

<u>Grade 10 Lessons</u>				
<u>Theme</u>	<u>Lesson Name</u>	<u>Lesson Description</u>	<u>Lesson Aims</u>	<u>Topics Covered</u>
Self-Image and Self-Worth	1. Me, Myself and I	<p>The aim of this lesson is to engage the learners early on and put them at the centre of this programme – the educator should place emphasis on this being the time for students to focus on themselves.</p> <p>The learners will write a list of goals for themselves that they can refer to throughout the ten lessons as well as hold onto for the future.</p> <p>The lesson will also involve discussing strategies on how to act when certain goals do not go to plan, in order to highlight that ‘giving up’ is not always the next option.</p> <p>We illustrate that no matter what bad</p>	<ol style="list-style-type: none"> 1. To engage the learners early on and give them an idea of what the rest of the programme will entail. 2. To encourage the importance of having a high self-worth and to encourage the learners to become more confident in themselves as individuals. 3. To create a mind-set within the learners about the importance of setting goals and becoming empowered. 4. To encourage learners to keep going with their plans and to think strategically rather than negatively when certain goals do not go as planned. 	<p>Self-Image</p> <p>Self-Worth</p> <p>Goal Setting</p> <p>Empowerment</p> <p>Responsibility</p> <p>Confidence</p> <p>Strategizing</p> <p>Support Outlets</p>

		<p>decisions we make in our lives, it is possible to make changes that will allow us to take control of our future. Emphasis is placed on the learners taking responsibility for their lives and decisions, even when it is difficult. The learners will receive information about outlets of support as well.</p>		
Self-Image and Self-Worth	2. Me and My Well-Being	<p>This lesson is to provide learners with a further understanding of what it means to be healthy and hygienic. This encompasses nutrition, hygiene and sanitation, and exercise.</p> <p>The lesson will explain how by treating your body well, your brain will function better. This is especially important when it comes to future choices. Looking after your body and mind will</p>	<ol style="list-style-type: none"> 1. To determine what is considered good health and find ways to practice it. 2. To promote hygienic habits to help people to understand how this can prevent disease and create positive attitudes towards cleanliness. 3. To become aware of how your body will function better when it is treated correctly, which in turn will improve your brain 	<p>Self-image</p> <p>Self-worth</p> <p>Nutrition</p> <p>Health</p> <p>Mental health</p> <p>Physical health</p> <p>Hygienic habits</p> <p>Decision Making</p> <p>Brain Power</p>

		<p>make it easier to make informed choices from an early age. <i>A healthy body is a healthy mind.</i></p> <p>To normalise the conversation about girls getting their periods, to explain the possible feelings they could counter. To highlight how it is a normal and natural experience for girls, and that they should feel comfortable within their bodies' experience. The educator should dispel myths surrounding the topic, and emphasise how girls should not be treated differently during their periods. The educator will also share methods of hygiene during menstruation.</p>	<p>power.</p> <p>4. To understand the importance of exercising and being aware of not only the physical benefits, but mental benefits.</p> <p>5. To encourage an open conversation about periods and how to keep clean in the absence of sanitary products.</p>	<p>Disease Prevention</p> <p>Alcohol and Drug Abuse</p> <p>The Menstruation Cycle</p> <p>Period Sanitation</p>
Self-Image and Self-Worth	3. Drugs and Alcohol	The lesson addresses the reality of peer pressure, and the need to fit in socially, which can drive	1. Develop an awareness of the challenges of peer pressure which can make it difficult for learners to	Drug and Alcohol Abuse
				Negative Choices

		<p>learners to make unhealthy choices in their lives. In particular, the pressure to take drugs and drink alcohol is considered. These have a particular effect on a person's ability to make wise choices with regards to having sex and using condoms.</p> <p>The lesson emphasizes the fact that when a person is drunk or high they very often forget, or don't care about using condoms or abstaining from sex, which may be the choice they have made for their lives. This may result in their contracting HIV, or passing it to someone else if they are HIV positive, or making someone pregnant.</p> <p>The importance of taking responsibility for</p>	<p>remain true to the choices they have made or their lives.</p> <p>2. Expose learners to some of the arguments that they may be exposed to when others are convincing them to drink or take drugs.</p> <p>3. Develop an understanding of the dangers of drinking and taking drugs with regards to the risks of contracting HIV and AIDS.</p>	<p>Peer Pressure</p> <p>Anxiety</p> <p>Depressants</p> <p>HIV & AIDs</p> <p>Sexual Relationships</p> <p>Responsibility</p>
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		<p>their lives is dealt with, along with some of the difficult aspects which may make sticking to the decisions they have made a challenge.</p>		
HIV & AIDS	4. HIV & AIDS and Other Diseases...	<p>This lesson continues to give the learners the facts around HIV and its transmission. Myths that exist around the disease are to be dispelled by the educator. The educator will stimulate discussion about fears and anxieties that learners may have about the virus, as well as societal attitudes towards it.</p> <p>The learners will also be educated about the dangers of high blood pressure, non-communicable diseases and diabetes.</p>	<ol style="list-style-type: none"> 1. To normalize fears around surrounding HIV&AIDs. 2. To enable learners to explore and recommend ways of managing fears about HIV&AIDs. 3. To encourage learners to get tested regularly. 4. This lesson will shine light on other diseases to educate the learners about what they could be vulnerable to, and how they can seek help. 	<p>Methods of Transmission</p> <p>Stigmas</p> <p>Social Pressures</p> <p>Anxieties</p> <p>Testing</p> <p>Vulnerability to other Diseases</p> <p>Alcohol and Drug Abuse</p>
HIV & AIDS	5. HIV and Me	<p>This lesson highlights dramatically to learners how quickly and easily</p>	<ol style="list-style-type: none"> 1. To further emphasise the mode of HIV transmission, as well as 	HIV & AIDS

		<p>the HI Virus spreads in certain situations. It does this in reference to life-stories collected from people living in South Africa to emphasise the importance of understanding how you could be vulnerable to the HI Virus and encourages learners to reflect on the ways they can protect themselves.</p> <p>The educator should highlight how the learners have a responsibility to pass on this knowledge about HIV&AIDs as ambassadors to others they know to reduce everybody's vulnerability to the disease.</p>	<p>the frequency and speed of infection.</p> <p>2. To reference back to the dangers of alcohol and drugs on your body, as well as how it could increase your vulnerability to HIV.</p> <p>3. To discuss the topic of contraception and its importance, in light of increasing one's vulnerability to HIV&AIDs.</p> <p>4. For learners to understand their role in passing on HIV & AIDs knowledge to their support network.</p>	<p>Speed of Transmission</p> <p>Immune System</p> <p>Societal Attitudes</p> <p>Testing</p> <p>Prevention</p> <p>Ambassadors</p>
Relationships	6. No Means No	<p>The lesson uses role – play to highlight the importance of self-image and that one</p>	<p>1. Develop in the learners the ability to recognize how a sense of self-worth and assertive</p>	<p>Self-Image</p> <p>Communication</p>

		<p>should be able to say NO to unreasonable requests, even in situations where it is a friend making the 'request' and where it is therefore harder to identify this action as peer group pressure. As well as in a sexual situation. Learners are asked to think about situations where they have been easily influenced, and how this made them feel.</p> <p>To introduce the situation of 'blessers' across South Africa. The educator will open up a discussion about what a relationship can entail and the consequences of it. The educator will provide various outlets of supports for students that find themselves in a relationship like this.</p>	<p>language can help one avoid challenging situations.</p> <ol style="list-style-type: none"> 2. To discuss <i>blesser</i> relationships and highlight the negatives of engaging in these relationships. 3. To outline the warning signs of being in a 'blesser' situation or a non-consensual relationship. 4. To offer an outlet for help if any learners are in a <i>blesser</i> relationship. 5. To emphasize the importance of getting one's consent. 6. To come up with an action plan to avoid being in a situation that may be high risk. 7. To understand the 	<p>Emotions</p> <p>Sexual Relationships</p> <p>Peer Pressure</p> <p>Bullying</p> <p>Blessers</p> <p>Assertion</p> <p>Support</p> <p>Rape</p> <p>Consent</p> <p>Blessers</p>
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		To emphasise the dramatic consequences of not receiving a yes to engage in sexual relations and how this is classified as rape, as is refusing to wear protection.	definition of rape and how it is classified in various ways.	
Relationships	7. Me and My Emotions	<p>This lesson will look at how the learners deal with their own emotions – from anger to happiness. The educator will highlight how it is important for learners to speak about their feelings with their friends, as well as their family. By this point in the course, the learners should recognise how these lessons are safe places, they should feel free to speak openly.</p> <p>The educator will discuss methods of dealing with anger, rather than turning to arguments or violence. The educator</p>	<ol style="list-style-type: none"> 1. To maintain creating a safe space for the learners. 2. For learners to grasp a better understanding of all the kinds of emotions they have, and how to deal with them effectively. 3. To encourage learners to identify their circles of support and to communicate to their closed ones such as their family or friends when they are feeling sad or lonely. 4. To discuss other outlets for learners to turn to 	<p>Anger Management</p> <p>Love</p> <p>Normalising Emotions</p> <p>Communication</p> <p>Hormones</p> <p>Violence</p> <p>Triggers</p>

		will reference home life, as well as other triggers of anger.	when they are angry, as opposed to arguing or being violent.	
Community	8. Gender Violence	<p>This lesson importantly introduces how both genders should be on an equal standing.</p> <p>The lesson will explore gender perception in order to dispel beliefs of superiority and to instead encourage equality.</p> <p>This lesson will reference the previous lesson, 'Me and My Emotions' to explore how to handle arguments with loved ones calmly, instead of violently. Furthermore, the educator will discuss the topic of consent, in terms of consensual sexual relations.</p> <p>Learners should gain a solid understanding of what the word 'no'</p>	<ol style="list-style-type: none"> 1. To be able to define and explain gender equality. 2. To explore some of the causes and consequences of gender inequality. 3. To understand how to promote gender equality in the classroom and outside. 4. To discuss how to deal with arguments effectively, instead of turning to violence. 5. To empower both genders about the prospect of a world where everyone is equal and how this is beneficial to everyone. 6. To underline what consent means and the importance of getting 	<p>Domestic Violence</p> <p>Gender Violence</p> <p>Gender Equality</p> <p>Anger Management</p> <p>Goal Setting</p> <p>Empowerment</p> <p>Consent</p> <p>Rape</p> <p>Contraception</p> <p>Blessers</p> <p>Support Networks</p>

		means in these circumstances, and how the absence of this agreement means the act would be classified as rape. It would also be rape if one refused to wear a condom.	this before engaging in sexual relations.	
Community	9. My Home and My Community	<p>This lesson will discuss the home lives of the learners, from families to the wider communities that they are part of.</p> <p>The educator will discuss the possible social pressures that the learners can find themselves under. The educator will discuss how the learners can seek support if they find it to be missing at home, or if they are having troubles within their community. Examples will be given by the educator, such as girls having their periods, or</p>	<ol style="list-style-type: none"> 1. To analyse good and bad home environments. 2. To give information for learners to seek help when they are receiving a lack of support, or stuck in an abusive relationship. 3. To emphasise how the learners are part of the whole world community, and that it is important to care for the earth. 4. To illustrate how having respect for your home, reflects onto yourself and your own self-image. 5. To place responsibility on 	<p>Home Environment</p> <p>Community</p> <p>Social pressures</p> <p>Support</p> <p>Recycling</p> <p>Littering</p> <p>Environment</p> <p>The World</p> <p>Self-Image</p> <p>Respect</p>

		<p>if their family are against them continuing with their antiretroviral medication. This lesson will shine a light on how learners can access help.</p> <p>The educator will also place emphasis on having respect for where you live – from your home to your community in general. The lesson will highlight how learners should not litter and recycle their rubbish. The educator will emphasize how the learners are not just parts of their own community, but part of the whole world community.</p>	<p>the learners to become ambassadors for change. From caring for their community, to sharing the education they have about HIV & AIDs.</p>	<p>Ambassadors</p> <p>Change</p>
Entrepreneurship	10. Realising and Igniting Your Business Mind-set	<p>This lesson is all about empowering the learners about their capabilities and future possibilities.</p> <p>We encourage</p>	<ol style="list-style-type: none"> 1. To offer alternative career choices and empower them further. 2. To add a real-life perspective into the lessons and for the 	<p>Career Choices</p> <p>Entrepreneurship</p> <p>Business-Led Development</p>

	<p>entrepreneurship in all kinds. We want them to be agents of change in their communities.</p> <p>The lesson starts with a discussion of what an entrepreneur is. The positives and negatives of running a business are then discussed.</p> <p>Learners are to be encouraged by the educator to think as innovatively as possible with potential business ideas...</p> <p>The educator will use real-life business examples to show how individuals similar to them have financed their businesses and have exciting entrepreneurial careers.</p> <p>The basics of financial literacy from budgets to cash flows will be</p>	<p>learners to envisage themselves as individuals who will eventually be earning their own incomes.</p> <ol style="list-style-type: none"> To urge learners to consider <i>creating jobs</i>, rather than <i>getting jobs</i>. To make learners aware of what running a business encompasses. To ignite positive mind-sets and to get learners to consider becoming part of the business-led development across South Africa. 	<p>Job Creation</p> <p>Futures</p> <p>Running a Business</p> <p>Financial Literacy</p>
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