

Grade 8 & 9 Lessons

<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>	<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 	<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>Self-Image and Self-Worth</p>	<p>2. Me and My Well-Being</p>	<p>This lesson is to provide learners with a comprehensive understanding of what it means to be healthy and hygienic. This encompasses nutrition, hygiene and sanitation, and exercise.</p> <p>The lesson will see the learners understanding about the types of food groups, how much exercise they should get each day, and how they should stay sanitary.</p> <p>The lesson will touch upon drugs and alcohol, and how this can affect you physically, and mentally.</p> <p>To normalise the conversation about girls getting their periods, to explain the possible feelings they could</p>	<p>not go as planned.</p> <ol style="list-style-type: none"> 1. To build a healthy relationship with food. 2. To determine what is considered good health and find ways to practice it. 3. To understand the importance of exercising and being aware of not only the physical benefits, but mental benefits. 4. To promote hygienic habits to help people to understand how this can prevent disease and create positive attitudes towards cleanliness. 5. To highlight how alcohol and drugs are going to be detrimental to your overall wellbeing. For instance, how alcohol 	<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>Disease prevention</p> <p>Alcohol and Drug Abuse</p> <p>The Menstruation Cycle</p> <p>Period Sanitation</p>
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		<p>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>is a depressant.</p> <p>6. To encourage an open conversation about periods and how to keep clean in the absence of products.</p>	
HIV & AIDS	3. The Story of Fear	<p>This lesson introduces the facts around HIV and its transmission. First, myths that exist around the disease that result in the stigma shall 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. Pre-prepared sentences are provided to</p>	<p>1. To normalize fears around surrounding HIV&AIDs.</p> <p>2. To enable learners to explore and recommend ways of managing fears about HIV&AIDs.</p> <p>3. To encourage learners to get tested regularly.</p>	<p>Normalising Fears</p> <p>HIV & AIDS</p> <p>Transmission</p> <p>Societal Attitudes</p> <p>Testing</p>

HIV & AIDS		facilitate small group discussion so that learners can develop responses to common held fears.		
	4. Your Immune System	<p>The lesson explains the scientific working of the Immune System and the function of the various cells. B – Cell, T – Helper Cell and T – Killer Cell. This will lead to an explanation about the infection by the HI Virus and the attack on the immune system. Differences between common viruses and the HI Virus are highlighted.</p> <p>The learners will also be educated about the dangers of high blood pressure, non-communicable diseases</p>	<ol style="list-style-type: none"> 1. For learners to identify the basic functions of the human system. 2. The learners will gain an understanding how the HI Virus attacks the immune system. 3. To understand the difference between common viruses and the HI Virus. 4. This lesson will shine light on other diseases to educate the learners about what they could be 	<p>HI Virus</p> <p>Immune System</p> <p>Vulnerability to Other Diseases</p> <p>Silent Killers</p> <p>Prevention</p>

HIV & AIDS		and diabetes.	vulnerable to, and how they can seek help.	
	5. HIV and Me	<p>This lesson highlights dramatically to learners how quickly and easily 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>It marks a good halfway point in the programme to highlight the importance of HIV&AIDs education.</p> <p>Particular references are made to drugs, alcohol and unsafe sex. Educators are to assess learners'</p>	<ol style="list-style-type: none"> 1. To further emphasise the mode of HIV transmission, as well as the frequency and speed of infection. 2. To reference back to lesson two about the danger of alcohol and drugs on your body, as well as how it could increase your vulnerability to HIV. 3. To discuss the topic of contraception and its importance, in light of increasing one's vulnerability to HIV&AIDs. 4. For learners to understand their role in passing on HIV & AIDs knowledge to their support network. 	<p>Transmission</p> <p>Vulnerability</p> <p>Frequency and Speed of Infection</p> <p>Alcohol and Drug Abuse</p> <p>HIV& AIDS</p> <p>Relationships with others</p> <p>Physical health</p> <p>Mental health</p> <p>Contraception</p> <p>Support network</p> <p>Ambassadors</p>

		<p>attitudes towards unsafe sexual practices.</p> <p>The Educators 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>		
Relationships	6. Me and My Relationships	<p>This lesson explores the various relationships that learners could experience throughout their life – both positive and negative ones.</p> <p>This lesson will specifically discuss the effects of bullying, and how being friendly will have a positive impact on others, as well as yourself.</p> <p>The educator will discuss adolescent sexual behaviour. This will involve discussion about</p>	<ol style="list-style-type: none"> 1. Examine characteristics of a good friend and to consequently recognize the signs of a bad friendship or if they are being bullied. 2. To recognize the importance of communication about emotions. 3. To define what a bully is. 4. To discuss the impact of bullying and how 	<p>Friendship</p> <p>Communication</p> <p>Emotions</p> <p>Self-esteem</p> <p>Bullying</p> <p>Personality</p> <p>Support</p>

		<p>peer pressure from engaging in sexual relations. In pairs, learners will draw up action plans to avoid being in a situation that they may be in high risk, for instance when alcohol and drugs could be involved.</p>	<p>everyone should be supportive of each other.</p> <p>5. To recognize toxic relations where one can feel pressured to engage in sexual behavior that could have serious impacts on your future.</p> <p>6. To come up with an action plan to avoid being in a situation that may be high risk.</p>	<p>Future</p> <p>Peer-Pressure</p> <p>Toxic Relations</p>
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</p>	<p>1. To maintain creating a safe space for the leaners.</p> <p>2. For learners to grasp a better understanding of all the kinds of emotions they have, and how to deal with them effectively.</p>	<p>Anger Management</p> <p>Love</p> <p>Normalising Emotions</p> <p>Communication</p>

		<p>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 will reference home life, as well as other triggers of anger.</p>	<ol style="list-style-type: none"> 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. To discuss other outlets for learners to turn to when they are angry, as opposed to arguing or being violent. 	<p>Hormones</p> <p>Violence</p> <p>Triggers</p>
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</p>	<ol style="list-style-type: none"> To be able to define and explain gender equality. To explore some of the causes and consequences of gender inequality. To understand how to promote gender equality in the classroom and outside. 	<p>Domestic Violence</p> <p>Gender Violence</p> <p>Gender Equality</p> <p>Anger Management</p> <p>Goal Setting</p> <p>Empowerment</p>

		<p>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. Learners should gain a solid understanding of what the word 'no' 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.</p> <p>Consensual relationships will be explored in reference to the situation of <i>blessers</i> that is currently rife across South Africa. The educator should encourage learners to discuss this topic, and highlight the negatives of engaging in these relationships, and</p>	<ol style="list-style-type: none"> 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 this before engaging in sexual relations. 7. To discuss <i>blesser</i> relationships and highlight the negatives of engaging in these relationships. 8. To offer an outlet for help if any learners are in a <i>blesser</i> relationship. 	<p>Consent</p> <p>Rape</p> <p>Contraception</p> <p>Blessers</p> <p>Support Networks</p>
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Community		how to seek help.		
	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 if their family are against them continuing with their antiretroviral medication. This lesson</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 	<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>Ambassadors</p>

		<p>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.</p> <p>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>on the learners to become ambassadors for change. From caring for their community, to sharing the education they have about HIV & AIDs.</p>	<p>Change</p>
<p>Entrepreneurship</p>	<p>10. Realising and Igniting Your Business Mind-set</p>	<p>This lesson is all about empowering the learners about their capabilities and future possibilities. We encourage 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</p>	<ol style="list-style-type: none"> 1. To offer alternative career choices. 2. To add a real-life perspective into the lessons and for the learners to envisage themselves as individuals who will eventually be earning their own incomes. 3. To urge learners to consider <i>creating jobs</i>, rather than <i>getting</i> 	<p>Finance</p> <p>Idea generation</p> <p>Job Creation</p> <p>Future</p> <p>Goal Setting</p> <p>Value of Money</p>

		<p>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>jobs.</p> <p>4. To make learners aware of what running a business encompasses.</p> <p>5. To ignite positive mind-sets and to get learners to consider becoming part of the business-led development across South Africa.</p>	Careers
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