empathy and compassion in the way that you communicate. Some of your learners and/or their family members may be HIV-positive, affected by sexual violence, or early pregnancy. Take care to ensure discussions are respectful of those already affected by the problems we are trying to prevent and address.
8. Most importantly, when a learner does share sensitive information or experiences with you, and it is clear that they are emotionally and psychologically distressed, take time to debrief the learner about how he/she is feeling. Make the learners comfortable about the confidentiality of the information shared. If necessary refer a learner for professional support.

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

Your role in fostering an open, safe and trusting-inspiring environment in which healthy discussions and relationships can thrive - in the classroom, on the playground and even at home- can't be stressed enough. In each of these settings, your learners will be dealing with issues that arise in CSE. The CSE material aims to help your learners to make informed choices and adopt healthy behaviours related to content presented in the SLPs.

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

The SLPs for each grade will be taught across the four terms. 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 appropriate links to the LO learning outcomes in the work schedule. Use the table referred to above to guide your planning.

To increase your confidence in teaching the new content found in the SLPs, be as thoroughly prepared for each activity in the SLP as possible.

The content in the SLPs is reliable, age-appropriate and linked to the content in the Life Orientation CAPS. If information that is not in the CAPS has been included in the SLPs, the content is well-researched, simply presented and explained clearly.

It may help to discuss your lessons beforehand with your colleagues and share with each other what activities and approaches are to be followed for the week.

You are not expected to deal with issues and concerns that your learners raise that should be referred to more professional practitioners like nurses, counsellors or your district-based support team (DBST). The activities suggest where professionals may be consulted to deal with content which you may not be equipped to handle.

### **2.2 SAFE LEARNING SPACES**

Building good values and attitudes can be more challenging than teaching new or unfamiliar content or topics.

Teaching and learning aids used to convey relevant lesson content may include models of the human anatomy or explicit posters of harmful diseases. You may feel culturally, religiously or ethically challenged

when teaching some of the content using these teaching and learning aids. Your learners may have similar feelings. The most important consideration **must** be how important it is for your learners to know and understand the content, and how they are likely to be more disadvantaged from not being exposed to the specific content. Again, you are encouraged to share your concerns and seek advice from your colleagues, local clinic or professional resources to get the support you need to teach the material effectively.

Values and attitudes are intangible qualities which can be observed and measured. You may consider allowing your learners to express what they would like to see happening in the classroom. Don't feel threatened by strong opinions or views from your learners. If activities are set up to do this, let your learners work together to find their comfort zones. There are no right or wrong responses. What is most important is to pitch the content at a level at which learners can internalise it so that they are able to show a change in behaviour. Activities and messages are given to create a positive experience in the classroom.

### **The classroom often extends into the home**

To ensure that positive learning is reinforced at home, it is important that parents or care-givers understand what is being taught and why. You will know when parents or care-givers should be included in what is being shared with your learners in the classroom. Parents or care-givers can be kept abreast of what is being taught. The school management team (SMT) and School Governing Body (SGB) have a crucial role in communicating with the parent body about why the content is included in the school curriculum. Make parents and care-givers feel comfortable and trusting of what you are teaching in the classroom.

## **2.3 MANAGING DISCUSSION IN THE CLASSROOM**

Classroom discussions are contextualised in the activities; they are controlled, stimulated and encouraged through activities. There is no reason for you to feel unsupported or at a loss about what needs to be taught. All relevant and appropriate content is provided. For some activities, learners will be expected to do their own research. Some learner activities encourage learners to do their own research or find out more about certain content. You need to provide a sense of safety in the classroom, so that discussions are valuable, healthy and beneficial to all learners.

### **Use group activities, practical approaches and self-reflection to facilitate discussion**

Some activities ask learners to keep a journal of their experiences, decisions, challenges, fears and strengths in relation to what is being learned. This will assist you in monitoring learners' responses.

In large classes it is not possible for every group to give feedback back on every activity. The time allocated will only allow for only some groups to give feedback on their group discussions. Manage group report backs in a way that all learners hear all the feedback and can 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 feedback on their discussions.

## **2.4 MONITORING PEER DISCUSSIONS AND ENGAGEMENTS**

In the SLPs, you are supported to **facilitate and guide discussions** and to understand how learners relate to and with each other. You are encouraged to be unobtrusive and unimposing while peer discussions are happening. In these discussions, peers are building relationships and trust with each other. Allow this to

happen in an unthreatening manner.

The activities require that learners complete tasks that reflect what and how discussions have taken place. You can intervene in or support these tasks based on what is picked up from learners' responses to tasks. Where necessary, make referrals to relevant professional services.

## **2.5 BUILDING THE CONFIDENCE OF LEARNERS**

Learners in this age group typically go through various stages of development at different times, which means that in any class levels of maturity and associated behaviour are diverse. Here are some useful characteristics to consider for this developmental stage.<sup>12</sup>

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12 The numerous research articles used to compile these lists of characteristics are provided in the Bibliography.

## INTELLECTUAL

- Abstract thinking becomes more common with older teenagers. They are able to identify right from wrong and good from bad but will often move in the grey areas between the two extremes.
- They are more open to dealing with content on issues they have an interest in. They will engage with learning opportunities that expand their logic and reasoning abilities, although they may still struggle to match their thinking abilities with their actions. This manifests in them being able to talk intelligently on some issues but having trouble with planning or executing decisions or instructions.
- Their thinking is more future-orientated. They are likely to have visions of what would make the world a better place, especially their immediate environment.
- Learners in this stage of development are better able to understand different points of views and are open to other perspectives and ideas.
- Many older teenagers will use their new intellectual capacity to challenge parents' thinking and their rules. This is to do with them separating from their parents and becoming independent.

## EMOTIONAL

- They experience a range of - often exaggerated - emotions.
- Teenagers don't typically like physical affection from their parents. Many do, however, like a lot of physical affection from their friends.
- They tend to seek privacy and time alone. Concerns about physical and sexual attractiveness surface in this developmental stage.
- They begin to integrate both physical and emotional intimacy in relationships.
- They may start dabbling in serious risk behaviour, such as self-harm, drinking alcohol, trying drugs, and having unprotected sex.
- They see what their peers are going through and may be influenced to imitate them. Some are struggling with difficult issues.
- They may feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.
- They show more independence from parents but still need parental guidance and support.
- Self-esteem is affected by success in school, sports, and friendships. Teens tend to compare themselves with others, and they might form false ideas about their body image. The influence of TV, magazines, and the Internet can add to a teen's poor body image.

## PHYSICAL

Physical development can be very different across ages in this phase. Physical maturity happens at different rates. Older teenagers typically look physically older than they are and can be mistaken for people much older than their actual ages. For this reason some teenagers find themselves in troubling situations, especially when forming relationships.

Biologically, teenagers experience difficulties with managing their "awake" time and have trouble waking up in the morning, mostly because they stay up later. This often hinders their development.

Physical development between boys and girls is different. Most girls will be physically mature by now, and most will have completed puberty. Boys might still be maturing physically during this time. Girls in particular have strong perceptions about their body size, shape, or weight which, if not monitored, can manifest as eating disorders.

## SOCIAL

- At this age, there is less emphasis on groups of friends or cliques, and friendships and romance become more important.
- Older teenagers are less influenced by peer pressure and they seek advice from older, more experienced persons. They are more likely to seek advice from experts than from their parents when they want to know or do something.
- There is a strong influence from friends regarding clothing, styles, music, and fads in this phase of development.
- Many teenagers pair off into couples. They have a deeper capacity for caring and sharing and for developing more intimate relationships. Dating becomes more pervasive, and for some there is greater comfort with developing intense romantic relationships.
- This means that they spend less time with parents and more time with friends.

## MORAL

- At this age they are more able to think about and understand abstract ideas such as morality.
- During this time, the individual is developing his or her unique personality and opinions. Relationships with friends are still important, yet other interests emerge as they develop a clearer sense of who they are. There are higher levels of independence and more readiness to assume responsibility. There may be heightened confidence in making a success in the world of work and many are already thinking about or preparing to leave home soon after high school. It is also a time of extreme frustration for young people who are not or cannot be economically and financially independent.

### 2.6 FACTORS THAT IMPACT ON LEARNER PARTICIPATION

Use the following mind map to think about and be guided by 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 what possible measures you can put in place to address those factors.

For example:

- If educators' attitudes aren't open-minded, learners might struggle to participate fully because they feel judged.
- A teacher who is well-prepared and who provides good feedback to learners during class discussions will increase the confidence of learners to discuss difficult SE content.
- 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 discussion with learners. This builds confidence, facilitates participation from learners, and builds mutual tolerance and respect between learners from different backgrounds or contexts.

### 3. MANAGING DIVERSITY

The SLPs take an inclusive approach to strengthening teaching, learning and assessment for Sexuality Education. This is done by modelling good teaching approaches for new content and providing model assessment tasks. The SLPs also support educators to motivate for behaviour change and good decision-making about sex, sexuality, HIV and other STIs, and reproductive health.

There are a number of considerations that should be taken into account when accommodating and responding to barriers to teaching and learning encountered by educators in the classroom:

#### 3.1 INCLUSIVE CLASSROOMS

Your classroom must be accepting of all learners. As an educator, ask yourself the following questions:

- a. Will learning and engaging with each other in activities build social skills, encourage respect and tolerance of different views, and foster empathy?
- b. Does the learning context promoting interaction equally for all learners?
- c. Is learning promoting effective communication, including assertiveness and informed decision-making?
- d. What can be done to ensure empathy for those who are affected by the issues covered by the SLPs?
- e. Do activities foster collaboration and learning together?
- f. Are the backgrounds, cultural views and experiences of all learners valued?
- g. Are opportunities provided for learners with barriers (emotional, intellectual, social, physical, etc.) to participate fully?
- h. Do all learners participate equally in group activities?
- i. Is the report back on group discussions shared by all learners?

#### 3.2 DIFFERENT AGES AND EXPERIENCES

The SLPs have been designed to gradually introduce the content at a level that is appropriate for each grade, taking into consideration the diverse individual experiences between learners.

- a. All teaching and learning needs to 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 in the FET phase to assist with correct pitching of the content.
- b. Your learners' experiences and knowledge about CSE will influence your teaching and discussions.
- c. Home influences impact on experiences and perceptions of learners about sexuality. The SLPs can



be used to create a safe context for learners to deal with challenging sexuality education concepts. In older learners, peer influences play an important role in decision-making.

- d. There is room for diverging points of view; as an educator, you need to ensure that the environment remains respectful and safe for open discussion.
- e. Parents/care-givers need to feel confident that you are able to teach these difficult concepts and are dealing with the divergent feelings of learners.
- f. The practical approach to teaching taken in the SLPs will help you bring learners of different ages and experience into a common learning space. The practical approach aims to address the needs who are at varying stages of maturity and readiness.

### 3.3 LANGUAGE

- a. The activities in the SLPs have been written in a style that is appropriate to the level of understanding of your learner. Information is presented in a variety of different forms. Some learners may find it easier to interpret texts that are given in visual formats, such as comic strips, graphic representations, etc. Learners may also present their thoughts visually, by, for example, using pictures, drawings, etc.
- b. Keep in mind that for many learners, English language competence may affect their readiness or ability to express their thoughts, feelings or decisions and influence their confidence to engage difficult topics.
- c. It is not possible to cater for the language levels of individual learners. The language competency levels of your learners are too diverse to allow for this. You will need to facilitate these activities as you would do all other subject lessons, so that your learners participate fully.
- d. Many of the SLPs have included suggestions for linkages to other subjects.
- e. What your learners write and the journals they are encouraged to keep may be used as part of the language written work.

## 4. PARENTAL INVOLVEMENT AND CONSENT

- a. In the context of learning about the effects of HIV and AIDS and other STIs, 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 and/or parents and/or caregivers at home or in their communities. Many family members may have their own views or prejudices about their children dealing with some of the content in the SLPs. For this reason, the SLPs have been linked, very clearly, to the content of the LO CAPS. A separate outreach to parents and community members 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 within the LO CAPS is with parents and other stakeholders in the school. Use the eight core messages to share what learners will be taught about Sexuality Education when doing the SLPs.
- d. All educators and learners should treat discussions as confidential. If any points of discussion are shared beyond the classroom, this should be with permission, and without disclosing who said what. The exception to this is when a learner may be in danger and in the best interest of the child action needs to be taken.

## 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, with the exception of two lessons in Grade 10 that are allocated 90 minutes, for extended learner application. Schools have different timetable allocations for LO, e.g. 30 minutes, 45 minutes or 60 minutes. The indication of time given here for the SLPs will allow you to fit the SLPs into the total amount of time allocated for LO in the CAPS.
- Remember the SLPs are to be taught across all four terms, as part of the CAPS content dealing with the specific content included in the SLPs.

**Appendix 1: SLPS at a glance**  
**GRADE 10**

| CAPS topic                            | CAPS sub-topic  | SLP lesson                                       | Content  | Time allocated | Work schedule term         |
|---------------------------------------|---|--|--|----------------|----------------------------|
| <p><b>Development of the self</b></p> | <ul style="list-style-type: none"> <li>• Strategies to <b>enhance self-awareness, self-esteem and self-development: factors influencing self-awareness and self-esteem including media</b> <ul style="list-style-type: none"> <li>- Strategies to build confidence in self and others: communication, successful completion of tasks or projects, participation in community organisation or life, making good decisions and affirmation of others</li> <li>- Acknowledge and respect the uniqueness of self and others and respect differences (race, gender and ability)</li> <li>- <b>Value of participation in exercise programmes</b> that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility</li> </ul> </li> <li>• Relationship between physical and mental health</li> </ul> | <p><b>10.1 Developing my self-confidence</b></p> | <ul style="list-style-type: none"> <li>• Revisit SMART goals</li> <li>• Identify important elements that contribute to self-confidence</li> <li>• Recognise the impact different forms of media can have on self-confidence, self-awareness, and self-esteem</li> <li>• Identify ways the media can positively or negatively influence teenagers' self-confidence</li> <li>• Describe what it means for us to respect differences and the uniqueness of each person, including race, sex, sexual orientation, gender and abilities</li> <li>• Create constructive self-esteem messages for teenagers</li> <li>• Create strategies that strengthen your own and others' self-confidence</li> <li>• Identify the positive effects on our overall well-being when we do physical activities regularly</li> <li>• Reflect on your own level of self-confidence and how to strengthen it</li> </ul> | <p>1.5 hr</p>  | <p>Term 1<br/>Week 1-3</p> |

| CAPS topic                                | CAPS sub-topic  | SLP lesson   | Content  | Time allocated | Work schedule term |
|---|---|--|--|----------------|--------------------|
| <b>Development of the self</b>            | <ul style="list-style-type: none"> <li>Definition of concepts: power, power relations, masculinity, femininity and gender                             <ul style="list-style-type: none"> <li>Differences between a man and a woman: reproduction and roles in the community, <b>stereotypical views of gender roles and responsibilities, gender differences</b> when participating in physical activities</li> </ul> </li> </ul> | <b>10.2 Understanding power. Getting to share it.</b>    | <ul style="list-style-type: none"> <li>Understand and apply to concrete examples these concepts: power, power relations, masculinity, femininity and gender, with particular emphasis on looking at:                             <ul style="list-style-type: none"> <li>Differences between a man and a woman:</li> <li>Reproduction and roles in the community</li> <li>Stereotypical views of gender roles and responsibilities</li> <li>Gender differences in participation in physical activities</li> </ul> </li> </ul> | 1 hr           | Term 1<br>Week 1-3 |
| <b>Development of the self in society</b> | <ul style="list-style-type: none"> <li>Definition of concepts: <b>power, power relations</b>, masculinity, femininity and gender                             <ul style="list-style-type: none"> <li><b>Influence of gender inequality on relationships</b> and general well-being: sexual abuse, teenage pregnancy, violence, STIs including HIV and AIDS</li> </ul> </li> </ul>  | <b>10.3 Gender, equality and healthier relationships</b> | <ul style="list-style-type: none"> <li>Recognise how gender inequality can lead to more people being sexually abusive and violent, more unintended teenage pregnancy, and to acquiring HIV and other sexually transmitted infections (STIs).</li> <li>Recognise how gender equality in relationships leads to more happiness and peace</li> <li>Identify the positive effects on our overall well-being when we do physical activities regularly</li> </ul>  | 1 hr           | Term 1<br>Week 1-3 |

| CAPS topic  | CAPS sub-topic   | SLP lesson  | Content  | Time allocated | Work schedule term           |
|---|--|---|--|----------------|------------------------------|
| <p><b>Social and environmental responsibility</b></p> | <ul style="list-style-type: none"> <li>Contemporary social issues that impact negatively on local and global communities:</li> <li>Concepts: <b>social justice</b> and environmental justice</li> <li>- <b>Social issues: poverty, food security, violence, HIV and AIDS</b>, safety, unequal access to basic resources, lack of basic services (health services)</li> <li>- Harmful effects of these issues on personal and community health</li> </ul> | <p><b>10.4 Social and environmental justice: we can make a difference</b></p> | <ul style="list-style-type: none"> <li>Identify HIV and AIDS as a contemporary social justice issue that has local and global impacts</li> <li>Identify ways in which HIV and AIDS impacts negatively on well-being – and identify what needs to be done to turn this around</li> <li>Recognise that those of us living with HIV and AIDS can live fulfilling lives if there is no stigma and we have proper treatment, care and support</li> <li>Identify how the following factors affect those of us living with HIV and AIDS:                             <ul style="list-style-type: none"> <li>poverty</li> <li>food security</li> <li>violence</li> <li>safety</li> <li>unequal access to basic resources</li> <li>lack of health services</li> </ul> </li> </ul> | <p>1 hr</p>    | <p>Term 2<br/>Week 4 - 7</p> |

| CAPS topic                         | CAPS sub-topic  | SLP lesson  | Content   | Time allocated | Work schedule term |
|------------------------------------|---|---|---|----------------|--------------------|
| Development of the self in society | <p><b>Life roles:</b> child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader and follower</p> <ul style="list-style-type: none"> <li>- Evolving nature of and responsibilities inherent in each role; how roles change and affect relationships</li> <li>- Handling each role effectively: influence of society and culture</li> <li>- Changes associated with development towards adulthood: adolescence to adulthood</li> </ul>   | <b>10.5 My changing life roles and life goals</b> | <ul style="list-style-type: none"> <li>Identify our different roles in life since birth and into the future, and reflect on each role's responsibilities</li> <li>Reflect on how our changing roles affect our relationships – with ourselves and with others</li> <li>Strategies to manage the influence of society and culture, with a particular emphasis on romantic/intimate relationships</li> </ul>                  | 1 hr           | Term 3<br>Week 1-5 |
| Development of self in society     | <ul style="list-style-type: none"> <li><b>Physical changes: hormonal, increased growth rates, bodily proportions, secondary sex/gender characteristics, primary changes in the body (menstruation, ovulation and seed formation), and skin problems</b> <ul style="list-style-type: none"> <li>- <b>Emotional changes:</b> maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs, values and <b>sexual interest</b></li> <li>- Social changes: relationship with family, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce and increased responsibilities</li> </ul> </li> </ul> | <b>10.6 Understanding sexual interest</b>         | <ul style="list-style-type: none"> <li>Review physical, emotional and social changes typically present in transition from adolescence to adulthood</li> <li>Describe how the female and male reproductive systems work</li> <li>Explore physical, emotional and social changes learners experience at their age</li> <li>Differentiate between misconceptions and facts related to sexual interest and safer sex</li> </ul> | 1 hr           | Term 3<br>Week 1-5 |

| CAPS topic                     | CAPS sub-topic   | SLP lesson                             | Content   | Time allocated | Work schedule term |
|--------------------------------|--|--|---|----------------|--------------------|
| Development of self in society | <ul style="list-style-type: none"> <li>Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential</li> <li><b>Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape</b></li> <li><b>Skills such as self-awareness, critical thinking, decision-making, problem solving, assertiveness, negotiations, communication, refusal, goal setting and information gathering relating to sexuality and lifestyle choices</b></li> <li><b>Where to find help regarding sexuality and lifestyle choices</b></li> </ul> | <b>10.7 Our choices, our decisions</b> | <ul style="list-style-type: none"> <li>Develop skills and strategies to help you think ahead about, plan around, avoid, and be able to do your best to respond to risky situations, including in romantic and sexual relationships</li> <li>Make responsible and protective decisions regarding sexuality and lifestyle choices so you can try the best you can to fulfill your personal potential</li> <li>Identify where you can find help about your sexuality, lifestyle choices, and sexual and reproductive health needs</li> </ul> | 1 hr           | Term 3<br>Week 1-5 |

| CAPS topic                     | CAPS sub-topic  | SLP lesson                     | Content   | Time allocated | Work schedule term |
|--------------------------------|---|--------------------------------|---|----------------|--------------------|
| Development of self in society | <ul style="list-style-type: none"> <li>Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential                             <ul style="list-style-type: none"> <li>Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape</li> <li>Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say 'No' and taking responsibility for own actions</li> <li>Skills such as self-awareness, critical thinking, decision-making, <b>problem-solving, assertiveness, negotiations, communication</b>, refusal, goal-setting and information gathering relating to sexuality and lifestyle choices</li> <li>Where to find help regarding sexuality and lifestyle choices</li> </ul> </li> </ul> | <b>10.8 / know what I want</b> | <ul style="list-style-type: none"> <li>Define assertive communication</li> <li>Identify the steps of assertive communication</li> <li>Apply assertive communication steps to situations related to sexual and reproductive health</li> <li>Differentiate between assertive, passive and aggressive communication</li> </ul> | 1 hr           | Term 3<br>Week 1-5 |



| CAPS topic                     | CAPS sub-topic   | SLP lesson                                   | Content  | Time allocated | Work schedule term |
|--------------------------------|--|--|--|----------------|--------------------|
| Development of self in society | <ul style="list-style-type: none"> <li>Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential                             <ul style="list-style-type: none"> <li>Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape</li> <li><b>Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say 'No' and taking responsibility for own actions</b></li> <li>Where to find help regarding sexuality and lifestyle choices</li> </ul> </li> </ul> | <b>10.9 Consent, rape and taking action.</b> | <ul style="list-style-type: none"> <li>Define consent</li> <li>Recognise the importance of assertive communication in discussions related to consent</li> <li>Define rape</li> <li>Identify the issues related to rape and steps that can be taken to prevent it</li> <li>Identify the steps one should take after being raped to get the proper care, support and protection</li> </ul> | 1.5 hr         | Term 3<br>Week 1-5 |

## GRADE 11

| CAPS topic              | CAPS sub-topic   | SLP lesson  | Content  | Time allocated | Work schedule term  |
|-------------------------|--|---|--|----------------|---------------------|
| Development of the self | <p><b>Plan and achieve life goals: apply various life skills as evidence of ability</b></p> <ul style="list-style-type: none"> <li>- Types of goals: short term, medium and long term; steps in planning and goal-setting; problem-solving skills, perseverance and persistence</li> <li>- <b>Important life goals and prioritising: family, marriage, parenting, career choices and relationships</b></li> <li>- Relationship between personal values, choices and goal-setting</li> </ul>  | <p><b>11.1 My priorities and life goals</b></p>                         | <ul style="list-style-type: none"> <li>• Identify interests and values that are important to oneself regarding academic, professional development and personal/sexual and reproductive health (SRH), and life choices</li> <li>• Develop short, medium and long term goals based on priorities</li> <li>• Identify how to allocate time and balance interests in order to achieve personal and professional/academic goals</li> <li>• Write an action plan to be able to achieve goals, including steps, timeline, resources needed and challenges to overcome</li> <li>• Identify how relationships, pregnancy and marriage impact short-, medium- and long-term goals, and how to strategise and plan accordingly</li> </ul> | 1 hr           | Term 1<br>Weeks 1-3 |
| Development of the self | <p><b>Relationships and their influence on our well-being: different types of relationships with different people/groups, and their changing nature</b></p> <ul style="list-style-type: none"> <li>- Relationships that contribute to or are detrimental to our well-being: <ul style="list-style-type: none"> <li>• rights and responsibilities in relationships</li> <li>• social and cultural views that influence and/or affect relationships</li> <li>• qualities sought in different relationships, and</li> <li>• individuality in relationships</li> </ul> </li> <li>- <b>Impact of the media on values and beliefs about relationships</b></li> </ul> | <p><b>11.2 Healthy relationships: choosing the right influences</b></p> | <ul style="list-style-type: none"> <li>• Identify a range of categories of important relationships and unpack what makes them healthy relationships</li> <li>• Discuss what constitutes healthy relationships</li> <li>• Read about relationships and the HIV epidemic in South Africa</li> <li>• Think critically about relationships that are particularly risky</li> <li>• Analyse risky relationships in groups</li> </ul>   | 1 hr           | Term 1<br>Week 1-3  |

| CAPS topic              | CAPS sub-topic  | SLP lesson   | Content  | Time allocated | Work schedule term  |
|-------------------------|---|--|--|----------------|---------------------|
| Development of the self | <p><b>CAPS sub-topic</b></p> <ul style="list-style-type: none"> <li>Relationships and their influence on our well-being: different types of relationships with different people/groups, and the changing nature of relationships                             <ul style="list-style-type: none"> <li>Relationships that contribute to or are detrimental to : rights and responsibilities in relationships, social and cultural attitudes and norms that influence and/or affect relationships, qualities sought in different relationships, and individuality in relationships</li> </ul> </li> <li><b>Impact of the media on values and beliefs about relationships</b></li> </ul> | <p><b>11.3 Healthy and Unhealthy Relationships and the media</b></p> | <ul style="list-style-type: none"> <li>Explore the impact of the media on values and beliefs about relationships</li> <li>Reflect on how media influences our values and beliefs about relationships</li> <li>Discuss both the constructive and harmful ways the media and use of social media can impact on our relationships</li> <li>Examine risks associated with meeting an intimate partner over social media</li> <li>Reflect on the risks of becoming involved with transactional relationships</li> </ul>                 | 1 hr           | Term 1<br>Week 1-3  |
| Development of the self | <ul style="list-style-type: none"> <li>Healthy and balanced lifestyle choices:                             <ul style="list-style-type: none"> <li>Characteristics of a healthy and balanced lifestyle: physical, psychological, social, emotional and spiritual facets</li> <li>Factors that impact negatively on lifestyle choices</li> </ul> </li> </ul>  | <p><b>11.4 Living a balanced lifestyle, staying in control</b></p>   | <ul style="list-style-type: none"> <li>Apply a basic tool to current lifestyle choices: understanding the different facets that go into a healthy and balanced lifestyle</li> <li>Understand that pressure from peers and romantic partners can positively or negatively affect healthy lifestyle choices</li> <li>Recognise that choice of relationship could influence all dimensions of a healthy and balanced lifestyle</li> <li>Analyse situations regarding decision-making around sexual and reproductive health</li> </ul> | 1 hr           | Term 3<br>Weeks 1-5 |

| CAPS topic              | CAPS sub-topic   | SLP lesson  | Content  | Time allocated | Work schedule term |
|-------------------------|--|---|--|----------------|--------------------|
| Development of the self | <ul style="list-style-type: none"> <li>Healthy and balanced life style choices:                             <ul style="list-style-type: none"> <li>lack of knowledge and skills; unsafe attitudes and behaviour; unsafe environments and emotional factors</li> </ul> </li> <li>Risky behaviour and situations: personal safety, road use, substance use and abuse, <b>sexual behaviour, risk of pregnancy, teenage suicides, hygiene and dietary behaviour, sexually-transmitted infections (STIs), HIV and AIDS and peer pressure</b></li> </ul>                       | <b>11.5 Understanding the consequences of risky behaviour</b> | <ul style="list-style-type: none"> <li>Understand risk in the context of sexual well-being</li> <li>Understand what constitutes risky behaviour and how this will affect healthy and balanced lifestyle choices</li> <li>Understand that you are responsible for your choices and actions; victims must not be blamed</li> <li>Identify level of risk within sexual and reproductive health context</li> <li>Identify risk avoidance strategies</li> </ul>   | 1 hr           | Term 3<br>Week 1-5 |
| Development of the self | <ul style="list-style-type: none"> <li><b>Positive role models; parents and peers; personal values; belief system; religion; media, social and cultural influences; economic conditions:</b> <ul style="list-style-type: none"> <li>Impact of unsafe practices on self and others: physical, emotional, spiritual, social, economic, political and environmental</li> <li>Individual responsibility for making informed decisions and choices: coping with and overcoming barriers regarding behaviour and seeking support, advice and assistance</li> </ul> </li> </ul> | <b>11.6 Positive role models</b>                              | <p><b>Healthy and balanced lifestyle choices:</b></p> <ul style="list-style-type: none"> <li>Characteristics of a healthy and balanced lifestyle: physical, psychological, social, emotional and spiritual facets</li> </ul> <p><b>Risky behaviour and situations:</b></p> <ul style="list-style-type: none"> <li>personal safety, road use, substance use and abuse, <b>sexual behaviour, risk of pregnancy,</b> teenage suicides, hygiene and dietary behaviour, sexually-transmitted infections (STIs), <b>HIV and AIDS, and peer pressure</b></li> </ul> | 1 hr           | Term 3<br>Week 1-5 |

| CAPS topic                            | CAPS sub-topic  | SLP lesson                                    | Content   | Time allocated | Work schedule term         |
|---------------------------------------|---|---|---|----------------|----------------------------|
| <p><b>Development of the self</b></p> | <ul style="list-style-type: none"> <li>• <b>Gender roles and their effects on health and well-being: self, family and society</b> <ul style="list-style-type: none"> <li>- <b>Unequal power relations, power inequality, power balance and power struggle between genders: abuse of power towards an individual (physical abuse), in family (incest), cultural (different mourning periods for males and females), social (domestic violence and sexual violence/rape) and work settings (sexual harassment)</b> <ul style="list-style-type: none"> <li>- Negative effects on health and well-being</li> <li>- Addressing unequal power relations and power inequality between genders</li> </ul> </li> </ul> </li> </ul> | <p><b>11.7 Gender, power and violence</b></p> | <ul style="list-style-type: none"> <li>• Review ideas related to power and gender relations</li> <li>• Identify different types of violence, abuse and gender-based harm</li> <li>• Analyse situations of inequality, abuse of power, gender-based harm and violence</li> <li>• Recognise situations of abuse, and identify actions to take and where to get help</li> <li>• Understand we need to take responsibility for our actions</li> <li>• Be part of a community that stops gender harm and violence and creates safety and peace in its place</li> </ul> | <p>1 hr</p>    | <p>Term 4<br/>Week 1-3</p> |

| CAPS topic                     | CAPS sub-topic  | SLP lesson  | Content  | Time allocated | Work schedule term |
|--------------------------------|---|---|--|----------------|--------------------|
| <b>Development of the self</b> | <p><b>CAPS sub-topic</b></p> <ul style="list-style-type: none"> <li><b>Gender roles and their effects on health and well-being: self, family and society</b> <ul style="list-style-type: none"> <li>Unequal power relations, power inequality, power balance and power struggles between genders: abuse of power towards an individual (physical abuse), in family (incest), cultural (different mourning periods for males and females), social (domestic violence and <b>sexual violence/rape</b>) and work settings (sexual harassment)</li> <li>Negative effects on health and well-being</li> <li>Addressing unequal power relations and power inequality between genders</li> </ul> </li> </ul> | <b>11.8 Rape – Prevention, Support and Change</b> | <ul style="list-style-type: none"> <li>Understand what rape and sexual assault are</li> <li>Recognise rape as an act of violence and abuse of power</li> <li>Clarify misconceptions about rape, with attention to gender</li> <li>Describe the help that survivors of sexual assault need and how to find it</li> <li>Reject victim blaming under any circumstances</li> <li>Demonstrate compassion and understanding for those who have been affected by sexual violence</li> </ul> | 1 hr           | Term 4<br>Week 1-3 |
| <b>Development of the self</b> | <ul style="list-style-type: none"> <li>Gender roles and their effects on health and well-being; self, family and society <ul style="list-style-type: none"> <li><b>Unequal power relations, power inequality, power balance and power struggle between genders:</b> abuse of power towards and individual (physical abuse), in family (incest), cultural (different mourning periods for males and females), <b>social (domestic violence and sexual violence/rape)</b> and work settings (sexual harassment)</li> <li>Negative effects on health and well-being</li> <li>Addressing unequal power relationships and power inequality between genders</li> </ul> </li> </ul>                          | <b>11.9 Taking action against abuse</b>           | <ul style="list-style-type: none"> <li>Deepen knowledge about gender-based harm and violence and activities to prevent it</li> <li>Identification of personal actions that we can all take in our personal lives and in our communities to end violence</li> <li>Develop group plans for action that contributes to the <i>16 Days of Activism for No Violence Against Women and Children</i> campaign</li> </ul>  | 1 hr           | Term 4<br>Week 1-3 |

## GRADE 12

| CAPS topic                        | CAPS sub-topic   | SLP lesson  | Content  | Time allocated | Work schedule term     |
|-----------------------------------|--|---|--|----------------|------------------------|
| <b>Democracy and Human Rights</b> | <ul style="list-style-type: none"> <li>Responsible citizenship:                             <ul style="list-style-type: none"> <li>Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights: participation in discussions, projects, campaigns and events which address discrimination and human rights violations</li> <li>Evaluation regarding outcomes of campaigns and events</li> </ul> </li> </ul> | <b>12.1 Our Needs and Our Rights, Taking Action</b> | <ul style="list-style-type: none"> <li>Understand responsible citizenship, and active citizenship in the context of the Bill of Rights</li> <li>Explore your values in relation to discrimination and human rights violations</li> <li>Analyse and evaluate what made the South African campaign to ensure the human right of pregnant women living with HIV to receive anti-retroviral treatment to prevent mother-to-child transmission (PMTCT) successful</li> <li>Create ideas for a school-based sexual and reproductive health rights campaign topic linked to the Bill of Rights</li> </ul> | 1 hr and 1 hr  | Term 1 & 2<br>Week 1-4 |

| CAPS topic                     | CAPS sub-topic  | SLP lesson   | Content   | Time allocated | Work schedule term |
|--------------------------------|---|--|---|----------------|--------------------|
| <b>Development of the self</b> | <ul style="list-style-type: none"> <li>Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives:                             <ul style="list-style-type: none"> <li>Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS</li> <li>Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour</li> <li>Intervention strategies: prevention and control, early detection, treatment, care and support</li> </ul> </li> </ul> | <b>12.2 Human factors affecting our health – and what we can do about them</b> | <ul style="list-style-type: none"> <li>Understand and analyse how human factors can cause ill-health, crises and disasters</li> <li>Identify risk and protective factors.</li> <li>Create intervention strategies as part of protecting our well-being – happiness being part of this</li> </ul>  | 1 hr           | Term 3<br>Week 1-3 |
| <b>Development of the self</b> | <ul style="list-style-type: none"> <li><b>Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives</b> <ul style="list-style-type: none"> <li><b>Sexually transmitted infections including HIV and AIDS</b></li> </ul> </li> <li>Contributing factors: eating habits, lack of exercise, smoking, substance abuse and <b>unsafe sexual behaviour</b></li> <li><b>Intervention strategies: prevention and control, early detection, treatment, care and support</b></li> </ul>   | <b>12.3 STIs: protecting ourselves, protecting our future</b>                  | <ul style="list-style-type: none"> <li>Recall and expand knowledge of sexually transmitted infections (STIs) and how to prevent sexually transmitted infections</li> <li>Identify barriers that make it harder to adopt safe sexual health practices</li> <li>Identify enablers that make it easier to adopt safe sexual health practices</li> <li>Identify strategies and actions for prevention and control, early detection, treatment, care and support for STIs as part of sexual and reproductive health</li> </ul> | 1 hr           | Term 3<br>Week 1-3 |



| CAPS topic              | CAPS sub-topic   | SLP lesson   | Content   | Time allocated | Work schedule term |
|-------------------------|--|--|---|----------------|--------------------|
| Development of the self | <ul style="list-style-type: none"> <li>Human factors that cause ill-health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspectives</li> <li>Intervention strategies: prevention and control, early detection, treatment, care and support</li> </ul> | <b>12.4 Looking ahead: my personal protection plan</b> | <ul style="list-style-type: none"> <li>Review of personal goals and how romantic and how intimate relationships fit in with personal goals</li> <li>Conduct a self-assessment of confidence in being able to take protective measures for the range of topics covered in the SLPs</li> </ul> <p>Development of a personal plan based on needs identified in self-assessment and review of barriers and supportive conditions that influence one's ability to take protective measures</p> | 1 hr           | Term 3<br>Week 1-3 |

## APPENDIX 2: BRIEF LESSON SUMMARIES

### Grade 10 Brief summaries

| Grade 10 lessons  | Brief summary   |
|---|---|
| <p><b>10.1 Developing my self-confidence</b></p>                              | <p>The lesson will begin with a brief review of Grade 9 SMART goal-setting, sexual and reproductive health and well-being. During the lesson learners will develop a more in-depth understanding of self-confidence and what may weaken or strengthen their self-confidence. Learners will identify media messages around race, sex, sexual orientation, gender and abilities linked to romantic/sexual relationships, and how they can affect self-confidence, self-esteem and self-awareness. Learners will make up their own media messages to show that equality can result in healthy and satisfying romantic/sexual relationships. Finally, learners will identify strategies for building self-confidence, well-being and happiness in their transition from puberty to adolescence and young adulthood. The spotlight will turn to promoting healthy romantic relationships through good self-confidence.</p>   |
| <p><b>10.2 Understanding power. Getting to share it</b></p>                   | <p>In this lesson, learners will explore how power inequality in romantic and sexual relationships can harm people’s physical and emotional well-being. The activities are designed to encourage critical thinking around power: the abuse of power and the democratic use of power. They will explore why people in unequal relationships have a higher risk of getting or passing on, STIs, including HIV; and are exposed to an increased risk of unintended pregnancy, and violence and abuse – or being a victim of it. They will see that equality in relationships is important for happy relationships</p>  |
| <p><b>10.3 Gender, equality and healthier relationships</b></p>               | <p>Learners will explore ways to practice gender equality in relationships, starting with their families. They will move on to discuss romantic relationships. Next they will analyse how both equal and unequal gender power relations contribute to the risk of STIs, including HIV, unintended teenage pregnancy, and gender-based harm. They will work in groups to come up with some ideas that promote gender equality in romantic relationships, which they will present to the class. They will also go out and interview people at home and in their communities to get their views on gender relations.</p>   |
| <p><b>10.4 Social and environmental justice: we can make a difference</b></p> | <p>The lesson will present a young woman’s true story for learners to analyse in the bigger picture of HIV as a social justice and environment justice issue. The story teller has a cousin and aunt who are living with HIV. The story will help us to understand many of the challenges those of us who are living with HIV face, including stigma and self-stigma.</p> <p>HIV and AIDS is a local and global issue. It is everyone’s issue. It affects families, school, our economy, our leaders, our people, and our everyday lives. It is also a global issue, affecting millions of people around the world. The activities in this lesson will encourage learners to think about what they can do at a personal level to stop stigma, and support friends and loved ones living with HIV.</p> <p>It will also explain why it is important that we know our HIV status.</p> <p>Finally, learners will gain a critical thinking tool to apply to their sexual and reproductive health (SRH) in order to promote their own well-being and encourage good decision-making around their SRH.</p> |

| Grade 10 lessons   | Brief summary   |
|--|---|
| <p><b>10.5 My changing life roles and life goals</b></p> | <p>In this lesson, learners will identify the various roles they have played from birth until now. They will reflect on how their roles and responsibilities might change in the future, and how relationships change too. Learners will examine how with sexual relationships they are responsible for protection, and how to prevent pregnancy and sexually transmitted infections (STIs), including HIV. They will identify different pressures in their lives and come up with strategies for making choices that are conducive to their own well-being.</p>  |
| <p><b>10.6 Understanding sexual interest</b></p>         | <p>Learners will review the physical, emotional and social changes that take place in puberty, and the changes most experience in their transition through adolescence to young adulthood. They will have an opportunity to reflect on the changes they have experienced so far, and how these have made them feel, as well as the influence these changes have had on them. They will also get more information on reproductive health, including fertility awareness.</p> <p>Learners will focus on sexual feelings, and clarify some common myths and misconceptions about sexual interest. They will apply their learning by creating a comic to illustrate points related to misconceptions, and to provide correct information about sexual feelings and interest.</p>  |
| <p><b>10.7 Our choices, our decisions</b></p>            | <p>This lesson encourages positive decision-making strategies during the learner’s natural time of experimentation and striving for independence. The learners will work with a story to help them think about their values and strategies, in order to make responsible decisions for their well-being.</p> <p>The lesson focuses on responsible and protective decision-making in regard to sexuality and lifestyle choices, so that learners can try their best to fulfil their personal potential. The story scenarios implicitly highlight and acknowledge how learners, as adolescents, have to cope with change. It focuses on the importance of making decisions regarding sex before it happens spontaneously, and the importance of effective communication about sex. The lesson stresses the importance of having friends who share common values, rather than friends who exert negative peer pressure.</p> <p>It is critical that you make it clear throughout the class discussions that everyone has the right to their own sexual orientation. Sexual orientation is not a decision or choice that one makes. One makes choices and decisions about sex.</p> |
| <p><b>10.8 I know what I want</b></p>                    | <p>Learners will begin the lesson by deepening their understanding of different styles of communication; for example passive, assertive and aggressive communication. They will examine the differences between these styles of communication. They will come to see the benefits of using assertive communication in different situations. Learners will be introduced to a tool on how to communicate assertively and will put it into practice by applying it to different sexual and reproductive health situations.</p>  |

| Grade 10 lessons                                    | Brief summary   |
|---|---|
| <p><b>10.9 Consent, rape and taking action.</b></p> | <p>Building on the previous lesson on assertive communication, learners will consider the definition of rape and explore aspects of consent from several perspectives (their own perspective, the perspective of the opposite sex, and what the law says about young people and consent). The lesson also looks at victim blaming and challenges the attitudes that enable this to occur. The lesson offers learners an opportunity to change their attitudes and behaviour and to appreciate that everyone can play a part in reducing the harmful impact of rape. Finally, the lesson offers practical information, such as what to do if someone is raped.</p> |

### Grade 11 Brief summaries

| Grade 11 lessons  | Brief summary  |
|---|--|
| <p><b>11.1 My priorities and life goals</b></p>                         | <p>During this lesson, learners will link their priorities and goals to the choices they make now and for the future, with particular attention to their values around sexual and reproductive health (SRH). Activities will help learners to consolidate and deepen their reflection on their goals and how to achieve them. They will do this both on their own and with peers, family and friends.</p>  |
| <p><b>11.2 Healthy relationships: choosing the right influences</b></p> | <p>In this lesson, learners will think critically about the ingredients of healthy relationships and relationships that are harmful to their well-being. Learners will examine relationships across five main categories of relationships, and discuss the rights and responsibilities that are part of healthy relationships.</p> <p>Learners will reflect on and identify relationships that are potentially harmful to their well-being. They will work with their peers to examine what makes these relationships unhealthy or risky. There is a particular focus on relationships with a big age difference between partners, and the power dynamics that occur when gifts and other benefits are expected (transactional relationships) in exchange for sex. These ideas are directly linked to South Africa's current HIV epidemic, and the factors that place young people, and particularly young women, at risk.</p> <p>For homework, learners will identify what they personally want for their relationships, and set limits for firm expectations from romantic relationships. These could be applied to different types of relationships but the focus in this lesson is on romantic/sexual relationships.</p> |

| Grade 11 lessons   | Brief summary   |
|--|---|
| <p><b>11.3 Healthy and unhealthy relationships and the media</b></p> | <p>In this lesson, learners will be encouraged to think critically about the way that the media influences their values and beliefs about relationships. The lesson begins with an activity that explores the influence of media in general on personal relationships, and continues in the next activity to consider the positive and negative effects of social media in learners’ lives and relationships. In the final activity, learners will reflect on an example of a personal advertisement for a transactional relationship, found on social media. They will consider the possibility of negative consequences that could result in engaging in that type of relationship.</p> <p>Finally, learners will continue to reflect on what they want for their own relationships in a homework assignment that encourages them to evaluate the positive and the potentially negative side effects of social media on their relationships, and ways in which they can protect themselves and others while using social media.</p>   |
| <p><b>11.4 Living a balanced lifestyle, staying in control</b></p>   | <p>This lesson has two themes. First, the learners will identify the characteristics of a healthy and balanced lifestyle. They are building on their prior knowledge that being happy and healthy includes paying attention to all of the interlinked aspects of their unique selves: their physical, psychological, social, emotional and spiritual dimensions. The learners will also explore factors like negative peer pressure that could have an adverse effect on their lifestyle choices, and possibly affect their ability to achieve their goals and dreams.</p> <p>This lesson also provides the learners with the opportunity to understand how their choices regarding relationships can influence every dimension of their life. Learners will discuss what it means to have healthy relationships, so that they are better prepared to make prudent decisions, particularly decisions concerning sexual relationships.</p> <p>The learners will discuss the importance of <b>freezing the moment</b> at any point in their relationship so that they can choose a protective behaviour. This is especially important when they are thinking about engaging in sexual activities.</p> <p>Stories, photographs and drawings are used to prompt and assist the learners to work out their own unique choices.</p> |
| <p><b>11.5 Understanding the consequences of risky behaviour</b></p> | <p>This lesson will examine the definition of risk and the types of behaviour and situations that put one at risk. After analysing a dialogue about a risky situation and its consequences, learners will develop their own dialogues/role-plays on risky behaviour. The lesson will provide learners with the opportunity to reflect on their own behaviour that could be risky and identify ways to reduce this risk.</p>   |

| Grade 11 lessons                                  | Brief summary  |
|---|--|
| <b>11.6 Positive role models</b>                  | This lesson deals with the importance of having positive role models in our lives and how they influence us. Learners will explore the qualities of a good role model, and the importance of having positive role models in life. They will learn from activists, many of whom are involved with HIV and AIDS activism, or have influenced our perception about gender roles. These activists have overcome their own barriers. Learners will also explore their personal potential to become role models, and identify their barriers and ways to overcome them. This includes identifying the kind of support, advice and assistance they need, and where they might get it. This lesson wraps up by discussing the important role mentors can play in our lives.  |
| <b>11.7 Gender, power and violence</b>            | This lesson will focus on the abuse of power that can result from unequal gender power relations and unequal power relations more generally. The class will first review an important thread of concepts related to gender, power, and violence that they have covered in grades 10 and 11, in order to build on the ideas presented in those lessons. They will then consider forms of gender based violence (GBV) and harm that they are aware of. Based on this reflection, learners will work in groups to respond to common scenarios, while simulating a community radio talk show. The exercise will highlight a range of abuses of power, with particular attention to sexual harassment and other forms of abuse, gender-based harm and violence.   |
| <b>11.8 Rape – prevention, support and change</b> | The lesson will focus on what rape is, how to prevent rape, and what to do if you or someone close to you is raped. It will look at some of the causes of gender-based harm in our country and mechanisms to try and prevent it. The key message that learners should take away is that under all and any circumstances, rape is wrong. Do not rape.   |
| <b>11.9 Taking action against abuse</b>           | This lesson will focus on both personal action as well as collective action to end gender based violence (GBV). Applying the knowledge and awareness developed in the previous lessons and using their own creativity, learners will plan actions for the campaign of <i>16 Days of Activism for No Violence Against Women and Children</i> . In doing this, they will increase their knowledge, have an opportunity to examine their values, beliefs and attitudes around GBV, enhance their skills for creating effective messages, and plan for the execution of group action. In Lesson 11.8 homework and assessment tasks, learners began to identify ways of taking action against any form of GBV - with a particular focus on rape. The activity in this lesson builds on ideas generated by learners during and after Lesson 11.8, but focuses on planning for participation in an actual campaign. |

## Grade 12 Brief summaries

| Grade 12 lessons   | Brief summary   |
|--|---|
| <p><b>12.1 Our needs and our rights, taking action</b></p> | <p>In this lesson, learners will explore concepts related to sexual and reproductive health rights (SRHR). They will be exposed to a very successful South African human rights campaign. They will then develop their own campaign.</p> <p>The lesson takes place in three parts. <b>Part 1: Introduction to a Health Campaign</b> will take place in this lesson. <b>Part 2: Presentation Day</b> can take place at any time appropriate, when learners have developed their campaigns. <b>Part 3: Delivery of campaign activities</b> will be an extra-mural activity, unless special arrangements have been made.</p> <p>The time allocation is indicated as 1 hour + 1 hour (2 hours) across Terms 1 and 2 so that enough time is given to learners to evaluate a campaign, plan their own campaigns and then present their plans.</p> <p><b>Part 1: Introduction to a Health Campaign:</b> Learners will discuss concepts and examples of responsible citizenship, discrimination and related rights, under the South Africa Bill of Rights, starting with their own experiences. To motivate and inspire active and responsible citizenship, learners will evaluate an advocacy campaign that was taken all the way to the Constitutional Court, where all pregnant women living with HIV, won the right, under the Bill of Rights, to receive antiretroviral treatment to prevent mother-to-child transmission (PMTCT) of HIV.</p> <p>Learners will then begin to plan their own campaign, beginning with the identification of a problem or need related to sexual and reproductive health (SRH). They will apply a planning process to define their activities, audience, messages, and mode of delivery. Tools are provided in their Learner Books to support the planning process. Learners may need time outside of the classroom to plan and prepare their campaign strategies.</p> <p><b>Part 2: Presentation Day:</b> On a date set by the educator as part of the Annual Teaching Plan (ATP), a class session will be held, in order for each group to present their campaign designs and plans. During this session, learners will listen to each other’s presentations on what they plan to do, and provide feedback to each other. Based on the feedback, they will revise their plans to implement their campaign, if needed.</p> <p><b>Part 3: Delivery of campaign activities:</b> This will not take place during class time. Learners are provided with an opportunity to organise their own presentation day, which could be a special school activity, where the learners’ campaigns are presented to their peers in other classes, or even to the whole school learner body. Groups will have an opportunity to evaluate their team work and the effectiveness of their campaign activities using the self-assessment tool provided in their Learner Books. As a motivation to work on their presentations, the best campaign could become the school’s activity towards <i>Worlds Aids Day</i> celebrated on 1<sup>st</sup> December as part of the schools’ calendar.</p> |

| Grade 12 lessons  | Brief summary  |
|---|--|
| <p><b>12.2 Human factors affecting our health – and what we can do about them</b></p> | <p>This lesson will explore a range of human factors that influence our health in both positive and harmful ways. Learners will have the opportunity to think critically about the roles that gender inequality/equality, poverty, as well as social, cultural and religious factors, play either as risk or protective factors for their well-being.</p> <p>Learners will identify lifestyle issues and habits that can affect their well-being both positively and negatively. They will analyse scenarios related to SRH, and all aspects of well-being. This will include identification of positive intervention strategies (protective actions).</p>   |
| <p><b>12.3 STIs: protecting ourselves, protecting our future</b></p>                  | <p>In this lesson learners will learn more about sexually transmitted infections (STIs), their signs and symptoms, and what to do if they suspect they have an STI, including HIV. They will have the opportunity to test their knowledge and engage in an interactive session on the topic. The content covers specific infections, prevention, and care seeking for early detection and treatment. It also covers the importance of partner treatment, and specific information related to HIV testing and STI treatment.</p> <p>Learners will have the opportunity to:</p> <ul style="list-style-type: none"> <li>Consider the barriers and enabling conditions that are currently in place for their well-being.</li> <li>Assess their personal actions and intervention strategies to prevent getting STIs, including HIV.</li> <li>Look at strategies for early detection of STIs if they have been sexually active, in order to get treatment, care and support.</li> </ul> |
| <p><b>12.4 Looking ahead: my personal protection plan</b></p>                         | <p>This is the final session in this series of comprehensive sexuality education (CSE) lesson plans. Learners will have the opportunity for a final reflection on their life goals, and how romantic and intimate relationships fit in. Learners will conduct a self-assessment exercise, reviewing all of the areas of protective practice that have been covered throughout the lessons, related to healthy relationships, prevention of STIs and unintended pregnancy, HIV prevention and testing, and harmful, coercive and abusive relationships. They will identify areas where they feel strong, and areas where they will need to take additional steps, as well as other support they might need. To do this they will reflect on barriers and enabling or supportive conditions, building on the process they began in lesson 12.3. Based on this self-assessment process, each will complete a personal protection plan, which they can draw upon in years to come.</p> |



## APPENDIX 3: OVERVIEW OF ASSESSMENTS – GRADES 10-12

### Grade 10

| Lesson | Title of SLP  | Type of assessment   | Form of assessment  |
|--------|---|--|---|
| 10.1   | <b>Developing my self-confidence</b>                              | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> <li>• Educator, Informal</li> <li>• Self, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Question and Answer: recall of information</li> <li>• Test your knowledge</li> <li>• Presentations</li> <li>• Practical engagement in groups</li> <li>• Written task</li> </ul>  |
| 10.2   | <b>Understanding power. Getting to share it.</b>                  | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Self, Informal</li> </ul>   | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Pair work</li> <li>• Small group work</li> <li>• Pair/group discussion</li> <li>• Written tasks</li> <li>• Individual tasks</li> </ul>   |
| 10.3   | <b>Gender, equality and healthier relationships</b>               | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul>   | <ul style="list-style-type: none"> <li>• Group discussion/ brainstorm</li> <li>• Written task</li> <li>• Groupwork</li> <li>• Presentations</li> <li>• Activity log</li> <li>• Survey</li> </ul>  |
| 10.4   | <b>Social and environmental justice: we can make a difference</b> | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul>   | <ul style="list-style-type: none"> <li>• Brainstorm</li> <li>• Interpretation of visuals</li> <li>• Group discussion</li> <li>• Pair work</li> <li>• Mind map</li> <li>• Written task</li> </ul>  |
| 10.5   | <b>My changing life roles and life goals</b>                      | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul>   | <ul style="list-style-type: none"> <li>• Individual work</li> <li>• Group discussion</li> <li>• Pair work – Interviews</li> <li>• Written task</li> <li>• Groupwork</li> <li>• Brainstorm</li> <li>• Mind map</li> <li>• Practical task – leaflet design</li> </ul> |

| Lesson | Title of SLP                            | Type of assessment   | Form of assessment   |
|--------|---|--|--|
| 10.6   | <b>Understanding sexual interest</b>    | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion on tasks related to reproductive health</li> <li>• Written task</li> <li>• Interpretation of visual</li> <li>• Visual presentation (cartoon)</li> </ul>                                      |
| 10.7   | <b>Our choices, our decisions</b>       | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Group work</li> <li>• Written task</li> </ul>   |
| 10.8   | <b>I know what I want</b>               | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Brainstorm</li> <li>• Written task</li> <li>• Group role play</li> </ul>  |
| 10.9   | <b>Consent, rape and taking action.</b> | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Visual presentation using video</li> <li>• Class discussion on content of video</li> <li>• Whole group discussion</li> <li>• Passage analysis - understanding concepts</li> <li>• Brainstorm</li> </ul> |

## Grade 11

| Lesson | Title of SLP  | Type of assessment  | Form of assessment  |
|--------|---|---|---|
| 11.1   | <b>My priorities and life goals</b>                         | <ul style="list-style-type: none"> <li>• Educator, informal</li> <li>• Peer, informal</li> </ul>                            | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written task</li> <li>• Pair discussions</li> <li>• Class discussion (on homework task)</li> <li>• Written task</li> </ul> |
| 11.2   | <b>Healthy relationships: choosing the right influences</b> | <ul style="list-style-type: none"> <li>• Educator, informal</li> <li>• Peer, Informal</li> <li>• Self, Informal</li> </ul>  | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Group work brainstorm</li> <li>• Work in pairs</li> <li>• Written task</li> <li>• Peer feedback</li> </ul>                 |
| 11.3   | <b>Healthy and unhealthy relationships and the media</b>    | <ul style="list-style-type: none"> <li>• Educator, Informal,</li> <li>• Peer, Informal</li> <li>• Self, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Group discussions</li> <li>• Written task</li> <li>• Presentations</li> </ul>  |

| Lesson | Title of SLP   | Type of assessment   | Form of assessment  |
|--------|--|--|---|
| 11.4   | <b>Living a balanced lifestyle, staying in control</b>   | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peers Informal</li> <li>• Self, Informal</li> <li>• Individual, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written task</li> <li>• Class discussion</li> <li>• Groupwork</li> </ul>   |
| 11.5   | <b>Understanding the consequences of risky behaviour</b> | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul>   | <ul style="list-style-type: none"> <li>• Pair work</li> <li>• Class discussion</li> <li>• Written task</li> <li>• Pair discussions</li> <li>• Role play</li> <li>• Presentations</li> </ul> |
| 11.6   | <b>Positive role models</b>                              | <ul style="list-style-type: none"> <li>• Peer, Informal</li> <li>• Educator, Informal</li> <li>• Self, Informal</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written task</li> <li>• Research task</li> <li>• Project</li> </ul>  |
| 11.7   | <b>Gender, power and violence</b>                        | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul>   | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Group work</li> <li>• Role play</li> <li>• Written task</li> </ul>   |
| 11.8   | <b>Rape – prevention, support and change</b>             | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul>   | <ul style="list-style-type: none"> <li>• Question and answer task</li> <li>• Class discussion</li> <li>• Oral presentation</li> <li>• Brainstorm</li> <li>• Written task</li> </ul>         |
| 11.9   | <b>Taking action against abuse</b>                       | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> </ul>   | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written task</li> <li>• Group work</li> </ul>  |

## Grade 12

| Lesson | Title of SLP                                   | Type of assessment   | Form of assessment  |
|--------|--|--|---|
| 12.1   | <b>Our needs and our rights, taking action</b> | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> <li>• Self, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Question and answer task</li> <li>• Written task</li> <li>• Group discussions</li> <li>• Evaluation of research</li> <li>• Design and planning campaigns</li> <li>• Presentations of campaign design and planning</li> </ul> |

| Lesson | Title of SLP  | Type of assessment   | Form of assessment  |
|--------|---|--|---|
| 12.2   | <b>Human factors affecting our health – and what we can do about them</b> | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Peer, Informal</li> <li>• Individual, Informal</li> </ul> | <ul style="list-style-type: none"> <li>• Class discussion, groupwork and presentations</li> <li>• Groupwork.</li> <li>• Written task – analysis of text</li> </ul>                                  |
| 12.3   | <b>STIs: protecting ourselves, protecting our future</b>                  | <ul style="list-style-type: none"> <li>• Educator, Informal</li> <li>• Self, Informal</li> <li>• Peer, Informal</li> </ul>       | <ul style="list-style-type: none"> <li>• Recall and knowledge check</li> <li>• Knowledge recall test</li> <li>• Question and answer</li> <li>• Written task – text analysis and response</li> </ul> |
| 12.4   | <b>Looking ahead: my personal protection plan</b>                         | <p>Educator, Informal<br/>Self, Informal<br/>Peer, Informal</p>  | <p>Written self-reflection task<br/>Class discussion<br/>Written task: developing health action plans</p>   |

## APPENDIX 4: OVERVIEW OF LEARNER ASSESSMENT TASKS

### Grade 10

| Lesson      | Assessment tasks   |
|-------------|--|
| <b>10.1</b> | Class discussion on SMART GOALS  |
|             | Written test: Test your knowledge – consolidation of content   |
| <b>10.2</b> | Activity A: Consolidation of terms and concepts  |
|             | Written task: Dealing with stereotypes   |
| <b>10.3</b> | Activities A and B: Responses to questions and use of group presentations  |
|             | Homework: Individual task – conducting a survey and group discussion on concepts   |
| <b>10.4</b> | Individual activity: Dealing with concepts and understanding terms   |
|             | Written task: Application of critical thinking tool and supporting own views   |
| <b>10.5</b> | Written task: Comprehension test on key concepts   |
|             | Written test: Test your knowledge – consolidation of concepts  |
| <b>10.6</b> | Written task and presentation: Use the cartoon speech bubbles to test conceptual understanding. Presentation of responses.                   |
| <b>10.7</b> | Activity B: Written task – testing understanding and application of concepts and strategies.   |
| <b>10.8</b> | Activity A: Group discussion - brainstorm on assertive communication and comprehensive summary of content and concepts across all activities |
|             | Activity B: Written task - use of assertive communication tools and use of rubric to assess group presentations.                             |
| <b>10.9</b> | Written test: Test your knowledge - understanding of concepts  |

## Grade 11

| Lesson | Assessment tasks  |
|--------|---|
| 11.1   | Written task: <b>Worksheet 11.1.3: Goals and action plans</b> - Develop short, medium and long term goals and action plans for your goals                                       |
| 11.2   | Written task: <b>Homework 11.2.1: Relationships, getting what you want, knowing what you need.</b>  |
| 11.3   | Written task: Complete and submit the table in the <b>Homework Assignment.</b>  |
| 11.4   | Written task: <b>Worksheet 11.4.3: Choosing a healthy, balanced lifestyle</b>   |
| 11.5   | Presentation: Role play in Activity B - prepare a dialogue on a selected topic to be presented to the other groups.   |
|        | Written task: Complete the risky behaviour assessment activity given in Activity C on risky behaviour.  |
| 11.6   | Written task: <b>Worksheet 11.6.1: Role models and their contribution.</b>  |
|        | Reading task: <b>Reading 11.6.1: Heroes today, role models tomorrow!</b> Assessing reading comprehension reflection on values and attitudes.                                    |
| 11.7   | Presentation: Role play in Activity B on the radio talk show.   |
| 11.8   | Practical task: Develop a slogan that could be used in your school's programme for the national <i>16 Days of Activism for No Violence Against Women and Children</i> campaign. |
|        | Research: Find one example taken from the media of how victims are often blamed for rape.   |
|        | Written task: Draft your own status statement about what you would want to say to correct this way of thinking about people who are raped.                                      |
| 11.9   | Written task: Planning activities for an anti-violence campaign   |

## Grade 12

| Lesson | Assessment tasks   |
|--------|--|
| 12.1   | Group task: Presentations - planning campaigns.  |
|        | Written task: <b>Worksheet 12.1.5</b> as a self-assessment tool for campaign presentations.  |
|        | Individual task: Self-reflection" opportunity for own understanding and internalising of concepts  |
| 12.2   | Activity B : Group activity – presentation on understanding of key concepts  |
|        | Individual consolidation task: Written task – consolidation and explanation of key content and concepts learnt   |
| 12.3   | Activity A: Written task - recall of knowledge dealt with in the activity  |
|        | Activity A Part 2: Written task - uses of questions and answers to consolidate concepts  |
|        | Written task: <b>Worksheet 12.3.1: Tool for analysing</b> , understanding of content and measuring learners' reflection on their own personal barriers and enablers. |
| 12.4   | Written task: Activity A as a self-assessment task – individual reflection of goals, intimate relationships and personal plans                                       |
|        | Written task : <b>Worksheet 12.4.2: My personal protection plan</b> – consolidation of concepts and personal development across previous activities                  |



# Lesson 11.1

My priorities and life goals

| Lesson 11.1                              | My priorities and life goals  |
|--|---|
| Term 1                                   | Weeks 1-3   |
| Grade                                    | 11  |
| CAPS Topic(s)                            | Development of the self   |
| CAPS Subtopic(s)                         | <ul style="list-style-type: none"> <li>• <b>Plan and achieve life goals: apply various life skills as evidence of ability</b> <ul style="list-style-type: none"> <li>– Types of goals: short term, medium and long term; steps in planning and goal-setting; problem-solving skills, perseverance and persistence</li> <li>– <b>Important life goals and prioritising: family, marriage, parenting, career choices and relationships</b></li> <li>– Relationship between personal values, choices and goal-setting</li> </ul> </li> </ul>   |
| Link to other subtopics in CAPS          | Relationships and their influence on one's own well-being; different types with different people/groups and their changing nature   |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>• Identify interests and values that are important to oneself regarding academic, professional development and personal/sexual and reproductive health (SRH), and life choices</li> <li>• Develop short-, medium- and long-term goals based on priorities</li> <li>• Identify how to allocate time and balance interests in order to achieve personal and professional/academic goals</li> <li>• Write an action plan to be able to achieve goals, including steps, timeline, resources needed and challenges to overcome</li> <li>• Identify how relationships, pregnancy and marriage impact on short-, medium- and long-term goals, and how to strategise and plan accordingly</li> </ul> |
| Concepts                                 | <ul style="list-style-type: none"> <li>• goal setting (short-, medium- and long-term)</li> <li>• priorities</li> <li>• personal values</li> <li>• time management</li> <li>• career goals</li> <li>• life goals</li> <li>• sexual and reproductive health (SRH) goals</li> </ul>  |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>• Metaphor analysis in pairs and class</li> <li>• Mind map</li> <li>• Individual work</li> <li>• Listening and reflecting</li> <li>• Pair discussion / pair sharing</li> </ul>   |
| Time                                     | 60 minutes  |



## BRIEF LESSON SUMMARY

During this lesson, the learners will link their priorities and goals to the choices they make now and for the future, with particular attention to their values around sexual and reproductive health (SRH). Activities will help the learners to consolidate and deepen their reflection on their goals and how to achieve them. They will do this both on their own and with peers, family and friends.

## KEY POINTS

1. Goals give you the focus and sense of purpose necessary to pursue your dreams.
2. Our lives are filled with things that take up our time. Some will:
  - seem necessary or enjoyable in the moment
  - seem important but may not take us toward our goal
  - help us to make progress toward our goals.
3. Once you have set your goals, you will be able to set your priorities (decide what is most important), and then manage your time to achieve your life's goals.
4. Your reproductive goals should be considered among your life goals. This means deciding if and when you want children, how many children, and under what personal circumstances. For example, would you want to have children in a marriage/committed relationship, when you are economically secure, etc.?
5. If you are in a relationship and are sexually active, then using a contraceptive as well as condoms should be a priority while you pursue your life goals.
6. Your priorities will play a role in deciding how you spend your time. This means balancing your time to spend on relationships with peers and romantic interests, and time needed to pursue the goals you have set for yourself. You will need to consider these questions:
  - How important is this relationship right now?
  - What would a pregnancy mean in my life? What would happen if I got a sexually transmitted infection (STI)?
  - Is this a healthy and happy relationship for me, based on respect for my goals in life?



## RESOURCES/MATERIALS

- A box for the **inbox**
- Printed papers for worksheets for Activity A
- Glue or sticky tape. Alternatively, if you do not have these resources, think of other ways of doing the activity



## PREPARATION FOR THE LESSON

### 1. The Inbox

Make an **inbox** for the learners to post their anonymous questions about SRH. This should be introduced during **Lesson 11.1**, and it should be used **throughout the year**. Encourage the learners to put their questions in the **inbox**.

Check it regularly, perhaps on a weekly basis, and pick one or two topics to address each week. Find ways to respond to the questions with correct information. For example, you could set up a notice board of where to get help and pamphlets about contraception, male circumcision and HIV testing from the clinic. Refer your learners to the box during this lesson and tell them it will be there all year.

## 2. Resource Directory – where to get help

Make sure you have a directory with national helplines, if the learners need them. This should be available throughout the year. For local, district and regional services, consult district offices and local health services, to be able to share information about local level services with the learners.

### NOTE TO THE EDUCATOR

A directory of services is included below to assist you to refer your learners for support or for when you need to call a helpline. You may want to copy the information given onto a poster and paste it up on the wall in the classroom where the learners can see it should they need to find help.

| Assessment: Lesson 11.1                            |      |                                      |  |
|--|------|--------------------------------------|--|
| Activity   | Time | Type of assessment                   | Form of assessment   |
| Activity A: Our priorities, goals and action plans | 55   | Educator, informal<br>Peer, informal | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written task</li> <li>• Pair discussions</li> </ul> |
| Homework   | 5    | Peer, informal                       | <ul style="list-style-type: none"> <li>• Class discussion on homework</li> <li>• Written task</li> </ul>                 |
| Total  | 60   |                                      |  |

## TEACHING THE LESSON



### ACTIVITIES

#### Activity A: Our priorities, goals and action plans

**Introduction:** This activity will help the learners reflect on their interests, values and skills and to set goals. These goals are for the short-, medium- and long-term. This includes not only academic and work related goals, but personal life goals as well. Relationships, marriage and starting a family should be considered in goal setting. The learners are encouraged to think about how SRH issues, such as early or unintended pregnancy, can impact one’s goals and plans. Lastly, the activity gets the learners to reflect on how they spend their time and how they can prioritise better to be able to reach their goals

1. Welcome your learners to the first sexuality education (SE) lesson of the year. Explain that as in previous years the first step is for the learners to identify their goals, starting with reflecting back on previous goals and then, after identifying and prioritising our interests and values, creating new goals related to our academic, professional and personal lives. It is important to consider our SRH lives. Relationships, pregnancy, marriage and sexually transmitted infections (STIs) can affect goals that

we set for ourselves in both positive and negative ways. Having a healthy relationship with a partner, getting married and starting a family are all goals, like any other goals.

2. Write **SMART** vertically on the blackboard with chalk. Ask the learners to remind the class what each of the letters in the word, SMART, stand for: Specific. Measurable. Action-oriented. Realistic. Time-bound. Ask the learners to share one or two of their goals from last year with a partner. They should discuss whether or not they achieved their goals; whether they are still working towards achieving them, or if they think they need to change their goals to reflect their current interests or situation. Ask one or two volunteers to share their responses with the class.
3. Emphasise that as time goes by, we have new life experiences, we grow and develop. As this happens, we may have achieved our goals or we may have found it necessary to revise them to meet our current interests, values and skills. We also have goals related to relationships, marriage and having children. Invite them to identify the interests, skills and values that will help them to set new goals for the year. Three categories will be considered: academic, professional and personal. Personal includes anything related to our lives outside of school or work such as recreation, SRH, family and community.
4. Ask the learners to brainstorm a few examples for each category. For example, an academic value could be to finish secondary school. A professional interest could be to work in a job where one uses one's hands. A personal interest could be to be in a committed relationship. After the group brainstorming, ask the learners to turn to **Worksheet 11.1.1: What is important to me? - values, interests and skills**. They should fill in the table according to their own interests, values and skills for each of the three categories.
5. Tell the learners they are now going to choose the top three items in each of the categories (academic, professional and personal) that are most important to them. They should circle them. Tell them to keep in mind that it is important to have a balance between personal life and academic and professional interests. Ask them share their results with a partner and discuss how to balance things like marriage and having children with professional or academic interests.
6. Ask the learners to think about how they currently spend their time. They should make a list in **Worksheet 11.1.2: How do I spend time?** They should include all kinds of activities, from studying to spending time with romantic partner. Now ask how they imagine spending their time over the next year given the list of their most important values, skills and interests related to their academic, professional and personal lives. They should add to the list of "How do I spend time?", if necessary. Tell the learners they will begin to think about prioritising their time by doing the following:



- a. Imagine you have been given 100 points. These points represent time.
- b. Allocate the time points to your list of ways you spend your time. This should include not only academic work, but time you spend with friends and romantic partners, socialising in person or through the internet, and social media, etc. You will give the most points to the activity you want to

spend most time on. Write the number of points next to each item. This will help you prioritise how you spend your time.

- c. Get into pairs and take turns to explain your time budget to each other. Give each other advice on how you can balance your personal (relationships, entertainment, etc.), academic and professional interests, values and skills.
7. Invite a few pairs to share what they learnt about themselves and about each other from sharing in pairs. Tell them the next step is developing goals. The learners will work independently but can remain in pairs to assist one another as needed.
8. Ask the learners to turn to **Worksheet 11.1.3: Goals and action plans**. From the values, interests and skills they have given the most points to and circled in **Worksheet 11.1.1**, they should write goals for the short-, medium- and long-term. Short-term goals are those that are accomplished in 6 months – 2 years, medium term goals are goals set for 2 – 5 years, and long term goals are goals for 5 – 10 years from now. Ask them to choose at least one academic, one professional and one personal priority. Ask the learners to discuss how early pregnancy or marriage might affect reaching their goals within the short, medium and long term. For example, if someone wants to finish high school in the next two years but becomes pregnant, she could potentially have to leave school without completing her education.
9. Next, they should develop an action plan, giving details of the steps they need to take to achieve a particular goal. They should think about a timeline for each step and any resources they will need. They should also think of obstacles or challenges they might run into along the way and how to overcome them. Finally, they should think about how relationships and parenthood fit in to their plans.

### NOTE TO THE EDUCATOR

Your learners will not have enough time to develop action plans for three goals. They can begin the process and finish their plans for homework. Walk around the room and provide assistance to individuals as needed. If the learners are having difficulty with their action plans, ask a volunteer to share a goal and then develop the action plan together with the class.

10. Emphasise that the recipe for achieving a goal can be captured in 4 Ps: Plan, Problem-solve, Persevere and Persist. Following the 4 P's will help the learners achieve their goals, give them a sense of achievement, and boost their self-confidence. Remind the learners once again, that achieving balance is important. Academic work and other kinds of work need to be balanced by what is important to the learners in their personal lives, including family and SRH.
11. Ask the learners to turn to **Worksheet 11.1.4: What is important to me right now** to think about the priorities in their lives right now. They should share their results with a partner.
12. Wrap up the activity by asking the learners what they think they gained from this activity and whether they are clearer about their priorities and goals, and the steps to take going forward.



## HOMework

Go through the homework activity with your learners and draw their attention to **Reading 11.1.1: Xolani and Sam**. Encourage the learners to do this homework with a classmate, a friend, or someone at home who is their age or older, by reading the story together and discussing the questions. Explain that the two characters in the story are in a heterosexual relationship but the same considerations, risks and requirement to prioritise SRH apply in homosexual relationships.



## CONSOLIDATION

This lesson reviewed goal-setting that the learners have been doing since Grade 7, but looked at it from a SRH angle as well. The learners identified their interests, values and skills in their academic, professional and personal lives, and identified some short-, medium- and long-term goals. They reflected on how relationships, marriage and having children are goals in and of themselves, and how they can also affect other short-, medium- and long-term goals if they are not planned.

Ask the learners if any of the following core messages match the content of the lesson:

### Core messages

- I will choose if, and when, to have sex and when not to.
- I have the right to say “no” to sexual attention and sex at any time. I also have the responsibility to respect “no” for an answer.
- If we choose to have sex, my partner and I will use a condom correctly every time.



## ASSESSMENT

Use the activity on **Worksheet 11.1.3: Goals and action plans** as an assessment task. The learners will develop short-, medium- and long-term goals and action plans for their goals. They will revisit these goals throughout the year and may want to adjust their action plans. They may rethink their goals after the class discussions when they hear the goals and plans their peers share. The longer-term goals will help them think about their longer-term choices after completing their school education.

Get a sample of learners to read their goals and actions to the rest of the class. The rest of the class should give feedback on what is presented. Some learners may not feel confident or comfortable reading their goals out loud to their peers. Respect their feelings and the reasons for their decision.



## WORKSHEET 11.1.2: How do I spend my time?

1. Make a list of how you typically spend your time during the day using the table below. Include all types of activities from studying to time socialising in person or by phone or on social media, as well as time you may spend with a romantic partner.

2. Reflect on the nine most important values, skills and interests you circled in the previous exercise. Now think about how you feel you should be spending your time to ensure that you include what is most important to you in your life. Add to the list below. You are given 100 points. These points represent time. Allocate time points amongst the items in your list below. The more points you give, the more time you think is necessary to spend on that activity. Write the number of points next to each item. Don't go over 100 points! This will help you prioritise how you spend your



time. Remember it is important to be able to balance time spent on academic work or other kinds of work, with time for personal activities, like spending time with a romantic partner for example.

| Activity | Type of activity (academic, work, personal) | Time Points (total=100) |
|----------|---|-------------------------|
|          |   |                         |
|          |   |                         |
|          |   |                         |
|          |   |                         |
|          |   |                         |
|          |   |                         |
|          |   |                         |
|          |   |                         |
|          |   |                         |
|          |   |                         |

## WORKSHEET 11.1.3: Goals and action plans



| Short-term goals                                   | Medium-term goals                             | Long-term goals                                |
|--|---|--|
| Things I want to achieve within 6 months – 2 years | Things I want to achieve in 2 – 5 years' time | Things I want to achieve in 5 – 10 years' time |
|  |   |  |
|  |   |  |
|  |   |  |
|  |   |  |
|  |   |  |



**Develop an action plan to reach your goals!**

1. Write one goal each for your academic, professional and personal interests and values.
2. Identify what steps you will need to take to arrive at your goal.
3. Set a deadline for achieving each step.
4. Identify any resources you might need to take each step.

| Short-term goal (6 months to 2 years): |         |                  |                        |   |
|--|---------|------------------|------------------------|---|
| Steps                                  | By when | Resources needed | Challenges to overcome | How relationships and parenthood fit in |
| 1.                                     |         |                  |                        |   |
| 2.                                     |         |                  |                        |   |
| 3.                                     |         |                  |                        |   |

| Medium-term goal (2 years to 5 years): |         |                  |                        |   |
|--|---------|------------------|------------------------|---|
| Steps                                  | By when | Resources needed | Challenges to overcome | How relationships and parenthood fit in |
| 1.                                     |         |                  |                        |   |
| 2.                                     |         |                  |                        |   |
| 3.                                     |         |                  |                        |   |

| Long-term goal: |         |                  |                        |   |
|-----------------|---------|------------------|------------------------|---|
| Steps           | By when | Resources needed | Challenges to overcome | How relationships and parenthood fit in |
| 1.              |         |                  |                        |   |
| 2.              |         |                  |                        |   |
| 3.              |         |                  |                        |   |

### WORKSHEET 11.1.4: What is important to me right now?

Rank the following areas according to how important they are to you in your life right now.

1 = high priority

2 = important

3 = not that important

4 = not important at all

5 = don't think it will ever be important to me

| What is important to me right now?                  | Rank | Link to my goals<br>(short-, medium- or long-term) |
|---|------|--|
| Family  |      |  |
| Friends   |      |  |
| Having a baby                                       |      |  |
| Get married / having a lifelong partner             |      |  |
| Finishing school                                    |      |  |
| Career choice                                       |      |  |
| Sexual and reproductive health (SRH) and well-being |      |  |

## READING 11.1.1: Xolani and Sam

Find someone your age or older with whom to do this homework activity. Read the story about Xolani and Sam. Then discuss the questions together.



### My future is bright

Xolani is in Grade 11. She is in a romantic relationship with Sam who is the same grade. The relationship is new and exciting. Xolani knows that Sam lives with his older sister who works shifts in a factory. Sometimes Sam's sister is away during the day. Sometimes she is away during the night. Sam told Xolani that he wants to matriculate with good marks so he can continue his education in engineering. Xolani tells Sam that she has decided that she wants to become a paramedic or perhaps even study in the health sciences.

One day they go to Sam's house after school to hang out. His sister is working at the factory. Sam and Xolani begin to kiss. Things progress quickly and soon they are in the bedroom and begin to have unprotected sex... (FREEZE THE MOMENT)

### Now think and discuss:

1. What do you think happens next? Write 2 scenarios: one where they continue to have unprotected sex and another where they stop and discuss what is happening and what they should do.
2. For each scenario, how do you think Xolani and Sam's actions could affect their future plans to do well in school and continue with further studies?
3. What advice do you have for Xolani and Sam so they can have a healthy relationship and reach their goals?



## GLOSSARY

**Career goals:** What you would like to do with your life in the future; having a vision for further education and the work you will do.

**Goal-setting (short-, medium- and long-term):** Identifying what you are aiming to achieve now (short term), in the next 2-5 years (medium term), and 5-10 years, or even longer (long term).

**Life goals:** What your aims are for family, relationships, partnership/marriage, parenting, and career choices.

**Personal values:** Should determine how you set your goals and priorities. When your actions match your values, life feels on track. But when these do not align well with your personal values, things will feel wrong or off-track.

**Priorities:** The things that are most important to us. When we set our priorities, we are laying the foundation which enable us to make progress toward our goals.

**Sexual and reproductive health (SRH) goals:** Decisions about how to take care of one's SRH. For example, a person is in a romantic relationship will need to consider whether they will want a long-term and committed relationship, and how children would fit in to the picture. Setting reproductive goals requires you to consider if, and when, you want children, how many children you want, and how long you want to wait in between before having children.

**Time management:** Managing time in order to achieve certain outcomes. It is easy to let our time become filled with things that may seem interesting or necessary, but often we fill up our time with things that don't help us make progress toward our goals. By being aware of our priorities, we can make more purposeful decisions about how we use time.

Here is a directory of services that you could consult should you need to call for support. The numbers are for the national call centres. Call and ask for the number for your local services. They will refer you to the appropriate centre in your province or region.

### **PLACES THAT HELP: A directory on services that can be approached for support**

#### **Department of Social Development**

Gender-based Violence Call Centre

0800 428 428 Dial \*120\*7867# (free from any cell phone).

All child/gender-related violence and abuse questions and help for victims. Social workers available to assist.

#### **Stop Gender Violence Helpline**

0800 150 150

#### **Childline**

08000 55 555

#### **Lifeline South Africa**

Free confidential telephone counselling services

0861 322 322 [www.lifeline.org.za](http://www.lifeline.org.za)

#### **Thuthuzela Care Centres**

Find out if there is a Thuthuzela care centre in your area.

For a list of TCCs visit the website <http://issasasa.org.za/care-centres>



## Lesson 11.2

Healthy relationships:  
choosing the right influences

| Lesson 11.2                                      | Healthy relationships: choosing the right influences  |
|--|---|
| <b>Grade</b>                                     | 11  |
| <b>Term</b>                                      | 1   |
| <b>Weeks</b>                                     | 1-3   |
| <b>CAPS Topic(s)</b>                             | Development of the self   |
| <b>CAPS Subtopic(s)</b>                          | <ul style="list-style-type: none"> <li>• <b>Relationships and their influence on our well-being: different types of relationships with different people/groups, and their changing nature</b> <ul style="list-style-type: none"> <li>– Relationships that contribute to or are detrimental to our well-being:                             <ul style="list-style-type: none"> <li>• rights and responsibilities in relationships</li> <li>• social and cultural views that influence and/or affect relationships</li> <li>• qualities sought in different relationships, and</li> <li>• individuality in relationships</li> </ul> </li> <li>– Impact of the media on values and beliefs about relationships</li> </ul> </li> </ul> |
| <b>Link to other subtopics in CAPS</b>           | Relationships and their influence on own well-being: different types of relationships with different people/groups and the changing nature of relationships.  |
| <b>This lesson will deal with the following:</b> | <ul style="list-style-type: none"> <li>• Identify a range of categories of important relationships and unpack what makes them healthy relationships</li> <li>• Discuss what constitutes healthy relationships</li> <li>• Read about relationships and the HIV epidemic in South Africa</li> <li>• Think critically about relationships that are particularly risky</li> <li>• Analyse risky relationships in groups</li> </ul>  |
| <b>Concepts</b>                                  | <ul style="list-style-type: none"> <li>• critical thinking</li> <li>• cultural norms</li> <li>• healthy relationship</li> <li>• intergenerational relationships</li> <li>• mutual respect</li> <li>• power dynamics</li> <li>• rights</li> <li>• responsibilities</li> <li>• social norms</li> <li>• transactional relationships (sex)</li> <li>• unhealthy relationship</li> </ul>   |
| <b>Teaching methodologies</b>                    | <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Pair work</li> <li>• Teacher-led discussion</li> <li>• Group work</li> </ul>   |
| <b>Time</b>                                      | 60 minutes  |

## BRIEF LESSON SUMMARY

In this lesson, the learners will think critically about the ingredients of healthy relationships and relationships that are harmful to their well-being. The learners will examine relationships across five main categories of relationships, and discuss the rights and responsibilities that are part of healthy relationships.

The learners will reflect on and identify relationships that are potentially harmful to their well-being. They will work with their peers to examine what makes these relationships unhealthy or risky. There is a particular focus on relationships with a big age difference between partners, and the power dynamics that occur when gifts and other benefits are expected (transactional relationships) in exchange for sex. These ideas are directly linked to South Africa's current HIV epidemic, and the factors that place young people, and particularly young women, at risk.

For homework, the learners will identify what they personally want for their relationships, and set limits for firm expectations from romantic relationships. These could be applied to different types of relationships but the focus in this lesson is on romantic/sexual relationships.

## KEY POINTS

1. We have the power to pursue healthy relationships through the choices we make. It is not easy. Sometimes we must make difficult choices for our own well-being.
2. Social and cultural norms influence our identity and can play a positive role in our lives, but when they keep us from fulfilling our potential, or lead to hurtful attitudes toward others, they are harmful.
3. Not all relationships are healthy; some may be harmful to the well-being of one or both partners.
4. We must think critically about the risks of starting a relationship with someone who is older than we are, particularly if they are married, and/or offering money, gifts or other support in exchange for a sexual relationship.
5. It is critical that we understand for ourselves and raise our own awareness, as well as the awareness of others, about risky relationships and the role they play in the spread of HIV in South Africa.
6. Understanding the power dynamics in a romantic relationship is critical for us to be able to protect ourselves.
7. It is important for us to identify our own values and expectations from relationships of different kinds, and what is non-negotiable for us in a relationship.



## PREPARATION FOR THE LESSON

Read through all the activities carefully, and try out those you are not sure about on your own.

**Activity A:** Decide how you will divide your class into five, ten or 15 groups, depending on the size of the class, (count off one-five, or allow the learners to decide how to form groups).

In order to highlight common priorities in step two of this activity, prepare five pieces of newsprint/flip chart paper and coloured markers. If you do not have these resources, use the blackboard and chalk, or let the learners write the five columns in their writing books. Draw a line down the middle, leaving a space at the top for a title. Write the following titles at the top of each page – one title per page:



1. Peers and friends
2. Parents or guardians/caregivers
3. Romantic relationships
4. Work relationships
5. Relationships with educators.

**Activity B:** Prepare for this activity by **Reading 11.2.2: Understanding relationships and the HIV epidemic in South Africa** and ensuring you understand the information included in it.

**Activity C:** Prepare for this activity by reviewing **Worksheet 11.2.1: Critical thinking about risky relationships**. If your learners don't have learner books then consider putting this worksheet on the board or on a flipchart for this activity.

| Assessment: Lesson 11.2                                      |      |                                      |  |
|--|------|--------------------------------------|--|
| Activity   | Time | Type of assessment                   | Form of assessment   |
| Activity A: What makes relationships healthy and satisfying? | 20   | Educator, Informal<br>Peer, Informal | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Group work brainstorm</li> </ul>      |
| Activity B: Relationships and risk                           | 25   | Educator, Informal<br>Peer, Informal | <ul style="list-style-type: none"> <li>• Pair discussion: Work in pairs</li> <li>• Written task</li> </ul> |
| Activity C: Critical thinking and relationships              | 15   | Educator, Informal<br>Peer, Informal | <ul style="list-style-type: none"> <li>• Peer feedback</li> <li>• Written task</li> </ul>                  |
| Time   | 60   |                                      |  |

## TEACHING THE LESSON



### ACTIVITIES

#### Activity A: What makes our relationships healthy and satisfying?

**Introduction:** In this activity you will discuss what makes our relationships healthy and satisfying. Healthy relationships will be discussed with regard to five categories of relationships: friends and peers, parents or guardians/caregivers, romantic relationships, work relationships, and relationships with teachers. This activity will also guide the learners into an exercise where they will discuss the rights and responsibilities that can make up healthy relationships.



1. Use the illustration to introduce different kinds of relationships young people have in their lives. The learners may bring their own interpretation of the kinds of relationships they have. These will come up in their discussions.
2. Divide the class into five groups and give each group one of the five categories of relationships: friends and peers, parents or guardians/caregivers, romantic relationships, work relationships, and relationships with teachers. If the class is large, break the learners up into ten or 15 groups. This would mean that two or three groups would have the same category. If the classroom is suitable, the learners can remain in their groups for the rest of this lesson.
3. Ask each group to make a list of what they think is necessary to have healthy and positive relationships, firstly, as individuals, and secondly, as their assigned category of relationship. For example, what is needed for you to have a healthy relationship with your peers? Or, what is needed for you to have a healthy relationship with your romantic partner? Ask groups to appoint a spokesperson who will report back to the class (in one minute or less) on the two most important items on their group's list.
4. Pick four-five spokespersons to report back (allowing up to one minute per group). Highlight common priorities that emerge across the groups.
5. Refer the learners to their learner books, **Reading 11.2.1: What makes healthy relationships?** In relationships we have certain rights and responsibilities that need to be respected for the relationship to be positive. Ask the learners to turn to the person sitting next to them and read through the two boxes on rights and responsibilities. They can choose as many rights and responsibilities that they think are important in relationships as they like.
6. Remind the learners that all relationships can benefit from awareness and improvement, but in this case, the focus is on romantic relationships. With the rights and responsibilities boxes in mind from **Reading 11.2.1**, ask the learners to discuss the following, if they feel comfortable doing so:
  - a. How would you explain what an intimate relationship is?
  - b. Are all romantic relationships intimate? And are all intimate relationships necessarily romantic relationships?
  - c. How well do these lists in **Reading 11.2.1** reflect your current or past romantic relationships?

- d. What steps can you take to be a more respectful and supportive boyfriend/girlfriend?
- e. If you are in a relationship, are there any social or cultural norms that prevent you from respecting your partner's rights and taking responsibility in your relationship?



### NOTE TO THE EDUCATOR

In discussion, point out that although we have our differences, there are many more things we have in common. We should respect one another's individuality, and not impose our social, cultural or other values on each other, nor use our differences to judge. In a healthy relationship, we learn to accept that our differences make us unique and interesting to others.

### Activity B: Relationships and risk

**Introduction:** This activity includes a conversation about risky relationships that may have harmful consequences in our lives. You will first look at the issue of South Africa's HIV epidemic and discuss how HIV rates can be linked to risky relationships. This activity will specifically focus on transactional relationships and explore how this type of relationship may look appealing to some people but that the consequences can be risky and harmful.

#### NOTE TO THE EDUCATOR

As you and the learners begin to consider relationships that can be risky or have harmful consequences, it is important to emphasise the need for positive, supportive peer relationships as well as relationships with a trusted adult. Having strong social assets offers protection to a young person.

1. Explain to the learners that while it is important to consider what makes up healthy relationships, we also need to consider what can make some relationships risky or harmful to our well-being. We all want, and are excited by good, healthy relationships. Many of us imagine ourselves one day being in long-lasting, safe romantic relationships. But not all romantic relationships are healthy ones. Introduce the learners to a discussion about South Africa's HIV epidemic, noting that the epidemic continues to spread despite our gains in prevention and care. This discussion may relate to people we know, or even to ourselves, which might make it hard to think about. But this is something we must all be aware of and consider without judgment or blame towards ourselves or others. Begin the activity by referring the learners to **Reading 11.2.2: Understanding relationships and the HIV epidemic in South Africa** in their learner books.
  - Give your learners a few minutes to read, and then ask:
  - What is the picture and the statistics telling us?
  - Look at the numbers – what do you notice about differences between males and females? And between the age groups?
  - Why do you think girls get infected at a higher rate than boys? What role does age difference between partners play in this? What social or cultural views may influence this?

Ask the learners to share some ideas aloud with the class. Conclude the discussion by pointing out that supporting each other (peer support) to resist unsafe relationships is a major step they can all take to break the pattern of the spread of HIV in South Africa.

#### NOTE TO THE EDUCATOR

Some learners in your classroom are likely to be in a relationship that is risky or that fits one of the descriptions below. Remind the learners again that we are not here to judge or blame anyone, and that the point is to think critically about relationships that may be particularly risky. Tell them that if anyone is in a relationship that they believe to be risky and are not sure what to do, they should seek guidance from a trusted adult or friend to help them decide what steps to take.

2. Ask the learners to give some examples of relationships that have the potential to be unhealthy or harmful to one’s well-being. Give them a minute to consider and then ask them to call out their ideas. Note the learners’ responses on the blackboard or on flipchart paper. If these have not come up, ask the learners what each of the following terms means to them. Most of these are just names people use to describe specific relationships:

- Blessers/sugar daddies
- Intergenerational relationship
- Transactional relationship
- Friends with benefits
- Hooking up
- One-night stands



3. Remind the learners of some of the details in **Reading 11.2.2: Understanding relationships and the HIV epidemic in South Africa.** Ask them if any of the types of relationships listed on the blackboard or flipchart paper are described in the reading. Which ones?

4. Next, introduce discussion on transactional relationships. Ask the learners to explain what the term “transactional relationships” means. Allow the learners to give their responses, noting key words on the blackboard or newsprint. Read the following text, also provided in their learner books.



## Transactional relationships<sup>13</sup>

Blessers, sugar daddies, transactional relationships - these are some of the ways to describe the same thing. Transactional relationships occur when money, gifts or favours are given or expected in exchange for sex. This type of relationship is different from commercial sex, where there is agreement about a planned financial exchange. Relationships between blessers and their blessees usually involve older people having a relationship with a much younger person. With this kind of relationship, generally, the person with the resources ('the 'blesser') has more power in the relationship than the "blessee".

Point out that it may seem that some relationships can bring benefits, such as money, gifts, and other rewards, or even social status, but the power dynamic in these relationships are usually not equal, and they are often risky, especially when one person is much younger than the other. Relationships start for many reasons and life is often complicated and there are pressures on people to form relationships that do not feel healthy or safe. Remind the learners that our purpose here is not to judge, but rather to focus on helping each other to have the safest possible relationships, and to avoid those that have the potential to be unhealthy, either because of the way in which one or the other partner is treated, or because the relationship brings certain risks with it.

### Activity C: Critical thinking and relationships

**Introduction:** This activity will allow the learners to think critically about risky relationships. The exercise involves a series of questions that will help the learners to evaluate a specific type of relationship and develop a strategy for leaving a relationship that is not healthy for them.

### NOTE TO THE EDUCATOR

If you are running short on time, you can modify this activity. If necessary complete the worksheet together as a class for one of the types of relationships. If this is your approach, choose one of the following relationship types: blesser/sugar daddies, inter-generational relationships, or transactional relationships.

1. Ask the learners to turn to **Worksheet 11.2.1: Critical thinking about risky relationships**. In this exercise, they will think critically about common relationships that have the potential to be unhealthy in their groups.

#### Ask the learners to take the following steps:

- a. Each group will identify a risky relationship scenario that they would like to analyse, based on the discussions in today's lesson. Try to ensure that transactional and intergenerational relationships are included for at least some groups. Allow two minutes.
- b. Groups should appoint a group facilitator and a note taker, and, if called upon, be prepared to report back to the class on their responses in the worksheet. Allow one minute.
- c. Each group will analyse questions related to the risky relationship they have selected in the worksheet. Allow five minutes.
- d. If there is time, give each group a chance to share responses from their worksheet and allow time for comments once all have shared. If there is not enough time for each group to share, try to pick three-five groups that cover the different types of relationships.

<sup>13</sup> Adapted from: <http://www.mtvshuga.com/knowledge/transactional-sex/>

- e. Summarise the activity by highlighting any ideas or themes that the groups had in common, regardless of the type of relationship. Also note ideas that seem particularly important about specific types of relationships.
6. To complete this activity, remind the learners that many of us hope for healthy romantic relationships- either now or in the future. We hope for relationships where there is mutual respect, with actions that show that respect as well as words. However, not all relationships are like that and some have serious risks, such as the risk of contracting HIV. If the learners find themselves in risky relationships, they should find a trusted adult or friend to speak to, who can help them to take the necessary steps to get out of the relationship.



## CONSOLIDATION

In consolidating the lesson, review the key points with the learners. Remind them that we each have the power to pursue healthy relationships, but doing this requires wanting the very best for ourselves and being willing to do the work to achieve this. We know that not all relationships are healthy. It is important to think critically about the risks of getting into certain types of relationships. It is always important to know ourselves, to understand who we are, what our values are, and what we expect from relationships. We need to be clear about our non-negotiable requirements in relationships. Remind the learners of the core messages in this lesson.

### Core messages

1. I will choose if, and when, to have sex, and when not to.
2. I have the right to say “no” to sexual attention and sex at any time. I also have the responsibility to respect “no” for an answer.
3. To protect myself and others, I need to be honest and communicate well in sexual relationships.
4. I respect my own and others’ well-being.
5. I want to be part of a community that stops gender harm and violence and creates safety and peace in its place.

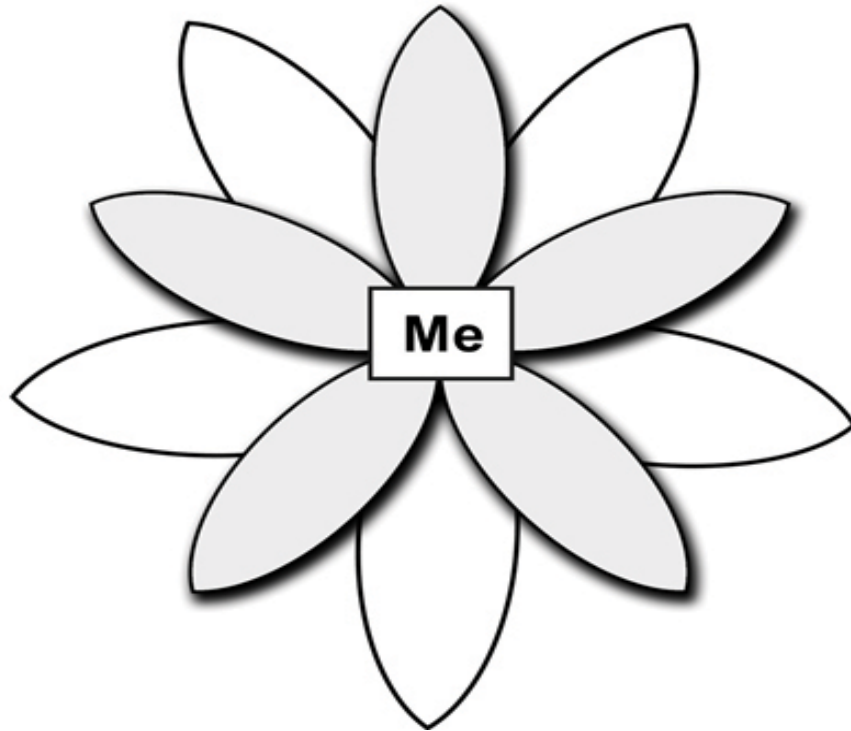


## HOMEWORK

The steps in this homework activity are:

1. Direct the learners to **Homework 11.2.1: Relationships, getting what you want, knowing what you need**. Explain that they will use the flower to help reflect on healthy relationships and identify what is important for themselves in relationships.

## What is most important to me in my relationships?



2. Ask the learners to think about the symbolism of using a flower to represent their relationship. Flowers represent newness, life, new growth, a response from the plant to nurturing conditions. Right in the centre of the flower, the most beautiful and fragile part of the flower is hidden. That centre is only shown off once the flower is sure that the weather will not harm it.
3. Ask the learners to consider if their relationship could be a flower?
4. The petals of the flower represent what we value and what we need for healthy, respectful and happy romantic relationships. The learners can think about a relationship they are in now if they want to, or they can think about what they would want in such a relationship in the future. The five inner petals, that are a darker color, are closest to their heart and head (values and beliefs) and are non-negotiable for them. For example, if open and honest communication is a top priority for a learner, he or she would write that in one of the five inner petals. The five outer petals, that are a lighter color, are also important values and needs but not as important as the top five.

Remind the learners that it is possible to have healthy and happy relationships, whether it is with parents, peers or a romantic partner. This will take awareness, and a little bit of work, in order to know who you are and what you value. You should also honour rights and responsibilities that come along with the various relationships in our lives. All of this applies to any type of relationship, no matter what your sexual identity is.





## ASSESSMENT

Use the activity in **Homework 11.2.1: Relationships, getting what you want, knowing what you need** as an assessment task. The learners can share their responses with a peer.



## RESOURCES/MATERIALS

### READING 11.2.1: What makes healthy relationships? <sup>14</sup>

**Instructions:** In pairs, read through the two boxes. For both the rights and responsibilities boxes, tell your partner what you think is most important in relationships. Reflect on the two questions listed below with your partner.

| I have the right to...  |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Be treated with respect</li> <li>• Be in a healthy relationship and feel safe</li> <li>• Determine my own values and set limits</li> <li>• Say “no” when I want to</li> <li>• Not be hurt or abused in any way (not physically, sexually or emotionally)</li> <li>• Be myself and express myself honestly</li> <li>• Decide when I get married</li> </ul>  | <ul style="list-style-type: none"> <li>• Be respected for my differences (including physical, emotional, gender identity, sexuality, cultural identity, religious beliefs)</li> <li>• Resolve differences constructively</li> <li>• Enjoy friends and activities apart from my romantic partner</li> <li>• Leave or stay in a relationship</li> <li>• Decide what I share with whom</li> </ul> |
| I have the responsibility to...   |  |
| <ul style="list-style-type: none"> <li>• Treat others with respect, no matter how different another person may be from me</li> <li>• Treat myself with respect</li> <li>• Communicate my values and interests</li> <li>• Communicate clearly, honestly and respectfully</li> <li>• Listen attentively and with an open mind</li> <li>• Resolve differences without violence and humiliation</li> <li>• Never abuse — not physically, sexually or emotionally</li> </ul> | <ul style="list-style-type: none"> <li>• Compromise when needed</li> <li>• Admit to being wrong when appropriate</li> <li>• Ask for help from friends, family and mentors</li> <li>• Give my romantic partner space to enjoy activities and friendships outside of our relationship</li> <li>• Never exert power or control in a relationship</li> </ul>                                       |

<sup>14</sup> Adapted from these sources: <http://www.respectme.org.au/relationship-rights-responsibilities/> and [http://www.chooserespect.org.au/code\\_of\\_behaviour.html](http://www.chooserespect.org.au/code_of_behaviour.html)

2. Once you have reviewed the rights and responsibilities boxes, discuss the following two questions, if you feel comfortable doing so:

How well do these lists reflect your current or past romantic relationships?

- What steps can you take to be a more respectful and supportive boyfriend/girlfriend?
- If you are in a relationship, are there any social or cultural norms that prevent you from respecting your partner’s rights and taking responsibility in your relationships?

### READING 11.2.2: Understanding relationships and the HIV epidemic in South Africa

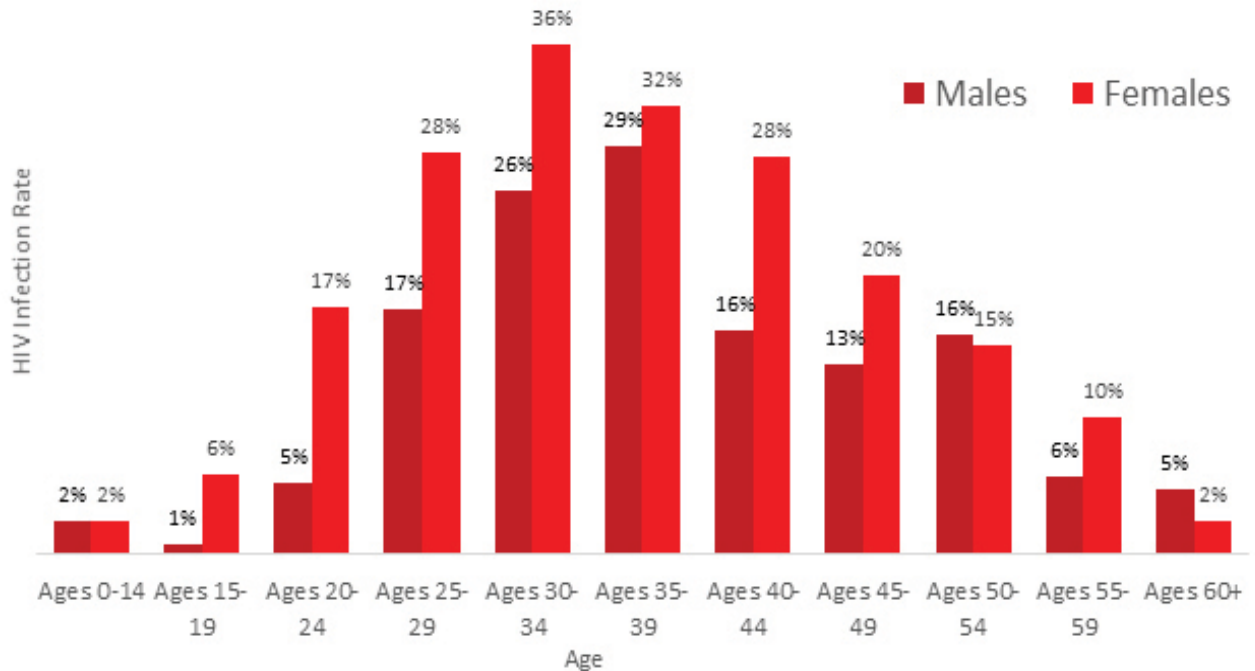


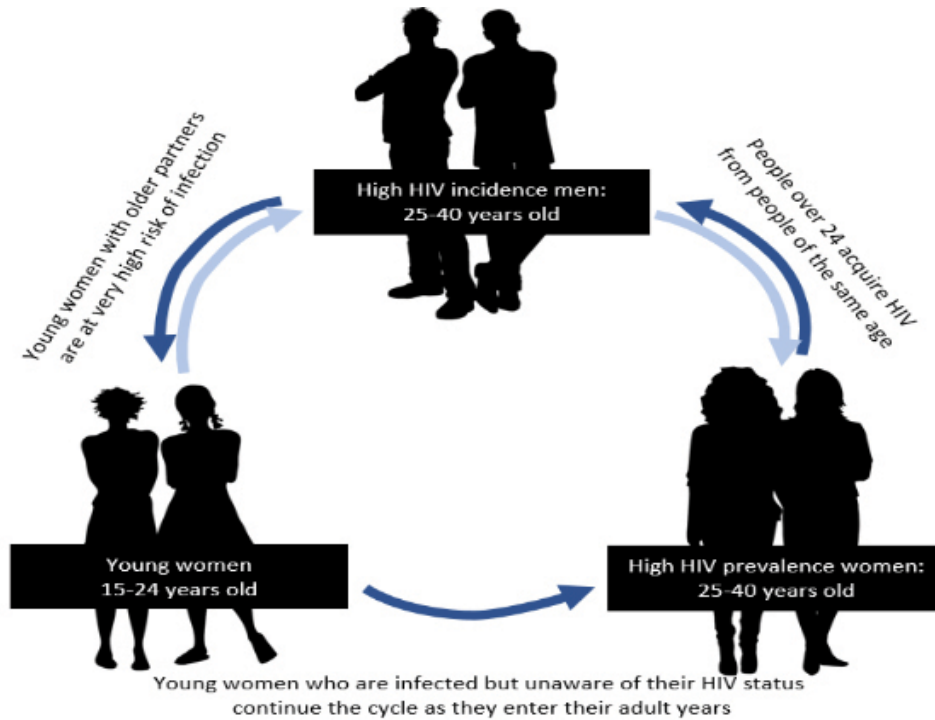
Illustration 11.2.1 Infections of males and females by age group<sup>15</sup>

South Africa has the highest number of estimated new HIV infections globally. While all young people are at risk, young women 15-24 are getting infected with HIV at much higher rates than boys (2,363 per week<sup>16</sup>). This trend continues through young adulthood.<sup>17</sup>

<sup>16</sup> Shisana, O.; Rehle, T.; Simbayi, LC; Zuma, K.; Jooste, S.; Zungu, N.; Labadarios, D.; Onoya, D. et al., (2014) South African National HIV Prevalence, Incidence and Behaviour Survey, 2012. Cape Town: HSRC Press

<sup>17</sup> de Oliveira, T. and Kharsany, A., et al. Transmission networks and risk of HIV infection in KwaZulu-Natal, South Africa: a community-wide phylogenetic study. *Lancet HIV* 2017; 4: e41–50

There are many reasons for these differences. Age difference is a major factor in South Africa, specifically relationships between older men and young women/girls. Experts agree that understanding and addressing this cycle is critical for stopping the further spread of HIV in South Africa. An estimated 1 in every 3 (33.7%) sexually active adolescent girls is involved in a sexual relationship with a sexual partner more than five years older. This compares to only 4.1% of adolescent boys who report the same behaviour.<sup>18</sup>



**NOTE TO THE EDUCATOR**

If the learners do not raise the issue of a relationship between an older female and a young boy being as risky, then remind them of this kind of relationship too.

**WORKSHEET 11.2.1: Critical thinking about risky relationships**

**Instructions:** Analyse the following questions as a group, based on the type of relationship you choose.

Choose from the following list:

- Blessers/sugar daddies
- Intergenerational relationship
- Transactional relationship
- Friends with benefits
- Hooking up
- One-night stand

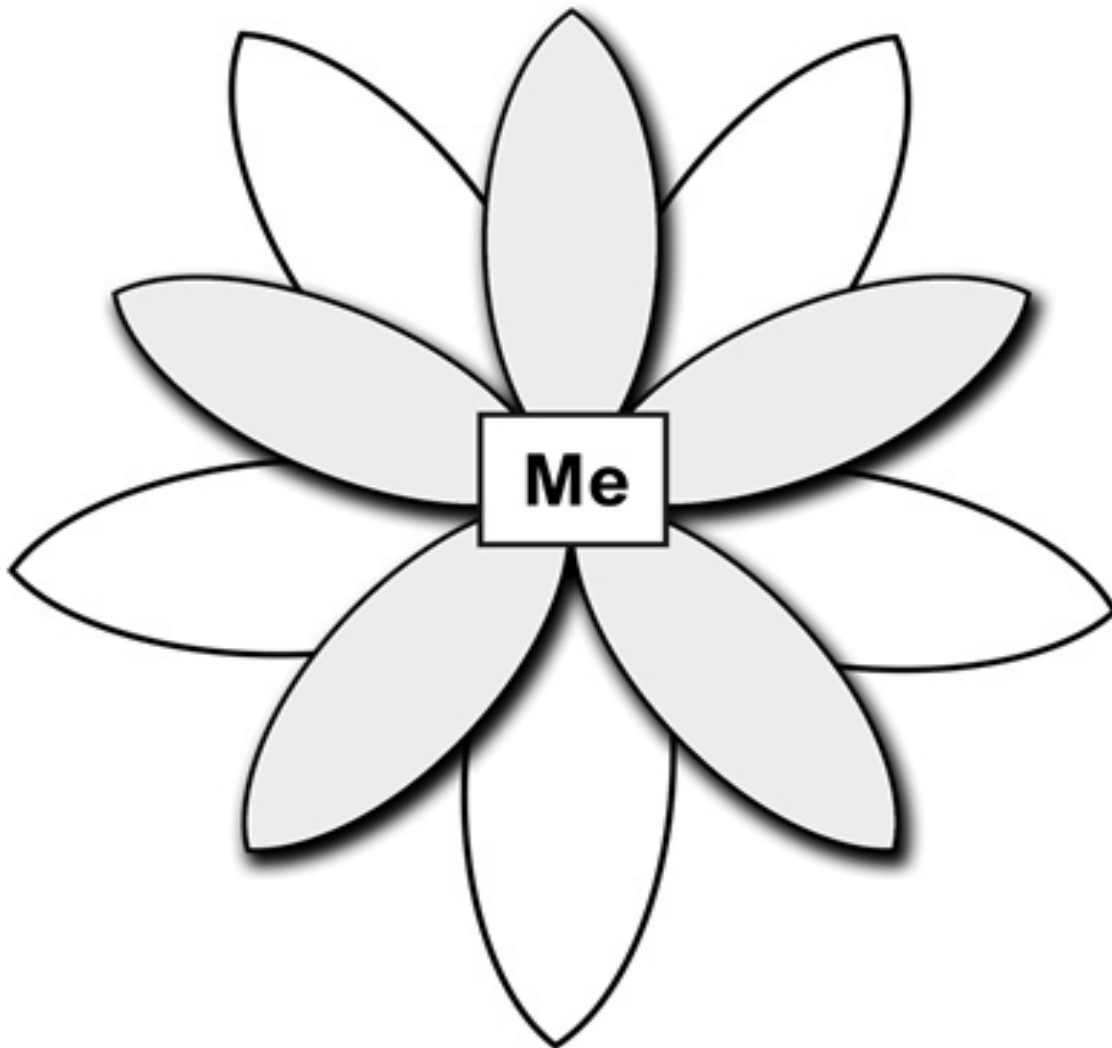
<sup>18</sup> South African National HIV prevalence, incidence and behaviour survey, 2012. Cape Town: Human Sciences Research Council; 2014

| Our group is discussing this type of relationship:   |  |
|--|--|
| <p>What types of social or cultural norms support and discourage this type of relationship?</p>  |  |
| <p>Could there be harmful consequences to one's well-being if one is in this type of relationship? Why or why not?</p>   |  |
| <p>Are girls and young women or boys and young men more likely to experience negative consequences from being in this type of relationship? Why?</p>           |  |
| <p>Are the power dynamics equal in this relationship? If not, who holds the power?</p>   |  |
| <p>If someone found him or herself in this type of relationship, what are his/her rights and responsibilities?</p>   |  |
| <p>If someone found her or himself in this relationship and didn't want to be in the relationship anymore, what could she/he do to leave the relationship?</p> |  |



## HOMEWORK

### HOMEWORK 11.2.1: Relationships, getting what you want, knowing what you need





## GLOSSARY

**Critical thinking:** Objective analysis and evaluation of an issue or situation in order to form a judgment or make a decision. We use critical thinking to analyse a situation and make well thought through decisions.

**Cultural norms:** Attitudes and ways of behaving that are considered normal or typical by a group of people.

**Healthy relationships:** All relationships are different and there are no specific features or qualities that define a healthy relationship. However, healthy relationships are built on qualities such as trust, respect, honesty and support, and they are not harmful to us.

**Intergenerational relationship:** A relationship between people of different generations, where there is a large age difference between two partners. While age differences are more common in later adult years, when younger people are in relationships with much older people, there are often risks associated with the relationship.

**Mutual respect:** When two people demonstrate that they value and admire one another, respect one another's rights and their points of view. With mutual respect, you respect the other person's feelings as well as their rights.

**Power dynamics:** The balance of control or influence in a situation involving two or more people. When one person or a group of people have more power than others, this undermines the person or group with less power. In a relationship between two people, if power is unequally shared, the person with less power may be prevented from demanding a safe, kind and supportive relationship.

**Rights:** A moral or legal entitlement to be treated with respect and dignity-and to treat others in this way. Our Constitution sets out the rights held by citizens of South Africa.

**Responsibilities:** A responsibility is an obligation to think and behave in a way that is respectful, healthy and for the benefit of oneself and the person or people one is in relationship with.

**Social norms:** Attitudes or patterns of behaviour among groups of people that are considered acceptable and influence the way the group thinks and behaves.

**Transactional relationships/transactional sex:** A relationship where an exchange occurs for sex, such as money, gifts or favours.

**Unhealthy relationship:** A relationship that is not kind or respectful and does not create a context that is conducive to individual self-fulfilment or well-being.



## Lesson 11.3

Healthy and unhealthy relationships  
and the media

| Lesson 11.3                              | Healthy and unhealthy relationships and the media  |
|--|--|
| Grade                                    | 11   |
| Term                                     | 1  |
| Weeks                                    | 1-3  |
| CAPS Topic(s)                            | Development of the self  |
| CAPS Subtopic(s)                         | <ul style="list-style-type: none"> <li>• <b>Relationships and their influence on our well-being: different types of relationships with different people/groups, and the changing nature of relationships</b> <ul style="list-style-type: none"> <li>– Relationships that contribute to or are detrimental to wellbeing: rights and responsibilities in relationships, social and cultural attitudes and norms that influence and/or affect relationships, qualities sought in different relationships, and individuality in relationships</li> <li>– <b>Impact of the media on values and beliefs about relationships</b></li> </ul> </li> </ul> |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>• Changing relationships</li> <li>• Healthy relationships, knowing what we want,</li> <li>• Healthy and balanced lifestyle choices</li> <li>• Unequal power dynamics, abusive and exploitative relationships</li> </ul>   |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>• Explore the impact of the media on values and beliefs about relationships</li> <li>• Reflect on how media influences our values and beliefs about relationships</li> <li>• Discuss both the constructive and harmful ways the media and use of social media can impact our relationships</li> <li>• Examine risks associated with meeting a romantic partner over social media</li> <li>• Reflect on the risks of becoming involved with transactional relationships</li> </ul>   |
| Concepts                                 | <ul style="list-style-type: none"> <li>• beliefs</li> <li>• cyber bullying</li> <li>• exploitation</li> <li>• marketing</li> <li>• pornography</li> <li>• revenge pornography</li> <li>• sexting</li> <li>• transactional relationship</li> </ul>  |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Small group work</li> <li>• Group work: critical thinking about risky relationships</li> <li>• Educator led class discussion on social media</li> <li>• Personal reflection</li> </ul>  |
| Time                                     | 60 minutes   |



## BRIEF LESSON SUMMARY

In this lesson, the learners will be encouraged to think critically about the way that the media influences their values and beliefs about relationships. The lesson begins with an activity that explores the influence of media in general on personal relationships, and continues in the next activity to consider the positive and negative effects of social media in your learners' lives and relationships. In the final activity, the learners will reflect on an example of a personal advertisement for a transactional relationship, found on social media. They will consider the possibility of negative consequences that could result in engaging in that type of relationship.

Finally, the learners will continue to reflect on what they want for their own relationships in a homework assignment that encourages them to evaluate the positive and the potentially negative side effects of social media on their relationships, and ways in which they can protect themselves and others while using social media.

## KEY POINTS

1. It is important to consider if the media we engage with on a regular basis is negatively influencing our values and beliefs about our relationships.
2. Various forms of social media can have positive or negative influences on our lives. We need to consider carefully if our behavior on social media is putting us at risk.
3. We should be aware that adverts related to transactional sex relationships are common on social media. We should be able to recognise them and consider the risk involved in engaging in that type of relationship.



## PREPARATION FOR THE LESSON

**Activity A:** Review the points to be discussed about the influence of media on our expectations for personal relationships. Look through newspapers, magazines or advertisements to find examples of images that reflect relationships, and clip them to share with your class. Note those that have the potential to be unsafe, or that reflect an example of risky relationships covered in this lesson. Do your best to collect media images that include romantic relationships, couples that could be dating, images that clearly show unequal power dynamics, images that show some of the types of relationships discussed in **Lesson 11.2 Activity B** to share with the class.

Start a file with these examples that can be used for repeat lessons in the future, noting which are particularly useful to demonstrate the points of the lesson. If there are other LO educators in your school, you can collect these examples together.

### NOTE TO THE EDUCATOR

The learners may be able to collect some images that they find more topical and relevant to their own experiences. In preparation for this activity, point out the key points and activities for the lesson to help the learners identify the kinds of images they could collect.

After the lesson, collate the images the learners have brought and start a repository of images and articles that you can keep in the classroom for the learners to refer to even after the lesson (or to use in future years). Asking the learners to continue to look for relevant images and articles is a good way to instill continued awareness of media messaging on this topic.

**Activity B:** If you are not a social media user, it would be a good idea to connect with other educators, family members or friends who use social media, to discuss some of the ways young people are connecting with each other over social media. Ask your colleagues, family members or friends to tell you about the risks and benefits they associate with social media. This will help you facilitate the discussion for this activity.

Before the lesson, note that when discussing issues related to media and social media with young people, it is important to be prepared to discuss pornography, which is increasingly available through the internet and on social media. Before class, review the educator note in Activity B for more information on how to address this issue with your learners.

**Activity C:** In *Worksheet 11.3.2: Wanted...* responses to the questions are provided for educators but you are encouraged to look through the questions beforehand and consider what other responses you may be able to include. Be sure to share the responses with your learners so that they are able to consolidate the concepts dealt with across all the activities.

| Assessment: Lesson 11.3  |      |  |   |
|--|------|--|---|
| Activity   | Time | Type of assessment                     | Form of assessment  |
| Activity A: The influence of media on our values and beliefs about relationships | 15   | Educator, informal<br>Peer, informal   | <ul style="list-style-type: none"> <li>Class discussion</li> </ul>                        |
| Activity B: Social media and relationships                                       | 25   | Educator, informal<br>Peer, informal   | <ul style="list-style-type: none"> <li>Group discussions</li> <li>Written task</li> </ul> |
| Activity C: Personal ads and social media  | 20   | Individual, Informal<br>Peer, Informal | <ul style="list-style-type: none"> <li>Written task</li> <li>Presentations</li> </ul>     |
| Time   | 60   |  |   |

## TEACHING THE LESSON



### ACTIVITIES

#### **Activity A: The influence of media on our values and beliefs about relationships**

**Introduction:** This activity we will explore the influence of media on our personal relationships. Encourage your learners to be open to the views and opinions of their peers, and to use the discussion to understand why media messages have different influences on us. Emphasise to your learners that most of us interact daily with different forms of media and whether we realise it or not, this has an impact on our values and beliefs about relationships. It is important to consider for ourselves if the media we engage with is negatively influencing our values and beliefs about relationships. For example, are the shows that the learners watch, the music they listen to, or the advertisements they see marketing a type of romantic relationship that has an unequal power dynamic? Or are they selling a type of dating relationship that could be harmful to someone's well-being? If the answer is "yes" to these questions, the learners should consider the negative influence media may be having on their own values and beliefs about their relationships.

1. To begin this activity, form small groups of a few learners sitting near each other. They will remain in these groups for activities A and B.
2. Explain that different media messages, including advertisements, radio shows, music videos, TV shows, movies and more, are used to promote or sell ideas on a range of topics. Not all messaging is positive, and neither is all messaging negative. We interpret media messages based on what appeals to us and / or what we imagine is good for us. Ask for a volunteer or two to:
  - a. Give an example of positive messaging that they've seen in the media recently and to explain why they think it is positive.
  - b. Give an example of negative messaging that they've seen in the media recently and to explain why they think it is negative.
3. Share the images that you have collected in preparation for this lesson (see preparation section). In their groups, ask the learners to each share what the messaging in the examples means to them. A note taker should write down key words used in each person's interpretation of the media messages. Give the learners a few minutes for discussion.
4. Bring the group back together and discuss some of the following questions: Did you understand the message in the same way? How were your interpretations different? In what ways does the media influence our ideas about relationships? What does the image suggest about the relationships between the people involved, and the feelings they have for each other? Is there anything that suggests that one person has more influence or power in the relationship than the other?
5. Ask whether the learners have other ideas or examples of the influence of media on their expectations of relationships. Are these positive or negative? Do the examples they identify, honour the rights of others in the relationship?

6. Consider the core messages for Grade 11 – what is missing from what we are seeing in the media to support these messages? What advice would you have for a younger person watching TV, movies or a video?

### **Activity B: Social media and relationships**

**Introduction:** In this activity, the class will explore the effects of social media on our relationships. Social media is used in many ways by young people. It is important to explain to your learners that social media can be used constructively, or in ways that can cause harm to ourselves or to others. You will spend time discussing both effects in this activity.

1. Introduce the topic by explaining that social media can have a strong influence on our relationships in the current times. Whether the learners have firsthand experience with social media, or are just aware of it from hearing about it from others, their perspectives will be valuable for this discussion. The learners should remain in their groups for this activity.
2. Ask the learners: What forms of social media are most commonly used by you and your friends? (Probe for apps used to stay connected with friends, for sharing photos, for making plans, for finding a relationship, etc.). Then ask them to turn to their groups to discuss the following, with one learner per group jotting down some notes:
  - What are some ways that social media can be used positively and constructively? After a few minutes, ask for a few volunteers to share examples from the groups. Possible responses might include: To communicate your thoughts and ideas, share things that inspire you or are important to you socially or politically, sharing your skills, building your reputation for employment or higher education, or to connect with others who share common interests with you.
3. Now point out that there are risks associated with social media for ourselves and for others as well. Ask the learners think about some of the social media they either use or are aware of in their groups. Ask the following questions, allowing the learners a few minutes to discuss each one:
  - What should you be concerned about for your own protection on social media?
  - What are some ways that social media could hurt another person (with or without meaning to)? What examples of this have you seen or heard about?
  - Read through the questions before the learners start their group discussions. This will help direct their focus and discussions in the groups.
4. Ask a few volunteers to share what was discussed in their group. If it isn't covered by the learners, mention threats related to privacy, reputation, labeling, disclosing information you may later regret, lack of control over who will have access to information. Include topics like sexting, revenge pornography and cyberbullying.
5. To consolidate the discussion on negative messaging, ask the learners to consider the illustrations in **Illustrations 11.3.1: Positive and negative social media**. The learners will discuss together as a full group whether they have experienced or seen similar things. Ask the learners to write their own

responses to the illustrations. This can be given as a task that the learners take away and bring back to discuss in the next lesson.

### NOTE TO THE EDUCATOR

Various forms of pornography are increasingly available to young people through social media. There is a range of risks related to pornography that the learners need to be aware of as part of the discussions on media, relationships, and sexuality. Because pornography is an act, it does not present a realistic picture of romantic relationships. Therefore, watching pornography is not an appropriate place for the learners to learn about sex or to form their own sexual identity. Issues of consent and safe sex are rarely addressed in pornography; their absence gives the message that consent and safe sex are not important. We know by now that this is not true – consent and safe sex are very important to healthy lives and well-being!

### Activity C: Personal ads and social media

**Introduction:** This activity explores transactional sex and social media. As social media gains more influence over our lives, it is important to give attention to the ways in which the learners can be drawn into risky or harmful relationships through social media. Keep in mind throughout this activity that some learners may already have experience with risky or harmful relationships. It is important to emphasise that positive, supportive peer relationships, as well as relationships with a trusted adult, can be protective factors in the lives of young people.

1. Begin by reminding the learners of what was discussed in the Lesson 11.2 – relationships that contribute to or are harmful to our well-being. Tell the learners that as a part of this lesson they will discuss transactional sex and social media. After you introduce this activity, ask a learner to read the description of transactional sex.

### Transactional sex<sup>19</sup>

Blessers, sugar daddies, transactional sex—these are some of the ways to describe the same kind of relationship. Transactional sex occurs when money, gifts, or favours are given or expected in exchange for sex. This type of relationship is different from commercial sex, where there is an agreement about exchanging sex for money. Relationships between blessers and their blessees usually involve older individuals with younger people. With this arrangement, often the person with the resources has more power in the relationship than the person who is the “blessee”. Transactional sex, and transactional relationships with unequal power, have the potential to be unhealthy or harmful to one’s well-being.

2. Ask a different learner to read aloud the “Wanted...”<sup>20</sup> personal ad that could be found on various forms of social media or other forms of media:

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<sup>19</sup> *ibid.*, 24

<sup>20</sup> Adapted from: [https://www.sbs.com.au/topics/sites/sbs.com.au.topics/files/styles/body\\_image/public/fb\\_post\\_blesser.png](https://www.sbs.com.au/topics/sites/sbs.com.au.topics/files/styles/body_image/public/fb_post_blesser.png)

**Wanted...** I am a 40 year old guy. I am a fun loving and outgoing person and I am married. I have my own business. I need a blessee around 17 to 20 years old. She must be tall, slender, and very sexy... and must understand that I am married. She should love sex because I am a very sexual person, and she should be adventurous. I will bless her with anything her heart desires.

3. Ask the learners to refer to **Worksheet 11.3.1: Wanted...** in their learner books. Explain that they will take some individual time to reflect on the questions and comments listed and write them down.
  - a. Why is the above post an example of transactional sex?
  - b. Are blessees always female and blessers always male? Explain.
  - c. Explain the risk of this type of romantic relationship.
  - d. Explain the risk of meeting a romantic partner over social media.
  - e. Why is it important that we do not judge anyone who chooses or finds themselves in this kind of relationship?

### NOTE TO THE EDUCATOR

The above activity will be assessed by peers. The learners must swap books with another person in the class. Ask them to reflect on the answers given and to add to the answers as the educator goes through the questions. The purpose of the peer review is to expose the learners to other possible answers in addition to the ones that they have given.

4. After the learners have had a few minutes to work, ask them to switch workbooks with another learner sitting nearby. Go through each question and provide possible answers. Feel free to add additional context and examples as you go along, if time allows. As you go through each question, add any additional answers that the learners contribute.
  - a. Why is the above post an example of transactional sex?  
**Possible answer:** the person makes it clear he will give the blessee anything she wants.
  - b. Are blessees always female and blessers male? Explain.  
**Possible answers:** No. A woman can be a blesser, especially if she is older and has money or something that a blessee wants. Blessers and blessees can also be the same sex.
  - c. Explain the risk of this type of romantic relationship.  
**Possible answers:** The blesser is the person in power and therefore could demand, for example, that no condoms are used during sex and this will increase the risk of contracting HIV. There is also the risk of STIs and pregnancy. Furthermore, this relationship is not based on a healthy sexual relationship. An unhealthy sexual relationship can lead to feelings of inadequacy which can affect self-esteem and confidence. (Learners have covered this in Lesson. 10.1).
  - d. Explain the risk of meeting a romantic partner over social media.  
**Possible answers:** By meeting someone on social media, you don't necessarily have a way of verifying if what they say about themselves is true. This could result in you putting yourself in a risky situation.

- e. Why is it important that we do not judge anyone who may choose, or find themselves in this kind of relationship?

**Possible answer:** Nobody has the right to judge another person for their choices.

We don't know what motivates somebody to choose this kind of relationship unless they tell us. Learners, who are involved in such a relationship, may feel too threatened to disclose this but will be encouraged to know that there is empathy and motivation to get out of this kind of relationship.



## HOMework

Pick a theme related to the hurtful ways social media can be used in dating or romantic relationships, and create a poster that provides guidelines for the use of social media that the learners would like their peers to follow. Try to have at least three messages that reflect positive use of social media, and three that reflect the negative use of social media. This can include suggestions for personal protection, as well as protecting others. This assignment can be done alone or in pairs. Be prepared to show your posters to your class.

Themes might include:

- Sexting (texting messages and images about sexual relationships)
- Transactional relationships/sex
- “Outing” personal information such as sexual orientation or past relationships
- Revenge pornography
- Cyberbullying



## CONSOLIDATION

Consolidate the lesson by reviewing the key points with your learners. The learners should also go over the core messages.

### Core messages

- I will choose if, and when, to have sex and when not to.
- I have the right to say “no” and the responsibility to respect “no” to sexual attention and sex at any time and in any situation.



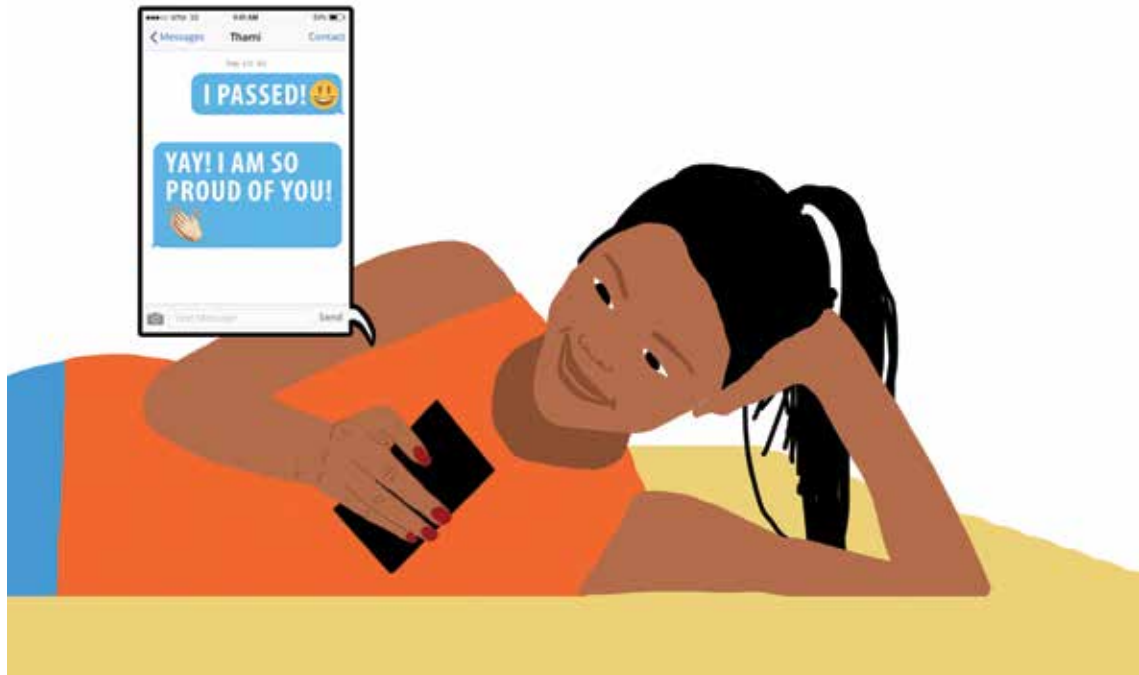
## ASSESSMENT

Ask the learners to complete and submit the table in the **Homework Assignment**. Make use of peer-assessment to assess this activity. The learners may not want to share some of the information with others in the classroom. This should be respected.

 **RESOURCES/MATERIALS**

**ILLUSTRATION 11.3.1: Positive and negative social media**

**Introduction:** Discuss with the rest of your class whether you have experienced or seen similar things on social media.





## WORKSHEET 11.3.2: Wanted...

**Introduction:** Based on this personal ad below, work individually to answer the following questions in your learner books:<sup>21</sup>

### Wanted...

I am a 40 year old guy. I am a fun loving and outgoing person and I am married. I have my own business. I need a blessee around 17 to 20 years old. She must be tall, slender, and very sexy...and must understand that I am married. She should love sex because I am a very sexual person, and she should be adventurous. I will bless her with anything her heart desires.

1. Why is the above post an example of transactional sex?
2. Are blessees always female and blessers male? Explain.
3. Explain the risk of this type of romantic relationship.
4. Explain the risk of meeting a romantic partner over social media.
5. Why is it important that we do not judge anyone who may choose, or find themselves in this kind of relationship?

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<sup>21</sup>SBS.co.au. Retrieved: [https://www.sbs.com.au/topics/sites/sbs.com.au.topics/files/styles/body\\_image/public/fb\\_post\\_blesser.png?itok=dJWZn4Yh&mtime=1464231945](https://www.sbs.com.au/topics/sites/sbs.com.au.topics/files/styles/body_image/public/fb_post_blesser.png?itok=dJWZn4Yh&mtime=1464231945)



## GLOSSARY

**Beliefs:** Beliefs are ideas that we accept as true. We can also believe in a person. When we have trust, faith and confidence in someone or something, we believe in them.

**Cyberbullying:** Using electronic communication, such as the internet and social media, to shame, intimidate, manipulate or threaten someone.

**Exploitation:** When someone takes advantage of another person to meet their own agenda, this is exploitation. In an exploitative relationship, power is not equal. One person has the ability to take advantage of the other person or use them in some way. This often means making them do something they do not want to do, or they do not feel is right.

**Marketing:** The act of promoting or selling products or services.

**Pornography:** Material, such as a book, photographs or a video that shows people having sex. Pornography can be found in the media, social media and in print material.

**Revenge pornography:** Sexually explicit images, made public without the consent of the subject, and with the intention of causing harm to the person in the image. Revenge pornography is often, but not always, disseminated by someone who the subject was in a romantic relationship with in the past.

**Sexting:** Texting sexual photographs, videos or messages on a mobile phone.

**Transactional relationships/transactional sex:** a type of relationship where money, gifts or favours are given or expected in exchange for sex.



## Lesson 11.4

Living a balanced lifestyle, staying in control

| Lesson 11.4                                     | Living a balanced lifestyle, staying in control   |
|---|---|
| <b>Grade</b>                                    | <b>11</b>   |
| <b>Term</b>                                     | <b>3</b>  |
| <b>Weeks</b>                                    | <b>1-5</b>  |
| <b>CAPS Topic(s)</b>                            | <b>Development of the self</b>  |
| <b>CAPS Subtopic(s)</b>                         | <ul style="list-style-type: none"> <li>• Healthy and balanced lifestyle choices: <ul style="list-style-type: none"> <li>– Characteristics of a healthy and balanced lifestyle: physical, psychological, social, emotional and spiritual facets</li> <li>– Factors that impact negatively on lifestyle choices</li> </ul> </li> </ul>  |
| <b>Link to other subtopics in CAPS</b>          | <p><b>Risky behaviour and situations:</b> personal safety, road use, substance use and abuse, <b>sexual behaviour, risk of pregnancy</b>, teenage suicides, hygiene and dietary behaviour, sexually-transmitted infections (STIs), <b>HIV and AIDS and peer pressure.</b></p> <p>Relationships and their influence on well-being</p> <p>Healthy and risky relationships, influence of media and social media</p> <p>Social and environmental responsibilities:</p> <p>Formulating a personal mission statement for life based on:</p> <ul style="list-style-type: none"> <li>- Personal views, values, belief system, religion, ideologies, <b>lifestyle (physical and emotional well-being)</b>, environmental responsibility, goals for studies and career choices</li> </ul> |
| <b>This lesson will deal with the following</b> | <ul style="list-style-type: none"> <li>• Apply a basic tool to current lifestyle choices: understanding the different facets that go into a healthy and balanced lifestyle</li> <li>• Understand that pressure from peers and romantic partners can positively or negatively affect healthy lifestyle choices</li> <li>• Recognise that choice of relationship could influence all dimensions of a healthy and balanced lifestyle</li> <li>• Analyse situations regarding decision-making around sexual and reproductive health</li> </ul>  |
| <b>Concepts</b>                                 | <ul style="list-style-type: none"> <li>• balanced lifestyle</li> <li>• dimensions of a healthy, balanced lifestyle</li> <li>• healthy choices</li> <li>• informed risk-taking</li> </ul>  |
| <b>Teaching methodologies</b>                   | <ul style="list-style-type: none"> <li>• Educator information input</li> <li>• Individual self-reflection</li> <li>• Story</li> <li>• Class discussion</li> <li>• Group reading and educator- led discussion</li> <li>• Group work / if time allows</li> </ul>  |
| <b>Time</b>                                     | 60 minutes  |

## BRIEF LESSON SUMMARY

This lesson has two themes. First, the learners will identify the characteristics of a healthy and balanced lifestyle. They are building on their prior knowledge that being happy and healthy includes paying attention to all of the interlinked aspects of their unique selves: their physical, psychological, social, emotional and spiritual dimensions. The learners will also explore factors like negative peer pressure that could have an adverse effect on their lifestyle choices, and possibly affect their ability to achieve their goals and dreams.

This lesson also provides the learners with the opportunity to understand how their choices regarding relationships can influence every dimension of their life. Learners will discuss what it means to have healthy relationships, so that they are better prepared to make prudent decisions, particularly decisions concerning sexual relationships.

The learners will discuss the importance of **freezing the moment** at any point in their relationship so that they can choose a protective behaviour. This is especially important when they are thinking about engaging in sexual activities.

Stories, photographs and drawings are used to prompt and assist the learners to work out their own unique choices.

## KEY POINTS

1. The physical, emotional, social, intellectual and spiritual dimensions of a human life interact to influence one's overall well-being. It is important to ensure that the full range of our human needs are met.
2. Seek ways to achieve a healthy and balanced lifestyle to ensure your physical, social, emotional and spiritual well-being.
3. Support and encourage your friends and peers as they explore and experiment in life; always with a vision and plan for living a balanced life and making healthy choices.
4. Relationships are set up based on the decisions you make for yourself and will influence how you maintain a healthy, balanced lifestyle. Understanding the influence of risky behaviour on all the dimensions of a healthy, balanced lifestyle, helps to make healthy choices about having relationships, especially romantic relationships.
5. I have the right to say “no” to sexual attention and sex at any time. I also have the responsibility to respect “no” for an answer from somebody else. Others’ choices about being sexually active should not influence my decisions about protecting myself from risky behaviours.
6. People who are sexually active should use a condom every single time they have sex to protect themselves from unintended pregnancy, HIV and STIs.



## RESOURCES/MATERIALS

- Blackboard and chalk
- Learner book



## PREPARATION FOR THE LESSON

Engage with another LO educator to discuss this reading. Share ideas on how to teach sexuality lessons in the same way that any other subject is taught. It will help you to become more comfortable with teaching the contents of this lesson. As part of your preparation for this lesson, review the **Tips for Teaching** included in the introduction (preamble) to the Grade 11 SLPs.

**Activity A:** Review the lesson plan in addition to the reading above. Make sure you have taken time to become comfortable with the content.

**Activity B:** This activity requires the learners to consider how risky behaviours impact on all dimensions of a healthy, balanced lifestyle. Learners discuss, in groups, the “if-then” statements provided so that they consider what they think are important decisions to make, to ensure that risky behaviours do not influence their lifestyles negatively.

| Assessment: Lesson 11.4                                     |      |  |  |
|---|------|--|--|
| Activity  | Time | Type of assessment                         | Form of assessment   |
| Activity A: Balancing our lifestyles                        | 20   | Educator, informal<br>Peer, informal       | <ul style="list-style-type: none"> <li>Group discussion</li> <li>Written task</li> </ul>                     |
| Activity B: I choose to have a healthy, balanced lifestyle. | 20   | Educator, informal<br>Peer assessment      | <ul style="list-style-type: none"> <li>Class discussion</li> <li>Group work</li> <li>Written task</li> </ul> |
| Homework:   |      | Individual, informal<br><br>Peer, informal | <ul style="list-style-type: none"> <li>Written task</li> </ul>   |
| Time  | 40   |  |  |

## TEACHING THE LESSON

### ACTIVITIES

#### Activity A: Balancing our lifestyles

**Introduction:** This activity looks at our physical, intellectual, emotional, spiritual and social well-being. The learners identify activities under each of these categories, self-assess whether they are leading a balanced and healthy lifestyle, and think about the steps they can take to improve their lifestyles. They also come to understand the interconnectedness between the five categories and how these influence our relationships.

1. Ask the learners what it means to lead a balanced lifestyle.
2. What elements of our lives are necessary to have a balanced lifestyle?
3. Write the words **Physical, Intellectual, Emotional, Spiritual and Social** in a row across the top of the chalkboard, noting which ideas the learners have already identified as you write.

| 1. Physical | 2. Intellectual | 3. Emotional | 4. Spiritual | 5. Social |
|-------------|-----------------|--------------|--------------|-----------|
|             |                 |              |              |           |

4. Ask the learners what the ingredients (components) of a healthy and balanced lifestyle are for each of these dimensions of human life. Write what they say on the blackboard in the appropriate column.
5. Once the learners have exhausted all of their ideas, Refer to **Table 11.4.1: Sample activities for a balanced lifestyle**, and note any ideas that may not have been suggested. Instruct the learners to add notes in the space provided on the table. Note that it is possible to make lifestyle choices that offer multiple benefits toward healthy and balanced living. For example, you may decide to play a sport to improve your fitness. It also expands your circle of friends who share similar interests.
6. Introduce a self-reflection. Refer the learners to **Worksheet 11.4.1: My vision for a balanced lifestyle**. Ask them to reflect on the things that are important for each of us to achieve a balanced lifestyle, and to write them down on the worksheet.
7. Ask the learners to continue on to **Worksheet 11.4.2: My lifestyle chart**. Explain that there will be a discussion on how balanced their lifestyle is, and they will be rating themselves across the five areas, based on what they wrote in **Worksheet 11.4.1: My vision for a balanced lifestyle**. See the worksheet for instructions.
8. Now, instruct the learners to complete the table, making sure that they understand how to do it. While they are completing the table, you may want to complete the table for yourself, in order to share your own experience and express empathy as challenges arise.

Once they have completed the worksheets, the learners should identify the steps they can take to make their lifestyle more healthy and balanced.

9. Ask the learners to work in pairs to:
  - a. discuss their rating, and provide the reasons for their rating;
  - b. share ideas on how they can pursue a more healthy and balanced lifestyle through the choices they make; and
  - c. discuss how adding or changing activities in these five areas of their lives may affect their relationships with romantic partners, family members and friends.
10. Give the learners time to conclude their discussion, then ask the learners which areas they felt confident in, and which areas they felt less confident in, or need to give more attention to. You may wish to share your own self-assessment, if it feels appropriate.
11. Wrap up the activity with the following points:
  - a. All of the five areas are interconnected and affect the way we view ourselves and interact with others.
  - b. There are important connections between our physical well-being and our mental health. For example, if you are very depressed, this may affect your ability to take care of yourself. If you are unable to take care of yourself physically, it can affect your mental health. This also affects the way you interact with others, including your romantic partner, friends and family.
  - c. If you think you are not coping, it is important to talk to someone you trust, and to take steps to get help.
  - d. Lifestyle balance is important to our well-being for many reasons. Understanding the connections between our emotional and physical selves is particularly important. The next activity will focus on the importance of choosing a healthy, balanced lifestyle. It is important to understand this, so that they are prepared to make decisions that are good for their well-being.

### **Activity B: I choose to have a healthy, balanced lifestyle**

**Introduction:** This activity encourages learners to think about the behavioural risks that may have a negative effect on their ability to choose a healthy and balanced lifestyle. Remind the learners that their choices will determine the kind of relationships they have in the future. This is true for the romantic relationships that they will engage in with others.

1. Explain to the learners that they can remain in control of the relationships they engage in, especially romantic relationships, by making decisions about the risky behaviours they may face. Risky behaviours influence each dimension of a healthy, balanced lifestyle. Being aware of possible responses can help us to think of ways to avoid emotional and physical risk, take more control, plan, and put protective strategies in place for our sexual and reproductive health.

#### **NOTE TO THE EDUCATOR**

In this activity you do not need to talk about being sexual, but about the risks that certain behaviours pose to living a balanced lifestyle.



2. As an educator, you want your learners to engage critically with each other on what they think influences their choices and how these choices affect their ability to live a balanced lifestyle.
3. Ask the learners to recall the dimensions of a healthy and balanced lifestyle that they discussed in Activity A.
4. Tell the learners to create small groups for a discussion. Explain that you will give them several “if-then” statements and they should discuss the following in their groups:
  - a. How do they think each situation could affect their goal for a healthy, balanced lifestyle?
  - b. What choices can they make to ensure they maintain their sexual and reproductive health?
5. Write the statements on the board or ask a student in each group to write them down. The “if-then” statements can include:
  - a. If someone I know starts touching me in an intimate way but I do not want to have sex with them, then I should...
  - b. If my partner is pressuring me to have a baby but I know that having a baby so young will not help me to live a healthy, balanced lifestyle, as I have planned, then I should...
  - c. If my partner and I are kissing and touching each other and I am not sure that we have a condom, then I should...
  - d. If I get into a relationship with an older person, then...
  - e. If my current romantic relationship is in danger of becoming a sexual relationship, then I should...

### NOTE TO THE EDUCATOR

Answers to the questions can include:

- a. If someone I know starts touching me in an intimate way, but I do not want to have sex with them, then I should tell them to stop touching me that way and find a way to leave safely.
- b. If my partner is pressuring me to have a baby but I know that having a baby so young will not help me to live a healthy, balanced lifestyle, as I have planned, then I should tell my partner that I want to wait to have a child until I have finished my education, I am more financially stable and I am ready to do so.
- c. If my partner and I are kissing and touching each other and I am not sure that we have a condom, then I should tell my partner that I want us both to be healthy, so we must get a condom if we plan to have sex. **It is important to remind the learners that condoms need to be used correctly during all sexual activity. They always have the right to say no to any sexual activity and they always have the responsibility to respect “no” as an answer to their sexual advances.**
- d. If I get into a relationship with an older person then I may be at risk. The relationship may negatively influence my ability to reach my goals. I might enter into a sexual relationship before I am ready to, and I may be alienated from my young friend circle. I may spend too much time away from my schoolwork, and be exposed to the risky behaviours of older friends.
- e. If my current romantic relationship is in danger of becoming a sexual relationship, then I should talk to my partner about the choices I have made for my own sexual health. I need to remember that I have the right to be protected and respected for my choices. I need to tell them if I am not ready for a sexual relationship. I should discuss my goals and plans with my partner.

6. Explain to the learners that sexual experiences can be confusing, especially if the sexual activity does not fit in with the elements of well-being discussed in the first activity, or if the sexual experience is not voluntary for both partners. Remind the learners that if they have been involved in any sexual activity that they did not want, or if they feel confused in any way, they should discuss the experiences and feelings with trusted friends or adults who can help them express their feelings and decide what to do next.
7. Wrap up the discussion of this activity by asking the learners these questions:
  - a. Do you feel you are living a healthy, balanced lifestyle?
  - b. All the dimensions of your life are important. At this stage in your life, which dimension is the most important?
  - c. Think about the goals you have set for yourself. How will changing or delaying some of your behaviours assist you to reach your goals?

**Remember:** If you have had a sexual relationship before, you can choose to abstain from having a sexual relationship now. You can change your mind and your behaviour as you go through life.



## HOMEWORK

1. Remind the learners to continue planning and thinking about how to achieve a balanced lifestyle, as they did in the activities completed in this lesson.
2. Ask them to spend some time reflecting on the kind of relationships they want and what risks to avoid. They should think about the decisions they may need to make that will help them to maintain a healthy and balanced lifestyle.



## CONSOLIDATION

1. Review the key points for this lesson. If time allows, ask the learners to volunteer to read one point each and comment on why their point is important.
2. Conclude the lesson by capturing the essence of what has been conveyed: as the learners mature, it is important to develop a healthy, balanced lifestyle and to consider the steps they need to take to create and maintain a healthy, balanced lifestyle.
3. Tell the learners that they should think about what they want for themselves and the decisions they must make to reach their goals and live a healthy balanced lifestyle, with control over their sexual and reproductive health. They can achieve their dreams and goals by making healthy choices that support a balanced lifestyle and ultimately give them control over their sexual and reproductive health.
4. Remind the learners of the core messages.

**Core messages**

- I have the right to say “no” to sexual attention and sex at any time. I also have the responsibility to respect “no” for an answer from somebody else.
- I will choose if, and when, to have sex, and when not to.
- To protect others, and myself I need to be honest and communicate well in sexual relationships.
- If we choose to have sex, my partner and I will use a condom correctly, every time.
- I respect my own and others’ well-being.



**ASSESSMENT**

The learners should complete **Worksheet 11.4.3: Choosing a healthy, balanced lifestyle** as an assessment task. They should fill in their responses on their own and then discuss their answers with a peer. Ask them to reflect on their answers, if they think that the discussion with their peers has influenced them to think differently about their answers.



**RESOURCES/MATERIALS**

**TABLE 11.4.1 Examples of activities for a balanced lifestyle**

**Instructions:** Look at the table below with the columns for: physical, intellectual, emotional, spiritual and social dimensions of your life. Answer the question below and in the table.

What are the components of a healthy and balanced lifestyle?

| Physical   | Intellectual   | Emotional  | Social  | Spiritual  |
|--|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Exercising to keep fit</li> <li>• Resting</li> <li>• Eating nutritious meals</li> <li>• Doing health check-ups</li> </ul> | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Doing homework</li> <li>• Studying for a test</li> <li>• Talking to elders about culture or their history</li> <li>• Listening to the news and other educational programmes</li> </ul> | <ul style="list-style-type: none"> <li>• Taking care of others</li> <li>• Playing music</li> <li>• Enjoying a hobby</li> <li>• Doing things that make you happy</li> </ul> | <ul style="list-style-type: none"> <li>• Spending time with friends</li> <li>• Being part of family</li> <li>• Doing community work</li> <li>• Involved in a romantic relationship</li> </ul> | <ul style="list-style-type: none"> <li>• Going to a spiritual group or place of worship</li> <li>• Seeking out nature or beautiful music</li> <li>• Praying</li> </ul> |
| NOW ADD YOUR OWN IDEAS   |  |  |   |  |
|  |  |  |   |  |

## WORKSHEET 11.4.1: My vision for a balanced lifestyle

**Introduction:** For each of the 5 areas, write down the types of activities you envision yourself participating in that would help you to lead a healthy and a well-balanced lifestyle in the table below.

|              |  |
|--------------|--|
| Emotional    |  |
| Spiritual    |  |
| Intellectual |  |
| Physical     |  |
| Social       |  |

## WORKSHEET 11.4.2: My lifestyle chart

### Instructions to complete Worksheet 11.4.2

1. Using the information you gave about yourself in **Worksheet 11.4.1: My vision for a balanced lifestyle**, fill in the chart below to score how balanced you consider your life to be now.
2. Use the rating scale below to help you score your lifestyle.

Rating Scale:

- 1 = Not at all
- 2 = Just a little
- 3 = Average
- 4 = I am improving
- 5 = I am on target /doing great

3. For each category decide how well you are currently performing: 1, being not at all, up to 5, meaning you are doing great.
4. You may be doing better in some aspects than you are in others, so the rating you give will differ across the dimensions
5. The rating helps to assess how balanced your lifestyle is and which dimensions can be improved so that they do not become risks to your healthy, balanced lifestyle.



### WORKSHEET 11.4.2: My lifestyle chart

| How balanced is my life? | 1 | 2 | 3 | 4 | 5 |
|--------------------------|---|---|---|---|---|
| Physical                 |   |   |   |   |   |
| Intellectual             |   |   |   |   |   |
| Emotional                |   |   |   |   |   |
| Social                   |   |   |   |   |   |
| Spiritual                |   |   |   |   |   |
| Sub-total                |   |   |   |   |   |

#### Something to think about:

- Each of the dimensions of your life are interconnected and influence each other. A decision about one dimension will influence the other dimensions.
- There are important connections between our physical well-being and our mental health. If you are depressed, this may affect your ability to take care of yourself. In addition, if you are not able to take care of yourself physically, it can affect your mental health.

#### Steps I can take to make my lifestyle healthier and more balanced:

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

### WORKSHEET 11.4.3: I choose to have a healthy, balanced lifestyle

Many factors influence the different dimensions of our lives. When we consider how these factors influence the health and balance of our lifestyles, we can make healthy decisions about them.

Complete the table on your own first then discuss your thoughts with a peer.

| Influences on the dimensions of a healthy, balanced lifestyle   | How it may influence my lifestyle | What decisions I could make to avoid risks to my lifestyle |
|---|-----------------------------------|--|
| Following the decisions my friends make about engaging in sexual activities                             |                                   |  |
| Agreeing to meet with someone I started chatting to about having a relationship on social media         |                                   |  |
| Physical attraction is enough for starting a relationship with someone                                  |                                   |  |
| If we both want to only have a physical relationship, then there is no need for honesty about our pasts |                                   |  |
| Commitment in a relationship does not mean committing to risky sexual behaviours                        |                                   |  |

### GLOSSARY

**Balanced lifestyle:** a lifestyle in which there is a healthy balance between one’s social, emotional, physical, intellectual and spiritual needs.

**Critical analysis:** a careful examination of something, typically by looking at all the different elements of the issue and then reaching a decision.

**Informed risk-taking:** Making a decision to do something risky based on information that has been gathered and analysed about the different options available, and the consequences of the risks one intends to take.



## Lesson 11.5

Understanding the consequences of  
risky behaviour



| Lesson 11.5                                     | Understanding the consequences of risky behaviour  |
|---|--|
| <b>Grade</b>                                    | <b>11</b>  |
| <b>Term</b>                                     | <b>3</b>   |
| <b>Weeks</b>                                    | <b>1-5</b>   |
| <b>CAPS Topic(s)</b>                            | <b>Development of the self</b>   |
| <b>CAPS Subtopic(s)</b>                         | <ul style="list-style-type: none"> <li>• Healthy and balanced life style choices:                             <ul style="list-style-type: none"> <li>– lack of knowledge and skills; unsafe attitudes and behaviours; unsafe environments and emotional factors</li> </ul> </li> <li>• Risky behaviour and situations: personal safety, road use, substance use and abuse, <b>sexual behaviour, risk of pregnancy</b>, teenage suicides, hygiene and dietary behaviour, <b>sexually-transmitted infections (STIs), HIV and AIDS and peer pressure</b></li> </ul> |
| <b>Link to other subtopics in CAPS</b>          | <ul style="list-style-type: none"> <li>– Builds on SLP 11.1: Plan and achieve life goals; SLP 11.2 Relationships and their influence on own well-being, and SLP 11.3: Relationships and their influence on own well-being and the impact of the media on values and beliefs about relationships.</li> <li>– Link to previous SLP 11.4: Healthy and balanced lifestyle choices, and, going forward links to SLP 11.6: Positive role models.</li> </ul>  |
| <b>This lesson will deal with the following</b> | <ul style="list-style-type: none"> <li>• Understand risk in the context of sexual well-being</li> <li>• Understand what constitutes risky behaviour and how this will affect healthy and balanced lifestyle choices</li> <li>• Understand that you are responsible for your choices and actions; victims must not be blamed</li> <li>• Identify level of risk within sexual and reproductive health context</li> <li>• Identify risk avoidance strategies</li> </ul>   |
| <b>Concepts</b>                                 | <ul style="list-style-type: none"> <li>• risk</li> <li>• risk assessment</li> <li>• risk avoidance</li> <li>• risky behaviour</li> <li>• reproductive health risks</li> <li>• risk reduction / prevention</li> </ul>   |
| <b>Teaching methodologies</b>                   | <ul style="list-style-type: none"> <li>• Story analysis</li> <li>• Peer and group discussion</li> <li>• Educator information and explanatory inputs</li> <li>• Write a letter</li> </ul>   |
| <b>Time</b>                                     | 60 minutes   |

## BRIEF LESSON SUMMARY

This lesson will examine the definition of risk and the types of behaviour and situations that put one at risk. After analysing a dialogue about a risky situation and its consequences, the learners will develop their own dialogues/role plays on risky behaviour. The lesson will provide the learners with the opportunity to reflect on their own behaviour that could be risky and identify ways to reduce this risk.

## KEY POINTS

1. Identify sexual and reproductive health (SRH) risks in your lives so that you can avoid or minimise risk that could impact on you achieving your goals.
2. Once you have identified behaviour that increases risk, it is necessary to identify steps or actions you can take to minimise that risk.
3. It is important to reflect on your own risky behaviour and avoid putting someone else at risk.
4. Condoms protect you from unintended pregnancy, HIV and STIs.
5. To protect yourself and others and to avoid risk in your romantic/sexual relationships, you need to have respect, equality, honesty and mutual caring.
6. We can draw on our own resources and strategies to avoid risk, but we also need services and other support to help us realise our SRH rights.
7. It is better to think ahead of time about your SRH so that you can avoid risk of receiving, or causing emotional harm, unintended pregnancy, HIV, STIs and gender-based harm, like rape.



## RESOURCES/MATERIALS

- Lesson material



## PREPARATION FOR THE LESSON

This lesson could trigger some difficult or traumatic experiences and memories for your learners and depending on your life experiences, for yourself. Caring for yourself is important. Make sure you have a directory of available services on hand in case your learners need it.

| Assessment: Lesson 11.5                               |         |                                       |  |
|---|---------|---------------------------------------|--|
| Activity  | Time    | Type of assessment                    | Form of assessment   |
| Activity A:<br>Understanding risk and risky behaviour | 20 mins | Educator, informal<br>Peer, informal  | <ul style="list-style-type: none"> <li>• Pair work</li> <li>• Class discussion</li> <li>• Written task</li> </ul>  |
| Activity B:<br>Risky behaviour role-plays             | 40 mins | Educator, Informal<br>Peer , Informal | <ul style="list-style-type: none"> <li>• Pair discussions</li> <li>• Written task</li> <li>• Role play</li> <li>• Presentations</li> <li>• Class discussion</li> </ul> |
| Activity C: Homework                                  |         | Educator, Informal                    | <ul style="list-style-type: none"> <li>• Written task</li> </ul>   |
| Time  | 60 mins |                                       |  |

## TEACHING THE LESSON

### ACTIVITIES

#### Activity A: Understanding risk and risky behaviour

**Introduction:** This activity helps the learners think about risky behaviour related to sexual activity. By identifying examples, they are able to define the risk. Afterwards, they will be asked to think about situations in which they put themselves at risk, situations where others' behaviour puts them at risk, and what the consequences of risk can be.

1. Ask the learners to think of ways that people of their age behave around sexual activity that could be considered risky. This should include risks they take and risks they cause for others.

Write a heading 'risky behaviour' and write down the learners' responses. Encourage a wide range of examples. The learners can make reference to the image if necessary. Examples might include: getting drunk at a party, taking drugs, having sex without a condom, going out alone rather than with friends, meeting someone you've been texting on social media on your own, going to a boyfriend's or girlfriend's house when nobody else is at home. You will refer to some of these examples later in the lesson.

2. Ask the learners to explain what 'risk' means. Respond to what they say by writing key words on the board. Refer them to the definition in the section in their learner books: **Worksheet 11.5.1: Risky behaviour**. Ask them to complete the worksheet in pairs, writing key points to each question.
3. Ask the pairs to report back – different pairs can report back on different questions. In wrapping up the activity, say that it is important to get help when you need it. We have a responsibility as peers and friends to look after ourselves and to be there to help each other in happy and in difficult times.
4. Read the core messages for this lesson. Ask the learners how the core messages help them think about choices they can make to avoid risky behaviour.



#### Activity B: Risky behaviour role plays

**Introduction:** This activity involves analysing a dialogue between two friends in a risky situation and the consequences of the situation. Afterwards, the learners can develop their own dialogue or role play representing a situation where there is risky behaviour. This activity helps the learners to analyse the risk, the behaviour that led up to it, the consequences, and what can be done about it.

1. Explain to the learners that they are going to develop role-plays in small groups that demonstrate risky behaviour, its potential consequences, and how to handle the situation afterwards. First they will listen to or read the dialogue below as an example. Ask for volunteers to read/play the parts of the two youth in the dialogue.

### NOTE TO THE EDUCATOR

You can use a different scenario that involves risky behaviour if you don't want to use the one below. Examples include having sex without a condom, drinking alcohol, skipping school, etc.



Last Friday was crazy. You know my boyfriend and I broke up, so I went out with friends to show him what he was missing. We went to this huge party. I was drinking some alcohol and met a cute, older guy. I'd never seen him before and I thought I knew all the cute guys around here. We were flirting and he asked me to go back to his place. We had some more drinks and ended up, you know, having sex. I thought we were having a good time but now that I think about it, I'm worried because I don't remember if he wore a condom. I'm not taking the pill and now I don't really feel right you know- down there. Didn't something like that happen to you a few months ago? What did you do?

That sounds crazy! Yeah a similar thing happened to me a few months ago and it was horrible. I ended up being treated for an STI. But the same thing happened to my sister's friend and she got HIV. You need to be really careful! it's not worth it if you don't use protection. But, I know this great health clinic where you can go and be honest and they don't blame you for anything. Want to meet someone and I'll take you there?



Yes, that would be great! I'm so worried now. All this worry is not worth the time I spent with that guy!

**Process the role play with the class. The learners who observed should answer the following questions:**

- a. What was the risky behaviour?
  - b. What could happen as a result of this type of behaviour?
  - c. How were the negative consequences of the risky behaviour handled afterwards?
  - d. What are some messages related to risky behaviour based on this dialogue?
  - e. In general, what are the possible consequences of risky behaviour and what would be the best way to prevent or avoid it?
2. Divide the class into small groups. In these groups, they will develop and practise a short role play or dialogue that shows a risky behaviour, its potential consequences and how to handle situations resulting from the risk. They should think about the messages related to risk that they are trying to get across. Guide them as necessary in the selection of a risky behaviour.
  3. Allow the learners to complete and practise their dialogues. Invite a few groups (1 or 2 depending on time) to put on their role plays. Debrief the role plays using the same questions used to debrief the example above.
  4. At the end of each role play, summarise the discussions and feedback.

### NOTE TO THE EDUCATOR

1. You will not have time to do all the role-plays. Ask the learners if they feel comfortable presenting their role plays to the learners in other Grade 11 classes. This can be organised with your LO colleague.
2. Make sure that an educator is always present when this activity is being done.
3. A list of services is available and has been included in the learner books in case a learner needs them. The learners should not feel threatened or forced to talk about an experience that may have traumatised them. Refer such cases to the school- and district-based support team (SDST).



## HOMEWORK

### Activity C: Assessing risky behaviour

**Introduction:** In this activity the learners analyse the level of risk for different sexual behaviour. They also identify ways to avoid, reduce or prevent risk for their own well-being and the well-being of their romantic/sexual partners.

1. Explain to the learners that risk avoidance and risk reduction /prevention is necessary for our personal safety and well-being. To avoid risky behaviour and risky situations, the learners should assess the risk levels of different types of behaviour. Ask the learners to turn to **Worksheet 11.5.2: Assessing sexual risk**. They should fill out the chart individually.
2. Give behaviour seven: Having unprotected sex (sex without a condom) with someone whose HIV status you don't know, as an example so that the learners are clear about what is expected of them. Ask the

learners to decide if this is not a risk, a risk or a high risk. Once they decide, they should put an X in the appropriate column (answer: high risk). Then invite them to discuss actions that could be taken to make this behaviour safer. Have a discussion beforehand on HIV status and always using a condom.

- Review the learners' responses as a class after they have completed the table. Explain the importance of understanding which situations are risky and how to avoid, reduce or prevent the risk associated with them.

The following activity should enable the learners to consolidate the content in this lesson.

Reflect on the different examples of risky behaviour that were discussed during class. Think about your own behaviour. Are you taking unnecessary risk that could be reduced or avoided? Make a list of three to five ways of behaving that you would like to change to minimise your risk. Write down how you are going to do this. What actions will you take to reduce or prevent the risk?

| Risky behaviour | Actions to take to minimise risk |
|-----------------|----------------------------------|
| 1.              | 1.                               |
| 2.              | 2.                               |
| 3.              | 3.                               |
| 4.              | 4.                               |
| 5.              | 5.                               |



## CONSOLIDATION

This lesson began with a definition of risk and the types of behaviour and situations that put one at risk. It then analysed different risky situations, including what led up to the risky behaviour, what the consequences were, and how to prevent or reduce risk in the future. Through the homework, the learners will reflect more deeply on their own risky behaviour and determine ways to lessen or avoid the risks. They should go over the core messages of the lesson.

### Core messages

- I will choose if, and when, to have sex, or not to.
- I have the right to say “no” to sexual attention and sex at any time. I also have the responsibility to respect “no” for an answer.
- If we choose to have sex, my partner and I will use a condom correctly every time.
- To protect myself and others, I need to be honest and communicate well in sexual relationships.



## ASSESSMENT

1. Use the discussion in Activity B on role plays as an assessment task. This could be an integrated assessment task where the learners plan and prepare their dialogues in the Languages session.
2. Ask the learners to complete the **Risky Behaviour Assessment** activity on their own after the lesson. This will help them consolidate the discussion they had as a class on the value of thinking about behaviour that could be considered risky (either in a current relationship or when setting up a new relationship).
3. Both assessment tasks are for self-reflection.



## RESOURCES/MATERIALS

### WORKSHEET 11.5.1: Risky behaviour

|  |  |
|--|--|
| Risk: definition   | Risk is when someone (including yourself) or something is exposed to danger, harm, or loss. It also includes when you put someone else at risk to danger, harm, or loss. |
| Examples of risky behaviour our age group might do out of choice   |  |
| Examples of someone putting us at risk because of what they, through their behaviour, might do to us                         |  |
| Think about a time that someone you know did something that was risky behaviour. What happened and what was the consequence? |  |

### WORKSHEET 11.5.2: Assessing sexual risk

#### Introduction:

1. The activity asks that you think about which behaviour poses a risk and which is not risky. Each statement gives the behaviour to be discussed. Read each statement.
2. Fill in what you think the risk level for each statement is by writing an X under the appropriate column (not a risk, risk or high risk). Discuss in your pair (or group) why you have given each risk a particular rating.

- Discuss actions that you can take to make the behaviour less risky and write notes in the last column, “Actions to make it ... safer”.

| What's the risk?  |            |      |           |                          |
|---|------------|------|-----------|--------------------------|
| Behaviour   | Not a risk | Risk | High risk | Actions to make it safer |
| Rate each of these for risk:  |            |      |           |                          |
| 1. Kissing (exchange of saliva)   |            |      |           |                          |
| 2. Touching your partner's genitals without intercourse   |            |      |           |                          |
| 3. Sexual intercourse: between heterosexual couple (people of the opposite sex) with penis penetration of vagina        |            |      |           |                          |
| 4. Anal sex between two people where penis enters anus  |            |      |           |                          |
| 5. Oral sex (mouth to genitals)   |            |      |           |                          |
| 6. Masturbation   |            |      |           |                          |
| 7. Having unprotected sex (sex without a condom) with someone whose HIV status you don't know                           |            |      |           |                          |
| 8. Sex with someone where you both have been tested recently  |            |      |           |                          |
| 9. Using a condom every time you have sex even if you do not know each other's HIV status                               |            |      |           |                          |
| 10. Having sex when your partner has HIV and you are negative but taking PrEP   |            |      |           |                          |
| 11. Having protected sex with a condom if you are HIV positive and your health provider says you are virally suppressed |            |      |           |                          |



|   |  |  |  |  |
|---|--|--|--|--|
| 12. Believing your partner when they say they are sure they do not have an STI  |  |  |  |  |
| 13. Getting drunk at a party  |  |  |  |  |
| 14. Walking alone in the veld at night  |  |  |  |  |
| 15. Being in a sexual relationship with someone who has economic power over you |  |  |  |  |

## LEARNER WORKSHEET 11.5.2: Assessing sexual risk

### Educator's copy

| What's the risk?   |            |      |           |   |
|--|------------|------|-----------|---|
| Behaviour  | Not a risk | Risk | High risk | Actions to make it safer  |
| <b>Rate each of these for risk:</b>  |            |      |           |   |
| 1. Kissing (exchange of saliva)  | x          |      |           |   |
| 2. Touching your partner's genitals without intercourse  | x          |      |           |   |
| 3. Sexual intercourse: between heterosexual couple (people of the opposite sex) with penis penetration of vagina |            | x    |           | Safe with correct and consistent use of condoms   |
| 4. Anal sex between two people where penis enters anus   |            | x    |           | Safe with correct and consistent use of condoms. Important to use water based lubricant |
| 5. Oral sex (mouth to genitals)  |            | x    |           | Some risk if person has an STI  |
| 6. Masturbation  | x          |      |           |   |
| 7. Having unprotected sex (sex without a condom) with someone whose HIV status you don't know                    |            |      | x         | Safer with a condom.  |

|   |   |   |   |   |
|---|---|---|---|---|
| 8. Sex with someone where you both have been tested recently  |   | x |   | Safe if in a relationship where both partners are monogamous (have no other partners)   |
| 9. Using a condom every time you have sex even if you do not know each other's HIV status                               |   | x |   | Condoms are the safest way to have sex, but they are not perfect. If a condom breaks, it is possible to have a test and if needed, post-exposure prophylaxis (medicine for prevention of HIV). And emergency contraception if pregnancy is a possibility. |
| 10. Having sex when your partner has HIV and you are negative but taking PrEP   | x |   |   | PrEP = Pre-exposure prophylaxis, a medicine taken before sex to prevent HIV. Best to still use condoms.   |
| 11. Having protected sex with a condom if you are HIV positive and your health provider says you are virally suppressed | x |   |   | If it has been a while since your last viral load test, use condom as back-up protection. Back-up protection is always safest.  |
| 12. Believing your partner when they say they are sure they do not have an STI  |   | x |   | Often STIs have no symptoms and can be missed.  |
| 13. Getting drunk at a party  |   |   | x | This can be very risky because you lose the ability to recognise a risky situation and protect yourself   |
| 14. Walking alone in the veld at night  |   |   | x |   |
| 15. Being in a sexual relationship with someone who has economic power over you   |   |   | x | Depending on the nature of your relationship, if you have little negotiating power, it is harder to protect yourself  |



## GLOSSARY

**Reproductive health risks:** actions one takes that could potentially result in a negative health outcome such as unwanted pregnancy or STIs, including HIV.

**Risk:** Something that is potentially dangerous or harmful. You can put yourself at risk if you act impulsively without thinking a situation. You can also put others at risk. For example, if you travel in a car with a drunk driver, you, the driver and the people on the road are at risk.

**Risk assessment:** Weighing up a situation and identifying factors that could be harmful or dangerous. Knowing that your romantic partner is planning on drinking alcohol when you go to visit him/her and identifying what could happen to you, or your partner, or both of you, is an example of risk assessment.

**Risk avoidance:** When, after identifying the risks of a particular situation and the possible consequences, you choose to avoid the situation or not go ahead with your plans, this is risk avoidance. Choosing to use condoms when having sex is an example of avoiding the risk of acquiring or passing on an STI, including HIV or having an unintended pregnancy.

**Risky behaviour:** Behaviour that can be harmful for you and for others. For example, if a couple has sex without using a condom, they put themselves at risk of getting pregnant or an STI, including HIV.

**Risk reduction/prevention:** Taking actions or making decisions that reduce your chances of a negative outcome. For example, if you make sure not to walk home alone from a party late at night will reduce your chances of getting robbed or raped.



# Lesson 11.6

Positive role models

| Lesson 11.6                              | Positive role models  |
|--|---|
| Grade                                    | 11  |
| Term                                     | 3   |
| Weeks                                    | 1-5   |
| CAPS Topic(s)                            | Development of the self   |
| CAPS Subtopic(s)                         | <ul style="list-style-type: none"> <li>• <b>Positive role models; parents and peers; personal values; belief system; religion; media, social and cultural influences; economic conditions:</b> <ul style="list-style-type: none"> <li>– Impact of unsafe practices on self and others: physical, emotional, spiritual, social, economic, political and environmental</li> <li>– Individual responsibility for making informed decisions and choices: coping with and overcoming barriers regarding behaviour and seeking support, advice and assistance</li> </ul> </li> </ul>  |
| Link to other subtopics in CAPS          | <ul style="list-style-type: none"> <li>• <b>Healthy and balanced lifestyle choices:</b> <ul style="list-style-type: none"> <li>– Characteristics of a healthy and balanced lifestyle: physical, psychological, social, emotional and spiritual facets</li> </ul> </li> <li>• <b>Risky behaviour and situations:</b> <ul style="list-style-type: none"> <li>– personal safety, road use, substance use and abuse, <b>sexual behaviour</b>, risk of pregnancy,</li> <li>– teenage suicides, hygiene and dietary behaviour, sexually-transmitted infections (STIs), <b>HIV and AIDS, and peer pressure</b></li> </ul> </li> </ul>  |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>• Define the terms: “role models” and “mentors”</li> <li>• Identify positive role models’ values and recognise their influence on individuals and society</li> <li>• Understand the individual responsibility of role models, including your own</li> <li>• Create an awareness of the barriers that some role models have coped with and overcome to live healthy and balanced lifestyles</li> <li>• Understand the role mentors can play in our lives</li> <li>• As homework: interviewing or researching a positive role model</li> <li>• As homework: identifying own goals, barriers to achieving them, and where to seek support, advice and assistance</li> </ul> |
| Concepts                                 | <ul style="list-style-type: none"> <li>• role models</li> <li>• mentors</li> <li>• social activism</li> </ul>   |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>• Knowledge check-in</li> <li>• Biographical role model analysis</li> <li>• Work in pairs or group work</li> <li>• Class discussion</li> <li>• Small group discussion</li> </ul>   |
| Time                                     | 60 minutes  |

## BRIEF LESSON SUMMARY

This lesson deals with the importance of having positive role models in our lives and how they influence us. The learners will explore the qualities of a good role model, and the importance of having positive role models in life. They will learn from activists, many of whom are involved with HIV and AIDS activism, or have influenced our perception about gender roles. These activists have overcome their own barriers. The learners will also explore their personal potential to become role models, and identify their barriers and ways to overcome them. This includes identifying the kind of support, advice and assistance they need, and where they might get it. This lesson wraps up by discussing the important role mentors can play in our lives.

## KEY POINTS

1. You can find a motivational role model and you can be a role model.
2. Role models are people whose lives, ideas, or actions have influenced others in a positive way.
3. We must choose our role models carefully, taking into account their values and beliefs and the type of lives that they lead.
4. Role models are all around us, in our families, schools, peer groups and communities and in ourselves.
5. As you move into adult life, it is important to identify someone who can mentor you.



## RESOURCES/MATERIALS

- Worksheets included
- Blackboard and chalk



## PREPARATION FOR THE LESSON

Activities A and B include group or pair work. Group and pair work can sometimes be challenging in the classroom, but it allows more students to engage with their peers to answer questions, complete activities, and solve problems, which are all important skills. As you teach this lesson, ensure you are using group or pair work as you are prompted.

**Activity A:** Think about your own positive role models and what attributes they have, before you teach the lesson. Be able to share examples of attributes you personally admire. You could make your own mind map and fill in your thoughts on the mind map, if you like.

Group or pair work in this activity will require you to copy the mind map provided on the blackboard or on flipchart paper. This can be done in class while the learners are doing their group work, or before the class. Copy the mind map without the words – you can refer to the words for ideas during the exercise.

**Activity B:** The learners will reflect on several examples of present day South African role models with a positive influence. The learners are encouraged to think of role models that they may not know. Let the learners share their research on the topics too.

**Activity C:** You will introduce the concept of mentors by telling the class about a mentor you have had in your own life – someone who helped guide you in your work or in your personal life; somebody who helped you achieve your goals. Be prepared to share this by considering what you will say before class.

| Assessment: Lesson 11.6   |      |  |  |
|---|------|--|--|
| Activity  | Time | Type of assessment                             | Form of assessment   |
| Activity A: Role models are...                                  | 20   | Peer, informal<br>Educator, informal           | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written task</li> </ul> |
| Activity B: Role models who've made a difference to our country | 20   | Educator, informal<br>Peer, informal           | <ul style="list-style-type: none"> <li>• Research task</li> <li>• Written task</li> </ul>    |
| Activity C: Mentors are...                                      | 10   | Educator, informal                             | <ul style="list-style-type: none"> <li>• Written task</li> </ul>                             |
| Homework  | 10   | Informal self-assessment<br>Educator, informal | <ul style="list-style-type: none"> <li>• Project</li> </ul>                                  |
| Time  | 60   |  |  |

## TEACHING THE LESSON



### ACTIVITIES

#### Activity A: Role models are...

**Introduction:** This activity explores the qualities of a good role model and why they are important in our lives. At the end of this activity the learners will choose someone who is a role model in their own lives.

1. Ask the learners to reflect for a minute about positive role models. Ask them: How would you define a positive role model?
  - a. How would you describe their qualities and their actions?
  - b. How would you define a positive role model in relation to SRH?
  - c. Write some of the key points that the learners contribute on the blackboard.

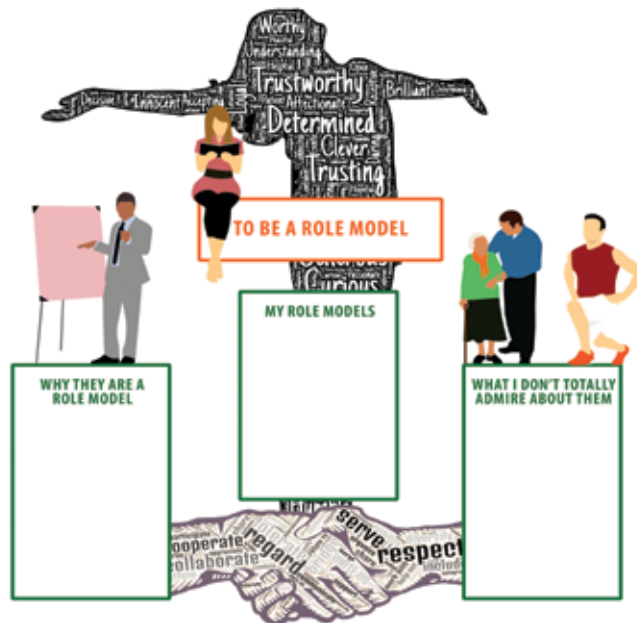
## NOTE TO THE EDUCATOR

### Definition of a positive role model

If the learners do not cover all the following points in their answers, be sure they are covered when you wrap up this part of the discussion.

A positive role model is a person whose behaviour, example, or success can motivate and be emulated by others, especially younger people. A positive role model as it relates to SRH may be someone in their community whose story inspires them because they overcame a barrier related to SRH. Perhaps it is a person who disclosed their HIV and TB status, took a stance against sexual violence against women and children, or someone who stood up for the right of pregnant learners to continue their education. A positive role model will be someone who demonstrates how to make healthy decisions, and use behaviour and actions to protect her/him as well as others. She/he may be someone who provides helpful advice without judging the person, and always considers their well-being.

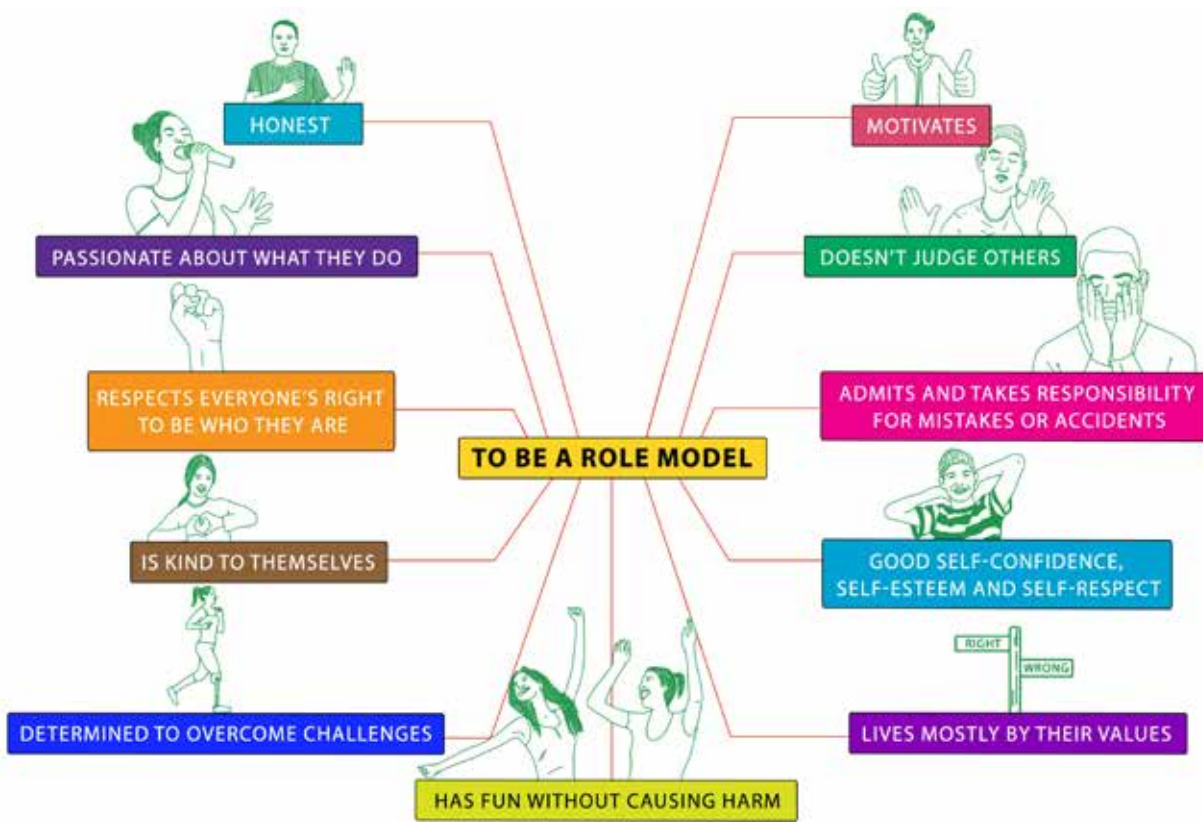
- Next, tell the learners that the reason why positive role models are important in their lives is because a good role model will help them on their path of self-development. The learners may choose someone who shares their personal values, belief system, faith, and other parts of their life to do with culture and traditions that affirm them as people. Their chosen role models may have considerable influence on their career opportunities and choices.
- Refer the learners to the blank mind map in their learner book – **Worksheet 11.6.1: To be a role model.** Ask the learners to work in pairs or small groups (decide on whether to use pairs or small groups based on your class size and room constraints) to fill in as many attributes they can think of that they believe constitute a positive role model. Give the learners a few minutes to complete the worksheet in pairs or groups.



- As the learners are working in pairs or groups, copy a portion of the mind map below on the blackboard



or on flipchart paper. Ask 2-3 pairs or groups to share their mind map and as they share, write down on the mind map on the chalkboard or flip chart any additional positive qualities they list.



The learners may include other qualities, such as: acceptance of others, able to inspire, fair to others, listen without judging, trust in being yourself, and overcoming obstacles.

5. Ask the learners to think about people they identify as role models. Ask them to choose one person they know locally – it could be a peer, a family member or a community member who is a role model for them. Then ask them to choose a role model who may be a well-known person they admire, not somebody they know personally. They should write down the names of these people in their Learner Book and answer the question:

My local role model is ..... because .....

My well-known role model is ..... because .....

**Activity B: Role models who've made a difference to our country**

**Introduction:** In this activity, the learners will reflect on several examples of present day South African role models. Role models presented in this lesson are involved with HIV and AIDS activism or have influenced our perception about gender roles.

They have overcome barriers. This lesson will also discuss how the learners themselves can be positive role models. Positive role models are often everyday people making good choices for their own and other people's well-being.

1. Begin by asking the learners either to read for themselves in their learner books or to follow as you read through the personal stories of positive role models in **Reading 11.6.1: Heroes today, role models tomorrow!**
2. Following the reading, decide whether you want the learners to work in groups or pairs, based on the time available, to complete **Worksheet 11.6.2: Role models and their contribution**. Once the learners have gone through the exercise, allow two-three pairs or groups to share their answers with the class.
3. It is important for the learners to understand that in addition to other qualities, positive role models can be social activists working for positive change, and/or health activists fighting for SRH rights. Many of the South African role models discussed are also activists. Ask one learner volunteer to read about the social activist and the other read about the health activist below.

**A social activist is someone who works for social change. They are role models for ensuring that all people are treated fairly and are included socially. We have many social activists who have fought, and continue to fight, for social change. Our most memorable social activist was President Nelson Mandela.**



**A health activist fights for sexual and reproductive health rights for all people, regardless of their HIV status or sexual orientation, and fights for our rights to good health services.**



4. Explain to the learners that role models are often ordinary people doing extraordinary things. Ask the learners to look around them. We are all role models. They should determine whether their behaviour sends out positive or negative messages to the younger learners in the school and in their communities. The learners will engage with this topic in **Worksheet 11.6.3: What would I want to be known for?** Ask the learners to consider how they want to be remembered. Tell them to consider the issues their generation faces that they might want to stand up and fight for, including those related to SRH. In the footprint, they should complete the following statements:
  - I want others to remember me as a person who...
  - I would like to be remembered for being an activist who...

### NOTE TO THE EDUCATOR

If you are running out of time, **Worksheet 11.6.3** can be assigned as homework so that there is enough time to discuss mentors in Activity C.

### Activity C: Mentors are...

**Introduction:** In this activity, the learners will distinguish the difference between a role model and a mentor. Describe your own experience with a mentor to orient the learners to the role that mentors can play in our lives. The learners will wrap up the lesson by exploring how to approach someone and ask them to be a mentor to them.

1. Introduce the idea of having a mentor by sharing a personal story (See advance preparation). Talk about someone who may have taken you under their wing as you were getting established as an adult. How did you meet them? What did they do that made you feel that they were a mentor to you? Have you remained in touch, and what is the nature of your relationship now?
2. After you have described your experience, ask the learners what they think the difference is between a mentor and a role model.

### NOTE TO THE EDUCATOR

Mentors can be (and usually are) role models. But they play a more specific role in our lives, as someone we can reach out to for advice, coaching, or even advocacy when we need it. Mentors are experienced and trusted advisors to whom we can turn when we need someone who understands what we are trying to achieve. They can help us find our way through the complexities of becoming an adult. Role models are people whose behaviour, attitudes or success we admire and want to emulate. We may not know our role models personally, but we admire them and want to be like them in some way.

3. As the learners move into adulthood, they are likely to develop a relationship with someone who has pursued a similar path in life; someone who may have the type of experience that is meaningful for them, or has specialised knowledge which enables them to succeed in their chosen work or path in life. Entering into a mentoring relationship can take time. If the learners meet someone whom they think might be a good mentor, they should consider asking for a meeting with that person. Some conversation starters are:

- “I’m really interested in how you got where you are. Would you have some time to share some of your experience?”
  - “I’m thinking of pursuing studies in \_\_\_\_\_, and was hoping to get your advice.”
  - “I’ve just started this new job, and I am not sure how to handle\_\_\_\_\_. Would you have some time to chat with me? I could use some advice”.
4. Refer the learners to the homework section and go through what you want them to do for homework.



## CONSOLIDATION

1. Conclude the lesson by emphasising that role models are people whose lives, ideas or actions have influenced others in a positive way.
2. The learners can find role models who motivate or inspire them, and they can also be role models for others.
3. As they move into adult life and make decisions about the future, it is important for young people to identify someone who can be a mentor to them.
4. After reviewing the key points for this lesson, ask the learners to reflect on the core messages for the lesson, and identify those that are relevant.

### Core messages

- I know my HIV and STI and general sexual and reproductive health status.
- I want to be part of a community that stops gender harm and violence and creates safety and peace in its place.



## HOMEWORK

Introduce the learners to the project that they will do for homework.

1. The learners should find a new role model in their community, somebody whose story inspires them because they have overcome a barrier related to SRH. They may, for example, have disclosed their HIV or TB status, gone for an HIV test, taken a stance against women and children abuse, stood up for the right of pregnant learners to continue their studies, or spoken out about rape.
2. The learners should do some background research on the role model of their choice and arrange to interview the role model. Answers to the questions they ask should be written down in their notebooks. From their research or interviews, the learners should answer the following questions:
  - a. What are the role model’s views on the impact of substance abuse, abuse of power and control, gender-based violence, or responsible sexual behaviour?
  - b. What are barriers the role model had to overcome to become the person he/she is today?

- c. What type of person does the role model hope to influence by their example?
3. After the learners have completed their research and/or interview with their role model, they should reflect on the following questions and note the answers in their personal notebooks:
  - a. Which decisions and choices do I need to make to help me overcome barriers?
  - b. What type of support, advice and assistance will I need in overcoming barriers?
  - c. Who do I need to speak to so I can get the support, advice and assistance I need?



## ASSESSMENT

Use **Worksheet 11.6.1: Role models** and their contribution as an assessment task.

The task requires the learners to read the information provided in **Reading 11.6.1: Heroes today, role models tomorrow!** and to answer the questions on the worksheet. The task assesses reading comprehension and encourages the learners to reflect on values and attitudes that are important to them.

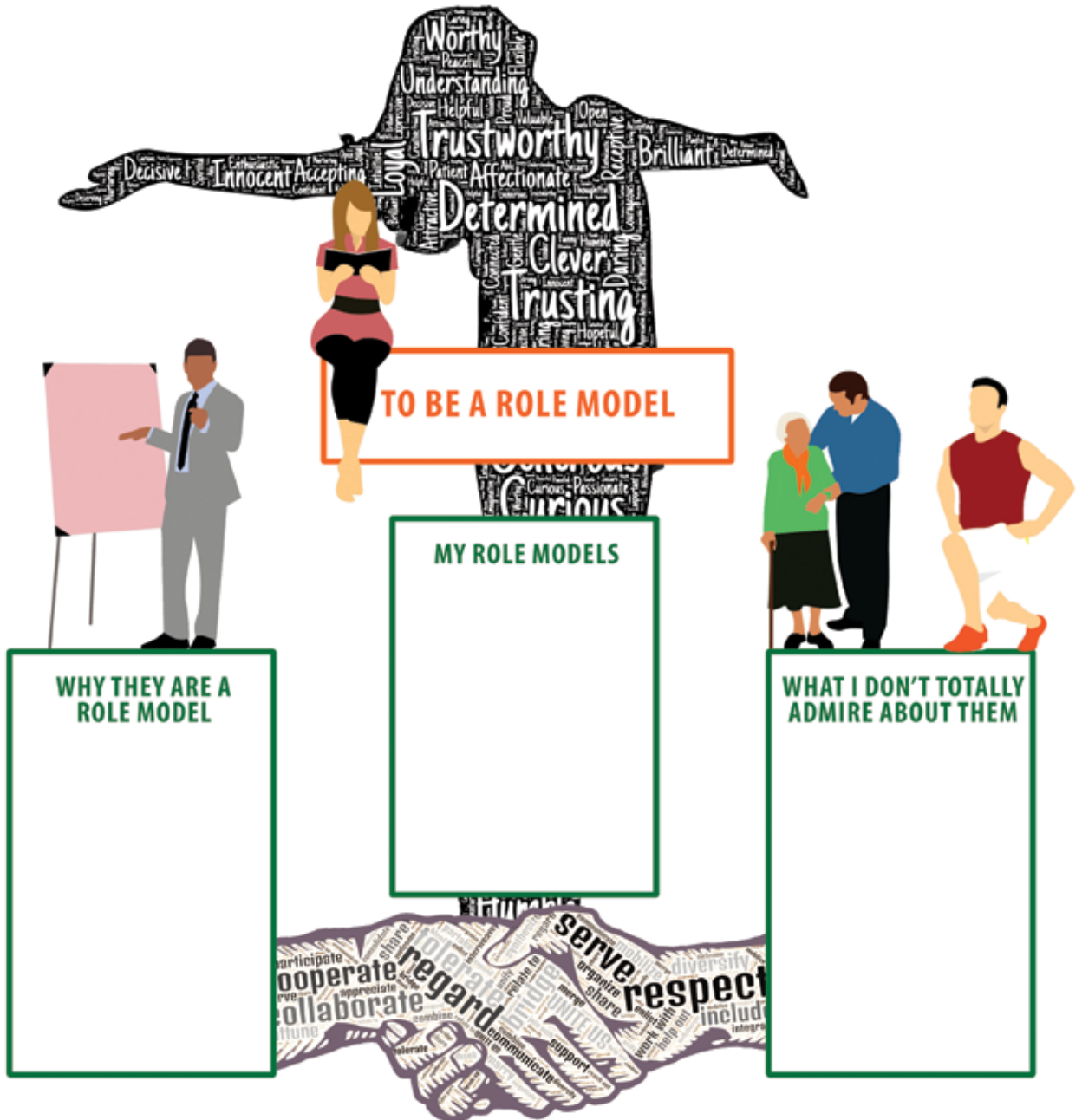
The learners can use peer assessment to assess their responses and provide feedback to their peers.

The references provided below will help them do their own research if they have access to the internet. Otherwise all the information is included in the reading.

 **RESOURCES/MATERIALS**

**WORKSHEET 11.6.1: To be a role model**

**Introduction:** Work in pairs or small groups (depending on how your educator assigns you) to fill in as many attributes you believe constitute a positive role model.



### READING 11.6.1: Heroes today, role models tomorrow!

**Introduction:** Read the following text on five South Africans who have the characteristics of role models. Then complete the table in **Worksheet 11.6.2**.

| What they do/ have done  |
|--|
| <p><b>Thabang Sefatsa</b> is one of the more recent SA celebrities to disclose his HIV status. The former footballer also revealed that the reason why players do not disclose their status is because they are afraid of stigma.<sup>23</sup></p>   |
| <p>Former president Nelson Mandela hailed <b>Judge Edwin Cameron</b> as “one of South Africa’s new heroes”. This Constitutional Court of South Africa judge has been living with HIV since the 1980s. He is on antiretroviral treatment, which has helped to keep him healthy for many years. The celebrated judge who has won many awards has been described as “the greatest legal mind of his generation” and “in a league of his own.” He publically talks about being gay, and wrote a book called “Witness to AIDS” about his own life, and the challenges of discovering and dealing with his HIV status.<sup>24</sup></p>  |
| <p>This gospel singer, <b>Musa “Queen” Njoko</b>, has been living with HIV/AIDS for 21 years. She was only 22 when she was diagnosed and at the time, there was no treatment available in South Africa. Njoko has since become one of the most prominent voices fighting HIV/AIDS.<sup>25</sup></p>  |
| <p><b>Zackie Achmat</b> is the co-founder of the Treatment Action Campaign (TAC) and was a pivotal figure in the fight for access to treatment for HIV and AIDS in South Africa during Thabo Mbeki’s presidency. Before starting TAC, he was the director of the AIDS Law Project at the University of the Witwatersrand. In addition, he co-founded the National Coalition for Gay and Lesbian Equality which worked to ensure protection for gays and lesbians in the Constitution, and the Social Justice Coalition, which fights to promote rights defined by our Constitution, particularly among poor and unemployed people. The activist and filmmaker has been living with HIV since 1990 and famously refused treatment until it was accessible to everyone in South Africa. We will return to the work of his campaign in Grade 12.<sup>26</sup></p> |
| <p><b>Caster Semenya</b> is a South African middle-distance runner and 2017 Olympic gold medallist. She won the women’s 800 metres at the 2009 World Championships with a time of 1:55.45 and at the 2017 World Championships in her new personal best, 1:55.16. She also won silver medals at the 2011 World Championships and the 2012 Summer Olympics, both in the 800 metres. She was the winner of the gold medal in the 800 metre event at the 2016 Summer Olympics. She challenged gender bias because she was born as an intersex person and has had to challenge her right to run as a woman athlete.<sup>27</sup></p>  |

<sup>23</sup> Adapted from: <https://www.news24.com/Drum/Archive/soccer-star-reveals-his-hiv-status-20170728>

<sup>24</sup> Adapted from: [https://en.wikipedia.org/wiki/Edwin\\_Cameron](https://en.wikipedia.org/wiki/Edwin_Cameron)

<sup>25</sup> Adapted from: <https://highwaymail.co.za/243218/living-positively-7-famous-people-living-with-hiv-aids/>

<sup>26</sup> Adapted from: <https://www.brandsouthafrica.com/people-culture/people/achmataccolade> and <https://highwaymail.co.za/243218/living-positively-7-famous-people-living-with-hiv-aids/>

<sup>27</sup> Adapted from: [https://en.wikipedia.org/wiki/Caster\\_Semenya](https://en.wikipedia.org/wiki/Caster_Semenya)

## WORKSHEET 11.6.2: Role models and their contribution

**Introduction:** Complete the worksheet by answering the questions for each role model.

Refer to **Reading 11.6.1** for information about each role model.

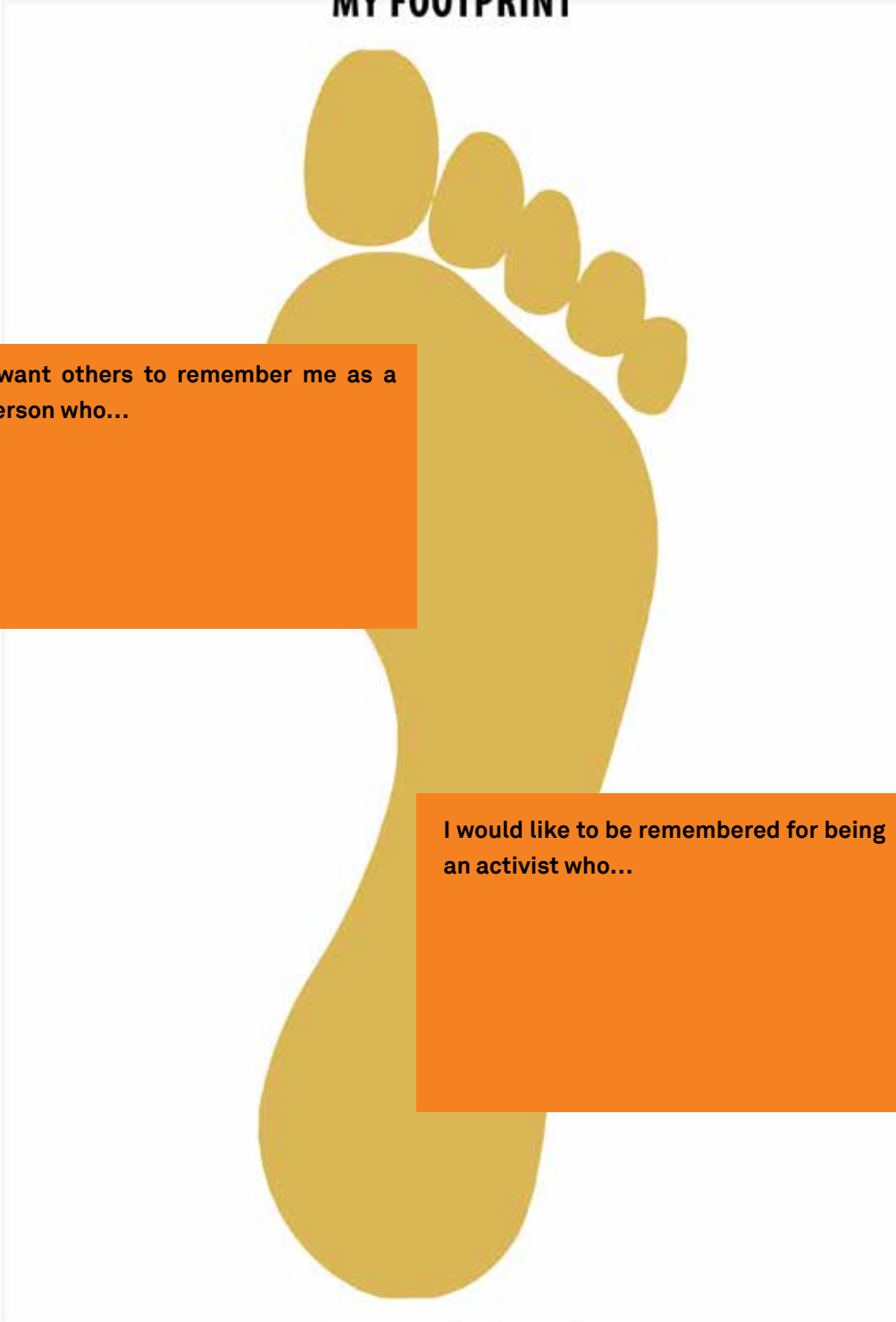
| Public figure      | Their contribution to society | Did they have to cope with and overcome any barriers? If yes, which | What stands out about their personal values? | On a scale of 0-10 how much do you admire this person? |
|--------------------|-------------------------------|---|--|--|
| Caster Semenya     |                               |   |  |  |
| Zackie Achmat      |                               |   |  |  |
| Edwin Cameron      |                               |   |  |  |
| Thabang Sefatsa    |                               |   |  |  |
| Musa "Queen" Njoko |                               |   |  |  |



### WORKSHEET 11.6.3: What would I want to be known for?

**Introduction:** In the footprint, complete the following statements:

**MY FOOTPRINT**



I want others to remember me as a person who...

I would like to be remembered for being an activist who...



## GLOSSARY

**Mentors:** People who can be (and usually are) role models. They play a more specific role in our lives, as someone we can reach out to for advice, coaching, or even advocacy when we need it. Mentors are experienced and trusted advisors to whom we can turn to when we need someone who understands what we are trying to achieve.

**Role models:** People we look up to because we admire their behaviour, attitudes or success we want to emulate them. We may not know our role models personally but admire them and want to be like them in some way. We may have more than one role model.

**Social activist:** An individual who is motivated to bring about change in society. Someone who feels strongly about a certain cause and works towards change can be called a “social activist”.



# Lesson 11.7

Gender, power and violence

| Lesson 11.7                              | Gender, power and violence   |
|--|--|
| Grade                                    | 11   |
| Term                                     | 4  |
| Weeks                                    | 1-3  |
| CAPS Topic(s)                            | Development of the self  |
| CAPS Subtopic(s)                         | <ul style="list-style-type: none"> <li>• <b>Gender roles and their effects on health and well-being: self, family and society</b> <ul style="list-style-type: none"> <li>- Unequal power relations, power inequality, power balance and power struggle between genders: abuse of power towards an individual (physical abuse), in family (incest), cultural (different mourning periods for males and females), social (domestic violence and sexual violence/rape) and work settings (sexual harassment)</li> <li>- Negative effects on health and well-being</li> <li>- Addressing unequal power relations and power inequality between genders</li> </ul> </li> </ul> |
| Link to other sub-topics in CAPS         | <ul style="list-style-type: none"> <li>• <b>Relationships and their influence on own well-being:</b> different types of relationships with different people/groups and the changing nature of relationships</li> </ul>   |
| This lesson will deal with the following | <ul style="list-style-type: none"> <li>• Review ideas related to power and gender relations</li> <li>• Identify different types of violence, abuse and gender-based harm</li> <li>• Analyse situations of inequality, abuse of power, gender-based harm and violence</li> <li>• Recognise situations of abuse, and identify actions to take and where to get help</li> <li>• Understand that we need to take responsibility for our actions</li> <li>• Be part of a community that stops gender harm and violence and creates safety and peace in its place</li> </ul>   |
| Concepts                                 | <ul style="list-style-type: none"> <li>• gender roles</li> <li>• gender norms</li> <li>• power inequality/unequal power relations</li> <li>• gender socialisation</li> <li>• GBV and gender based harm</li> <li>• domestic violence</li> <li>• intimate partner violence</li> <li>• sexual abuse</li> <li>• incest/familial sexual abuse</li> <li>• abuse of power</li> <li>• sexual harassment</li> <li>• sexual coercion</li> </ul>  |
| Teaching methodologies                   | <ul style="list-style-type: none"> <li>• Group work / role-plays</li> <li>• Class reading</li> <li>• Facilitated discussion</li> </ul>   |
| Time                                     | 60 minutes   |

## BRIEF LESSON SUMMARY

This lesson will focus on the abuse of power that can result from unequal gender power relations and unequal power relations more generally. The class will first review an important thread of concepts related to gender, power, and violence that they have covered in grades 10 and 11, in order to build on the ideas presented in those lessons. They will then consider forms of gender based violence (GBV) and harm that they are aware of. Based on this reflection, the learners will work in groups to respond to common scenarios, while simulating a community radio talk show. The exercise will highlight a range of abuses of power, with particular attention to sexual harassment and other forms of abuse, gender-based harm and violence.

## KEY POINTS

1. The gender norms around us influence our ideas of how society expects us to act as young men and women. Gender stereotypes can be harmful when they influence our actions.
2. It is important that we form our own identities and think for ourselves about our relationships and what we want from them.
3. When one person in a relationship has more power and takes advantage of that power in a sexual relationship, the relationship is unsafe for the other person.
4. There are many different kinds of abuse of power caused by unequal gender power relations.
5. Not all sexual violence happens to women and girls. Men and boys, and those with other sexual and gender identities (LGBTQIA) can be targeted as well.
6. GBV has negative effects on the health and well-being of victims, whether it is verbal, emotional, financial or physical violence.
7. People who abuse their power must take responsibility and stop what they are doing.
8. We must all work to make gender relations more equitable and safe.



## PREPARATION FOR THE LESSON

**Activity A: Power, sex and abuse:** Review your care and support services directory to become familiar with services available for your learners. You will need to be alert for signs that a learner may have experienced one of the forms of abuse covered by this lesson, as the discussion and content may trigger traumatic memories and feelings. If this lesson triggers emotional memories for you, you should identify your options and seek support for yourself.

Discuss this lesson (and those that follow) with a trusted colleague should you need an additional perspective.

**Activity B:** Listen in, listen up! Go through all the scenes provided for the group work. Think about how many learners you have, how much time you have, and how you can maximise using as many scenes as possible. However, if you don't think it is possible to cover all scenes, select those that you think are most relevant for your learners to work with before the lesson.

| Assessment: Lesson 11.7              |      |                                      |   |
|--------------------------------------|------|--------------------------------------|---|
| Activity                             | Time | Type of assessment                   | Form of assessment  |
| Activity A:<br>Power, sex and abuse  | 20   | Educator, informal<br>Peer, informal | <ul style="list-style-type: none"> <li>• Class discussion</li> </ul>  |
| Activity B:<br>Listen in, listen up! | 40   | Peer, informal                       | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Role play</li> <li>• Written task</li> </ul> |
| Total                                | 60   |                                      |   |

## TEACHING THE LESSON



### ACTIVITIES

#### Activity A: Power, sex and abuse

**Introduction:** Sexual violence is a complex topic, and some forms of sexual abuse are harder to detect than others. To understand and protect ourselves, it is first necessary to review some basic ideas we have learnt about gender, power and relationships.

1. Remind the learners that in Grade 10 they explored the concepts of power, power relations, masculinity, femininity and gender. Ask them to recall some of the most important points they remember. If they have not had the Grade 10 lessons, then make these discussion points in preparation for the content in this lesson.
2. Once the learners have shared their ideas, review the points below to be sure they understand the progression of ideas from gender to power to power imbalance in relationships and how this is conducive to violence. Use the definitions in the glossary if needed, to be sure that people understand the concepts. These facts were covered in the Grade 10 lessons and it is useful to recall the information in preparation for this lesson:
  - How we learn about gender norms – how society expects us to act as young men and women.
  - Gender stereotypes, and how these can influence our actions. Refer to the glossary if the class needs to review the terminology.
  - Forming our own identities and thinking for ourselves about gender stereotypes.
  - How attitudes and behaviour that follow gender stereotypes can be harmful in a romantic or intimate relationships.
  - Consenting relationships (consensual sex). Both parties must fully consent to a sexual relationship. If one person changes their mind; this means there is no consent. Sex without consent is rape.
  - Relationships in which there is a power imbalance can be harmful to the person in the relationship who has less power.

- Unintended pregnancy, HIV and violence can all result from relationships in which somebody is forced or put under pressure to have a sexual relationship they don't want.
- Age differences between partners can create a power imbalance (this was discussed in Lesson 11.2)



3. Rape is one form of GBV that we have alarming statistics for in South Africa. We have many programmes in place to discuss issues related to rape and what support needs to be in place to support rape victims. Remind the learners that in Grade 10 they learned about rape. In this lesson they are going to explore other forms of GBV and harm that may be less obvious. Ask them to think of ways that unfair power dynamics play out in sexual relationships. Can they think of situations where it might seem that it is just playful but isn't? In this image, where boys are whistling and harassing a girl on the playground, it looks as though it might be playful and harmless, but the girl is feeling furious and humiliated, and that is not funny – it is abusive. What about situations that can become abusive?
4. Tell the learners to turn to **Reading 11.71: Abuse of power and gender-based harm**. Ask for volunteers to read the text aloud, while the rest of the class follows along. When the reading is complete, ask the learners whether anything in the reading was surprising or new for them.
5. To reinforce the learning - and also to assess learning - read each of the situations in the left column, and ask the class: What form of gender-based harm is this an example of? And then, ask: Why is this an abuse of power?

| Situation  | Problem |
|--|---------|
| You go for a job interview and the person who is hiring hints that this job could be yours if you provide a special favour to the boss.  |         |
| During your shift at work, your manager often leans over a little too close and makes you feel uncomfortable   |         |
| A man in your community has frequently asked you to have sex with him, and he does not seem to be taking “No!” for an answer. You start to wonder whether it would be easier to just do what he asks.  |         |
| Your mother’s boyfriend has been bothering you whenever she is out of the house. You try to avoid him but notice that he is starting to pay attention to your little sister. You conclude that you should give him what he wants, to protect your little sister. |         |
| A man and woman have been living together for years. Lately she has not felt like having sex. He feels entitled to it and forces her to have sex.  |         |
| A friend shares that her uncle has been coming into her bed at night and making her do things she does not want to do.   |         |

**Activity B: Listen in, listen up!**

**Introduction:** This activity will provide us with an opportunity to consider different scenarios people face and to work together to develop advice on what steps to take to address it.

1. You will be required to imagine that you are running a community radio station talk show. You will tackle situations from callers that illustrate an abuse of power and potential gender-based violence.
2. You will be divided into groups (no more than six per group, to allow enough time for the full activity). You will be assigned a caller scenario from those provided in the your learner books. Your group will choose a caller, a host and an expert. The whole group will work together to prepare the role play and key points to cover during the call.
3. You will have ten minutes to prepare.



4. You will have up to three minutes to role-play your call and give advice, and another 1 minute for feedback from your audience (including your educator). After each role play, feedback should be provided quickly to ensure that you all have enough time for your role plays.
5. For each role play, make sure you have correctly identified and agreed on the following:
  - a. The type of abuse of power being presented
  - b. That abuse of power is wrong
  - c. That your group gave appropriate referrals to support services that each caller should access. For example, hotlines, clinics, NGOs in the community that offer support and services.

### Radio talk show: Listen in, listen up. Instructions for educators



1. You will be assigned a scenario from the list below. Each group will select someone to be the “caller”, someone to be the “talk show host”, and someone to be an “expert” who can provide advice on the situation. It will be the responsibility of the whole group to consider the situation of the caller and develop some advice that their expert will then deliver. You can add details if it helps to make your role play more effective.
2. Each group will role play their situation for the class. The class will have an opportunity to add ideas and provide constructive feedback.
3. You will have ten minutes to plan your show and three minutes to do your talk show presentation to the class. Your classmates are your audience.
4. Your classmates and your teacher will use these criteria to give you constructive feedback after your talk show scene:
  - Did the host clearly communicate the type of abuse and why it is wrong?
  - Was useful advice provided to the caller?
  - Was it clear that the caller has a right to protection and to report the abuse to stop the harm to them and others?
  - Was there a positive message about gender equality?

## Scenarios for radio talk show activity <sup>28</sup>



### Scenario 1

A teenage boy calls in to say, “I’m in a crew of guy friends. Every day we like to wait a block from the school and whistle at the girls who walk past. Sometimes, to keep it interesting, we rate the girls out of ten, on looks or friendliness. But now the girls have complained about us to the principal. I can’t understand why they can’t just loosen up and take a joke? Now they’ve got us into trouble.”

#### NOTE TO THE EDUCATOR

This is an example of sexual harassment. The boys in this example need to understand that their actions are unwanted. They are also treating girls as objects, and communicating that the girls’ feelings don’t matter.

Advice to the caller might include: Try putting yourself in the girls’ situation and consider how it would feel; talk to your friends about more respectful ways to communicate; apologise; start a campaign for more respectful gender communication in your school or community.

### Scenario 2

A listener calls in to say, “My teacher comes up too close to me when we discuss school work. He sometimes asks me to stay behind after school so I can improve my grades. But then he will drop in questions like: Do I have a girlfriend? Do I like kissing? And stuff like that. I need to get good grades but... What can I do?”



#### NOTE TO THE EDUCATOR

This is an example of sexual harassment and abuse of power. Point out that this example shows that boys can be abused as well as girls. Both the abuser and the person being abused can be either male or female.

Advice to the caller can include: Telling the teacher that this situation makes you uncomfortable; disclosing the situation to a trusted adult in the school, a parent, or someone on the school governing body.



### Scenario 3

A listener calls in to say, “I’m a manager in a small company. I hired a young woman, who I also consider to be particularly attractive, as my personal assistant. She keeps things very professional. I expected more ‘benefits’. I sometimes put my hand on her knee during a one-on-one meeting with her but she moves her knee away. I suggested to her that her stay at the company would be much more fruitful if she were ‘friendlier’. But she’s just not responding. What’s wrong with her? Where’s her sense of ambition? Doesn’t she want to advance in the company?”

<sup>28</sup> Several scenes adapted from Soul City Institute for Social Justice (2016). Kwanele! A training manual for community radio stations – developing content on gender-based violence

### NOTE TO THE EDUCATOR

After the role-play, explain that this is an example of quid pro quo harassment. Quid pro quo in simple terms means ‘something for something’, i.e. you’ll only get a higher position if you have sex with me. Or, I’ll give you a cell phone and airtime if you have sex with me.

Advice for the caller: Become familiar with labour law and then set up an anti-harassment policy, as well as a safe way for employees to report sexual harassment. Immediately start a discussion with employees; apologise to the employee, and assure her that her job is safe.



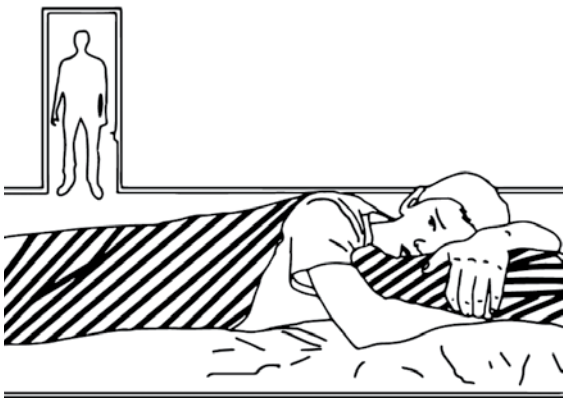
### Scenario 4

A listener calls in to say, “I’m 23 years old and I identify as being a woman. I have a man’s body physically. I’m what is called transgender. Since as long as I can remember, I have wanted to wear girls’ and women’s clothes and to hang out and play with girls. I can’t afford to have a sex change but it is my dream. I’m sexually attracted to men. At work, I have to dress like a man and use the men’s toilet. Sometimes guys follow me in and mock me about being in the wrong toilet, or they ask, “Do you stand or sit when you go?” My work future looks bleak because management won’t give me a position where I meet clients directly. To cope with the stress, I turn to drugs. On some days I wake up just wanting to be dead.”

### NOTE TO THE EDUCATOR

This person is experiencing both sexual harassment in the workplace, and also bullying because of her gender identity. She feels forced to act against her gender identity, and may be unsafe in her work environment. The learners should be respectful of her gender identity in this role play, and respect that she needs to be seen and treated as a woman.

Advice to the caller should include: seeking support from services for LGBTQIA people, as well as suggested steps she can take in her place of work to address bullying, and safe access to the toilet.



### Scenario 5

A boy calls in. He says it’s really hard for him to talk about it, but he needs to get advice, he’s really scared. He says, “Since as long as I can remember, my uncle who lives with us has come into my bed every so often at night.

He started off by touching me all over and telling me to touch him. More recently, he forces me to hold his penis and puts his hand over mine until he has ejaculated.

He says he will kill me if I ever tell anyone. But it is getting worse. Last night he tried to force his penis into my bum. I managed to escape out of the window and I spent the night behind the outside toilet. What can I do? Where should I go? My mother must be very worried about me because I’m not at home and it is night-time now.”

### NOTE TO THE EDUCATOR

There are several points to highlight. This illustrates a scenario in which the person has been sexually abused by a family member. The sexual abuse may become worse and result in rape unless something changes. Advice to the caller should include telling his mother, as well as advice on what to do if she doesn't believe him.

Also note that in this scenario, the caller might have been a girl. It is abuse in either case.

If the group's advice to the caller does not include it, be sure to add: If this is happening to you or someone you know, it should be reported to a trusted adult.

Contact Childline 08000 55 555 – they are experienced and know how to help young people in this situa-

### Scenario 6

A caller phones in. She says everything was fine when she and her husband were dating and then got engaged. They treated each other as equals and supported each other in their goals. But since they got married everything has changed. The caller says, "My husband expects me to get home before him even though I work further away from home than he does. If the food is not ready he calls me a 'useless wife' and other things, I can't even say over the radio. He even threw a plate at me the other night when he said the food was not properly cooked. He also expects me to have sex whenever he wants it, whether I want to or not. I usually give in because it is easier than arguing. Do other listeners have similar abuse happening to them? I can't believe the person I married has turned into this monster."



### NOTE TO THE EDUCATOR

This is an example of domestic violence and abuse. Be sure to note services that exist for people who have experience domestic violence.



### Scenario 7

A woman listener calls in to say, "I work in a local shebeen. I usually tend the bar, but sometimes I wait on tables. Almost every day, some guy will try to charm me, ask me to come home with him, or be just plain annoying. Sometimes if someone is drunk, it can turn nasty. Of course the tavern owner wants me to be nice, in order to sell more beer. Please can other women tell us if they have the same problem and how they handle it? Can't tavern owners do something about it?"

### NOTE TO THE EDUCATOR

This is an example of sexual harassment. The woman should speak to the owner or managers. It may help to first find someone else at work who will be sympathetic and support her. If the woman's boss does not support her, or expects her to flirt with the customers, it is also harassment.



## CONSOLIDATION

1. Conclude the lesson by noting that a range of difficult and uncomfortable topics have been covered. Many of us will know someone affected by these issues, or we ourselves may be affected.
2. We will talk more about seeking help in the next lesson, which addresses rape and sexual violence.
3. But if anyone feels they need to discuss it sooner, they can reach out to you, another trusted adult, or call the hotline number in their books.
4. Review the key points listed at the beginning of this lesson and in the learner book.
5. Then ask the learners to turn to the core messages in their Learner Books and to reflect on the messages.
6. Share which of the messages match the content covered in the lesson.



## HOMEWORK

Ask the learners to consolidate the issues that emerged from the different role-plays by writing up their own summary on each of the different scenarios in Activity B.



## ASSESSMENT

1. Use the role play in Activity B as the assessment task.
2. The learners prepare a role play for a radio talk show and work in groups to prepare a presentation for the class. The learners should provide feedback on the role plays presented by other groups.
- 3. The following criteria should be given to guide their preparation and their presentations:**
  - Did the host clearly communicate the type of abuse, and why it is wrong?
  - Was useful advice provided to the caller?
  - Was it clear that the caller has a right to protection and to report the abuse to stop harm to themselves and to others?
  - Was there a positive message about gender equality?



## RESOURCES/MATERIALS

### READING 11.7.1: Abuse of power and gender-based harm

**Gender-based violence (GBV) and gender-based harm** are broad terms that describe acts of violence that target individuals or groups on the basis of their sex or sexual identity. This includes physical, mental or sexual harm and suffering, and can include situations where someone is pressured or forced into actions or roles that affect their freedom. Unfortunately, there are many forms of gender-based harm, and it is helpful to be aware of them in order to recognise them, prevent them, and help someone who may be a victim:

- Domestic violence is violence which occurs in the home. This can include verbal, emotional, psychological, or sexual abuse (and can be considered rape). It can also include murder, which is known as femicide if the person killed is a woman. Another term for domestic violence between sexual partners is intimate partner violence (IPV).
- Domestic violence can include sexual abuse of those who are younger or more vulnerable by an adult or older person in the home. The abuser can be someone related or unrelated. When the person is a member of the family, this is known as incest. Incest is sexual activity between a younger person or a child and their parent (including adoptive, foster or step parent), grandparent, child, grandchild, sibling or half-sibling, uncle, aunt, nephew or niece.<sup>29</sup> Incest is against the law and it has emotional consequences for the whole family.
- Not all GBV or acts of sexual violence are committed against women and girls. Sexual violence can be committed against boys or men; and sometimes those with sexual or gender identities that are different from the person carrying out the violent act, for example, LGBTQIA people.
- Gender-based harm is an abuse of power. Gender-based harm is sometimes ignored because of unequal power and rights. In our patriarchal society, men and boys have been taught – and often believe – that they have the right to have power over girls and women, or that their needs and satisfaction are more important than the needs and rights of girls and women.
- Sexual coercion refers to situations where a person may feel forced into a sexual relationship because they are dependent on someone for money, support or even protection. When the person who is under pressure gives in, it may seem as though they gave consent, but because the person with the resources is misusing their power, it is still a form of abuse.
- People in abusive relationships are at higher risk of unintended pregnancy, HIV, STIs and mental/emotional health problems, because it is harder for them to protect themselves.
- There are other forms of gender-based harm that often go unnoticed. Sometimes it may even seem as though the person who is being violated has voluntarily consented:
- Sexual harassment is a common form of this. It refers to unwelcome sexual advances, requests for sexual favours, and other behaviour of a sexual nature. In the work place. It is considered sexual harassment if sexual activity is expected in exchange for a job. It is also sexual harassment if anyone's sexual talk, touch or actions create a working environment that feels uncomfortable or unsafe. Most

<sup>29</sup> Retrieved from: <https://patient.info/doctor/incest>

people know someone who has experienced this in some way, but they have not known that it is something they do not have to accept.

- We do not have to accept sexual and gender-based harm in our lives:
- We have a right to say “No!” and the responsibility to respect “No!” to sexual attention and sex at any time and in any situation.
- We can do things in our everyday lives to promote gender equality and peace and eliminate gender-based harm and violence.



## GLOSSARY

**Abuse of power:** When someone misuses their influence or control in a relationship, this is an abuse of power. This can occur when one person is dependent on another for something that is important to them.

**Domestic violence:** Behaviour that causes physical harm and fear; and prevents a partner from living their own life freely, or forces them to behave in ways they do not choose. Domestic violence includes the use of physical and sexual violence, bullying and threats, emotional abuse and economic deprivation. Different forms of domestic violence/abuse can occur at any one time within the same relationship or household.

**Gender-based harm or gender-based violence (GBV):** One person hurts another as a result of their relationship as men and women. This includes harm between sexual or intimate partners; it is also used to describe harm in relation to gender or sexual identity. Gender based harm or violence can be physical, sexual, and or emotional. It is usually related to unequal power that may exist between genders.

**Gender roles:** Expectations that society teaches us about what is considered appropriate behaviour for girls and boys, and men and women. Girls and boys are taught to behave in a certain way from childhood. These teachings are communicated in our families, our societies and our culture -and they influence the way we behave, our appearance, and how we view our abilities and our prospects as women and men.

**Gender norms:** Ideas, attitudes and ways of behaving that we learn from birth from our families, schools, society, including the media, based on whether we are boys or girls, or men or women. Transgender children, teenagers and adults are often stigmatised, as are people who identify as LGBTQIA, because they don't fit into traditional gender norms.

**Gender socialisation:** The process of learning what is expected of us as boys and girls, men and women. This is a process that begins at birth, and we learn from what we observe and what we are taught. This is influenced by our peers, the adults in our lives, the media and our traditions. This may include stereotypes which we can choose to reject, and norms that we do not have to follow when we do not agree with them. Our constitution gives all people in South Africa the right to choose their sexual identity for themselves, for example.

**Incest:** Sexual contact between a person and their parent (including adoptive, foster or step parent), grandparent, child, grandchild, sibling or half-sibling, uncle, aunt, nephew or niece. It is against the law, and has emotional consequences for the whole family. This is also sometimes called 'familial sexual abuse'.

**Intimate partner violence (IPV):** Any form of violence that happens within an intimate, sexual or romantic relationship.

**Power inequality/unequal power relations:** When one person or group has more influence or control than another person or group in a relationship. This can occur as a result of differences in age, wealth, roles in work, school or social contexts. Sometimes this is informal and not obvious, until a problem occurs.

**Sexual abuse:** Sexual behaviour that is forced upon someone against their will.

**Sexual coercion:** A similar term, for unwanted sexual behaviour that is forced upon someone by circumstance of need or harassment, rather than by physical force. To coerce means to put pressure on somebody to do something that they do not want to do.



**Sexual harassment:** Unwelcome sexual advances, requests for sexual favours, and other behaviour of a sexual nature. It can happen in work place, on the street, at home, by someone you know or don't know.

**Stereotypes:** Generalised statements or ideas about a group of people, that can often be hurtful and cause harm.



## **Lesson 11.8**

Rape – prevention, support and change

| Lesson 11.8                     | Rape – prevention, support and change  |
|---------------------------------|--|
| Grade                           | 11   |
| Weeks                           | 1-3  |
| CAPS Topic(s)                   | Development of the self  |
| CAPS Sub-topic(s)               | <ul style="list-style-type: none"> <li>• <b>Gender roles and their effects on health and well-being: self, family and society</b> <ul style="list-style-type: none"> <li>– Unequal power relations, power inequality, power balance and power</li> <li>– struggles between genders: abuse of power towards an individual (physical abuse),</li> <li>– in family (incest), cultural (different mourning periods for males and females),</li> <li>– social (domestic violence and sexual violence/rape) and work settings (sexual harassment)</li> <li>– <b>Negative effects on health and well-being</b></li> <li>– <b>Addressing unequal power relations and power inequality between genders</b></li> </ul> </li> </ul> |
| Link to other sub-topic in CAPS | <p><b>Development of the self in society</b></p> <p>Relationships and their influence on well-being</p> <ul style="list-style-type: none"> <li>• Relationships that contribute or are detrimental to well-being: rights and responsibilities in relationships, social and cultural views that influence and/or affect relationships, qualities sought in different relationships and individuality in relationships</li> </ul>   |
| This lesson will deal with      | <ul style="list-style-type: none"> <li>• Understand what rape and sexual assault are</li> <li>• Recognise rape as an act of violence and abuse of power</li> <li>• Clarify misconceptions about rape, with attention to gender.</li> <li>• Describe the help that survivors of sexual assault need and how to find it</li> <li>• Reject victim-blaming under any circumstances</li> <li>• Demonstrate compassion and understanding for those who have been affected by sexual violence</li> </ul>  |
| Concepts                        | <ul style="list-style-type: none"> <li>• Review ideas related to power and gender relations</li> <li>• Identify different types of violence, abuse and gender-based harm</li> <li>• Analyse situations of inequality, abuse of power, gender-based harm and violence</li> <li>• Recognise situations of abuse, and identify actions to take and where to get help</li> <li>• Understand that we need to take responsibility for our actions</li> <li>• Be part of a community that stops gender harm and violence and creates safety and peace in its place</li> </ul>   |
| Teaching methodologies          | <ul style="list-style-type: none"> <li>• consent/consensual sexual intimacy</li> <li>• rape culture, culture of violence</li> <li>• rape victim/rape survivor</li> <li>• rapist</li> <li>• sodomy</li> <li>• gang rape</li> <li>• statutory rape</li> <li>• victim-blaming</li> </ul>  |
| Time                            | 60 minutes   |

## BRIEF LESSON SUMMARY

The lesson will focus on what rape is, how to prevent rape, and what to do if you or someone close to you is raped. It will look at some of the causes of gender-based harm in our country and mechanisms to try and prevent it. The key message that the learners should take away is that under all and any circumstances, rape is wrong. Do not rape.

## KEY POINTS

1. Rape is an act of violence, and an abuse of power. It is always wrong.
2. There is nothing the victim/survivor has done to deserve being raped and they should never be blamed.
3. There are some acts that may not be understood as rape, but they are still rape and must be stopped. Any sexual act without consent is considered rape.
4. We can stand by rape survivors to help them get the support that they need.
5. We should know where to get help when someone is raped. Survivors of rape will need medical, emotional and social support and often legal support as well.
6. We have the power to make a difference by challenging the culture of violence and victim blaming attitudes
7. Don't rape, and don't let your friends see rape as normal or right.



## RESOURCES/MATERIALS

No resources required. If you can access posters with information and messaging for rape related support (hotlines, services), put them up in the classroom.



## PREPARATION FOR THE LESSON

Review the information in lessons 11.2, 11.7 and 11.9 as well as in this lesson and note how each lesson builds on the lesson preceding it and leads on to what will be covered next. If some learners have not had the opportunity to participate in grade 10 SLPs, they will need the information that is covered in 10.9 on consent.

To save time and allow for more discussion, you may want to assign the resource **Reading 11.8.1: Rape** as advanced preparation. You could then summarise the facts in the reading when you introduce the lesson. Be sure to have the most recent directory of services available so that the learners who have experienced sexual violence in some way can be assisted. For this lesson you will want to be alert for signs of abuse. For example, someone who appears particularly anxious or fearful, tearful, silent, won't make eye contact, or is aggressive. Read the information about rape and the **Additional Reading for Educators** located at the end of the lesson so that you are well prepared and able to anticipate whatever comes up in the lesson.

Language is very important for this lesson. Think carefully about how you will talk about rape, noting the need to recognise comments that could be victim-blaming, or stigmatising for those in the class who may

have been abused or raped. Apart from the term “victim-blaming”, try to use the term “survivor” rather than “victim”, as a more positive and hopeful way of framing a bad experience.

Keep a folder of news clippings. There are many examples in the media, where rape is discussed. If you see examples that suggest victim-blaming, or examples of activism against rape and violence, they will work well as details to bring in to the lesson.

| Assessment: Lesson 11.8                                   |      |                                      |  |
|---|------|--------------------------------------|--|
| Activity  | Time | Type of assessment                   | Form of assessment   |
| Activity A: Rape – an act of violence, and abuse of power | 40   | Educator, informal<br>Peer, informal | <ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Class discussion</li> <li>• Oral presentation</li> </ul> |
| Activity B: What a rape survivor needs                    | 20   | Peer, informal                       | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Brainstorm</li> <li>• Written task</li> </ul>               |
| Total   | 60   |                                      |  |

## TEACHING THE LESSON



### ACTIVITIES

**Introduction:** Remind the learners that rape is a difficult and emotional topic. We read about increasing instances of rape in our media daily, and many of us know someone who has been raped. Some of us may have experienced sexual violence or abuse ourselves. Some of us might realise that we have forced someone to have sex against their will. Rape survivors need our care and support no matter when the rape happened, who the rapist was, and how and where the rapist carried out the rape. Explain that the reason for this lesson is so that we can work towards some strategies and actions to stop rape. Refer your learners to the resources in their learner book for places to get help and support for surviving rape.

#### Activity A: Rape an act of violence, and abuse of power

**Introduction:** In this activity, the focus is on understanding the “rape culture”, and beliefs that allow sexual violence to continue.

### NOTE TO THE EDUCATOR

Rape was discussed in Grade 10 but there may be learners who missed those lessons. Use the information included in this lesson to review previous content.

1. Read through the key points for this lesson with the learners. They do not need to be discussed again at this point of the lesson. When wrapping up the lesson you could revisit the key points.
2. Refer the learners to the information in **Reading 11.8.1: Rape**, in their learner books. Explain that this will give a better understanding of sexual violence. Read it aloud to your class or summarise the key points if you've asked the learners to review this before class.
3. Ask the learners to suggest possible reasons why we have such high rates of rape and violence in our country. What factors may contribute to the "culture of violence"? Reinforce the point clearly that rape is an act of violence and an abuse of power. Rape is not about sex. Ask your learners in a quick brainstorm what they think can be done to stop rape.
4. Refer your learners to **Worksheet 11.8.1: Beliefs about rape**. Ask them to work in small groups. Review the worksheet together with the class.

### NOTE TO THE EDUCATOR

Here are some points to highlight after reviewing the worksheet statements with your learners:

- Wearing sexy clothing, having a drink, or even walking alone at night are NOT reasons to blame the victim. Nothing the person has done is the cause for them to be raped.
- When someone is aroused, if the other partner does not want to have sex, or changes their mind, they are not entitled to have sex. Sex without consent is rape. Even if the person has consented before, both partners must consent every time.
- If someone has done a favour, provided a gift, or spent money on a person he/she is attracted to, he/she is not entitled to have sex with that person.
- Although it happens more to women and girls, anyone can be raped – regardless of age, gender, or sexual identity
- If someone you know is pressuring someone to have sex, you should tell them to stop.

5. Make sure that all the learners are clear that many of these are examples of wrong beliefs or myths. Ask the class why myths or wrong beliefs about rape have the potential to be harmful. Point out that these wrong beliefs contribute to victim-blaming, and they are why the culture of violence continues.

## NOTE TO THE EDUCATOR

### Notes on victim-blaming

- Myths and harmful beliefs can make people blame the survivor of rape. This is often called “victim-blaming”.
- Victim-blaming leads to stigma and self-stigma. It makes it harder for a person who has been raped to talk about it and it is one of the main reasons why some are afraid to report it.
- The way in which we talk about rape contributes to the culture of victim-blaming – often we don’t realise we are doing it. Commenting on what a person was wearing or doing when the rape happened, suggests they were somehow to blame.
- When talking to someone who has been raped or abused, we must be careful of the questions we ask. When we hear people talking about someone who has been raped we must be alert and explain to people why talking this way contributes to a culture that focuses on the person who was raped, and tolerates the rapist’s behaviour.

Explain that the learners will continue to work on recognising victim-blaming when they do their homework. They will also focus on actions they can take to change the culture of violence and rape.

### Activity B: What a rape survivor needs

**Introduction:** In this activity the class will look more closely at some of the physical, emotional and social consequences of rape, and the impact on people who commit rape. The learners will also learn what types of support a person who has been raped needs, and ways to be supportive of someone who has been raped or abused.

1. Ask the learners to brainstorm the impact of rape on the life of someone who has been raped. It can include all aspects of their well-being: physical, emotional, mental, social and spiritual (with families, friends, peers, and in the community). Ask them to give concrete examples. Highlight the points in the box below.

## NOTE TO THE EDUCATOR

Here are some points to help facilitate discussion around the brainstorming exercise. This information needs to be discussed with sensitivity, as there is an extremely high chance that some of the learners in your class have been raped or sexually abused.

### Impact of rape:

**Physical harm** – injuries e.g. cuts, deep wounds, infections like HIV and STIs, and the risk of pregnancy, all of which need urgent medical treatment.

**Emotional harm** – shock, disbelief, self-blame, shame, withdrawal anxiety or a state of trauma. There are short- and long-term effects and anyone who has been raped will experience both. Each person is different and will react in their own way. Every-one needs help to feel in control and to get their lives back to normal.

**Social problems** –A person who has been raped might find it difficult to tell some-one, for example, a parent, friends, a boyfriend or girlfriend, and they might want to withdraw from people. They may find it hard to trust others, especially if the rapist was someone they know or depend on.

**Stigma and self-stigma** – It is common for a person who has been raped to look for reasons to blame herself/himself. Victim blaming contributes to this.

Explain that for all these reasons, we must do everything we can to be supportive of someone who has been harmed by sexual violence and abuse.

2. Ask the learners to turn to **Reading 11.8.2: What to do if you or someone you know is raped**. Read the reading aloud or ask a learner to. Allow the learners an opportunity to clarify any questions.
3. In pairs or small groups, ask the learners to discuss what they can do to be supportive of someone who has been raped. After discussing this for a few minutes, each pair or group should think of a situation where someone was raped or abused (it does not have to be a person they know). Think of what that person might be experiencing, and write a letter of support. Each person should write their own letter in their workbooks.

## NOTE TO THE EDUCATOR

The goal of this activity is to create empathy and understanding; to help boys to fully understand the personal hurt caused by rape and to communicate to those affected by sexual violence that people care and they are not alone.

If time is running out, the learners can note the key points they would like to express, and the letter can be finished for homework. Either during this lesson, or at the beginning of Lesson 11.9, some learners can be asked to volunteer to read their letters aloud. Don't call on anyone directly because some may write thoughts they are not comfortable sharing with the group.



4. Remind the learners where they can find information on where to get help. If you have any posters on the wall with local community service providers and contact numbers on them, refer to them. Also reinforce the fact that a rape survivor can get help even if the rape took place a long time ago.
5. Wrap up this activity by reminding the learners about the core messages for Grade 11 that are particularly relevant for this session:
  - I will choose if, and when, to have sex and when not to.
  - I have the right to say “No!” to sexual attention and sex at any time. I also have the responsibility to respect “No!” for an answer.
  - I respect my own and others’ well-being.
  - I want to be part of a community that stops gender harm and violence and creates safety and peace in its place.



## HOMework

1. Highlight to your learners that each one of us can play a part in stopping blaming the victim for rape. We have focused on wrong beliefs and attitudes that enable the ‘rape culture’ to continue. Explain that you want your learners to pay close attention to things they see and hear in the media and social media that are examples of victim-blaming, or reinforcement of male dominance in relation to sex; this could include jokes, conversations, or images. Ask them to write examples down in their note book, with their own response to how they can take a stand against jokes about rape and victim-blaming.
2. Consider the newspaper headline below. Until recently, the burden has fallen mostly on women to prevent themselves from being raped. Men too are raped. But it is also important that men play a role in preventing rape, and more men are starting to take action. Brainstorm a list of ways in which boys and men can curb abuse in their community and become more involved in preventing rape. Also think about movements in South Africa – these may be local, national or global movements – acting against rape. You will be asked to share some ideas at the beginning of the next class.



3. Read through the **Homework resource material 11.8.1** which highlights things we can do to protect ourselves and protect others.



## CONSOLIDATION

1. End your lesson by reviewing the key points.
2. Explain that in the next lesson, the focus will be on actions we can take to stop GBV, especially rape. The class will also look at what can be done to promote gender equality.
3. Remind the learners of the core messages for this lesson:
  - I will choose if, and when, to have sex and when not to.
  - I have the right to say “No!” to sexual attention and sex at any time. I also have the responsibility to respect, “No!” for an answer.
  - I respect my own and others’ well-being.
  - I want to be part of a community that stops gender harm and violence and creates safety and peace in its place.



## ASSESSMENT

1. The learners can be asked to develop a slogan for the school’s programme for the national 16 Days Of Activism for No Violence Against Women and Children campaign.
2. Ask the learners to find one example taken from the media of how victims are often blamed for rape. Ask them to draft a statement to correct this way of thinking about people who are raped. The statement could be for social media, a newspaper article, or even a slogan on a t-shirt.
3. Use peer assessment to assess this activity.



## RESOURCES/MATERIALS

### READING 11.8.1: Rape

#### What is rape?<sup>30</sup>

Rape is a crime that is committed through a sexual act without the consent or agreement of both people involved. Rape is traumatic, humiliating and can have life-altering consequences. Rape is never the fault of the person who was raped. Rapists make the choice to rape and they are the ones blamed.

Anyone can be raped, regardless of their gender, sexuality or age. Although women and girls are raped more often, boys and men can also get raped. Rape is an act of abuse of power. When rape is targeted against someone because of their sexual identity or race, it is a hate crime as well as an act of sexual violence.

The law says a person is raped when another person forces any body part or object into their vagina or anus (sodomy), or their genital organs or into their mouth. It doesn't matter if that person is someone's friend, boyfriend or spouse. Nobody has the right to force themselves on another person. Rape causes many kinds of hurt, pain and damage to a victim's life.

Some forms of rape are not as easily recognised or not regarded as rape, but they are rape. A person can be raped by a stranger, by someone they know, or by someone they are going out with (date rape). A husband can also rape his wife. If someone is raped by two or more people at the same time, this is gang rape. A person who is drunk, asleep or unconscious is not able to consent to sex – if you have sex with a person who cannot consent, you are committing rape.

Statutory rape is when someone aged 18 or older has sex with someone under the age of consent (16 years) whether or not he or she gave consent. It is considered statutory rape if a person who is 16 or 17 has consensual sex (sex with consent) with a younger person under the age of 16, when there is more than two years' difference between their ages.

When someone young is forced into a sexual act by someone they know it is often called sexual abuse and it is rape. Sexual abuse is more often committed by someone the person knows, than a stranger. This can be a family member, a caregiver, a neighbour or visitor, a religious leader or an educator. In every case, the abuser is abusing their power and committing an act of rape.

#### Rape in South Africa

South Africa has one of the highest rates of rape in the world. Twelve times more women are raped and murdered in South Africa every year than in the United States. For every rape that is reported, many more acts of rape go unreported. That means there are many rapists who have not been brought to justice.

Factors such as poverty and drug abuse do not explain this high rate of violence. South Africa's "culture of violence" has many sources. One such source of violence is from the dehumanising apartheid system and the liberation struggle, where conflict was resolved through force, and men were imprisoned, forced into exile or conscription.

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<sup>30</sup> Adapted from: <https://rapecrisis.org.za/get-help/>

Men are not to blame for history, but they have a responsibility to understand the current culture of violence and take personal action to stop it. This requires critical thinking about manhood, power and sex, and drawing clear lines that must not be crossed. As a nation, we need to examine other cultures of violence that exist in our society.

We all have a responsibility to stop rape and change the culture of violence. Many government and civil society groups are campaigning to end rape, and many individuals are mobilising for change so that we can start to eliminate the negative effects of rape and other gender-based harm to our health and well-being – and to the health and

well-being of our communities. In doing this we need to address unequal power relations and power inequality between genders in our families, communities, country – and in the world. By rejecting a culture of violence and domination, and demanding justice, our collective actions can stop rape.

### **Additional reading for educators**

#### **The emotional effects of rape: recognising trauma**

A person who has been raped experiences a range of intense feelings. They often blame themselves, and may feel helpless, depressed or extremely anxious. When it first happens, they may experience shock and feel paralysed. If the person was raped by someone they know and depend on, the betrayal of trust makes it especially hard, and adds to the trauma that they experience. Trauma is an emotional response to a terrible event. Over time, a person may experience flashbacks, problems with relationships, and even physical symptoms.<sup>31</sup>

Sometimes a person has an experience that triggers a memory of rape, which makes it hard for them to function normally. It can be the sight of a person, or even a sound or a smell that they may associate with the assault. It is possible for a person to get help to heal from these emotional reactions to regain control and their dignity, and their ability to trust others. Each person is different in how they respond, but everyone who has been raped needs help to deal with their feelings and the trauma held in her/ his body.

Rape counsellors are specially trained to recognise and help a person to cope and overcome the effects of trauma caused by rape. They know about the experiences that many rape survivors go through after rape. It is important to have proper care and support soon after the rape. Counselling also helps people who have been raped long after the incident happened. Health workers and many police departments now have someone with training and skills to be able to help. Remember: a person can report rape many years after it happened. For some people it takes years to find the confidence to report a rape, not only because of the trauma involved, but because of fear of the consequences for their families and other people in their lives.

If a learner or someone you know has experienced sexual violence and displays these symptoms<sup>32</sup>, they should be encouraged to seek help as soon as possible from a trained counsellor:

- Flashbacks, nightmares and difficulty with sleeping
- Ongoing confusion; mood swings, and anxiety
- Depression
- Using alcohol and substance use as a way of coping
- Loss of interest in food, or other things they previously enjoyed
- Fear and loss of interest in sexual relationships

<sup>31</sup> Adapted from #Listen. Change begins with you. Improving after-rape. Shukumisa and Young Urban Women. Johannesburg, 2016

<sup>32</sup> *ibid.*

### WORKSHEET 11.8.1: Beliefs about rape <sup>33</sup>

| A. Say whether you agree or not to the following statements                     | Agree | Disagree |
|---|-------|----------|
| 1. A woman who wears sexy clothing is partly to blame if she is raped           |       |          |
| 2. Alcohol and drug abuse can cause rape  |       |          |
| 3. If a man is aroused, it is very difficult for him to not have sex.           |       |          |
| 4. It is okay in a relationship if a woman does not want to have sex.           |       |          |
| 5. If a woman has been drinking with a man, he can expect to have sex with her. |       |          |
| 6. If a man does a woman a favour, he is entitled to have sex with her.         |       |          |
| 7. A woman cannot be raped by her intimate partner or husband.                  |       |          |
| 8. Only women can be raped or sexually abused.                                  |       |          |
| 9. Walking alone at night is asking for it.                                     |       |          |
| 10. If I see a friend pressuring someone to have sex, I should tell him to stop |       |          |
| 11. The only one to blame for rape is the rapist                                |       |          |

<sup>33</sup> Adapted from: A Community Mobilisation Training Manual for Preventing Men's Use of Violence Against Women. What Works to Prevent Violence, Sonke Gender Justice, WITS University.

## **READING 11.8.2: How to be a friend to someone who has been raped**

- Believe the rape victim when they say they have been raped and let them know you believe them.
- The first thing you should say is, “This is not your fault. There is nothing you did to cause this. But you must seek help as soon as possible to ensure you are not hurt, pregnant or infected as a result of the rape.”
- Do not make them feel that they were responsible for what the rapist did to them; for example, don’t ask why they were out late at night, what they were wearing, whether they had been drinking alcohol, whether they flirted with the rapist before the rape. This will make them feel they were somehow to blame.
- Do not suggest that if the rape victim was able to persuade the rapist to use a condom, that she or he was not raped – rather affirm their strength in being able to do this.
- Ask them how you can be of support and reassure them that you are there for them.
- Offer to accompany him/her to get help.
- If you are not sure, put yourself in their shoes – always consider how it would feel to have been through what they have experienced, and support them as you would want to be supported.

## **HOMEWORK RESOURCE FOR 11.8.1: Protecting ourselves, protecting others: changing the culture of violence <sup>34</sup>**

### **What can I do to avoid being raped?**

**Nobody ever asks to be raped but here are some safety tips that can help you avoid it.**

- Always be aware of what’s going on around you.
- Walk with confidence. Hold your head upright.
- If you’re going to a club or party, always take a friend you trust with you and keep an eye on one another.
- Don’t go off alone or get sexual (even kissing) with someone you’ve just met.
- Don’t get drunk or high at parties or clubs, especially not with people you don’t know or trust.
- We can’t trust everyone we meet; so make people earn your trust over time, in a non-sexual setting.
- Drink from bottles and cans that have not been tampered with. Insist on opening them yourself as so-called “date rape drugs” can be given to someone to make them powerless against a sexual assault or other crime.

### **What both men and women and boys and girls need to understand**

- Date rape is a crime
- Raping someone doesn’t make you cool. It’s something people who are morally and mentally sick do.

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<sup>34</sup> Adapted from Rodwell, Bobby, The Date Rape Workbook, Nisaa Institute for Women’s Development, 2005

- It doesn't matter how much money you spend on a date, you're not owed anything and "No!" still means "No!".
- Don't think someone wants to have sex because of their behaviour or the way they are dressed, or because they agree to come to your room. A kiss doesn't equal sex either.
- If you have sex with someone who is high, has passed out, can't say "No!" or is unaware of their surroundings you could be guilty of rape.
- If your friends or peers are talking about women as objects, sexual conquests, or ways to pressure or force someone to have sex, speak up and challenge them. Remind them that no one is entitled to sex with somebody who doesn't want it. What brings pleasure to one person should not hurt another person.
- If you think you may have forced someone to have sex, get advice from an adult you trust to determine the steps you can take to assist the victim and get help for yourself. You can also call the rape crisis hotline.
- Don't be part of the culture of rape.

**What to do if you or someone you know is raped:**

**Know your rights<sup>35</sup>**

If you or someone you know has been raped, you have the right:

- to be treated with fairness and with respect for your dignity and privacy
- to offer information
- to protection
- to assistance
- to compensation
- to restitution
- to legal advice



**If you or someone you know has been sexually assaulted:**

1. **Tell someone** you trust and seek help immediately.
2. **Health care:** Seek medical help as quickly as you can. If you are injured, go straight to a hospital or health centre. Do not wash first: there may be hair, blood or semen on your body or clothes that can be used as evidence against the rapist. Medical attention within 72 hours is necessary to prevent infections and pregnancy.

You can expect:

- antiretroviral treatment (pill taken over a period of time) to prevent becoming HIV+, if the victim was HIV- before the rape
- the morning after pill (MAP), also known as emergency contraception, to prevent a pregnancy

<sup>35</sup>Rape Crisis Cape Town Trust. Retrieved: <https://rapecrisis.org.za/get-help/>

- medicines to treat the possibility of having contracted any sexually transmitted infections (STIs)
  - counselling and support, plus screening for trauma
- 3. Police:** if you want to report the rape, you should go to the police closest to where the attack took place. Bring someone with you (an adult you are close to, or a friend if you do not have an adult who can accompany you). You can report a rape, but you don't have to lay a charge right away. The police usually keep forensic evidence for several months.
  - 4. Emotional support:** You are not to blame. Nothing that you said or did caused this to happen. But everyone who has been raped needs emotional support. It is best if you can get this from services that are experienced with sexual abuse and sexual assault.

Remember, you are not alone, and do not have to face this alone. Get help as soon as you can, to start the healing process.





## GLOSSARY

**Age of consent:** The age at which the law says you are old enough to agree to something. This can include agreeing to a health service, other services, or to sexual activity.

**Consent:** When someone agrees to something. When someone says ‘no’ to something, it means they do not consent. If they are not sure that they agree it is not consent. If they say ‘yes’ but then change their minds there is no longer consent. South Africa has laws about the age of consent to sexual activity.

**Gang rape:** When a group of people rapes a person.

**Mutual respect:** When two people demonstrate that they value and admire one another, respect one another’s rights and their points of view. With mutual respect, you respect the other person’s feelings as well as their rights.

**Perpetrated:** This means performed or carried out or enacted. A violent and harmful act can be perpetrated by one person against another person. In the case of rape, the rapist is the perpetrator.

**Rape:** when someone forces their penis, fingers or object into someone’s vagina, anus, mouth or any other part of their body against their will. It does not matter if you are the person’s friend, boyfriend, fiancé or husband – or a stranger. Rape is an act of violence and it is a crime.

**Self-respect:** When you value, look after and care for your own well-being, and you stand up for your rights.

**Sodomy:** Anal penetration. If it is without consent, it is rape.

**Statutory rape:** What the law says about sexual relations involving someone below the “age of consent”. People below the age of consent cannot legally consent to having sex. This means that someone who has sex with someone below the age of consent is doing something against the law.

**Victim-blaming:** Is blaming someone who has been the victim of a crime instead of blaming the criminal. This is commonly what happens to rape victims. They are blamed for being raped. Victim-blaming is unfair and harmful, and it can cause stigma and self-stigma. No one EVER deserves to be raped.

Here is a directory of services that you could consult should you need to call for support. The numbers are for the national call centres. Call and ask for the number for your local services. They will refer you to the appropriate centre in your province or region.

**PLACES THAT HELP: A directory on services that can be approached for support**

**Department of Social Development**

Gender-based Violence Call Centre

0800 428 428 Dial \*120\*7867# (free from any cell phone).

All child/gender-related violence and abuse questions and help for victims. Social workers available to assist.

**Stop Gender Violence Helpline**

0800 150 150

**Childline**

08000 55 555

**Lifeline South Africa**

Free confidential telephone counselling services

0861 322 322 [www.lifeline.org.za](http://www.lifeline.org.za)

**Thuthuzela Care Centres**

Find out if there is a Thuthuzela care centre in your area.

For a list of TCCs visit the website <http://isssasa.org.za/care-centres>



## Lesson 11.9

Taking action against abuse

| Lesson 11.9                                     | Taking action against abuse   |
|---|---|
| <b>Grade</b>                                    | <b>11</b>   |
| <b>Term</b>                                     | <b>4</b>  |
| <b>Weeks</b>                                    | <b>1-3</b>  |
| <b>CAPS Topic(s)</b>                            | <b>Development of the self</b>  |
| <b>CAPS Topic(s)</b>                            | <ul style="list-style-type: none"> <li>• Gender roles and their effects on health and well-being; self, family and society                             <ul style="list-style-type: none"> <li>– <b>Unequal power relations, power inequality, power balance and power struggle between genders:</b> abuse of power towards and individual (physical abuse), in family (incest), cultural (different mourning periods for males and females), <b>social (domestic violence and sexual violence/rape)</b> and work settings (sexual harassment)</li> <li>– Negative effects on health and well-being</li> <li>– <b>Addressing unequal power relationships and power inequality between genders</b></li> </ul> </li> </ul> |
| <b>Links to other subtopics in CAPS</b>         | <p><b>Social and Environmental responsibility</b></p> <ul style="list-style-type: none"> <li>• Contemporary social issues that impact negatively on local and global communities:                             <ul style="list-style-type: none"> <li>– Concepts: social and environmental justice</li> <li>– Social issues: crime, poverty, food security, food production, violence, HIV and AIDS, safety, security, unequal access to basic resources, lack of basic services (water and health services).</li> </ul> </li> </ul>   |
| <b>This lesson will deal with the following</b> | <ul style="list-style-type: none"> <li>• Deepen knowledge about gender-based harm and violence and activities to prevent it.</li> <li>• Identification of personal actions that we can all take in our personal lives and in our communities to end violence.</li> <li>• Develop group plans for action that contributes to the 16 Days of Activism for No Violence Against Women and Children campaign.</li> </ul>   |
| <b>Concepts</b>                                 | <ul style="list-style-type: none"> <li>• activism</li> <li>• personal action</li> <li>• collective action</li> <li>• mutual empathy/mutual understanding</li> <li>• femicide</li> <li>• gender-based violence (GBV) and gender-based harm</li> <li>• intimate partner violence (IPV)</li> </ul>   |
| <b>Teaching Methodologies</b>                   | <ul style="list-style-type: none"> <li>• Classroom discussion /brainstorm</li> <li>• Knowledge input from educator</li> <li>• Group work</li> </ul>   |
| <b>Time</b>                                     | 60 minutes  |

## BRIEF LESSON SUMMARY

This lesson will focus on both personal action as well as collective action to end gender-based violence (GBV). Applying the knowledge and awareness developed in the previous lessons and using their own creativity, the learners will plan actions for the campaign of 16 Days of Activism for No Violence Against Women and Children. In doing this, they will increase their knowledge, have an opportunity to examine their values, beliefs and attitudes around GBV, enhance their skills for creating effective messages, and plan for the execution of group action.

In Lesson 11.8 homework and assessment tasks, the learners began to identify ways of taking action against any form of GBV – with a particular focus on rape. The activity in this lesson builds on ideas generated by the learners during and after Lesson 11.8, but focuses on planning for participation in an actual campaign.

## KEY POINTS

1. Rape is everyone's problem.
2. Everyone is part of the solution to end GBV.
3. Each one of us can take practical steps to stop harmful behavior by not behaving in a harmful way ourselves and by supporting those who are being harmed.
4. There is power in numbers. We can get involved with others in campaigns and various efforts to end unequal power relations and GBV so that we can all live more peacefully at home, at school and in our communities.
5. Building relationships based on mutual respect and positive communication, along with being an activist for positive change, can go a long way to changing the culture of sexual violence in South Africa.



## RESOURCES/MATERIALS

- Blackboard or flipchart paper
- Any anti-violence campaign materials – see below for advice for planning ahead



## PREPARATION FOR THE LESSON

**Important note:** When planning the date to teach this lesson, make sure it is scheduled at a time that allows learners to plan and participate in the 16 Days of Activism for No Violence Against Women and Children Campaign. This starts on 25 November and ends on 10 December, every year. The 16 days include World AIDS Day on 1 December and International Human Rights Day on 10 December.

You may also ask the learners to start looking for relevant references and resources for their planning in Term 3. Put up a reminder in the class about the lesson that will be taught in Term 4. Make space on the wall for the learners to post or display any interesting and relevant resources they may find.

### Activity A: Talking the talk

The aim is to conduct the activity in mixed gender groups, in order to begin to create mutual empathy

and understanding of each other’s perspectives. Groups should have four to six members, with male and female participants distributed as evenly as possible. Plan ahead for how you will divide the class. Note that those who do not identify as male or female should be supported to provide their own unique perspective. They should only share as much as they feel comfortable sharing.

**Activity B: Walking the walk**

The learners will be planning activities that they can carry out to support the 16 Days of Activism for No Violence Against Women and Children campaign. You will want to work with other LO teachers and your school management to identify potential activities and to get their support for organising these within the school community. This lesson will be most effective if you and your school management have identified activities for the school, or for the learners to participate in community or even national activities.

**NOTE TO THE EDUCATOR**

This lesson requires all the learners to participate in planning an activity, but you will need to decide whether or not the activity should be implemented. This will depend on what you and your school management have identified as options

Organisations that may be able to assist with resource materials and information on national or local action:

- **Soul City:** works with those of school-going age and youth
- **Sonke Gender Justice:** runs a campaign called Brother for Life which mobilises men to work toward gender equity
- **People Opposed to Women Abuse (POWA):** works with women
- **Nisaa Institute for Women’s Development:** runs a date rape campaign for learners in schools
- **Rape Crisis:** based in Cape Town but has useful materials relevant for any setting
- **The Only Thing You Should Beat is a Drum:** a drumming campaign which engages people in interactive drumming in public spaces around 16 Days of Activism for No Violence Against Women and Children
- **Shukumisa:** a campaign which engages in different activities organised by gender organisations in South Africa

| Assessment: Lesson 11.9      |      |                                      |  |
|------------------------------|------|--------------------------------------|--|
| Activity                     | Time | Type of assessment                   | Form of assessment   |
| Activity A: Talking the talk | 30   | Educator, informal<br>Peer, informal | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written task</li> </ul> |
| Activity B: Walking the walk | 30   | Educator, informal<br>Peer, informal | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Written task</li> </ul>       |
| Total                        | 60   |                                      |  |

## TEACHING THE LESSON

Introduce the lesson, noting that many of the lessons this year have focused on issues related to gender and power, and sexual violence and abuse in its many forms. Today the focus will be on our responsibilities – identifying actions that we can take to prevent violence in our own lives, and actions we can take collectively (as a group) to work for positive change.



## ACTIVITIES

### Activity A: Talking the talk – learning each other’s perspective on sexual abuse and violence

**Introduction:** The aim of this activity is to foster understanding across genders so that female learners develop an insight into the perspective of male learners and male learners develop an insight into the perspective of female learners, about issues related to violence. The lesson should help to build mutual empathy, and assist the learners to find ways to better support each other, in order to prevent GBV.

1. Divide the class into working groups of 4–6, with both boys and girls in each group. To start this lesson, ask each learner to complete column one only of **Worksheet 11.9.1: Reflection on preventing sexual abuse**, on their own. They should include the ideas they wrote down in their homework from the last lesson. Tell them that they will be sharing their responses with others in their group. Allow about five minutes for this task.
2. Next, tell the groups to share their ideas with each other – they can either switch papers, giving boys a chance to read what the girls have written and girls to read what the boys have written, or they can take turns reading to each other. Give the learners a few minutes to read or hear each other’s lists.
3. Within their small groups, ask the learners to discuss the following questions together:
  - a. Think about the violence that we see in our daily lives. What do you see as the biggest challenge for your own sex when it comes to preventing sexual and GBV? What do you think about and what do you do in your own daily life to avoid it, if anything? What do you feel you can do to prevent violence in your own life?
  - b. What do male students think men and boys should be doing to prevent violence in their community? What do female students think men and boys should be doing to prevent violence in their community? The learners should bring in ideas from the homework they did after the last lesson.
  - c. What should everyone be doing to ensure violence against LGBTQIA people is not forgotten?
4. Next, ask the learners to complete column two. They should take a few minutes to think about it on their own, and can then consult with each other in their groups for ideas. Allow five minutes for this.
5. In the large group, invite learners to discuss their experience in this lesson by asking: Did anyone learn anything new by hearing from someone of another gender that they had not considered before? What was surprising for you?

### Activity B: “Walking the walk” to prevent sexual abuse: getting ready for action

**Introduction:** The purpose of this activity is to prepare for 16 Days of Activism for No Violence Against Women and Children.

1. Begin this discussion by asking the group what they think the meaning of the term, “collective action” is. After allowing a few to volunteer their ideas, explain that the idea is that by working together for social change, a group can have more impact than individuals working alone. Many groups working together at different levels have even greater power for social change – these efforts are known as “collective action”.
2. Explain that the purpose of this activity is for learners to organise themselves in order to participate in activities related to 16 Days of Activism for No Violence Against Women and Children. Note that while the name suggests this is to protect women and children, the aim is to include sexual and GBV against anyone - including men, boys and LGBTQIA people.
3. Ask the learners whether anyone has participated in any activities organised for **16 Days of Activism for No Violence Against Women and Children**. Ask a few to share their experiences.
4. Next, ask the class to brainstorm activities they may be aware of that are being planned for this year, and organisations that work to stop violence. Note their responses on the blackboard or on flipchart paper. Then share the activities that you have identified in preparation for this lesson.

#### NOTE TO THE EDUCATOR

##### 16 Days of Activism for No Violence Against Women and Children<sup>36</sup>

The 16 Days of Activism for No Violence Against Women and Children campaign starts on 25 November and ends on 10 December every year. The 16 days include World AIDS Day on 1 December and International Human Rights Day on 10 December.

The campaign’s goal is to raise awareness about GBV and child abuse, and find practical ways to stop them. If you have internet access, look here for more details:

<https://www.parliament.gov.za/project-event-details/>

5. Explain that the aim of this final activity for the Grade 11 Sexuality Education lessons is to plan and – if feasible – participate in 16 Days of Activism for No Violence Against Women and Children. This could include an activity for the school or school community, or getting involved in other local or national activities. Explain that the learners will be developing their own campaign activities in Grade 12. For this lesson the focus will be on 16 Days of Activism for No Violence Against Women and Children. For the remainder of the time in class, and then for homework, the learners will continue to work on planning an action.
6. Tell the class to divide into groups (up to eight per group). The learners can self-select based on their ability to plan and work together outside of class. Make sure that everyone is included in a group. If you think it will be more effective, you can allocate the learners to groups.
7. Refer the learners to **Worksheet 11.9.2** provided in the assessment activity. The learners will use the criteria to guide their planning and discussions for their campaigns. Ask the learners to work in groups to complete a template plans for their campaigns.

<sup>36</sup>Retrieved: <https://www.parliament.gov.za/project-event-details/3>



8. By the end of the lesson each group must have an initial action plan to participate in the 16 Days of Activism for No Violence Against Women and Children campaign. They will continue to plan outside of class for homework. If the learners would like to carry out the activities they plan in school, explain the options you have identified in your advance preparation. They can also consider any actions they identify during or after this session. Meet with all learner groups to make sure they are clear on their plans, and offer advice and guidance as needed.
9. Refer the class to **Reading 11.9.1: Knowing the facts about sexual violence in South Africa** in their learner books. Explain that in order for social action and campaigns to be effective, activities should be based on information – including facts, statistics and real life experience. Instruct the learners to work within their groups to quickly review this reading and the lessons before it, and brainstorm key facts that they feel are important to highlight in a campaign against sexual and GBV. They can divide the work between them to work efficiently. After ten minutes, ask each group to share a few key points they would like to highlight. Later, the groups can add new ideas, without repeating those already covered.



## HOMework

The learners will continue to complete their plans as required for this lesson. They can choose to develop these plans into a full campaign in Grade 12 (in Lesson 12.1 the learners will design a full campaign plan of action and present their plans).



## CONSOLIDATION

Make sure that the learners, with your help, make appropriate arrangements for their campaign actions. Remind them that they should pay close attention to activities of the 16 Days of Activism for No Violence Against Women and Children campaign as homework during the break, which will be valuable learning for the first lesson in Grade 12. If it is not feasible for all the learners to implement the activities they have planned, remind them that this was still an important opportunity for them to think through actions they can take to end violence in their community.

Consolidate the lesson with the key points and core messages.

### Core messages

- I want to be part of a community that stops gender harm and violence and creates safety and peace in its place.
- I will choose if and when to have sex, or not.
- I have the right to say “no” and the responsibility to respect “no” to sexual attention and sex at any time and in any situation.
- I respect my own and others’ well-being.



## ASSESSMENT

The learners should use the following template to plan anti-violence campaign activities, which will

assist them to select content, structure their activities, and identify what methods they would want to use in a possible campaign. When you meet with each group, ask them to use the worksheet to self-assess their progress, and add your own feedback as well.

| Criteria  | Your planning | Done ✓ (or not) |
|---|---------------|-----------------|
| What is the objective or goal of your campaign?                                   |               |                 |
| What is the topic and/or message you want to bring?                               |               |                 |
| Who is your target audience?  |               |                 |
| What is the response you would like to get from your target audience?             |               |                 |
| What ideas do you want your target audience to understand?                        |               |                 |
| How much time will you need for the activity you are planning?                    |               |                 |
| What resources will you need (e.g. time, materials, and money if needed)?         |               |                 |
| Which medium will you use to promote your message (e.g. poster, song, play etc.)? |               |                 |
| Which communication channels or media will you use?                               |               |                 |
| Is there any other planning you think your group may need?                        |               |                 |



**RESOURCES/MATERIALS**

**WORKSHEET 11.9.1: Reflection on preventing sexual abuse**

| What can I do to prevent sexual abuse and gender based violence? | What can WE do to prevent sexual abuse and gender based violence? |
|--|---|
| In my own life   | What should men and women do together?                            |
| With friends   | What should women and girls do together?                          |
| In my community  | What should men and boys do with their peers?                     |

## READING 11.9.1: Knowing the facts about sexual violence in South Africa

Unless we take action together...<sup>37</sup>



***This does not have to continue!***

***Through collective action, we can put an end to the epidemic of violence in South Africa.***

The South African Medical Research Council and the Centre for Public Mental Health conducted research on intimate partner violence (IPV). The research tells us<sup>38</sup>:

1. IPV is the most common form of violence experienced by South African women.
2. More women are killed by their current or former intimate male partner in South Africa than in any other country in the world.
3. Victims remain hesitant to disclose their experience of IPV because of stigma. Those who do report incidents say public servants fail to detect their problem or deny that it exists.
4. Among pregnant women, 36-40% experience physical IPV and 15-19% experience sexual IPV. The violence puts the baby at risk.

<sup>37</sup> Soul City Institute for Social Change (2016). From We want to be free – A book about gender-based violence.

<sup>38</sup> Nhlapo, Z. 5 Shocking Facts About Intimate Partner Violence in South Africa (2017)

It is important to recognise the signs of abuse in your relationship and to do something about it early on. Early signs of abuse could be emotional, for example your partner says mean things about you in front of friends, family or strangers. Another early sign is isolation. Your partner may try to control what you do and keep you away from people who are supportive of you.<sup>39</sup>

Alcohol abuse is a big contributor to increased levels of both GBV and HIV infection. Alcohol abuse very often leads to violence. It can also lead to risky sexual behaviour like inconsistent condom use; coercive sex or rape; multiple sexual partners, which puts people at risk for STIs (including HIV) and unintended pregnancy; behaviour that causes guilt and regret, and emotional distress. But remember, rape is not caused by alcohol. It is caused by a rapist.

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39 Soul City Institute for Social Change (2016). From We want to be free – A book about gender-based violence.

40 Government of South Africa. Retrieved: <https://www.flickr.com/photos/governmentza/36079541780/>

41 Government of South Africa. Retrieved: <https://www.flickr.com/photos/governmentza/36079541950/>

Although the facts about sexual violence in South Africa are hard to learn about, there are things we can do to prevent sexual violence from occurring.

The following illustration<sup>42</sup> shows us that tolerance of things that some think is “no big deal” like catcalling, can lead to tolerance of more serious acts of violence, like sexual violence. We do not have to tolerate behaviour and relationships that lead to violence.

# RAPE CULTURE



**If you see something, say something!**  
**Start the conversation today.**

Building relationships based on mutual respect and positive communication, along with being an activist for positive change can go a long way to changing the culture of sexual violence in South Africa.<sup>43,44</sup>



42 11th Principle: Consent! Rape Culture Pyramid, version 4 <http://www.11thprincipleconsent.org/consent-propaganda/rape-culture-pyramid/> accessed April 26, 2018.

43 International Transport Workers Federation (2010). Retrieved: <https://www.flickr.com/photos/itf/13216281674/in/photostream/>

44 Shipyard Productions for Say No-UNITE (2014). Retrieved: <https://www.flickr.com/photos/saynotoviolence/8406071525/in/photostream/>

## WORKSHEET 11.9.2: Planning an activity for 16 Days of Activism for No Violence Against Women and Children

| Criteria  | Your planning | Done ✓ (or not) |
|---|---------------|-----------------|
| What is the objective or goal of your campaign?                                   |               |                 |
| What is the topic and/or message you want to bring?                               |               |                 |
| Who is your target audience?  |               |                 |
| What is the response you would like to get from your target audience?             |               |                 |
| What ideas do you want your target audience to understand?                        |               |                 |
| How much time will you need for the activity you are planning?                    |               |                 |
| What resources will you need (e.g. time, materials, and money if needed)?         |               |                 |
| Which medium will you use to promote your message (e.g. poster; song; play etc.)? |               |                 |
| Which communication channels or media will you use?                               |               |                 |
| Is there any other planning you think your group may need?                        |               |                 |





## GLOSSARY

**Activism:** Taking action to bring about social or political change. Activists get involved with a cause they feel strongly about, often in relation to a social justice issue, unmet needs, or environmental justice. Actions may include speaking out, or organising others to take action.

**Collective action:** Working together for social change. A group can have more impact than individuals working alone. Many groups working together at different levels have even greater power for social change – the combined efforts of many working to address the same need are referred to as ‘collective action’.

**Femicide:** The murder of a female partner (including transgender women).

**Gender-based violence (GBV):** When someone acts violently against someone else because of their gender, this is gender-based violence. The most common type of GBV we think of is physical violence. But violence is not only physical. Violence can also be also emotional, financial, psychological and verbal.

**Gender-based harm:** This is a term used to describe the results of harmful acts that are based on gender, such as sexual harassment.

**Intimate partner violence (IPV):** Any form of violence that happens within an intimate, sexual or romantic relationship.

**Mutual empathy:** To understand and share the feelings of another as if they were your own feelings. Mutual empathy is when two persons learn from each other’s perspective in order to better support each other.

**Personal action:** something that you commit to doing because you know it is the right thing to do. It may be to protect yourself, protect others, or something you decide to do to make a difference to your life or the lives of others.

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