



## FACILITATOR WORKBOOK

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Sadly Alan Flisher passed away during the final year of developing and piloting these materials. He was an inspirational and caring colleague and leader on this project and he is dearly missed.

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These materials were developed to pilot-test a school-based intervention to prevent intimate partner violence. Although the pilot test showed promising results, the efficacy and effectiveness of this programme have not yet been established under rigorous testing. You can find more information about the development and research of this programme at <http://www.mrc.ac.za/gender>.

Extracts from this manual may be freely reproduced for non-profit purposes, with acknowledgement to the authors. If anyone wants to further adapt this manual they should contact Anik Gevers at [Respect4U.Project@gmail.com](mailto:Respect4U.Project@gmail.com) or Medical Research Council, Gender & Health Research Unit, P.O. Box 19070, Tygerberg, 7505 or 021-9380911/0329. Please send us your feedback about your experiences with this programme so that we can continue to improve it.

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The research team drew on materials from the following interventions:

**Stepping Stones** – Jewkes, R., Nduna, M., & Jama, N. (2010). *Stepping Stones: A training manual for sexual and reproductive health communication and relationship skills*, 3rd South African Edition. Medical Research Council, South Africa. See <http://www.mrc.ac.za/gender> for information about publications.

**Safe Dates** - Foshee, V. A., Bauman, K. E., Arriaga, X. B., Helms, R. W., Koch, G. G., & Linder, G. F. (1998). An evaluation of Safe Dates: An adolescent dating violence prevention program. *American Journal of Public Health*, 88, 45-50.

**Our Times, Our Choices** - Cupp, P., Zimmerman, R., Bhana, A., Feist-Price, S., Karnell, A., and Ramsoomar, L. (2008). Combining and adapting school-based alcohol and HIV prevention programs in South Africa: The HAPS project. *AIDS Care Special Issue: Vulnerable Children and Youth Studies*, 3(2), 134-142.

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Curriculum Development Committee

Adolescent Key Informants

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## CONTENTS

### Background reading

#### Unit A: Introduction

Lesson 1: Welcome

#### Unit B: Assertiveness and Communication

Lesson 2: What is Communication About?

Lesson 3: Communicating Assertively

#### Unit C: Gender and Power

Lesson 4: Social Constructions of Gender

Lesson 5: Gender and Power in our Relationships

#### Unit D: Relationships and Sexual Decision-making

Lesson 6: Caring Relationships

Lesson 7: Choosing a Partner

Lesson 8: Meet John and Janine

Lesson 9: Recognising and Dealing with Problems in Relationships: Alcohol and Violence

Lesson 10: Recognising and Dealing with Problems in Relationships: Communication Skills and Pressures to have Sex

Lesson 11: How to Recognise a Happy Relationship and End an Unhappy One

#### Unit E: Violence in Different Contexts

Lesson 12: Different Forms and Contexts of Violence

Lesson 13: Motivations of Violence

Lesson 14: Using the Law to Respond to Violence

#### Unit F: Support

Lesson 15: Responsibility and Finding Help

Lesson 16: Warning Signs and Safety Planning

#### Unit G: Creating Lasting Change

Lesson 17: Learning and Living RESPECT

## RESPECT 4 U BACKGROUND READING

The following information provides a background understanding of the basis for the *RESPECT 4 U* project and explains the aims and theoretical basis thereof. If you have any further questions or require further background information or reading please contact the research team.

### **Why is it important for teenagers to learn about healthy relationships and how to prevent intimate partner violence (IPV)?**

During adolescence, most individuals become involved in intimate relationships which are developmentally normative. These relationships have a significant impact on adolescents' lives and mental health and have a long-term impact on their future intimate relationships. For example, if violence was experienced in their adolescent relationships, this is likely to continue into their adult relationships in the future.

However, adolescent intimate relationships can be a positive experience as adolescents share their first experiences of love, affection, and support, as well as learn about themselves and about being in a relationship different from friendships or family relationships. At this stage they are likely to be dependant on their peers for guidance and support which could yield both positive and negative results. It is therefore important for teachers to provide some guidance to young people about how to have healthy relationships and prevent violence in relationships.

It has been observed that intimate partner violence (IPV) is a prevalent social problem among youth. IPV is one of the factors linked to unsafe sexual behaviours, which increases the risk of HIV transmission; and this risk is particularly high among the youth aged 15-24 years. IPV is also linked to other negative outcomes including risky/unsafe sexual practices, physical injury, trauma, and mental health problems.

Further, these relationships are at times associated with significant problems such as intimate partner violence (IPV) which increases adolescents' risk for other negative outcomes such as HIV infection, sexually transmitted infections, and sexually transmitted diseases. Relationship and social skills are therefore essential life skills for adolescents and provide a foundation for successful navigation of these domains during adulthood. In South Africa violence in relationships affects approximately 10% of all young people age 15-24. Therefore, this project, *RESPECT 4 U*, aims to address this need.



# RESPECT 4 U BACKGROUND READING

## What are the goals of the RESPECT 4 U project?

This programme seeks to prevent IPV and promote healthy relationships among South African youth and prevent intimate partner violence by:

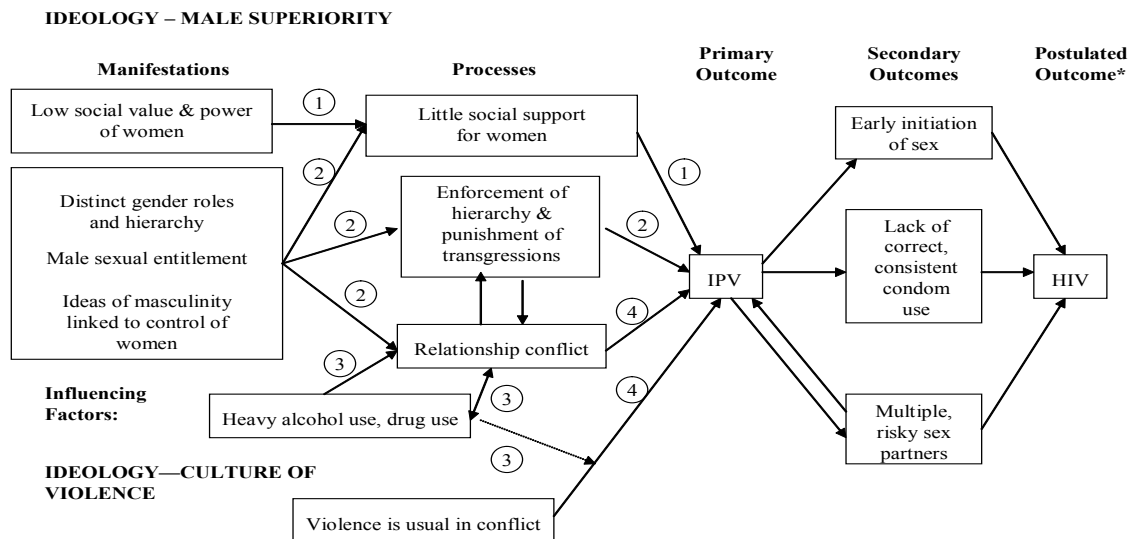
- Increasing social support for girls;
- Changing norms that support boys' right to insist on sex and control girls;
- Improving understanding of the risks of substance use in the context of relationships; and
- Improving communication skills to reduce the use of violence in relationships.

## Who does the RESPECT 4 U project target and how will the project be implemented?

It is designed for Grade 8 learners to be implemented in the Life Orientation classes as it meets several Grade 8 Life Orientation learning outcomes (2009). The intervention is based on a theoretical model derived from existing research about IPV, and three relevant evidence-based programmes (Stepping Stones, Safe Dates, and Our Times Our Choices). The 17 lessons are divided into 7 Units and each lesson derived from specific aims of the study.

## What is the theoretical basis for the project?

Figure 1. MODEL OF INTIMATE PARTNER VIOLENCE (IPV) adapted from Jewkes, 2002



\*Distal outcome hypothesized; assessment not planned at this stage

The figure above is a diagram of the theoretical model we have used as a foundation for this programme and lessons.

## RESPECT 4 U BACKGROUND READING

### *Explanation of the factors contained in the model*

According to the model above, the underlying causes of IPV are:

1. The unequal position of women in relationships and society based on an ideology of male superiority
2. The culture of violence or normative use of violence

The ideology of male superiority (i.e. the thinking that persists in our society that men are superior to women) is based on a distinct gender hierarchy in our society and gender roles. Women are inferior to men and in terms of roles they are expected to be submissive, obedient to their fathers or partners, take care of the home and children. Men are viewed as more valuable to society, having a higher status in comparison to women and are expected to make decisions, be the breadwinners, take care of their female relatives, and be dominant. Male sexual entitlement also forms part of this dominant idea of masculinity, where men believe and are taught that they are entitled to have sex with whomever they wish, whenever they wish. In this context where masculinity is related to the men's control of women IPV is used by men to control women and to enforce a strict gender hierarchy and roles. IPV is also seen as a way to resolve relationship conflict especially conflict that is related to women's transgression of conservative gender roles or challenges to male privilege.

This is linked to larger patterns of violence within a society as IPV is more common in societies where violence to gain power and resolve conflict is normal. This refers to a culture of violence in society which is linked to IPV. By culture of violence we mean that violence is so widespread and people are so frequently exposed to it that it becomes part of life and part of the way in which people deal with conflict.

Violence has become usual in relationship conflict. This model is therefore saying that violence is a learned behaviour in settings where it is routinely used to solve conflict: children/boys learn to use violence and coercion to gain control. Men learn to use violence and women learn to tolerate it.

Low social support for women also contributes to high rates of IPV. This low social support for women is a result of having a lower level of power in comparison to men in society and this also reinforces their low status. What we mean by this is that women are often blamed for IPV and there is little support for women who are in abusive relationships and want to leave the relationship.

One of the influencing factors which contribute to IPV is alcohol and drug abuse, as violence is aggravated by heavy use of alcohol and drugs, and used as an excuse for IPV at times. In addition, often there is conflict around issues of alcohol and drug use within relationships and ideas of what it means to be a man linked in to high risk behaviours such as drinking and drug use, violence, unsafe sex.

One of the consequences of IPV is an increase in risky sexual behaviour related to a lack of control in terms of decision-making around condom use, sexual coercion and rape: these high risk practices lead to susceptibility to contracting HIV.

## RESPECT 4 U BACKGROUND READING

**How does RESPECT 4 U attempt to address the factors in the theoretical model which causes IPV?**

**Unit A:** Introduction. This unit consists of an introduction lesson where learners learn about the programme and start to think about their values, goals and what RESPECT means to them. This lesson is not directly linked to the model, but Units B-G are; See below.

**Unit B:** Assertiveness and Communication lessons aim to provide learners with the skills to use assertive communication rather than violence to deal with problems in relationships, to break up with partners should they wish to, to assert their rights in various contexts and to constructively negotiate problems and sexual decision making.

**Unit C:** Gender and Power lessons focus on the social construction of gender with the intention to challenge and change the norms supporting boys' right to insist on sex, and increase social support for girls.

**Unit D:** Relationships lessons explore relationships and include attention to caring relationships, choosing a partner, initiating and terminating relationships, and dealing with problems in relationships. We should be cognisant of the fact that some young people view relationships as sexual; lessons in this unit try to deal with sexual decision-making and the risks associated with the use of alcohol and drugs.

**Unit E:** Violence lessons look at the different forms of violence to make teens aware of the different forms of violence and of the context in which violence occurs. Information about South African law and seeking legal and protective help is covered.

**Unit F:** Support lessons focus on encouraging safety planning, risk monitoring, and help-seeking.

**Unit G:** This final unit reviews and synthesises what learners have gained in the RESPECT 4 U Sessions.

**How are the lessons assessed?**

Assessment tasks are part of the programme.

## RESPECT 4 U BACKGROUND READING

### Key symbols used as a guide

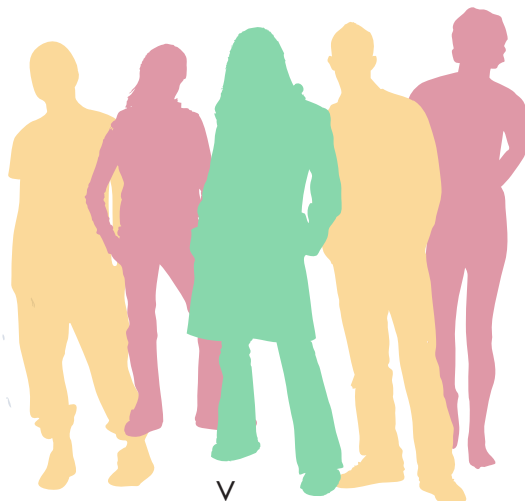
Included with the lessons are key symbols as a guide and reminder to the facilitator of the vital issues they would need to bring to the attention of the learners. The time frames indicated are a guideline for the time spent on certain sections of each lesson; it is our suggestion that facilitators take into cognisance various class dynamic issues (for instance being caught up in a debate which really attracts the interest of the learners); should such instances occur one needs to find a creative way of redeeming the time so that all the aspects that a lesson had intended to do are covered. For an example one could reduce the minutes allocated to a certain activity. Additional material at the end of each unit is provided to give the facilitator background reading to the unit/ lesson. Below are the symbols often used in the educators' guide with explanations:



Tips or Notes for facilitators



Time





## Unit A. Introduction

### UNIT PURPOSE:

The lesson in this unit introduces the learners to the programme and sets the tone for the class to be a safe, comfortable, and *RESPECTful* learning environment. Learners engage in an exercise to help them identify personal values and aspirations, including how they want to treat other people and how they want to be treated by others.

### Unit Outline:



1 lesson -  
45 minutes

### Lesson 1: Introduction Values and Aspirations

#### Tips for facilitators:



- Important terms that will be used in this unit include personal **values and aspirations**. Some learners may not understand what these terms mean and you may need to explain them during the class period. You might explain as follows:
- For the purposes of this programme, *personal values* are those beliefs or commitments that you find quite important and that you put before other considerations. Values are not something that change from day to day, like opinions about sports or music, although they do develop and grow over time. Your family, your community, and your religious or spiritual beliefs all help you form your values.
- Values help to define who you are as an individual. *Aspirations* are those things that you hope to achieve at a future date. For instance, you might plan to go to the University or you might want to work with young children some day. These are aspirations that you have.
- Remember, however, in order to achieve your aspirations, you will need to stay focused and make decisions that support these dreams or goals. This may include getting good marks in school, staying healthy, and avoiding getting in trouble!

## LESSON 1: INTRODUCTION

After meeting the programme facilitator and learning about the programme, learners will complete a worksheet to identify and clarify their personal values and future aspirations.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Introduction</b></p> <ul style="list-style-type: none"> <li>Welcome &amp; Introductions</li> <li>Describe the Programme</li> </ul>		
<p><b>Part 2. Values and Aspirations</b></p> <p><b>ACTIVITY 1.1:</b></p> <ul style="list-style-type: none"> <li>Life Journey Roadmap: Who do I choose to be? What do I choose to be about? Where am I going?</li> </ul>	<p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Analyses and discusses factors which influence self-concept formation and self-motivation.</li> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Identify their personal values and future aspirations</li> <li>Begin to understand the utility of the Life Journey Roadmap construct</li> <li>Identify ways in which they would like to be treated by others and ways in which they would like to treat other people</li> <li>Understand personal values in the context of relationships</li> </ul>
<p><b>Part 3. Closing</b></p> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

### Materials needed:

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts
- Files for learners

## PART 1: INTRODUCTION

The purpose of this activity is for the learners to meet the facilitator and learn about the programme

### Welcome & Introductions

 3 minutes

- Welcome everyone to the programme and thank the learners for welcoming you into their classroom
- Introduce yourself

### Describe the Programme

 7 minutes

During the next two terms we're going to learn about building healthy relationships and what to do about unhealthy relationships in the RESPECT 4 U programme.

You each have a file for this class and every week I will give you new worksheets and handouts to put in that file. Please bring the file to class every week. You can add other useful information about relationships to this file too.

You will be getting marks for some of the work you do for this class. There will be six homework assignments that you will complete as part of your RESPECT 4 U portfolio over the next two terms. Whenever there is an assignment, I will explain it to you and you will be asked to finish the work at home. If you don't finish it at home by the time it needs to be handed in, we will stay after school that day to finish it.

Some of the questions on your exam will be about what we learn and discuss during the RESPECT 4 U programme.

Sometimes we will do activities in small groups and often we will have class discussions and complete worksheets. We will also do some role plays and other activities together.

It is very important that we practice what we learn during our classes. To help us all feel comfortable in this class to discuss different issues about relationships, can we all agree to always be RESPECTFUL to everyone in this classroom?

Does anyone have any questions?

## PART 2: VALUES & ASPIRATIONS

The purpose of this activity is to help participants identify and articulate their *values and aspirations*. The exercise should help learners to think about the kind of person they want to be and their future goals. Knowing their values and goals will help learners make choices and decisions that are consistent with their values and help them to achieve their goals.

 30 minutes

### Activity 1.2. A Life Journey Roadmap: How I choose to relate to other people?

#### Explanation by Instructor

 5 - 7 minutes

Knowing what is important to you, including what your personal values and aspiration are, is like having a life journey roadmap to help you in making decisions along the way. Our values are things that are important to us; they shape who we want to be and provide guidance on how to achieve our goals. You move in a direction (either toward or away from your destination) every time you do something; for example, talking to a friend about a problem he or she has might move you toward your value of being a caring friend; going to school helps you move toward your goal of learning valuable skills and finishing high school; helping with house chores moves you toward a value of contributing to a happy home and family environment.

Think about life as you would think about any other journey. When going someplace new or unfamiliar, you might need a map to get there ... especially the first time or two. The map shows the roads that lead you to your destination. The map also includes other aids to make the journey less confusing and more fun - for example: road signs, landmarks, number of kilometres between points, and the most scenic or desirable routes.

Without this tool called a roadmap you could get lost. This could result in the trip taking longer than expected or might mean that you never actually reach your desired destination. The same principles apply to relationships – with family, friends, teachers, or others. Happy, healthy relationships require planning and good decision making. You should set some pointers in place to guide you in your relationships with parents, brothers and sisters, other family members, and friends. As you think about what you would like the relationships in your life to be like, you need to plan what route you should take to make this happen.

Is the shortest route always the best? Should you go alone or with others? What do you need to take along on the journey? This program will help you by encouraging you to design your own roadmap. Maps keep you going in the intended direction. If you decide to take a detour, you can! But with the roadmap you always know how to get back on course. So let's move forward and start designing the roadmap that will help you create and sustain healthy relationships in your life.

## CLASS DISCUSSION:

- Discuss the roadmap construct that was presented by the educator prior to assigning the worksheet for in class completion.

## Complete the Worksheet:

 10 minutes

Take some time now to write down a few ideas for the different aspects of your life journey map. Refer to the Life Journeys Roadmap handout.

Road signs:

I want to be a \_\_\_\_\_ friend;

I want to be a \_\_\_\_\_ learner;

I want to be a \_\_\_\_\_ family member;

I want to treat others in ways that are: \_\_\_\_\_;

I want others to treat me in ways that are: \_\_\_\_\_;

Things that are important to me: \_\_\_\_\_

Along the path:

The best things about me are: \_\_\_\_\_

Obstacles along the path? Things I struggle with: \_\_\_\_\_ (AND People/Places who can help me with these struggles: \_\_\_\_\_)

Desired destination:

My hopes and dreams for the future

## CLASS DISCUSSION:

- Ask learners to share some of their ideas about how they want to be treated by other people and how they want to treat other people. Get learners to focus on the elements of the relationships. They may want to focus on the “roadmap” itself. Remind them this is just a tool to help them create healthy, happy relationships and it can be revised as much as needed as they learn from new experiences.

## Key Ideas

- Highlight the following characteristics – being non-violent, caring, RESPECTful
- It is important that we treat others as well as we would like others to treat us
- People who treat us in positive ways make us feel good about ourselves
- People who treat us in negative or harmful ways might make us feel bad about ourselves

## Activity Summary

- We have learned about ourselves – including, our hopes and dreams for the future.
- We have talked about a life journey roadmap – a tool that will help us make good decisions about ways to treat others in order to establish healthy, happy relationships.
- We thought about and discussed the way we want to treat others and the way we want to be treated by others.
- It is important for us to think about these things so that we can make good choices about how we act and who we spend time with.
- Throughout the programme, keep looking back at these ideas and remember that you can always add to them or change them when you learn new things.
- Does anyone have any comments or questions before we move on?

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## PART 3 : CLOSING

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### Summary

 3 minutes

- Today we talked about ways we want to be treated and believe we should treat others.
- Next lesson we are going to learn about ways in which we communicate.
- I look forward to seeing you again next week!



#### Tips for facilitators:

- Think about thanking learners for particularly productive discussions or pointing out behaviour that was *RESPECTFUL* during the class that makes it a good learning environment.
- The end of lessons can be used not only to summarise the day's lesson, but also to remind learners of overall programme principles (e.g., *RESPECTING* one another; using positive communication skills, etc.) and how what they have learned can be used in their daily lives, and especially in creating healthy relationships with other people.

## Unit B. Assertiveness and Communication

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### UNIT PURPOSE:

The lessons in this unit emphasise the importance of communication and critically analyse different approaches to communication. This analysis will include a focus on verbal and non-verbal communication, the role of honesty and emotions, and the consequences of choosing certain types of communication approaches. Through a series of worksheets, class discussions, and role play demonstrations learners will learn effective assertive communication skills.

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### Unit Outline:



2 lessons -  
45 minutes each

**Lesson 2:** What is Communication about?

**Lesson 3:** Communicating Assertively

## Unit B. Assertiveness and Communication

## Lesson 2: What is Communication About?

## LESSON 2 : WHAT IS COMMUNICATION ABOUT?

After opening the lesson, the facilitator will review the reasons we communicate. During a class discussion the facilitator will draw learners' attention to various verbal and non-verbal communication behaviour, define different approaches to communication, and encourage learners to think about the consequences of these different approaches.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 2.1:</b> Review and Overview</p>		
<p><b>Part 2. How we Communicate</b></p> <p><b>ACTIVITY 2.2:</b></p> <ul style="list-style-type: none"> <li>Different ways of communicating</li> </ul> <p><b>ACTIVITY 2.3:</b></p> <ul style="list-style-type: none"> <li>Consequences of communication styles</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> <li>Discusses violations of human rights and plans counter-strategies.</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses appropriate ways to initiate, sustain and end relationships.</li> <li>Draws up an action plan to apply problem-solving skills in a personal context.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the various verbal and non-verbal elements of communication</li> <li>Identify aggressive, passive, manipulative, and assertive approaches to communication and the consequences of using these approaches</li> <li>Reflect on appropriate and RE-SPECTful ways to communicate with others, particularly in relationship contexts</li> <li>Identify aggressive, passive, manipulative, and assertive approaches to communication and the consequences of using these approaches</li> </ul>
<p><b>Part 3. Closing</b></p> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

Materials needed:

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts



## PART 1 : OPENING

The purpose of this activity is to introduce learners to different styles of communication and the consequences of using different ways to communicate.

### Activity 2.1. Review and Overview



5 minutes

**Brief review of the last lesson:** Last week we explored the kind of person each of us chooses to be, each of our hopes and dreams, how we like to be treated, and how we want to treat other people. At the end of the class we went over our Conduct Agreement in which we all agreed to act in *RESPECTFUL* ways.

Does anyone have any questions about the last lesson?

**Brief description of today's lesson:** Today we are going to learn about reasons we communicate and think about how we liked to be talked to and how we do not like to be talked to. We will also role play some of our ideas.



#### Tips for Facilitators:

- Activity 2.1 should be quick and not use a lot of lesson time.

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## PART 2 : HOW WE COMMUNICATE

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### Activity 2.2. Different ways of communicating

#### Directions



15 minutes

#### Distribute worksheet: Learning About Communication

Explain to learners that there are many ways that we communicate; some of these ways can be more or less helpful depending on what we are trying to achieve through communication and with whom we're communicating. There are many different ways that people communicate and on your handout you will see that there are different ways in which we can communicate our messages using both verbal and non-verbal behaviours.

Go over the first two parts of the exercise to identify the type of communication illustrated and discuss learners' reactions to them.

*Notes:* Write these categories and definitions on the board before class begins.

#### Verbal elements of communication

- Volume : how loudly you speak sends a message itself
- Tone : how you say it with the sounds of your voice add to that message

#### Non-verbal elements of communication

- Body language: facial expressions, posture, gestures, and movement can give us a lot of information.
- Non-verbal messages often help us understand and interpret the meaning of the verbal message.
- Listening : remember communication is not only about sending out your messages, but also about receiving and decoding the messages other people are sending to you. This part of communication is equally as important as the messages you send out.
- Timing and location : where and when you say something (is it in public with other people around to hear it?) Think about your safety.

#### Styles of communication

- The way in which we choose to communicate affects whether or not we achieve our goals
- There are four styles or approaches to communication that we are going to discuss and then we will look at a few scenarios depicting these styles.
- Present the styles of communication to the learners and ask them whether they would like someone to speak to them in that way and the possible consequences to the behaviour.

## Key Ideas

### ATTACKING / AGGRESSIVE:

**DEFINITION:** Expressing your feelings, opinions, and desires in a way that threatens or punishes the other person – you are insisting on your rights whilst denying the rights of others

**BEHAVIOURS:** Nagging, shouting, interrupting, exploding, warning/threatening (if you don't do this...), correcting (look at the facts), persisting (I am right), insulting, sarcastic, revenge (I will get you back for this), blaming (you are the problem/doing things wrong). Such an approach often makes the other person defensive or afraid.

**CONSEQUENCES:** People who use this approach are often feared others who begin to dislike them.

### AVOIDING / PASSIVE:

**DEFINITION:** Giving in to the will of others – hoping to get what you want without actually having to say it – leaving it to others to guess or letting them decide for you.

**BEHAVIOURS:** withdrawal, sulking in silence, being polite but feeling angry, avoiding conflict at all costs, talking behind someone's back, trying to forget about the problem, not saying what you think, not being honest in case you hurt the other person, pretending to agree, being angry with the wrong person. Such an approach often makes the other person feel little compulsion to do what you ask or to discuss the situation; in addition, this approach may threaten the trust in a relationship and is likely to be frustrating.

**CONSEQUENCES:** People who use this approach are often taken for granted by others.

### MANIPULATIVE:

**DEFINITION:** Sometimes people who are being manipulative pretend at first to be passive then manipulate through their speech

**BEHAVIOURS:** Whining, looking as if you are about to cry but trying to stop yourself, threatening to leave or kill yourself, begging and pleading, making others feel guilty, emotional blackmail, crying, offering something (food) conditional, or support in completely different area. Such an approach may make the other person feel guilty or that they are trapped "between a rock and a hard place."

**CONSEQUENCES:** People who use this approach are often disliked and others may begin to avoid them.

### ASSERTIVE:

**DEFINITION:** Expressing your feelings confidently and **RESPECT**fully. You take responsibility for yourself and your actions and clearly convey your message and listen to the response.

**BEHAVIOURS:** calmly, confidently, and clearly telling someone how you feel about a particular situation or experience and suggesting potential solutions in a **RESPECT**ful way.

**CONSEQUENCES:** People who communicate assertively are often **RESPECT**ed and trusted because others understand them and stay to listen and discuss issues together to find a solution.

**Unit B. Assertiveness and Communication**

## Lesson 2: What is Communication About?

**Activity 2.2: Consequences of communication style.**

15 minutes

Go back over the scenarios and discuss the consequences likely to be associated with the various styles of communication.

**Notes about consequences:**

- When others communicate with us in negative ways, it often makes us feel bad in some way. Perhaps we stop listening, or become defensive or competitive instead of thinking about what the other person is communicating and how best we can respond. Therefore, communicating in aggressive, passive, or manipulative ways is often unhelpful.
- Our own experiences of and reactions to different communication styles give us clues as to how others might feel when we use particular communication styles with them.
- If we choose an aggressive communication style, we might get ourselves into dangerous situations in which other people become aggressive with us. People might also begin to be afraid of you and not want to be around you. If your words and messages are aggressive, how close are you to using aggressive behaviour against someone else or yourself? People might become defensive and stop listening to you.
- If we choose a passive communication, we might get ourselves into situations that are uncomfortable, dangerous, or ones that we do not want to be in. This communication style means that no one will hear about what you really think and how you feel about things, which might be frustrating or they may see it as an opportunity to take advantage of you.
- If we choose a manipulative communication style, we might get what we want, but was it worth it to get that against that other person's wishes? People may realise that you are being manipulative and choose not to be around you or get angry when they realise what happened.
- The communication style we use may affect how people think of us and how they treat us in the long-term.

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**PART 3: CLOSING**

Announce that the class is almost over and begin the closing activities

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 3 minutes

### Summary

- Today we learned about different ways in which we communicate, verbal and non-verbal, and we discussed the different styles that can be used to communicate verbally: aggressive, passive, manipulative, and assertive. Finally, we talked about the ways that people may react when aggressive, passive, or manipulative styles of communication are used.
- Next lesson we are going to learn about assertive ways to communicate, which is a *RESPECTFUL*, honest, and confident way of communicating. Throughout the programme we are going to practice communicating in this way.
- Thank you for participating in the class today – it's wonderful to have everyone's input so that we can enjoy the class and learn from each other.

### LESSON 3: COMMUNICATING ASSERTIVELY

After opening the lesson, the facilitator will review assertive communication skills and introduce “I” statements as an assertive method of communication. Learners will practice “I” statements by converting “you” statements into “I” statements and then practicing “I” statements with a partner.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 3.1:</b></p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Assertive Communication Skills</b></p> <p><b>ACTIVITY 3.2:</b></p> <ul style="list-style-type: none"> <li>What are assertive communication skills?</li> </ul>	<p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the meaning of assertive communication</li> </ul>
<p><b>Part 3. Constructing an Assertive Message</b></p> <ul style="list-style-type: none"> <li>“I” Statements</li> </ul> <p><b>ACTIVITY 3.3:</b></p> <ul style="list-style-type: none"> <li>From “you” to “I”</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well counter-strategies.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses violations of human rights plans counter-strategies.</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary for describing emotions</li> <li>Reflect on effective and RESPECTful ways to communicate with someone</li> </ul>
<p><b>Part 4. Closing</b></p> <ul style="list-style-type: none"> <li>Summary</li> <li>RESPECT Portfolio Exercise</li> </ul>		

**Unit B. Assertiveness and Communication**

## Lesson 3: Communicating Assertively

**Assessment Task:**

- RESPECT Portfolio Exercise Worksheet

18 marks for thoughtful responses using assertive communication skills in three scenarios.

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

**Tips for facilitators:**

- Be sensitive to cultural differences and generational differences in communication and particularly in how certain communication behaviours are perceived.
- Communication should be appropriate to the context so if direct eye contact is inappropriate in a certain setting, then learners should adjust this behaviour. It is always important to be clear and check on how people understand and experience different kinds of communication behaviours.

**PART 1: OPENING**

The purpose of this activity is to signal the beginning of the class and reinforce core skills and principles.

**Activity 3.1. Review and Overview**

4 minutes

- Welcome everyone to the class and initiate the opening activity
- Remind participants to that there will be a RESPECT Portfolio Exercise to be handed in as homework at the next lesson.

**Brief review of the last lesson:** Last week we explored the reasons we communicate and the various ways in which we communicate, specifically aggressive, passive, manipulative, and assertive approaches to communication. We identified ways in which we like people to talk to us. We also thought about the consequences of using different approaches to communicating our messages. Does anyone have any questions about the last lesson?

**Brief description of today:** Today we are going to learn about communicating assertively. First, I will go over some assertive communication skills with you and then we will practice them. It will be important and helpful for you to practice these communication skills in all of your classes and in your RESPECT exercises so that you can use them in your daily life communicating clearly and appropriately with many different people.



## PART 2: ASSERTIVE COMMUNICATION SKILLS

The purpose of this activity is to introduce assertive communication skills. Take a moment to link this lesson back to the “different ways of communicating” activity in Lesson 2. Remind learners that assertive is the preferred communication style because it conveys *RESPECT* to all parties in the conversation.

**LINK:** LESSON 2. Different ways of communicating.

### Activity 3.2. What are assertive communication skills?

Distribute worksheet: Communicating Assertively

#### Definition:

Assertive communication is appropriate, effective, clear, honest, and delivered confidently. Assertiveness involves telling someone how you feel and what you want in a way that does not seem rude or threatening to them – you are standing up for your rights without violating the rights of others.

Assertive communication is about tackling the problem, not the person.

#### What is appropriate and effective (and confident in delivery) might change somewhat depending on the context of communication

Consider: audience, power issues, goal/s of communication (based on what is important to you), what is your message, timing, verbal expressions, nonverbal expressions

#### Skills:

- Be confident (not aggressive or passive) and secure your centre,
- Prepare and rehearse what you want to say (especially difficult issues),
- Express your feelings and your message,
- Find out about your partner's feelings and what is important to him/her,
- Acknowledge your partner's feelings and messages,
- Ask clarifying questions,
- Pay attention to your and your partner's verbal and non-verbal messages,
- Be *RESPECTFUL* of yourself and your partner,
- Look for common ground, think about the differences,
- Exchange ideas about possible solutions and negotiate an agreement with which you are both comfortable.

**LINK:** LESSON 1. How could your Life Journeys Roadmap that reflects your values influence how you choose to communicate.

## PART 3: CONSTRUCTING AN ASSERTIVE MESSAGE

The purpose of this activity is to introduce the “I” Statement formula.



10 minutes

### Activity 3.3. “I” Statements

- Write on the blackboard or create a poster with the “I” Statement formula on it that can be displayed in the classroom throughout the programme.

#### Explanation

- One way to communicate a message in an assertive way is to use an “I” Statement.
  - An “I” statement is a way of clearly and RESPECTfully expressing your point of view about a situation.
  - It includes an expression of how a situation is affecting you and how you would like to see it change.

#### There are five main parts to an “I” Statement [ask learners to follow on the handout]

**First**, make a statement about how you feel about a particular situation.

Say **“I feel...”** rather than “I think...” and keep it to your own feelings: “I feel hurt/sad/happy/disappointed/ignored...” for instance. Not: “I feel that you are being mean!” Knowing how you feel about a situation or a person can be very helpful information for you and for others. Use the “Feelings Vocabulary” sheet to learn new ways to express how you are feeling.

**Second**, make a statement about what makes you feel the way you are feeling. Be specific and describe a specific action to help the listener understand your experience. e.g. **“When you** don’t talk to me at school...”

**Third**, if an explanation will help the listener better understand how you are feeling, explain why the particular behaviour makes you feel a certain way. Make sure it’s still not blaming the other person. For example, say, **“...because** I like to spend time with you.”

**Fourth**, if you want, you can suggest a possible solution to the situation. It is ok to express your hopes for change, but not to demand it of the other person. For example, say, **“What I’d like is** for us to discuss this” or “What I’d like is to make arrangements that we can both keep”, not “You must stop being so stupid.”

**Unit B. Assertiveness and Communication**

## Lesson 3: Communicating Assertively

**Last, ask the person** you are speaking with how they feel and what they think about the situation you have described. The best “I” statement is non-judgmental and free of specific demands and blame although it may express wishes or hopes for change. It opens up the area for discussion and leaves the next move for the other person. The “I” statement clearly expresses feelings and facts/behaviours, but separates them. “You” statements are judgmental and place blame on someone else and make demands or threats. Often people become defensive in these situations.

**Activity 3.3. From “you” to “I”**

15 minutes

**Directions**

Refer to the handout and ask the learners to complete the exercise changing the two “you” statements provided into “I” statements. Ask for feedback and then ask the learners to write down two “you” statements then turn them into “I” statements. Use the first example to illustrate how to do this.

**PART 4 : CLOSING****RESPECT Portfolio Exercise**

3 minutes

- This will be your first *RESPECT* Portfolio Exercise. This is a graded homework exercise that you are to complete and bring with you the next time we meet. You can receive up to 18 marks for the assignment. In this exercise, you will be asked to read two situations, pretend you are in those situations, and write what you might say to each person using your assertive communication skills.



2 minutes

**Summary**

- Today we learned about assertive communication. We practiced “I” statements which is one way to help us communicate assertively. Assertive communication skills are very helpful and important in building healthy relationships with other people. Use your communication skills with your boyfriend or girlfriend, your friends, your brothers or sisters, your parents or other caregivers, or your teachers.
- Next lesson we are going to learn about gender – how we are boys (men) and girls (women) and what it is like to be a boy or girl.
- Remember to complete the *RESPECT* Portfolio Exercise and practice using “I” statements when you communicate with other people during the week.
- I look forward to seeing you next week. Thank you for participating in the class today – it’s wonderful to have everyone’s input so that we can enjoy the class and learn from each other.

## Unit C. Gender and Power

### UNIT PURPOSE:

The lessons in this unit introduce the learners to the concepts of sex and gender emphasising that gender is something that is created by our actions and attitudes, therefore it can change. Through class discussions of personal experiences of gender, the notion that gender and gender roles are defined by society and that individuals are free to reject these definitions, particularly if they experience them to be unfair or harmful, is explored. Learners will critically analyse the dominant social ideas about gender, the power inequities inherent in these ideas, and the consequences of these social norms. Linking to the earlier exercise of personal values clarification in Lesson 1, learners will explore ideas of the kind of man or woman they want to be and how to access and responsibly use their power. Learners will explore how social ideas and expectations about gender and gender roles impact us on a personal, interpersonal, and community level.

### Unit Outline:



2 lessons -  
45 minutes each

#### Lesson 4: Social Constructions of Gender

#### Lesson 5: Gender and Power in our Relationships

#### Tips for facilitators:



- Because ideas about gender are central to this programme, there are a lot of notes for facilitators within the lesson plan. We strongly encourage facilitators to go through these notes before the lessons and to keep referring back to them throughout the programme such that gender issues can be challenged and RESPECT and equality promoted throughout all lessons.
- The central idea of the social construction of gender can be understood as there being many different ways of being a man or woman (girl or boy). We learn how to be a girl or a boy in childhood and the ideas of how to be a girl or boy and then a woman or man change as we get older. These ideas are under the influence of our social environment and peers as well as the choices we make and values we hold. The importance of understanding that gender is socially created lies in the possibility for choice and change. Gender is not determined like sex is; gender is created.
- Though different cultures may have different ideas and expectations about gender and gender roles, it is important to remember that culture and tradition are not justifications for creating social inequality and maintaining power imbalances between men and women. Creating and maintaining inequality is a violation of the fundamental human right to equality and non-discrimination as declared in the South African Bill of Rights (Chapter 2 of the Constitution) and the Universal Declaration of Human Rights.

## LESSON 4: SOCIAL CONSTRUCTIONS OF GENDER

Learners will reflect on their own experiences of gender norms and gender inequality. Learners will share these experiences with one another, which will help people understand how gender norms play a role in their lives and to develop empathy for the struggles of girls and women. The facilitator will encourage learners to critically challenge problematic gender norms and support each other in choosing the type of woman or man they want to be.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 4.1:</b></p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Gender Realisations</b></p> <p><b>ACTIVITY 4.2:</b></p> <ul style="list-style-type: none"> <li>My experiences of gender</li> </ul> <p><b>Notes: Sex and Gender</b></p> <ul style="list-style-type: none"> <li>Background notes for the facilitator</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Critically evaluates changes in cultural norms and values in relation to personal and community events.</li> <li>Discusses violations human rights and plans counter-strategies.</li> </ul> <p><b>Outcome 2: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> <li>Analyses and discusses factors which influence self-concept formulation and self-motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Explain dominant ideas about masculinity and femininity and how they are problematic</li> <li>Explore how gender norms impact our daily lives</li> <li>Develop a sensitive understanding of and empathy for the perspectives and experiences of the opposite sex in terms of the gender norm pressures they contend with</li> <li>Understand that they are able to choose their own gender identities and behaviours and live up to ideas that are personally meaningful and important</li> </ul>
<p><b>Part 3. Closing</b></p> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

### Materials needed:

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

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## PART 1: OPENING

The purpose of this activity is to signal the beginning of the class and reinforce core skills and principles.

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### Activity 4.1 Review and Overview

- Welcome everyone to the class and initiate the opening activity
- Remind participants to hand in *RESPECT* Portfolio Exercise with their names on it.

**Brief review of last lesson:** Last week we learned and practiced assertive communication skills, especially using “I” statements to express yourself in a way that is clear and *RESPECT*ful. Remember to put these skills to use in our class discussions. Does anyone have any questions about the last lesson?

**Brief description of today’s lesson:** Today we are going to learn about gender. We are going to share our own experiences and learn about how we are boys and how we are girls and what it is like to be a girl or a boy in our society.



### Tips for facilitator:

- Reinforce the changes or attempts to change that learners make that are consistent with the programme. Reinforce learners’ application of programme lessons to their daily lives and interpersonal interactions.
- Emphasise core programme themes such as actions that show *RESPECT* for ourselves and others, safety, gender equity, assertive communication skills, and human rights and responsibilities.

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## PART 2: WHAT IS GENDER?

This section will prompt learners to begin a class discussion of their own experiences of gender constructions (ways to be a man and ways to be a woman). The facilitator should help learners identify and challenge gender stereotypes, emphasising that gender is something that we can create in different ways.

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## Activity 4.2 My experiences of gender



15 minutes

The purpose of this activity is to allow learners to reflect on and discuss their own experiences of gender norms and gender inequality. By sharing girls' and boys' perspectives, we hope that learners will build empathy for one another and an increased gender sensitivity.

**LINK: LESSON 1.** What kind of man or woman do you choose to be? How can your personal compass help you make choices about gender issues? Do you need to add something to your Life Journey Roadmap about gender issues?

### Directions

- Think of a time when you were treated in a particular way because you are a girl or a boy.
- Think about how that made you feel and whether it limited what you could do.



### Tips for facilitator:

- There are many prompts listed below; use the ones you feel would be most useful in fulfilling the lesson objectives.
- Link the personal stories that are shared to overarching gender inequity emphasising how gender norms are created by society and how we might be reinforcing them through our actions.
- Capitalise on learners' enthusiasm and encourage them to continue these discussions beyond class so that they can learn more about gender norms and how to challenge them.
- In discussions about sexual orientation, be sure to emphasise equal rights and **RESPECT** for all sexual orientations.

## CLASS DISCUSSION

### QUESTIONS TO ELICIT EXPERIENCES OF GENDER

- Has there been a time when you were treated in a certain way because you are a girl or a boy. What happened?
- Have you ever been told to “be a man” or “ladies don’t do that”? What messages were you given in those times about how to be a man or how to be a woman?
- Do you feel pressured to be a certain way or do certain things because you are a girl or a boy?

- Are there things that you are allowed or not allowed to do because you are a boy or girl (that perhaps girls or boys are allowed to do)?
- Do people feel under pressure to “prove” their masculinity or femininity in a particular way? Why? To whom do we have to “prove” our gender? What are some examples?
- What are some of the limits of being a girl or a boy? What are some of the opportunities that are open only to boys or only to girls?

### QUESTIONS FOR LEARNERS TO REFLECT ON GENDER

- How do you feel about society’s ideas about how to be a man and how to be a woman?
- What is it like living with these expectations and social norms?
- Do you think that the differences we have been talking about are fair?
- **Were you surprised by anything you heard?**

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## Key Ideas

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- Ideas of masculinity and femininity are very different. Men and women are often judged differently and there are quite different standards for men and women (e.g., sexuality). Men generally have more freedom and access to power than women do. Women are usually relegated to activities and roles in private domains (e.g., the home) and men’s roles are in the public domains (e.g., work or school). If women venture into roles in the public domain, they are still primarily responsible for activities in the private domain. These ideas limit everyone and make women particularly vulnerable to abuse.
- Different cultures may have different gender ideas. Although we *RESPECT* different cultural beliefs and practices, it is not acceptable to harm or discriminate against someone for any reason.
- Although ideas about gender and sexual orientation are sometimes linked, they are not always correlated. That is, we cannot assume that a male who acts in ways that are stereotypically considered female or feminine is gay. Similarly, a female who acts in ways that are stereotypically considered male or masculine cannot be assumed to be lesbian. Many traditional ideas about gender include ideas about sexual orientation – for example, dominant ideas about masculinity often include ideas about men’s sexual access to and dominance of women. This idea assumes heterosexuality of both men and women.



## In Summary

- We have been talking about the different messages we get about how to be a girl and how to be a boy. These messages are different in many ways and describe the expectations that our society has of us.
- What we have been talking about are sex and gender differences.
  - Sex differences, like reproductive capacities and hormones, are biologically determined and the same around the world. We can think of sex being male or female.
  - Gender, however, is socially created. That is, social groups create ideas about how to be a boy or man and how to be a girl or woman. Gender is constructed in different ways around the world and it is essentially arbitrarily assigned attributes and roles. Females do not have to be feminine and are capable of doing things that are considered masculine and the same is true for males. Although there is a long history of gender norms and gender inequality in various cultures, societies and cultures are dynamic and have changed in various ways throughout history. Therefore, social and cultural change is possible.
- We have been talking about different ideas about how to be women and men. Sometimes we might feel pressure to act in a certain way or do certain things that are not fair and often cause harm. We have a choice of how we act and how we choose to be men and women.
- Current gender norms are harmful to both men and women. Women are particularly vulnerable to abuse because there is a power imbalance in our current gender norms. Women may have trouble standing up for what they want or believe in and men experience gender pressure because they are always expected to be strong and capable. Thus, men and women are limited by gender norms.
- Discriminating against people and enforcing harmful norms is unfair and violates human rights.
- Think about how these norms might affect your relationships with boys and your relationships with girls.
- Inequality is a problem – a change in ideas about gender is now necessary.
- Social gender ideas are set up such that women are validated, or become “real” women, through their partnership/relationship with a man which suggests that it is not feminine to be independent. Similarly, social ideas of men are that their masculinity is validated or enhanced by multiple partnerships with women. This construction is problematic because it encourages risk behaviour among men and sets women up to be dependent on men making them very vulnerable to abuse and potentially unable to be the person they want to be.

- We learn gender norms and ideas from many different places and people such as media sources, school, parents and other family members, community members, religious institutions, NGOs, politicians, authors, peers, and partners.
- We have learned that masculinity and femininity (ideas about how to be a man or a woman) are socially created and can be changed. That means that we all have a choice about the kind of woman or the kind of man that we each want to be.

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## PART 3: CLOSING

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 2 minutes

### Summary

- Today we learned about gender and how there are different ways of being a boy (man) and girl (woman). We discussed our experiences of having expectations to be a certain way.
- How does what you learned today change the way you think about yourself and how you think about boys/girls?
- What kinds of things could you do to challenge gender norms? Having RESPECT might mean you choose to be a man or a woman in a different way and you might choose to treat other men and women in a different way that shows RESPECT for that person.
- Next lesson we are going to learn about gender and power.
- Thank you for participating in the class today – it's wonderful to have everyone's input so that we can enjoy the class and learn from each other.

**LESSON 5: GENDER AND POWER IN OUR RELATIONSHIPS**

The discussion begins with an extension of the previous week's discussion about how to be a man and how to be a woman. This week, the facilitator will guide learners in reflecting on how these ideas about gender impact on our relationships and then use examples provided by learners to highlight issues about gendered power dynamics in relationships. By using behavioural examples, the facilitator will provide basic information about power inequalities and how these are linked with ideas about gender. Learners will consider how power is used and the responsibility of using power in *RESPECT*ful ways will be emphasised. The facilitator will again encourage learners to critically challenge problematic gender norms and support each other in choosing the type of woman or man they want to be.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b> ACTIVITY 5.1</p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Gender and Relationships</b></p> <p>ACTIVITY 5.2:</p> <ul style="list-style-type: none"> <li>Analysing power</li> </ul> <p>Notes: Gender and Power</p> <ul style="list-style-type: none"> <li>Background notes for the facilitator</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Critically evaluates changes in cultural norms and values in relation to personal and community events</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Understand how our ideas about gender impact on how men and women relate to one another and the roles they are expected to take in a relationship</li> </ul>
<p><b>Part 3. Power in Our Relationships</b></p> <ul style="list-style-type: none"> <li>Gender Inequality</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Critically evaluates changes in cultural norms and values in relation to personal and community events</li> <li>Discusses violations of human rights and plans counter-strategies</li> </ul>	<ul style="list-style-type: none"> <li>Understand various manifestations of power within the relationship context</li> <li>Identify prosocial expressions of power</li> <li>Understand the responsibilities related to power</li> <li>Know about gender inequality and the problems of this systematic inequity</li> </ul>
<p><b>Part 4. Closing</b></p> <ul style="list-style-type: none"> <li><i>RESPECT</i> Portfolio Exercise</li> <li>Summary</li> </ul>		

RESPECT 4 U  
**Unit C. Gender & Power**

Lesson 5: Gender and Power in our Relationships

**Assessment Task:**

- RESPECT Portfolio Exercise  
Worksheet: Using power RESPECTfully. This is to be completed outside of class and returned the next time we meet. It is worth 30 marks.

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

## PART 1: OPENING

The purpose of this activity is to signal the beginning of the class and reinforce core skills and principles.

### Activity 5.1 Review and Overview

- Welcome everyone to the class and initiate the opening activity

**Brief review of last lesson:** Last week we learned about gender and what it means and is like to be a girl or a boy in our homes, schools, communities, and country. Does anyone have any questions about the last lesson?

**Brief description of the lesson:** Today we are going to explore issues around gender and power by analysing different scenarios where power is expressed in different ways.

### Tips for facilitator:

- Reinforce the changes or attempts to change that learners make that are consistent with the programme. Reinforce learners' application of programme lessons to their daily lives and interpersonal interactions.
- Emphasise core programme themes such as actions that show respect for ourselves and others, safety, gender equity, assertive communication skills, and human rights and responsibilities.

## PART 2: GENDER AND RELATIONSHIPS

The purpose of this activity is for learners to reflect on how ideas about gender impact on our relationships.

### Activity 5.2. What roles do men and women have in relationships?

#### CLASS DISCUSSION

This discussion will focus on the role of men and women in relationships and how our ideas about gender affect relationships.

#### Directions

- Ask the class to turn to the worksheets for the lesson and read the scenario and think about the answers to the questions. Explain that you want them to work through the worksheet and you will collect them in at the end of the class and will give marks for the work.
- Explain that you will give them 20 minutes to complete the worksheet and then you

want to discuss what everyone has written.

- After 20 minutes start going through the questions and ask for a volunteer to share what he or she has written in response to each question. Did everyone agree? Did anyone write anything else?
- Ask for one volunteer to share his or her ending to the scenario and to explain why they ended it in that way. What does it tell us about how Julia sees relationships with men?
- The scenario could end in different ways. Some endings would have Julia accepting her unequal position in the relationship and others could have her refusing to do this. If the ending you are given by the class is the former one, ask for a suggestion of another ending where she refuses to accept John's attempts to control her.
- Ask the class to reflect for a moment on their handout on gender inequity.

**LINK: LESSON 1.** How can your Life Journey Roadmap help you to make choices about how you use your power?

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## Key Ideas

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- Culture and family practice may influence how we think about gender and power. However, it is always reasonable to expect to be treated fairly and with *RESPECT*.
- When you pick someone to spend part of your life with in an intimate relationship, you become "partners". By definition, partners are on equal footing and each have power and influence in the relationship.
- When there is not a fair and negotiated balance of power, one person in the relationship is likely to become unhappy. Eventually, there is a good chance that this will lead to the end of the relationship.

## NOTES: GENDER AND POWER



### Tips for facilitator:

- The notes are not meant to be teaching material, but to give you more information about gender and power issues. Feel free to weave this information into the discussions to broaden learners' understanding of power.

### Notes about power:

- Power is the ability to act or cause a particular effect; authority; influence; control access to various benefits (economic resources, social admiration/*RESPECT*/regard, decision-making including making policies and laws, preferential treatment, social influence, social and economic mobility/promotion, directing social interactions, etc.)
- In general, being older, having more money, being taller or bigger or stronger, being a man, and being white means having more power to influence people or situations in a variety of ways.
- Power is not a bad or dangerous thing, it is how we use it that might be positive or negative.
- Highlight abuse of power and use of power in positive, prosocial ways. The distinction can be made either by labels such as “abusive power” and “prosocial power,” or by labelling actions as powerful AND abusive/caring/violent/helpful, etc.
- We discovered that there are different expectations on girls and boys. Some gender ideas are potentially harmful and unhealthy to individuals and those around them. Do we really want to promote problem behaviour such as sexual promiscuity and heavy drinking among men or passivity and food restriction among women?
- Although women do not have much social or physical power, the laws of the country still give us all power and women can choose to access and use that power in different ways.
- We all have choices about how to use the power that we have. We can use our power in harmful or abusive ways or we can use our power in helpful and *RESPECTFUL* ways. What do you choose to do with your power?
- Sometimes not using your power, such as by doing nothing or staying silent, is a form of abusing your power.
- Explore the short-term and long-term consequences of particular actions not only on the character identified as powerful but also on those people who may be connected to either the powerful or the powerless character.

### Notes about gender and power:

- Men have more far-reaching, public power whereas women's power is more limited to private spheres and often needs to be validated by men.
- Despite recent popular rhetoric about "girl power" and women taking on powerful public positions (such as in our government), power is still mostly held by men and men's power has more social value and influence.
- Men can express their power freely and overtly because they are socially expected to do so; whereas women often need to be more subtle and indirect such as asserting power through men.
- When women or girls have power, it is largely confined by limits set by men as if men are the custodians of power and have the right or ability to assign power as they wish.
- Society often feels threatened by women having and expressing power openly and may shun or criticise them or not take them seriously.
- The irony of sexual gender ideas also is that women as sexual gatekeepers are expected to exert influence over men, but men have more power than women and dominant ideas of masculinity promote men's control and sexual entitlement making it very difficult for women to exert control of their own and a man's sexual behaviour. This creates a situation where it is nearly impossible for both parties to feel satisfied in the relationship.
- Having more power than another person or group of people, does not mean that you are allowed to exert your power in ways that harm yourself or others.
- Being part of a generally non-powerful group does not mean that you are powerless. Every person has the same rights and by using different communication skills you can assert your power.
- Gender has been created in such a way that it creates inequality between girls/women and boys/men such that women are often put in positions of inferiority relative to men. Often the ideas and expectations are not based on true capabilities; that is, both men and women are capable of doing the same things (e.g., housework, running a business), but the inequitable ideas put limits on both men and women.
- The way that gender has been created, men have more social power than women do (in general). Power differences make women very vulnerable to oppression and abuse and also mean that it's easier for those with power to maintain and perpetuate gender inequality.
- Not only are gender ideas unequal, but access to benefits and resources are also unequal between men and women. Specifically, women's access to various resources, benefits, and even rights, is restricted. Gender inequality violates women's rights to equality.
- The way that gender has been created in our society and the unequal power between men and women is not fair or acceptable. We are all equal as people according to our constitution, therefore, we all have equal rights and we all have the responsibility to treat others as equals and not to exploit or discriminate against them.
- Power is related to social value and social status (e.g., acceptability of women displaying "masculine" behaviour vs. acceptability of men displaying "feminine" behaviour)



- Gender is constructed in such a way that men have more power than women. Men having more power does not mean that women should not have power or cannot access power. Nor does it give men the right to abuse the power they have.
- Having power is a great responsibility. We can choose not to abuse the power AND to use the power positively instead of just not using your power at all.

### PART 3: POWER IN OUR RELATIONSHIPS

The purpose of this activity is for learners to reflect on gendered power dynamics within relationships

#### Activity 5.3. What role does power play in relationships between men and women?



##### Tips for facilitator:

- Discussions about power can be quite complex and abstract so remember to use behavioural examples (especially those provided by learners) to illustrate the points.
- Remember, this discussion is not about taking men's power away or thinking that women have no power. Also, the discussion should not reinforce women's relative less power as an inability to make choices and decisions within relationships and other aspects of life.
- Reinforce ideas about equality.

##### Directions

- Introduce ideas about gender and power very briefly; use examples that learners provide about the roles of men and women in relationships to highlight power dynamics (use notes to guide you).

#### CLASS DISCUSSION

- Can you think of other examples about how power plays a role in relationships between men and women?
- How do you feel about men having more power than women? What consequences does this inequality have?
- How do our ideas about how to be a man and how to be a woman affect relationships between men and women?
- What are men expected to do in relationships? What are women expected to do in relationships?
  - Think about who makes decisions in relationships (about what you do or where you go or when you meet)
  - Think about who asks someone out or suggests something to do
  - Is someone the leader or the boss in the relationship and the other person follows?
  - Sometimes ideas about gender are linked with ideas about sexuality and sexual orientation. How do you think these two ideas are related or different?
- How do you feel about having these expectations?
- How do these expectations influence how happy you are in a relationship?
- How do these expectations influence conflict or disagreements in a relationship?

## Key Ideas

### ROLE OF POWER

- Too often in our country, men use their power to force, trick, persuade, manipulate, or threaten women and to make women do what they (the men) want.
- Men might make most or all of the decisions in a relationship or men might have 'the final say' in discussions or arguments in a relationship.
- Men might control things in the relationship such as when and where he and his partner meet and what they do together.

### CONSEQUENCES

- Men having more power than women means that men have a great responsibility to use their power in *RESPECTful* ways and NOT in ways that abuse or hurt others.
- Just because men generally have more social power than women because of our society's current ideas about how to be a man and how to be a woman, does not mean that women are powerless. Women still have some power. It might be important to share power in relationships to make them fair and *RESPECTful* for both partners.

### Summary:

- The difference in power between men and women is based on our ideas of how to be a man and how to be a woman.
- This power imbalance does not mean that the powerful people (men) can use their power to abuse or control people who are less powerful (women) than they are.
- Having power is a big responsibility.
- Power should be used in *RESPECTful* ways.

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## PART 4: CLOSING

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### RESPECT Portfolio Exercise

- This week you have an assignment that will be put into your RESPECT Portfolio. Remember, this portfolio is used to give you marks for L.O. This assignment is about using power RESPECTfully.
- You have two choices to complete this work:
  - You can do it during your own time AND hand it in next week; OR
  - You can stay after school next week and complete it in that afternoon.

### Summary

- Today we learned about power and how the way we view gender at the moment results in men having more power than women. Unfortunately, this power is often misused or abused and women's relative powerlessness is exploited. We also explored ways in which we can all take powerful actions and use our power in positive, pro-social ways.
- Next lesson we are going to learn about caring relationships.
- Thank you for participating in the class today – it's wonderful to have everyone's input so that we can enjoy the class and learn from each other.

## Unit D. Relationship and Sexual Decision-Making

### UNIT PURPOSE:

The lessons in this unit explore different types of relationships, with a particular focus on caring relationships, and then progress through skills to assess happiness in a relationship and how to deal with relationship problems. Participants will also consider how to choose a partner, ideas about satisfaction, the role of communication in relationships, and the impact of social norms on relationships. Various issues about sexual decision-making, including personal boundaries, will be addressed throughout the lessons.

### Unit Outline:



6 lessons –  
45 minutes each

**Lesson 6:** Caring Relationships

**Lesson 7:** Choosing a Partner

**Lesson 8:** Meet John and Janine

**Lesson 9:** Recognising and Dealing with Problems in Relationships: Alcohol and Violence

**Lesson 10:** Recognising and Dealing with Problems in Relationships: Communication Skills and Pressures to have Sex

**Lesson 11:** How to Recognise a Happy Relationship and End an Unhappy One



### Tips for facilitators:

- Remember to be inclusive in the discussions throughout this unit. Not all learners may be in relationships or have experienced relationships yet. It is important that all learners are included in lesson activities and discussions no matter their relationship experiences or sexual orientation. Try to use inclusive or neutral language to avoid a heterosexist bias. Also, be sure to include a variety of relationships in discussions, not just intimate relationships. Most of the issues and skills discussed throughout the programme can also be applied to relationships with family members, friends, peers, and teachers, as well as intimate partners. Including these other relationships will help inexperienced learners to participate in and understand the lessons.
- Think of ways to make learners feel comfortable to openly discuss topics that they may find embarrassing, particularly in front of the opposite sex. There are several activities where it is recommended that learners discuss topics in single sex groups before a full class discussion.
- The purpose of these lessons is not to encourage learners to become involved in intimate relationships. This programme should expand learners' options and legitimise choices to be in an intimate relationship or not be in an intimate relationship. Further, the programme should teach learners about making choices about these relationships encouraging them to build mutually caring, non-violent, positive relationships.
- Every learner needs to make choices about what is right for them at the time. Remind learners that if they do not know how to make this choice, they might try to discuss this issue with a positive role model or trusted adult.

## LESSON 6: CARING RELATIONSHIPS

During this lesson learners will be asked to think about some of the caring relationships they have experienced among family or friends and to identify how these people showed that they care. They will then discuss whether one should expect an intimate relationship to be equally as caring. Learners will then review several scenarios of different types of teenage intimate relationships. They will then identify the aspects they like about the different relationships and discuss the advantages and disadvantages of them.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<b>Part 1. Opening</b> <b>ACTIVITY 6.1:</b> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<b>Part 2. Caring Relationships</b> <b>ACTIVITY 6.2:</b> <ul style="list-style-type: none"> <li>What are caring relationships?</li> </ul>	<b>Outcome 3: Personal Development</b> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> <li>Discusses appropriate ways to initiate, sustain and end relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise healthy, caring relationships and unhealthy relationships</li> </ul>
<b>Part 3. Types of Relationships</b> <b>ACTIVITY 6.3</b> <ul style="list-style-type: none"> <li>Types of relationships</li> </ul>	<b>Outcome 3: Personal Development</b> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> <li>Discusses appropriate ways to initiate, sustain and end relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on relationship quality</li> </ul>
<b>Part 4. Closing</b> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

### Materials needed:

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

**Unit D. Relationship and Sexual Decision-Making**

## Lesson 6: Caring Relationships

**i Tips for facilitator:**

- Throughout this programme we are encouraging learners to create “healthy relationships.” The definition of such a relationship is one that learners should be constructing throughout the programme. In this lesson, we suggest that caring and friendship are important characteristics of healthy relationships, including healthy intimate relationships. Remind learners to think about what makes a relationship healthy or unhealthy throughout the following lessons in the programme.
- It is important to remember that caring relationships can refer to a number of different types of relationships, not just intimate relationships.
- In the context of intimate relationships, the idea of fidelity or faithfulness and caring may be a useful discussion during this lesson or future lessons.
- Ideas about different kinds of relationships that may be relevant to learners:
  - A simple friendship without any partnership connotations, such as someone you might do things with in a group or share an interest with, a neighbour, a friend's brother or sister.
  - Someone you might occasionally go to a party with, but not seek out or spend time with on a regular basis.
  - Someone you like a lot, see fairly frequently, and sometimes go out with, but haven't agreed to a mutually exclusive relationship. After going out, you might kiss and sometimes engage in light petting.
  - Someone you are very attracted to and want to spend time with whenever you can. You both agree not to date others. When you are alone, you kiss and engage in light petting.
  - Someone you are very attracted to and want to spend time with whenever you can. You both agree not to date others. When you are alone, you engage in heavy petting and occasionally have sex.
  - Someone you are very attracted to and want to spend time with whenever you can. You both agree not to date others and plan to get married some day. When you are alone, you engage in heavy petting and often have sex.

## PART 1: OPENING

Welcome everyone to the class and initiate the opening activity. Remind participants to hand in worksheets with their names on them.

## SMALL GROUP WORK PREPARATION

- Ask girls to sit on one side of the classroom and boys to sit on the other side of the classroom for small group work later in the class.
- There are many creative ways to divide the learners into small groups. You can use cards with different colours or count off from one to three and group like colours or like numbers together. The best method to use may depend on the size of the class.

 5 minutes

### Activity 6.1. Review and Overview

**Brief review of the last lesson:** During the last lesson we talked about gender inequality and power issues and you thought about how to use your power to create change.

**Brief description of the lesson:** During this lesson we will discuss what a caring relationship looks like by thinking about some of the caring relationships you have or have had in your lives. We will then discuss and identify what qualities you would like your partner to have.

## PART 2: CARING RELATIONSHIPS

Explain that we are going to explore what caring relationships are about and think about what type of relationship we would like.

### Activity 6.2. What are caring relationships?

 15 minutes

#### Directions

- Explain that we are going to think about our experiences of caring people and caring relationships.
- Ask the participants the following questions and capture their answers on the card or flipchart:
  - Think about people in your life who have helped you feel good about your self and with whom you have shared a caring relationship. These people may be part of your life now or they may have been part of your life at an earlier stage; they may have been part of your life for a long time or for a short time. Please call these out.
  - How did these people show they care?
  - How do these people make you feel?

## CLASS DISCUSSION

- Do all the participants agree that all the ideas listed are caring?
- Ask learners whether they expect their boyfriend or girlfriend to be caring in similar ways

### Tips for Facilitators

- If participants have difficulty thinking of caring people who have been or currently are part of their lives, they might instead think of instances when people have been caring or what they might think caring people would do.
- Participants need not share the people they listed and no one needs to be forced to share ideas they wrote, but try to encourage everyone's participation and do not challenge ideas during the first round of contributions.

## Key Ideas

### CARING RELATIONSHIPS:

- Mother or father
- Brother or sister
- Aunt or uncle
- Cousin
- Grandparents
- Teachers
- Friends

### CARING ACTIONS:

- Listening to us
- Showing that our feelings are important to them
- Helping us solve problems
- Being able to talk to the person about our problems
- Spending time with the person doing things we enjoy
- Trusting them
- Being affectionate: hugs
- Some of the aspects of the Conduct Agreement may be characteristics of a caring relationship (e.g., RESPECT, listening)



**Unit D. Relationship and Sexual Decision-Making**

## Lesson 6: Caring Relationships

**HOW DID THESE PEOPLE MAKE YOU FEEL GOOD ABOUT YOURSELF?**

- Encourage you
- Celebrate your successes and achievements
- Help or support you to succeed and grow

**WHAT MAKES A RELATIONSHIP CARING?**

- Caring relationships are safe - you would not feel scared, intimidated, or afraid in a caring relationship
- These relationships should make you feel good about yourself.
- Trust
- Mutual caring – the other person cares for you and you care for that person

*In Summary*

- A caring relationship is one that makes you feel good about yourself.
- You should not feel pressure to do something you do not want to do in a caring relationship. You should not feel afraid or intimidated.
- Intimate relationships (a relationship you may have with a girlfriend or a boyfriend) should always be caring relationship. You should show that you care, and your partner should be caring toward you.
- It is always important to listen to how you feel in a relationship because it gives you information about possible warning signs or problems that need to be addressed. You should never feel uncared for or scared in a caring relationship.
- You may do some of the things you listed to show that you care and you may want your partner to do some of the things listed. Discuss caring with your partner.

**Facilitator Notes:***Gifts or presents*

- Gift-giving is a complicated issue. Gifts in a mutually caring relationship are sometimes given and received to show caring and affection. However, gifts can be problematic if there is an expectation of reciprocity or indebtedness of some kind. Gifts can also be problematic if they are given because someone feels guilty about a likely uncaring action.
- If a gift makes you feel uncomfortable or the potential consequences of accepting the gift make you feel uncomfortable, then it may be a good idea to re-think accepting the gift.

**Unit D. Relationship and Sexual Decision-Making**

## Lesson 6: Caring Relationships

- If someone gives you a gift because they want you to do something you do not want to do, is that caring?
- If someone has hurt you and tries to buy you gifts to apologise or “take them back,” is that caring?
- Forgiveness becomes an issue in this kind of scenario. Does your disappointment, anger, or hurt affect how you feel about your partner in a positive or negative way? Do you think that your partner is truly sorry and will not hurt or be uncaring towards you again?

**Parents (or teachers) using physical punishments such as hitting, slapping, pinching etc.**

- If learners describe parents hitting their children as caring, This idea should be challenged. Physical punishment is against the law, and there are effective AND caring ways to punish children if they break rules.
- Learners may be able to identify other ways that they could be punished that would be non-violent and effective. What non-violent action could parents take that would teach you that what you did was wrong and potentially harmful?
- This issue is also closely tied to corporal punishment in schools and intimate partner violence.
- Challenge ideas that intimate partners may not be able to control themselves or beat their partners “because they care so much” or “because they love you too much.”
- Physical violence cannot be justified and is illegal, unless it is used in self defence.

### PART 3 : TYPES OF RELATIONSHIPS

Explain that we are now going to think about different types of intimate relationships.

#### Activity 6.3. Types of relationships

##### Directions

- Ask learners to gather in their small groups.
- Direct learners' attention to the scenarios on their handouts.
- Ask the learners to complete the first four scenarios first, and if there is further time left they can complete the last two.
- Ask the learners to read these scenarios in their small groups and discuss the following:
  - Identify the caring or positive aspects in each relationship.
  - Discuss the advantages and disadvantages of the different types of relationships.

These are the scenarios and the topic addressed:

- Scenario 1: Sipho and Jane provides an example of a healthy relationship
- Scenario 2: Sheldon and Lebo provides an example of a relationship with lots of risk behaviour
- Scenario 3: Tracey and her older boyfriend addresses transactional sex
- Scenario 4: Keenan and Sandy address power imbalances in the relationship with regard to decision-making

##### Class Discussion

- Ask the learners to call out advantages and disadvantages for the different types of relationships.



#### Tips for Facilitators

- Learners are free to provide some examples of relationships they are familiar with or which are typical in their social circle or to embellish the examples provided to fit their context, as long as the examples are varied.

## Key Ideas

- Some learners may not want a 'serious' intimate relationship and others may prefer to 'hang out' or spend time with a boyfriend or girlfriend just having fun.
- Ensure that learners understand the negative consequences of having casual sexual relationships. Emphasise the importance of friendship in a relationship.

### In Summary

- There are different types of relationships you may have with a partner. It is up to you to choose the type of relationship you would like to have. You can be guided by the values and aspirations you set for yourself. Discuss these issues with your partner.
- Think about what might happen if your ideas and your partner's ideas about relationships are very different. We will talk about this issue in the next few lessons.
- Remember, it's your choice whether you become involved in any kind of relationship and whether you stay involved in any particular relationship. If you do not feel ready to have a boyfriend or girlfriend, that is ok. The issues we are talking about and the skills we are learning could be helpful in many different kinds of relationships or other parts of our lives.

## PART 4 : CLOSING

Announce that the class is almost over and begin the closing activities.

### Summary



- Today we have spoken about caring relationships and what makes them caring. We have also explored different kinds of intimate relationships and the advantages and disadvantages of each.
- Next lesson we will talk about how to choose a partner.
- Look forward to seeing you again next week!
- Thank you for participating in the class today – it's wonderful to have everyone's input so that we can enjoy the class and learn from each other.

RESPECT 4 U  
**Unit D. Relationship and Sexual Decision-Making**

Lesson 7: Choosing a Partner

## LESSON 7 : CHOOSING A PARTNER

During this lesson learners will begin to identify the qualities and characteristics of an intimate partner that are important to them. Learners will explore issues of ideal and necessary characteristics. As they move through the exercise, they should begin to establish criteria for what is important in a partner for them. Characteristics that are often focused on (looks, charm, money) are put into a broader perspective of partner attributes. The focus is on selecting a partner (if one so chooses) who RESPECTS them and treats them accordingly.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p>ACTIVITY 7.1:</p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Choosing a Partner</b></p> <p>ACTIVITY 7.2:</p> <ul style="list-style-type: none"> <li>What's in your cake?</li> </ul>	<p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Think critically about intimate partner characteristics</li> <li>Identify characteristics of an ideal intimate partner</li> <li>Clarify personal needs and preferences for partner characteristics</li> <li>Reflect on the type of partner they would like to be within an intimate relationship</li> <li>Understand that these ideas could be extended to other kinds of relationships and friendships</li> </ul>
<p><b>Part 3. Closing</b></p> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

**Info Tips for Facilitators**

- During the previous lesson, learners identified characteristics of caring relationships and completed worksheets about the advantages and disadvantages of various types of relationships. During this lesson, link discussions back to these ideas and how they might inform ideas about characteristics of intimate partners. Learners could be prompted to think about the characteristics of caring partners.

## PART 1: OPENING

Welcome everyone to the class and initiate the opening activity

### Activity 7.1. Review and Overview

**Brief review of the last lesson:** In the last lesson we spoke about caring relationships and how people show they care for one another. We then discussed different types of intimate relationships and analysed the advantages and disadvantages of each. During the week you thought about the type of relationship you want to be part of.

**Brief description of the lesson:** We will talk about the ideal partner we would like to have in a relationship. It is helpful for us to think about what we need and want in a partner so that when it is time to choose someone we would like to be in a relationship with, we choose someone with whom we can be happy and who will treat us well.

## PART 2 : WHAT KIND OF PARTNER WOULD I LIKE?

Explain that we are going to talk about how to choose a partner and what you want from a partner in terms of qualities and characteristics.

### Activity 7.2. What's in your cake?

 30 minutes

#### Explanation

- When choosing a partner, it is important to think about what qualities or characteristics are important to you. We are going to use a metaphor to help us think about this question: we can think of choosing a partner as similar to baking a cake.
- There are different layers in a cake and each layer requires different ingredients. For the actual cake, you might need eggs, flour, milk, butter, baking powder, and sugar. These are ingredients that we definitely have to have in order to bake a cake. If we are missing even one of the ingredients, we won't have a cake. For example, if we have only flour and milk and eggs, will we still be baking a cake? Or maybe we mix together baking powder and sugar and eggs – will we have a cake?
- After we have baked the cake, we can put icing on the cake. But is icing necessary to make a cake a cake? It's just something we add to make the cake sweeter and to decorate it, but it is not essential. Without the icing we will still have a cake. And perhaps on the icing we sprinkle some nuts and cherries. But if we don't have nuts and cherries, we will still have a cake. The nuts and cherries and other sprinkles that decorate the cake just make it a decorated cake.

- Now I want you to consider that choosing a partner is like baking a cake. Think about the kind of person you would like to share an intimate relationship with and the type of relationship you want to share. What makes a relationship, a true relationship (that you want to be in) for you? Think about what is most important to you in a relationship and a partner – these would be your essential ingredients. The things that make a cake a cake; or, in this case, the things that make a relationship a true relationship for you. So if a partner does not have certain characteristics or if your relationship does not have certain characteristics that are essential to you, then you do not have a “cake,” or a true relationship. If that is the case, you need to decide what to do.
- Of course there are things about relationships and partners that we would really like to have, but maybe they are not necessary, like the icing. It would be preferable to have them, but we could compromise if the essential ingredients or partner characteristics are there. And then perhaps there are a few things that would be nice to have, like nuts or cherries or sprinkles, but they are just exciting extras that are not essential to make the relationship. There might also be qualities that you DO NOT want in a partner. For example, would we still have a cake that we could enjoy if we have rotten eggs?
- Now you are going to think about what you would put into your relationship cake and what would ruin the cake. This is a personal choice so we are going to do this exercise individually before discussing some things as a class.

## Directions

- Distribute worksheet: ‘What do I want’
- Participants should complete this exercise individually.
- List the qualities you would like in a partner – the ingredients for your “cake”.
- Now decide which of these qualities are essential and which are ‘nice to have’? (essential ingredients vs decorative)
- List some of the behaviours that show you that the person has the characteristics or qualities you want?
- What are some of the things that would definitely destroy a relationship, things that you DO NOT want – these are your rotten eggs.

**LINK LESSON 1** Think about your personal roadmap the kind of person you choose to be. How can your personal roadmap, your values, help you make decisions about the kind of partner you would like and the kind of partner you would like to be ?

## CLASS DISCUSSION

- Ask participants whether anyone would be willing to share some of their responses
- What if a partner is not all the things you want? Or what if your partner does some things that you do not like?
- What if you are not all the things that your partner wants?

 **Tips for Facilitators**

- Reinforce that even if participants do not want to be in an intimate relationship at this stage, they could think about what they might want should they ever choose to be in such a relationship.
- Remind participants that similar to the personal values and future aspirations exercise, they can change or add to their responses at any time especially as we continue to think about relationships in the programme.

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## Key Ideas

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- If your partner does not have the essential qualities you want, you have to think about your choices and make a decision perhaps based on what is important to you and what your “absolute musts” or “essentials” are.
- In relationships, we have many choices about what kind of partner we go out with, what kind of a relationship we create with this partner, and things often change as time goes on. Throughout all these times, we have to make choices. You can think about the idea of the cake to help you decide whether you are part of a true relationship or not or whether your relationship cake is jeopardised by some “bad” ingredients. When you realise these things you need to decide whether you are ok with not having a real cake or having a spoiled cake.
- You may not find a partner who is a perfect match to your ideas of the kind of person you would like to go out with, and you are also unlikely to be a perfect match for your partner's ideas of a partner. And your ideas may change over time as you get to know yourself, as you yourself change, and as you learn more about relationships. If a partner is not a perfect match (that is, does not have all the “essential ingredients” and all the “extra” additions, does that mean that you should forget about your ideas), does it mean that you should wait until you find a perfect match? Does it mean you should try to change your partner? If you are not exactly the kind of girlfriend/boyfriend that your partner wants, does it mean that you need to change who you are? Remember, every person has the right to choose who they are and the freedom to be who they are (without harming others). Remember to think about what is essential for your “relationship cake” and what is just decorative.
- Challenge ideas about appearance as essential. Personality characteristics can be attractive too and appearance preferences are individual – some people might like cherries on their cake and others might prefer strawberries. It's about your own personal taste. Think about whether it is more important how someone treats you or how they look.



# RESPECT 4 U

## Unit D. Relationship and Sexual Decision-Making

### Lesson 7: Choosing a Partner

#### *In Summary*

- We have explored what it is we would like in a partner by using the metaphor of baking a cake. You should now have a better understanding about the essential or “must have” qualities you want in a partner and relationships and those qualities that are ideal, but not necessary. Thinking about choosing a partner and building a relationship in this way can help you make choices about whether to start a relationship with a particular person, whether to continue a relationship with a particular person, or things you would like to change about a relationship.
- Perhaps it is important to you to have a partner who is caring, honest, has a good sense of humour, and goes to school. These might be the essential characteristics for you to build a caring and fun relationship. Perhaps you would really like a partner who is very good looking, plays sport, and dresses well. These characteristics might be more of the icing and decoration, they might not be essential to you. So even if he or she is not a very good looking athlete who dresses well, but is caring, honest, has a good sense of humour, and goes to school then you could still build the kind of relationship you want with this person. What if you meet a good looking person who dresses well, but who is dishonest and teases people in a mean way? Can you still have “cake” when all you have is the icing and cherries? It is unlikely that you could build the caring relationship that you want with this person because she or he does not have all of the absolutely necessary characteristics that are important to you.
- Maybe violent or aggressive people, or very much older people are not partners with whom we would be comfortable or safe. These might be the “bad” ingredients that spoil our cake.

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## **PART 3 : CLOSING**

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#### *Summary*

- Today we thought about the important or essential qualities that each of you would like in a partner. This exercise is an important starting point, because now you can identify your own “essential ingredients” and “ideal extra ingredients” for a partner. Knowing what you need and what you would like could help you make decisions about going out with a particular person.
- Next lesson we are going to meet a couple I think you will be able to relate to – their names are John and Janine.
- I look forward to seeing you again next week! Thank you for participating in the class today – it’s wonderful to have everyone’s input so that we can enjoy the class and learn from each other.

## Unit D. Relationship and Sexual Decision-Making

## Lesson 8 : Meet John and Janine

**LESSON 8 : MEET JOHN AND JANINE**

During this lesson learners will view an illustrated booklet entitled John and Janine. In this booklet, John and Janine and their friends will be faced with many of the problems that plague adolescent relationships – alcohol, a lack of communication, pressures to have sex when they aren't ready, and violence. Learners will be asked to read the booklet closely and be prepared to discuss some of the issues that John and Janine confront.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<b>Part 1. Opening</b>  <b>ACTIVITY 8.1:</b> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<b>Part 2. Meet John and Janine</b>  <b>ACTIVITY 8.2:</b> <ul style="list-style-type: none"> <li>Read John and Janine booklet.</li> </ul>	<b>Outcome 2: Social Development</b> <ul style="list-style-type: none"> <li>Discusses violations of human rights and plans counter-strategies.</li> <li>Critically evaluates changes in cultural norms and values in relation to personal and community issues.</li> </ul> <b>Outcome 3: Personal Development</b> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> <li>Discusses appropriate ways to initiate, sustain and end relationships. Draws up an action plan to apply problem-solving skills in a personal context.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of communication in a relationship</li> <li>Have a better sense of the problems alcohol can bring to a relationship</li> <li>Understand that relationship violence means more than just hitting your partner</li> <li>Identify coercive ways of pressuring someone to have sex and develop appropriate and assertive responses</li> </ul>
<b>Part 3. Closing</b> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- John and Janine comic books

**Tips for Facilitators**

- In order for learners to really understand all of the subplots in the John and Janine booklet, they may need to read the story more than once. After reading the booklet, try to draw everyone into the discussion. Watch to be certain that all learners are able to read the booklet. If there are some who do not seem to be able to follow the story, stop and review what the booklet was about for the whole class. Perhaps call on students to retell parts of the story.

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## PART 1 : OPENING

Welcome everyone to the class and initiate the opening activity

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### Activity 8.1 Review and Overview

**Brief review of the last lesson:** During the last session we spoke about the idea of a “relationship cake” that helps us to identify the essential or “must-have” qualities and the extra qualities we would like to have in a partner that we have a relationship with.

**Brief description of the lesson:** In this lesson we are going to talk about how Janine and John, the stars of the comic book, handle problems. You will be asked to generate additional solutions to the problems faced by them and their friends.

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## PART 2: MEET JOHN AND JANINE

We are going to read a comic book about a young couple named John and Janine. We will meet their friends and learn about problems they are having in their relationship. Once you have read the comic book, we will discuss them, their relationship, and their problems.

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### Activity 8.2 Responding to pressure



15 minutes

#### Directions

- Read comic book.
- Tell learners to reread it a second time to identify certain problem areas in this relationship. Trouble areas include: alcohol, communicating in relationships, pressure to have sex, and violence. This way a portion of the learners should be able to lead the discussion and respond to the questions in Activity 8.3.
- Use trigger questions to initiate a discussion about the comic book.

## CLASS DISCUSSION QUESTIONS

- Have John and Janine been dating a long time? What is a long time for teens like you?
- What is the first example of how they do not communicate well?
- Did Janine choose to drink alcohol at the party? What about her friends?
- What were the reasons they gave to drink? Not to drink?
- Do the older boys talk about the girls *RESPECT*fully? Give an example please.
- What does Janine do after she and John have a fight? How does John react?
- Do you think John's response was appropriate? Why or why not?
- John wants to have sex with Janine. Is this what she wants? Do you feel like John *RESPECTED* her decision?
- Do you feel like Janine is ready for a serious relationship? Why or why not?
- Do you feel John is ready for a serious relationship? Why or why not?
- Give some examples of how their friends gave positive advice and support? When was their advice not helpful?
- Do you think John understands what violence is? Why or why not?
- Was what Janine said to him about his violent behaviour assertive? Explain.

## Key Ideas

- In healthy and happy relationships partners *RESPECT* one another. In this comic book there were instances where both John and Janine were less than *RESPECT*ful to each other. They did not always communicate honestly and directly. Nor did they think about how their behaviour might affect each other.
- Developing mature relationships is a learning experience. The problems that Janine and John faced are similar to those faced by many South African youth each day. Being able to identify those problems and develop appropriate strategies is a sign of a mature relationship.

**LINK:** LESSONS 4 & 5: What are the power dynamics in John and Janine's relationship? Does their behaviour reflect gender norms? Does our advice to them challenge these norms?

**LINK:** LESSONS 2 & 3: How do John and Janine communicate with one another?

**PART 3 : CLOSING**

Announce that the class is almost over and begin the closing activities.



2 minutes

*Summary*

- Today, we spoke about common problems in adolescent relationships. The characters in the comic book brought some of those problems to life for us.
- Next lesson we are going to focus on how drinking alcohol and behaving in violent ways can impact a relationship.
- I look forward to seeing you again next week! Thank you for participating in the class today – it's wonderful to have everyone's input so that we can enjoy the class and learn from each other.

## Unit D. Relationship and Sexual Decision-Making

Lesson 9: Recognising and Dealing with Problems in Relationships:  
Alcohol and Violence**LESSON 9: RECOGNISING AND DEALING WITH PROBLEMS IN RELATIONSHIPS: ALCOHOL AND VIOLENCE**

During this lesson learners will explore what types of things might get in the way of a happy relationship. These concepts will be linked to previous discussions about the type of relationship individuals want to be part of and the types of partners they would like to have. They will reflect on Janine and John's story and circumstances that they had to learn to deal with. In this unit, learners will particularly focus on the negative impact of violence and alcohol on relationships.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<b>Part 1. Opening</b>  <b>ACTIVITY 9.1:</b> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<b>Part 2. Tips for Doing Role Plays</b>		
<b>Part 3. Dealing with Violence and Alcohol in Relationships</b>  <b>ACTIVITY 9.2:</b> <ul style="list-style-type: none"> <li>Role play: Alcohol Rules</li> </ul> <b>ACTIVITY 9.3:</b> <ul style="list-style-type: none"> <li>No excuse for violence</li> </ul>	<b>Outcome 3: Personal Development</b> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> <li>Discusses appropriate ways to initiate, sustain and end relationships. Draws up an action plan to apply problem-solving skills in a personal context.</li> </ul>	<ul style="list-style-type: none"> <li>Identify relationship problems related to violence and alcohol</li> <li>Understand the difference in being in a happy, healthy relationship and being in one that is ruled by outside factors, such as violence and alcohol</li> <li>Practice addressing and resolving relationship problems using assertive communication skills</li> </ul>
<b>Part 4. Closing</b> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- John and Janine comic

**Tips for Facilitators**

- It is important to review the Tips for Role Plays handout prior to asking learners to get into their small groups. Encourage learners to ask questions and share concerns about being in a role play. Emphasize that the dialog that they write should be something other youth can relate to – and that slang, but not profanity, can be used. Allay learner fears about standing in front of the classroom to deliver their lines – remind them that there are no professional actors in the room but only friends and peers who share their same concerns.

**Unit D. Relationship and Sexual Decision-Making**Lesson 9: Recognising and Dealing with Problems in Relationships:  
Alcohol and Violence**PART 1: OPENING**

Welcome everyone to the class and initiate the opening activity

**Activity 9.1 Review and Overview** 3 minutes

**Brief review of the last lesson:** In the last session we met John and Janine and learned about some common problems in teen relationships. We discussed how to recognize those things that can destroy relationships and identified strategies to deal with some of these problems.

**Brief description of the lesson:** During this lesson we will talk about how alcohol and violence can cause problems in relationships. As a class we will be using role plays to act out how to identify these problems and try some things that might help in these situations.

**PART 2: TIPS FOR DOING ROLE PLAYS**

We are going to be acting out situations in role plays during class today. We will go over a “Role Play Tips” handout to help you better understand the goals and learn to be better role play participants.

**What is a role play?** 5 minutes

- Each member of your group should adopt a different character, so that together you can act out the situation. What the characters say to each other should be agreed on beforehand - it does not need to be written out as a script.
- Role plays are skits that offer participants a chance to learn new skills or practice old ones.
- Role plays are short and to the point; perhaps shorter than conversations might be in real life.
- Role plays feature two or more characters who are discussing a particular issue or problem.
- Learners who play characters in role plays are acting ... this is not really who they are. But by acting a part they get a chance to learn how to deal with a new situation.
- Think about your body language – remember we communicate much of what we say through our bodies.
- The role play should last a maximum of 4 minutes.

**PART 3: DEALING WITH VIOLENCE AND ALCOHOL IN RELATIONSHIPS****Activity 9.2 Role play** 15 minutes**Directions**


- Ask for a few volunteers and ensure there are girls and boys in each group to assign to the John and Janine roles. They will start to enact the scene and show how they would deal with the situation differently.

Ask volunteers to choose one of the scenarios below:

- Page 47: Scene where Janine is being pressured to drink alcohol. [Do friends pressure other friends to drink? What if she had not accepted a drink?]
- Page 49: Scene where John approaches Janine and pulls her away. [They can enact a different way of John dealing with this issue, then present to the class.]

**Goals of the Role Play:**

- To describe how alcohol is a problem in the relationship
- To show how the main characters might discover the problem that alcohol is creating
- To explore possible ways the characters might communicate about these alcohol-related problems
- To create a role play where the characters can feel good about the way they have addressed the problem.

**CLASS DISCUSSION** 20 minutes

Once the learners have finished with the role plays, recap what stories they told. Thank them for volunteering to participate. Tell the learners that watching the role plays should have made them think more about the story. Follow with a whole class discussion.

- How does alcohol play a role in this story?
- How do you think John handled the situation in the comic? Was it fine?
- What do you think of the way the group has handled the situation?
- Does anyone have other suggestions especially assertive ways to deal with this?
- Does John have the right to tell Janine how she may dance? Was she flirting? If she flirts does it give John the right to push her around or shout at her?
- John has been drinking – do you think this influences his actions? Is it an excuse for hurting Janine?
- What other ways can alcohol cause problems in relationships?



**Unit D. Relationship and Sexual Decision-Making**Lesson 9: Recognising and Dealing with Problems in Relationships:  
Alcohol and Violence

Facilitator can now sum up the discussion about the booklet and the role plays.

- Describe the problems that alcohol created in the relationship in the comic book and in role plays.
- Give examples of strategies to address problem drinking.
- Reiterate while all people who drink do not become violent, alcohol often makes people prone to violence to have less control over their behaviour. Alcohol is not the problem nor is it an excuse, but it plays a negative role in both.
- Discuss what makes it difficult to confront someone who drinks. What are some of the safest options?

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## Key Ideas

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- We have already discussed what caring relationships are (and identified the kind of relationships we want to be part of) and how important it is that a relationship with a boyfriend or girlfriend is caring. The way we treat a partner in a relationship is important because we show we care through words and actions. If you truly care about someone and want to have a successful relationship, it is important that you consider their needs and feelings before you make decisions like those we talked about in this lesson. Consideration for your partner does not mean that you only do something that he or she would be happy with regardless of how you feel, it is important to balance your and your partner's needs and desires and that you do what is healthy for both of you.
- There are ways of dealing with problems in relationships without resorting to violence, e.g. using assertive communication skills to express yourself and constructively deal with problems.
- How might breaking rules about drinking affect relationships? If someone is not able to control his or her drinking, it begins to rule one's life and one's relationships. How did alcohol rule in some of the role plays?
- There is no excuse for violence in relationships. Do you think that violent or hurtful actions are an acceptable part of a caring relationship? What problems does violence create in a relationship? Who does it hurt? Do you think the characters in your role plays or in Janine and John's story were able to deal effectively with violence?
- Drinking alcohol NEVER excuses the use of violence – it is still a choice and you have the responsibility to not get drunk.

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**PART 4 : CLOSING**

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*Summary*

- Learning how to have a healthy, *RESPECTful*, and happy relationship takes careful consideration and commitment. This lesson introduced you to some things that are important to think about.
- Role plays are a fun way to practice skills and demonstrate issues that might be relevant in our lives. For instance, alcohol can create problems in relationships.
- You can assess your happiness with your relationship by considering how you feel about your partner and whether your partner is the kind of person you really want to spend time with, as well as whether you are being the kind of partner you would like to be. In other words, do you treat one another with kindness and *RESPECT*?

**Unit D. Relationship and Sexual Decision-Making**

Lesson 10: Recognising and Dealing with Problems in Relationships:  
Communication Skills and Pressures to have Sex

**LESSON 10: RECOGNISING AND DEALING WITH PROBLEMS IN RELATIONSHIPS: COMMUNICATION SKILLS AND PRESSURES TO HAVE SEX**

During this lesson learners will discuss additional barriers to having a happy, healthy relationship. These concepts will be linked to previous discussions about the type of relationship individuals want to be part of and the types of partners they would like to have. They will reflect on the Janine and John story and circumstances that they had to learn to deal with. In this unit, learners will particularly focus on the negative impact of poor communication and on one partner pressuring the other to have sex.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 10.1:</b></p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Relationship Satisfaction: Communication Skills and Pressures to have Sex</b></p> <p><b>ACTIVITY 10.2:</b></p> <ul style="list-style-type: none"> <li>Role play activity</li> </ul> <p><b>ACTIVITY 10.3:</b></p> <ul style="list-style-type: none"> <li>Class discussion about comic book and role play enactments of communication and pressure issues</li> </ul>	<p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds interpersonal relationships.</li> <li>Discusses appropriate ways initiate, sustain end relationships. Draws up an action plan to apply problem-solving skills in a personal context</li> </ul>	<ul style="list-style-type: none"> <li>Identify relationship problems related to poor communication practices and placing pressure on a partner to behave in ways that he or she is not comfortable with, including pressures to have sex</li> <li>Understand how not saying what you think or feel to your partner in <b>RESPECTful</b> ways can undermine the success of a relationship</li> <li>Recognize ways that one partner may pressure another partner to have sex and develop strategies to deal with this pressure</li> <li>Practice addressing and resolving relationship problems using assertive communication skills</li> </ul>
<p><b>Part 3 Closing</b></p> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

**Unit D. Relationship and Sexual Decision-Making**

Lesson 10: Recognising and Dealing with Problems in Relationships:  
Communication Skills and Pressures to have Sex

**PART 1: OPENING**

Welcome everyone to the class and initiate Review and Overview activity.

**Activity 10.1 Review and Overview**

**Brief review of the last two lessons:** In lesson 8 we met Janine and John and learned about some common problems in teen relationships. We discussed how to recognize those things that can destroy relationships and identified strategies to deal with some of these problems. In lesson 9 we used role plays to demonstrate other techniques John or Janine could use in situations where violence or alcohol is causing a problem.

**Brief description of the lesson:** During this lesson we will talk about how not talking with your partner about how you feel or what you think can hurt a relationship. We will also discuss how people pressure others to do things that they really don't want to do and how to respond in an assertive way to such pressure. As a class we will be using role plays to act out how to identify these problems and what types of strategies might help in these situations.

**PART 2: Relationship Satisfaction: Communication Skills and Pressures to have Sex****Role play review**

- Ask learners to talk about how they felt about participating in the role plays in the last lesson. Process any concerns they might have prior to moving on to introducing today's role play topics.
- Praise learners for what they did well in the last lesson (writing the scripts, delivering the dialog, asking insightful questions in the discussion, etc.). Ask them to express how they felt about participating in the role plays in the last lesson. Process any concerns they might have prior to moving on to introducing today's role play topics.

**Activity 10.2 Role play activity**

12- 14 minutes

**Directions**

- Ask for another set of volunteers to lead this activity (this could also be done the week before).

**Unit D. Relationship and Sexual Decision-Making**Lesson 10: Recognising and Dealing with Problems in Relationships:  
Communication Skills and Pressures to have Sex

## Role play options (communication or pressures to have sex)

- Scene: Page 45 where John tells her they can take things to the next level. Ask learners to begin the scene as it is in the comic book but to focus on what pressuring someone does to a relationship and introduce ideas of RESPECT and caring.
- Scene: Page 55 where John and Janine are SMSing back and forth. They are “talking” but are they listening to what the other person says? Begin the role play with talk (instead of SMS) and demonstrate a conversation where they are listening to each other and responding in caring and RESPECTful ways.

## The goals of the role play are:

- To describe how communication is important in a relationship
- To show how the main characters might discover the problem that a lack of communication is creating
- To discuss how it is difficult to bring up sensitive topics – especially if you are not certain what your partner thinks or feels

## CLASS DISCUSSION

## Discussion questions:

- Does the way the group enacted the role play change what might happen later in the comic? How?
- Where did the miscommunication between John and Janine start?
- What does it mean for John to give Janine a present?
- Why is it important to communicate clearly about sex and boundaries?
- Do you think John RESPECTED Janine’s decision in the comic not to have sex?
- Do you feel like Janine is ready for a serious relationship? Why or why not?
- Do you feel John is ready for a serious relationship? Why or why not?
- Refer to page 49 “If a girl is drunk then she won’t even know the difference.” Do you agree/is this fine?
- Describe the problems that a lack of communication created in the relationship in the role plays.
- Give examples of strategies to open the lines of communication.
- Discuss what makes it difficult to bring up topics like having sex or using condoms. What are some of the conversation starters?

**Unit D. Relationship and Sexual Decision-Making**Lesson 10: Recognising and Dealing with Problems in Relationships:  
Communication Skills and Pressures to have Sex

## Key Ideas

- Communication is at the heart of a relationship. If you don't communicate with your partner, how do you know what he or she really thinks or feels? If you don't know these things, or take time to learn these things, are you really in a relationship?
- The first role play is about John and Janine learning to talk with one another. What does talking about real ideas, thoughts, and feelings do for the relationship? Are there any downsides to having these kinds of talks?
- Pressure comes in many forms. It could mean your partner bringing up every day how he or she would like to have sex. Or it can be more subtle, such as convincing your friend to tell you all the girls are having sex regardless of whether it is true. In this lesson, the pressure comes from the expectation of reciprocity. If he gives you a R20 gift and he expects sex in return, there is a probably a problem. You did not ask for the gift and may not have accepted it if you understood he expected sex in return.

## In Summary

- Again, role plays are a fun way to practice skills and demonstrate issues that might be relevant in our lives. One of the issues that were causing problems for John and Janine was a lack of communication.
- What were some of the communication problems that John and Janine had in the comic book? What were some of the communication problems they had in the role plays?
- Did things get better for John and Janine? Did they begin to communicate? Describe to the class how they began to communicate, either in the comic book or in your role play.
- Who attempted to pressure the other person to have sex in the John and Janine comic? How did that go? What about in the role plays?

**Unit D. Relationship and Sexual Decision-Making**

Lesson 10: Recognising and Dealing with Problems in Relationships:  
Communication Skills and Pressures to have Sex

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**PART 3: CLOSING**

Announce that the class is almost over and begin the closing activities.

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*Summary*

- Over the last three lessons, we have learned a great deal about relationship problems, including how to identify them and various strategies for how to respond.
- Today we learned about how to deal with problems around the lack of communication and being pressured to engage in unwanted sexual activities. We focused especially on using our assertive communication skills to address these issues with our partner, but to always remember to put our safety first.
- Next lesson we are going to learn how to recognize happy and unhappy relationships, consider whether an unhappy relationship can be changed to a happy one, and how to end relationships *RESPECT*fully when they cannot be improved.
- I look forward to seeing you again next week! Thank you for participating in the class today – it's wonderful to have everyone's input so that we can enjoy the class and learn from each other.

## LESSON 11: HOW DO YOU KNOW YOU ARE HAPPY IN A RELATIONSHIP?

In this lesson learners will assess their own happiness and comfort level within a relationship. They will distinguish between problems that could be worked on or solved and those that indicate a relationship should be ended. Learners will be encouraged to assess the relationship using the personal criteria they developed in earlier lessons (Personal Roadmap – Lesson 1; Caring Relationships – Lesson 6; Choosing a Partner – Lesson 7; Dealing with Relationship Problems – Lessons 9 and 10). They should also be encouraged to use assertive communication skills (Lesson 3) whether they are working to improve a relationship or ending one. Finally learners will discuss what happens after a relationship has ended.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 11.1:</b></p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. How do I Know when I am Happy in a Relationship?</b></p> <p><b>ACTIVITY 11.2:</b></p> <ul style="list-style-type: none"> <li>Think about relationships. How do I know I am happy? How do I know I am unhappy?</li> </ul>	<p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> <li>Discusses appropriate ways to initiate, sustain, and end relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills to assess their relationship and the problems they are facing within that relationship</li> </ul>
<p><b>Part 3. Moving from Unhappy to Happy</b></p> <p><b>ACTIVITY 11.3:</b></p> <ul style="list-style-type: none"> <li>Mending relationships</li> </ul> <p><b>ACTIVITY 11.4:</b></p> <ul style="list-style-type: none"> <li>Ending relationships</li> </ul>	<p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> <li>Discusses appropriate ways to initiate, sustain, and end relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Devise <i>RESPECTful</i> and healthy responses to relationship problems</li> <li>Develop skills to end a relationship <i>RESPECTfully</i></li> <li>Develop ways to deal with a relationship ending</li> </ul>
<p><b>Part 4. Where to Find Help</b></p> <p><b>ACTIVITY 11.5:</b></p> <ul style="list-style-type: none"> <li>Review Finding Help handout</li> </ul>	<p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Draws up an action plan to apply problem-solving skills in a personal context</li> </ul>	<ul style="list-style-type: none"> <li>Be able to provide advice on where to find help for violent/abusive relationships</li> </ul>
<p><b>Part 5. Closing</b></p> <ul style="list-style-type: none"> <li><i>RESPECT</i> Portfolio Exercise</li> <li>Summary</li> </ul>		



**Assessment Task:****RESPECT Portfolio Exercise**

Learners will be expected to complete another Portfolio Exercise at home. This exercise will give them an opportunity to put learning into action. It will be graded as part of their LO marks. In this exercise, they are to write a letter to Sis Dolly explaining a problem/s they have in a relationship. Then they are to write a response from Sis Dolly giving her 'expert' opinion on how to handle the problem. Learners can earn up to 20 marks for completing this exercise.

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

**Tips for Facilitators**

- Remember to emphasise the importance of putting personal safety first even if it seems disRESPECTful in some way – especially in the context of ending relationships. Taking actions to protect our safety is a sign of RESPECT for ourselves even if it seems disRE-SPECTful toward another person.
- When discussing safety, remember that learners have not yet discussed issues of violence in the programme so you may need to contextualise your focus on safety by mentioning the high levels of violence against women in South Africa being sure to emphasise that together with promoting safety-consciousness among people, we also want to promote non-violent behaviour.

## PART 1: OPENING

Welcome everyone to the class and initiate the opening activity

- Remind learners the last three lessons have been about John and Janine and problems in their relationship.
- Mention how the problems that they faced were similar to problems facing many South African learners.
- In this lesson, learners will be encouraged to think about when they have been happy and unhappy in relationships. They will be asked to think about appropriate, thoughtful, and safe ways to end relationships that are not working.
- Attention will be given to helping resources that they may not realize are available

### Activity 11.1 Review and Overview



5 minutes

**Brief review of the last lesson:** During the last two lessons we focused on relationship satisfaction and how to deal with problems *RESPECT*fully. We also explored issues around sex, alcohol, and drugs in relationships. We discussed how to respond to these situations using our assertive communication skills and other skills and concepts we have learned throughout the programme.

**Brief description of the lesson:** Today we are going to talk about happiness and unhappiness in relationships, how to use assertive communication to mend relationships if we can, and how to end relationships *RESPECT*fully when they can't be mended.



#### Tips for Facilitators

- Reinforce the changes or attempts to change that learners make that are consistent with the programme. Reinforce learners' application of programme lessons to their daily lives and interpersonal interactions.
- Emphasise core programme themes such as actions that show *RESPECT* for ourselves and others, safety, gender equity, assertive communication skills, and human rights and responsibilities.

## PART 2: HOW DO YOU KNOW YOU ARE HAPPY?

Explain that we are going to talk about some of the strategies we might use to make a relationship better. Later we will also talk about reasons we might choose to break up with someone.

### Activity 11.2 How do you know you are happy?



10 minutes

- In the last two lessons we talked about different problems that come up in teenager's relationships. We also talked about addressing some of these problems in different ways.
- Ask them to look at the handout that begins with "Think about". Point out that it asks learners to think about an occasion or time when they felt very happy with their boy/girlfriend (or friends if they haven't had a boy/girlfriend). Ask them to hold those thoughts in their mind, and reflect on what it was that made them happy.
- The facilitator should ask for volunteers to share what made them happy and note this on the flip chart in the male and female columns on the flipchart.
- Record the behaviours and feelings generated by these, rather than the details of what made them happy so the list is not too long.
- Compare between the genders and discuss similarities and contradictions.
- Then ask the class to think of an occasion or time when they felt very unhappy with their boy/girlfriend, and this time if they haven't had a boy/girlfriend, they can share something they have heard about unhappy situations in relationships of others. Ask them to reflect on what it was that made the situation unhappy.
- The facilitator should ask for volunteers to share what made them unhappy and note this on the flip chart in the male and female columns.
- Compare the columns and then the two flip charts. What does it tell us about what makes us happy in relationships? Can one partner be happy when the other is hurt?

### CLASS DISCUSSION

- What does happy look like?
- How do you know when you are not happy?
- Describe what it is to feel comfortable with your partner.
- How does it feel to be pressurised to do things you not ready for?
- Why is it important to have the freedom to express the way you feel without fear of being ridiculed?
- How important is it to feel RESPECTED and listened to?

**PART 3: MOVING FROM UNHAPPINESS TO HAPPINESS****Activity 11.3 Mending relationships**

15 minutes

- In this exercise we will think about what we can suggest for people who are experiencing the unhappiness that is seen on the flip chart. Choose a severe cause of unhappiness from the list and ask the class:
- What are the options for the boy and girl in the couple for moving from unhappiness to happiness? Note these on another sheet of flip chart.
- Repeat the exercise for 3-4 more situations of unhappiness.
- It is hoped that the solutions raised in the class discussion will include using assertive communication to discuss these feelings and the problem, using other ways of trying to solve the problem and if this is (or these are) not possible, then splitting up. It is important to emphasise that sometimes men and women are not happy together and they need to be able to end a relationship.

## Key Ideas

### POTENTIAL REASONS TO BREAK UP:

- Violence (emotional, physical or sexual)
- Disagreeing about sexual boundaries
- Alcohol and drug use
- Cheating
- Dishonesty or lying
- Being bored
- Having a lot of arguments with your partner
- Being interested in someone else
- Hearing a rumour about your partner
- Your friends think you should break up
- Your parents think you should break up
- Your partner is moving to a new town or to a new school
- Your partner has a serious other girlfriend/boyfriend or gets married

### DISTINGUISHING REASONS TO BREAK UP FROM PROBLEMS TO SOLVE

In order to help you make decisions about whether to break up with someone or whether to try to overcome the problem by dealing with it in an assertive and **RESPECTFUL** way, consider the following questions:

- Do any of the problems stem from the fact that your partner lacks some of the qualities that are important to you – your essential ingredients?
- Are there things that your partner does or aspects of your relationship that spoil your “relationship cake”? (Remember the rotten eggs, salt, and vinegar)
- Is this the kind of relationship you want to be part of? What is missing?
- Do any of the problems indicate that your values are being compromised or could be comprised ?
- Do any of the problems mean that you will not be able to reach your goals or aspirations if you continue with the relationship?

**Activity 11.3 Ending relationships** 10 minutes

What to do when I have none of the happy feelings mentioned above. Refer to the “Guidelines on how to break up” in your handouts before starting this part of your exercise.

- Consider talking about your feelings to find solutions
- If you are in a violent/abusive relationship, then you can send an SMS or break up over the phone to keep yourself safe.
- Ask learners to brainstorm a list of guidelines about how to end a relationship in a *RESPECTful* way by thinking about how they would like to be treated when a partner breaks up with them.

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**Key Ideas**

- Breaking up with someone can be difficult regardless of whether you are the person choosing to break up or if your partner is breaking up with you.
- How you choose to break up with someone can make the break up more or less difficult and painful.
- If it is safe to do so, it is important to tell your partner honestly and *RESPECTfully* that you no longer wish to be part of the relationship.
- If someone breaks up with you, think about a *RESPECTful* response.
- Trying to convince someone to stay in a relationship may not be in your best interest – do you want a partner who does not want a relationship with you?

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**PART 4: WHERE TO FIND HELP****Seeking help** 5 minutes

- Remind learners that there are resources available should they need them and that they have a handout describing some of these services and agencies. Ask if they have any questions about the handout.

## PART 5: CLOSING

Announce that the class is almost over and begin the closing activities.

### RESPECT Portfolio Exercise



3 minutes

- This week we have an exercise for your RESPECT portfolio. Remember this exercise will count toward your L.O. grade. You are going to write a letter to Sis Dolly and provide a response. Do the exercise at home and bring it to class next week. If you don't bring it, you will have to stay after class to finish it.



3 minutes

### Summary

- Some problems can be addressed and the relationship can be strengthened if you talk about these issues with your partner and if you both agree to implement a particular solution.
- However there are other problems that cannot be solved, for example, if the problem compromises your safety OR will interfere with your ability to reach your goals or aspirations if you continue with the relationship OR your values are compromised OR if the person does not have the qualities you need in a partner. In these cases it is probably best to break up with your partner.
- There are certain reasons that always warrant breaking up with someone such as violence.
- There are RESPECTful and appropriate ways to break up. Using assertive communication skills may be very helpful.
- Safety is a priority when planning on breaking up with someone, especially if they are prone to using violence.
- You should choose a place which allows some privacy but make sure there are some people around in case things become heated.
- Ultimately, breaking up with someone is a personal choice. But if your partner puts your safety at risk then it is probably best to break up with him or her.
- In other lessons we have talked about thinking about your safety first.

## Unit E. Violence in Different Contexts

### UNIT PURPOSE:

The following four lessons focus on violence and the context of violence. Learners will be taught how to recognise different forms of violence, including physical, emotional, and sexual violence. They will also explore different contexts in which violence occurs, the causes, consequences, and responses to violence, as well as legislation about violence.



4 lessons –  
45 minutes each

### Unit Outline:

**Lesson 12:** Different Forms and Contexts of Violence

**Lesson 13:** Motivations for Violence

**Lesson 14:** Using the Law to Respond to Violence



#### Tips for facilitators:

- This topic is particularly sensitive, especially to those who have experienced violence in some way. Be aware of learners' reactions to the material and class discussions and be sure to provide help resources and encouragement to seek help to deal with experiences of violence.



## Unit E. Violence in Different Contexts

### Lesson 12: Different Forms and Contexts of Violence

#### LESSON 12: DIFFERENT FORMS AND CONTEXTS OF VIOLENCE

Learners will discuss what violence is and learn that there are different forms of violence including physical, emotional, and sexual violence. Learners will analyse various violent situations and then answer factual questions (who, what, when, where) about the situation and identify the type of violence.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 12.1:</b></p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Defining Violence</b></p> <p><b>ACTIVITY 12.2:</b></p> <ul style="list-style-type: none"> <li>What is violence?</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a broad spectrum of violent behaviour that is perpetrated by various people in various contexts</li> </ul>
<p><b>Part 3. Identifying Violence</b></p> <p><b>ACTIVITY 12.3:</b></p> <ul style="list-style-type: none"> <li>Recognizing violent situations</li> </ul> <p><b>ACTIVITY 12.4:</b></p> <ul style="list-style-type: none"> <li>Warning Signs</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise violent and abusive behaviour</li> </ul>
<p><b>Part 4. Closing</b></p> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

#### Materials needed:

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts



#### Tips for facilitator:

- The important thing for learners to gain from this lesson is to recognise various types of acts, not only physically injurious acts, as violent.
- They should also make the links between the use of violence, gender, and power

## PART 1: OPENING

Welcome everyone to the class and initiate the opening activity. Remind participants to hand in their assessment exercises with their names on them. If you did not finish your worksheet then you will be meeting me after school today to complete it.

### Activity 12.1. Review and Overview



5 minutes

**Brief review of the last lesson:** During the last lesson we talked about how to know if we are happy or unhappy in a relationship and whether an unhappy relationship can be changed into a happy one. We also learned about how to end unhappy relationships *RESPECT*fully.

**Brief description of the lesson:** During this lesson we will discuss what violence is and the different forms of violence including physical, emotional, and sexual violence. We will then work in groups to explore the different contexts in which violence can occur.



#### Tips for facilitator:

- Remember to reinforce the changes or attempts to change that learners make that are consistent with the programme by praising wanted behaviour – including class participation.
- Emphasise core programme themes such as actions that show *RESPECT* for ourselves and others, safety, gender equity, assertive communication skills, and human rights and responsibilities.
- If there is time, you can ask how learners have applied the lessons learned throughout the programme in their daily lives.

## PART 2: DEFINING VIOLENCE

Explain that we are going to talk about what violence is and look at examples of different forms of violence.

 10 minutes

### Activity 12.2. What is violence?

- **What do we mean when we think of “violence”?**  
Record their responses on a flip chart, keep probing for further ideas until you have been given examples of psychological abuse, physical abuse and sexual violence.
- **Do you all agree that these are all types of violence?**  
Mention that the types of violence do fall into different categories and ask the class to help you group the different types together in these three categories.

## Key Ideas

- Violence is something that a person does to another person that hurts that person. It is when one person does not *RESPECT* the other person's dignity and rights and abuses them.
- There are different types of violence including acts of physical, sexual, and emotional violence.
- Although the consequences of different violent acts might be different, all forms of violence are unacceptable.
- When you're unsure about whether someone is being violent or not, think about how you're feeling and ask yourself if something doesn't feel right to you. If you feel afraid or scared, humiliated, or threatened, there is probably something wrong with a situation or behaviour. Find a way to get into a safer situation or get help.

### In Summary

- We have defined violence as something done to another person which hurts him or her, and we have explored the different ways in which people can hurt one another physically, emotionally, or sexually.



#### Tips for facilitator:

- The lists of examples of different forms of violence do not need to be exhaustive. The learners just need to share an understanding of violence.

### Notes: Different types of violence

- **Physical violence** or abuse includes hitting, scratching, pushing, shaking, choking, spitting, biting, pulling hair, throwing things, using a weapon.
- **Emotional violence** or abuse includes all forms of abuse that hurts someone's feelings, humiliates or belittles the person, or makes them feel scared. This includes bullying and harassment. How can someone be emotionally violent or abusive towards you? If they call you names, threaten to hurt you, spread rumours about you or lie to you, cheat on you, if they make you feel ashamed, insult you, shout at you, make promises and don't keep them, force you to lie, destroy your things, or do reckless things to scare you.
- **Sexual violence** or abuse includes forcing or coercing you into sexual acts, rape, and molestation, or any sexual act that a person does not consent to. This includes any sexual act with someone who cannot make clear decisions (or is unconscious) after drinking alcohol or using drugs and cannot consent.

### PART 3: IDENTIFYING VIOLENCE

Explain that we are going to think about different forms of violence and the situations which violence occurs.

#### Small group work preparation

There are many creative ways to divide the learners into small groups. You can use cards with different colours or count off from one to three and group like colours or like numbers together. The best method to use may depend on the size of the class.



#### Activity 12.3. Recognizing and analysing violent situations

##### Directions:

- Distribute worksheet: Different Forms of Violence and ask learners to read the scenarios and answer the questions.
- Facilitator demonstrates the first example to the class
- Direct learners to analyse the next scenarios as a class.

#### CLASS DISCUSSION

- Rotate through the groups to answer the questions for one scenario at a time. Ask the class whether or not they agree with the group's answers; discuss any disagreements.
- Ask the learners whether their answers would be any different if the boy was the one perpetrating the violence and vice versa.
- Also focus the discussion on whether the problem was the violence which occurred or the reason why the person become violent, emphasising that violence is never acceptable and challenging gender-based stereotypes that justify the use of violence against women.

#### Key Ideas

- Violence can occur in many different forms in many different ways, and many different people can be violent.
- Violence is never acceptable or justified.

*In Summary*

- By analysing these short scenarios, we have been able to recognise different forms of violence. There is NEVER an excuse to use violence...the problem IS NOT the situation that leads to violence, but the use of violence or the controlling behaviour itself.

**Activity 12.4. Warning Signs**
 10 minutes
**Directions:**

Refer the learners to the Warning Signs handout and explain that if any of the scenarios discussed during class or the questions posed in the handout sound familiar, then they are at risk of being in a violent relationship and should seek advice from the RESPECT 4 U facilitator, another trusted adult, or contact one of the organisations whose details are provided in the resources sheets.

 **Notes for Facilitators**

Emotional and psychological abuse may include: telling the woman or man s/he is ugly or useless; denying her love and affection and sex; humiliating her in front of others; gratuitously trying to control her e.g. forbidding her to leave the yard or house, forbidding her from seeing her family and friends, insisting that she reports to him what she is doing every time she leaves her home; refusing to help her in any way (even in so called "male" jobs) in the home; preventing her from speaking with other men; preventing her from working; damaging something of hers or someone she loves in order to hurt her e.g. tearing up her favourite dress or beating her dog; refusing to use condoms when she wants to and he has other partners; forbidding her to use contraception perhaps even by tearing up her clinic card; he may call her names and shout at her; turn her and the children out of the house or return her to her parents; he may boast in front of her about having girlfriends or even bring them home and ask her to sleep on the floor whilst he has sex with them in their bed.

Financial abuse may include: refusing to give her enough money to feed the household or pay bills when he has money to spend on alcohol and cigarettes or presents for a girlfriend; taking all her earnings from her; never giving her money to buy nice clothes when he buys himself nice clothes; giving his money to a girlfriend instead of his wife; buying presents for the girlfriend and not the wife.

Physical and sexual violence may include: slapping, beating, pinching, hair pulling, threatening violence, burning, threatening or attacking with a weapon or object, throwing objects, physically confining (locking in a room or tying up), strangling, forcing her to have sex, ripping off clothes to show her naked body.

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**PART 4 : CLOSING**

Announce that the class is almost over and begin the closing activities.

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*Summary*

- During this lesson we learned what violence is and recognised and analysed different violent situations.
- Next lesson we will discuss what might make people violent.

## LESSON 13: MOTIVATIONS FOR VIOLENCE

Building on last week’s analysis of violent scenarios, learners will discuss various motivations influencing the use of violence. The emphasis will be on not excusing the violence, but understanding how one can deal with the various underlying and immediate motivations in a different way.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 13.1:</b></p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Understanding Violence</b></p> <p><b>ACTIVITY 13.2:</b></p> <ul style="list-style-type: none"> <li>Pathways to violence</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses violations of human rights and plans counter-strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and discuss the reasons that people use violence including to control and manipulate others.</li> <li>Explore how violent and abusive behaviours are used in our relationships.</li> <li>Reflect on their own values and aspirations for themselves in relation to the use of violence</li> </ul>
<p><b>Part 3. Closing</b></p> <ul style="list-style-type: none"> <li>Summary</li> </ul>		

### Materials needed:

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

### Tips for facilitator:

- Be careful to be clear with learners that violence is unacceptable and the motivations for violence do not excuse the violent act.
- Also emphasise that violent behaviour is not inevitable and that no matter the underlying factors, we can each choose non-violent, *RESPECT*ful behaviour.



## PART 1: OPENING

Welcome everyone to the class and initiate the opening activity

### Activity 13.1. Review and Overview

**Brief review of last lesson:** During the last lesson we learned about the different forms of violence including – physical, emotional, and sexual violence.

**Brief description of the lesson:** Today we are going to discuss the reasons people use violence. That is, we will talk about things that might start a violent situation and also the background things that might influence violence. We are going to use some of the scenarios from last week so have those handouts ready as well.

#### Tips for facilitator:

- Remember to reinforce the changes or attempts to change that learners make that are consistent with the programme by praising wanted behaviour – including class participation.
- Emphasise core programme themes such as actions that show *RESPECT* for ourselves and others, safety, gender equity, assertive communication skills, and human rights and responsibilities.

## PART 2: MOTIVATIONS FOR VIOLENCE

Explain that we are going to explore the reasons people use violence and what they might get out of being violent.

The purpose of this activity is to show the learners that there are many things that happen to individuals that could lead them to becoming violent, however it is important that the learners understand these and be able to identify situations in their own lives that could make them become violent and find alternative ways of dealing with such feelings.

### Directions

- Distribute the worksheet: Pathways to Violence
- We could think about what causes violence by thinking about being on a path and encountering things along that path that lead us to a choice between a violent action and a non-violent, *RESPECT*ful action.
- On your handout you see a diagram of a pathway and along the pathway are various things that might influence whether a person chooses violence or not.

RESPECT 4 U  
**Unit E. Violence in Different Contexts**  
Lesson 13: Motivations for Violence

- In an instance of violence, there are usually **underlying factors**, which happen before the immediate event that makes someone upset or angry (the trigger). Underlying factors might be negative; for example, using drugs or alcohol, having witnessed violence between your parents, seeing violence around you on TV, in songs, or in the community. Underlying factors can also be positive; for example, learning communication skills, or remembering what is important to you (your values) and the direction you want your life to go (remember your roadmap?). These positive factors help us to deal with situations in more *RESPECTful*, non-violent ways.
- **The trigger** is the immediate situation or event that makes someone very angry or upset. A trigger can be internal or external, and often with physical violence triggers are the thing that causes someone to feel angry or hurt.
- There may also be **opportunity factors**, which provide the possibility for violence to be used.

Here is an example:

- Raj is at a party with Shanaaz and he's drunk. He sees her dancing and feels jealous. He grabs her, pushes her into an empty room and hits her. Here the underlying factor is the alcohol and perhaps Raj has seen other people treat their girlfriends in this way. The trigger is Shanaaz dancing and the jealousy that Raj feels. The opportunity factor is the room being empty. Could Raj choose to deal with Shanaaz dancing and his jealousy in a different, *RESPECTful* way?
- Read Michael and Vanessa's story (Making Choices):
  - Underline the underlying factors
  - Circle the trigger
  - Arrow point the opportunity factors
- Ask learners to share their responses to the first three questions (above) and then ask them to discuss what Michael and Vanessa gained and lost because of Michael's choice to be violent
- Ask a group member from each group to present their main discussion points.

## Key Ideas

- Underlying factors
  - Dropped out of school
  - Peers use drugs
  - Tik use (interferes with his ability to think clearly and also increases his libido or 'sex drive')
  - Feeling like he can decide what happens in the relationship based on his own desires instead of discussing them with Vanessa.
  - No communication about what they want in the relationship
- Trigger
  - Vanessa's refusal and attempt to leave which makes him angry and he chooses to rape her
- Opportunity factor
  - Being alone at his friend's house
- Gains
  - Michael had his desires met
- Losses
  - Vanessa endured the trauma of sexual violence
  - Michael may lose Vanessa as a girlfriend; she might not trust him any more; she might fear him if Vanessa reports the assault, Michael will face criminal charges
- What did they gain from the violence?
  - Control or power over someone or a situation
  - Asserted their dominance
  - Punished someone
  - Humiliated someone or made them feel guilty
- What did they lose because of the violence?
  - Trust
  - Freedom
  - Relationship
- What factors played a role in the use of violence? (Predisposing factors). These could include:
  - Being passive and not asserting yourself until you ready to exploded with your bottled up emotions
  - Substance use
  - Community's beliefs and expectations related to violence for example violence is the usual way of dealing with conflict or if your friends expect you to use violence
  - Wanting your partner to be under your control
  - Gender inequality or beliefs about how men and women should behave and their roles in society
- No matter the underlying factors, the trigger, or the opportunity, violence is a choice and you can choose *RESPECT*ful actions instead of violent actions.

RESPECT 4 U  
**Unit E. Violence in Different Contexts**  
Lesson 13: Motivations for Violence

*In Summary*

- There are many factors that influence whether someone is violent. But our feelings and our experiences do not have to lead to violence.

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**PART 3: CLOSING**

Announce that the class is almost over and begin the closing activities.

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*Summary*

- Today we learned about what makes some people violent. We also learned that no matter what previous experiences someone may have had (underlying factors), and no matter what the event is that makes someone angry or upset (trigger), or what the opportunity factors of the moment are, we are responsible for our own behaviour and we can choose to be violent or we can choose to be *RESPECTful* and non-violent.
- Next time we are going to discuss laws about violence.

RESPECT 4 U  
**Unit E. Relationship and Sexual Decision-Making**  
 Lesson 14: Responding to Violence: The Law

## LESSON 14: RESPONDING TO VIOLENCE: THE LAW

During this lesson learners will study laws about sexual offences and briefly learn about other laws about violence (such as domestic violence). Learners will discuss why South Africa has these laws. Finally, learners will understand how to get legal help such as reporting crimes and obtaining a protection order.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p>ACTIVITY 14.1:</p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. South African Laws</b></p> <p>ACTIVITY 14.2:</p> <ul style="list-style-type: none"> <li>Why do we have these laws?</li> </ul> <p>ACTIVITY 14.3:</p> <ul style="list-style-type: none"> <li>What does the law say?</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses violations of human rights and plans counter-strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Understand laws related to violence</li> <li>Understand the values inherent in these laws</li> </ul>
<p><b>Part 3: How the Law Can Help</b></p> <p>ACTIVITY 14.4:</p> <ul style="list-style-type: none"> <li>How can these laws help me?</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses violations of human rights and plans counter-strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the procedure for taking out a protection order</li> <li>Understand the legal services to access in the event of a sexual-assault</li> </ul>
<p><b>Part 4. Closing</b></p> <ul style="list-style-type: none"> <li>RESPECT Portfolio Exercise</li> <li>Summary</li> </ul>		

**Assessment Task:**

- RESPECT Portfolio Exercise

Complete a quiz outside of class and return it the next time we meet.

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts



**Tips for facilitator:**

- Remind learners to refer to handouts from previous sessions with the 'Where to find help' resources
- Have additional copies of these pages available for learners

## PART 1: OPENING

Welcome everyone to the class and initiate the opening activity

### Activity 14.1. Review and Overview

 5 minutes

**Brief review of last lesson:** During the last lesson we learned about things that might influence a choice between violent and non-violent, *RESPECT*ful actions.

**Brief description of the lesson:** Today we are going to learn about what the laws say about violence, what the laws mean, and why we have laws like this in South Africa.

#### **Tips for facilitator:**

- Remember to reinforce the changes or attempts to change that learners make that are consistent with the programme by praising wanted behaviour – including class participation.
- Emphasise core programme themes such as actions that show *RESPECT* for ourselves and others, safety, gender equity, assertive communication skills, and human rights and responsibilities.

## PART 2: LAWS

Explain that we are going to talk about South African laws about violence, specifically sexual violence.

### Activity 14.2. Why do we have these laws?

 10 minutes

#### CLASS DISCUSSION:

- Why do you think South Africa has these laws about violence?
- What do these laws say about our values as a society?

## Key Ideas

- We are all equal before the law.
- Having a lot of power does not mean that you can do whatever you want to do; you still have to use your power in *RESPECTFUL* and responsible ways that do not break the law.
- We think that certain violent acts are unacceptable in our society.
- People who break the law can and must be held responsible.

### Activity 14.3. What does the law say?

 15 minutes

#### Directions

- Distribute the handouts
- Explain the law to learners [see handout]
- Explain to learners that there is no excuse or “good reason” for breaking the law. We learned last week there is no excuse for being violent. Having sex with someone when they do not want to have sex is a crime and it is unacceptable behaviour. People who commit these crimes will be held legally responsible.

#### Tips for facilitator:

- The purpose of sharing information about legislation is not to teach participants the details of each Act but rather to make them aware that there are formal laws in South Africa about different kinds of violence. Touch on the information briefly and allow participants to ask questions about these laws reminding them that they can ask a police officer, NGO, counsellor or health worker to help them get legal assistance if they want it.
- Learners may introduce the idea that there is a discrepancy between laws and the enforcement of laws. Is it the case that victims of abuse can rely on the law to protect them? What about situations in which the perpetrator threatens retaliation if the victim goes to the police? What about situations in which the victim is dependent on the perpetrator for food and lodging? These are all topics that might be introduced by learners. Safety is an important issue here. You may be called on to recognise that there are not always perfect solutions, which makes it all the more important to avoid getting into relationships with violent people.



- This is also a point at which learners could be encouraged to reflect on what they want in a relationship (Lesson 7) and how to recognize early signs of a potentially abusive relationship and end it before it escalates into violence (Lesson 11). If someone gets away with bullying behaviour early in a relationship, this is likely to continue and get worse with time, unless they respond positively to assertive communication.

### PART 3: HOW THE LAW CAN HELP

Explain that we are going to talk about things that victim-survivors of violence can do.

#### Activity 14.4. How can these laws help me?

 10 minutes

- Explain reporting procedure and the responsibilities of the police.
- Explain the importance of getting medical help.
- Explain the option and procedure of obtaining a protection order.
- Explain and emphasise that people can still lay charges against someone even if the abuse or rape happened years ago.

### PART 4: CLOSING

Announce that the class is almost over and begin the closing activities.

### RESPECT Portfolio Exercise

This week for your RESPECT exercise, you will complete the short quiz on the law. Remember to write your name and grade on the front page and hand in the completed exercise to me next week so that I can mark it and add it to your LO portfolio. If you don't finish the exercise before coming to class then you will stay after school with me to complete it.

### Summary

 5 minutes

- Today we learned about the laws we have in South Africa that protect our rights to equality, dignity, and safety by making violent acts illegal.
- Next time we are going to talk about getting help and support.

## Unit F. Support

### UNIT PURPOSE:

The lessons in this unit promote social support for learners, particularly those experiencing difficulties in relationships. Learners will explore issues around blame and responsibility in violent situations in a framework that critically examines victim blame and links this problem with human rights issues. Learners will develop an understanding of the importance of seeking help for dealing with violent experiences and learn about various places that provide such help. Learners will recognise warning signs of risk situations and learn how to monitor their risk and implement safety plans. Learners will be encouraged to help and support friends who have been victims of violence by sharing their knowledge that finding help is important and beneficial and where to find such help. They will be encouraged to help avoid violence by discussing risk monitoring and safety planning with friends.



2 lessons –  
45 minutes each

### Unit Outline:

**Lesson 15:** Responsibility and Finding Help

**Lesson 16:** Warning Signs and Safety Planning

## LESSON 15: RESPONSIBILITY AND FINDING HELP

Through an analysis of a scenario depicting victim blame, learners will explore ideas about responsibility, blame, and human rights. The importance of finding and getting help for violent experiences will be emphasised and learners will find out where they can seek help.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 15.1:</b></p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Responsibility and Blame</b></p> <p><b>ACTIVITY 15.2:</b></p> <ul style="list-style-type: none"> <li>Exploring victim blame: who do we blame and why?</li> </ul>	<p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses violations of human rights and plans counter-strategies</li> <li>Critically evaluates changes in cultural norms and values in relation to personal and community issues</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Understand and discuss issues of responsibility and blame and human rights violations.</li> <li>Develop a sensitive understanding and empathy toward victims of violence.</li> </ul>
<p><b>Part 3. Finding Help</b></p> <p><b>ACTIVITY 15.3:</b></p> <ul style="list-style-type: none"> <li>When U need help.</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Demonstrates informed, responsible decision-making about health and safety</li> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses violations of human rights and plans counter strategies</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships Explains how self will cope with depression, crisis or trauma</li> <li>Draws up an action plan to apply problem-solving skills in a personal context</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of seeking help for violent experiences.</li> <li>Identify various ways and places to get help.</li> </ul>
<p><b>Part 4. Closing</b></p> <p><b>ACTIVITY 15.4:</b></p> <ul style="list-style-type: none"> <li>RESPECT Portfolio Exercise</li> <li>Summary</li> </ul>		

### Assessment Task:

- RESPECT Portfolio Exercise  
35 marks for completing the SMS for Safety worksheet. Complete this task out side of class and hand it in next time we meet.

### Materials needed:

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

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## PART 1: OPENING

Welcome everyone to the class and initiate the opening activity. Remind participants to hand in worksheets with their names on them.

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### Activity 15.1. Review and Overview

 5 minutes

**Brief review of the last lesson:** During the last lesson we learned about laws about violence and how to take legal action when you experience violence.

**Brief description of the lesson:** Today we are going to talk about responsibilities in violent situations and the importance of getting help. We will discuss the scenario in which Michael forced Vanessa to have sex when she didn't want to and think about who we blame in violent situations. Then we will explore different ways of getting help.

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## PART 2 : RESPONSIBILITY AND BLAME

Explain that we are going to talk about responsibilities in violent situations.

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### Activity 15.2. Exploring Victim Blame

 15 minutes

#### Directions

- In Lesson 13 we talked about the underlying factors, the triggers, and the opportunities that led to Michael's forcing Vanessa to have sex even though she said she wasn't ready.
- In Lesson 14, we also talked about some of the consequences. Now we want to talk about who gets blamed when sex is forced and who is responsible. Let's continue the story of Michael and Vanessa.
- Give class handout with scenario between Michael and his friend Sam. Either read it in class or set it up with a narrator (the facilitator) and volunteers to play the part of Sam and Michael.

### Scenario

After Michael forced Vanessa to have sex, they left his friend's house. Vanessa was crying, and she told Michael she never wanted to see him again. Michael was left standing alone in front of his friend's house, looking upset. His friend Sam came along and asked him what was wrong.

SAM: "I thought you were meeting Vanessa after school, what happened?"

MICHAEL: "Vanessa is angry with me because I didn't listen when she told me she wasn't ready for sex, but it wasn't my fault!"

### CLASS DISCUSSION

- Was Michael's behaviour wrong?
- Why did Michael think it wasn't his fault?
- Why did he blame Vanessa? Is that fair? Is it kind?
- Did he blame her?
- Who is responsible/to blame for rape?
- Who is responsible/to blame for the consequences that the rapist may face?
- Who is responsible/to blame for what happened to Vanessa?

### Key Ideas

- In our society, we often blame the person who was raped or beaten by a partner for the rape or other violence, or we think they are responsible in some way for what happened. Rape and all acts of violence are a violation of a person's human rights.
- We blame the victim because women have less power and often less value in our society. Women have little power to get support, particularly when they are abused by the powerful members of our society.
- It is unfair and unkind to blame a victim as it causes them more hurt after they have already gone through the trauma of sexual violence (or other violence). The perpetrator (person who commits the violent act or rape) holds the responsibility/blame for the rape/violence. Rape is an act of male power over women. Shouldn't those with power take responsibility for using it carefully and RESPECTfully?
- The consequences that perpetrators face are not the responsibility of or caused by the victim/s. The victim/s only has the responsibility to deal with the consequences of her/his violent experience as she chooses. Having control over our behaviour no matter how strong our feelings or desires are. Feeling lustful does not mean that you have to have sex or that you have no control over what you do in response to that feeling.
- Being violent toward other people is a violation of their human rights and such behaviour is not acceptable or appropriate.

**i Tips for facilitator:**

- Emphasise the unfairness, unkindness, and unacceptability of victim blame and encourage an empathic and compassionate stance.

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## PART 3: FINDING HELP

Explain that we are going to talk about getting help to deal with violent situations

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 10 minutes

**LINK:** LESSON 14: We learned about the different consequences victim's experience after violence – refer back to your handout. Strongly challenge ideas that suggest that the victim “asked for it” or “deserved” it or that it is a usual or normal experience. Emphasise taking responsibility for our own actions and using our power in *RESPECTful* ways.

### Activity 15.3. When you need help

#### Directions

- People who have been victims of violence or witnessed violence need help and support. The perpetrator and friends of people involved in violent situations may also need some sort of help. It is important for us to remember that each of these groups (the victim/s, the witness/es, the perpetrator/s, the friend/s) have different needs. We think that it is especially important to address the feelings and needs of the victim.
- Have learners present scenario below from their handouts.

#### Scenario

On her way home, Vanessa met her best friend, Maria.

MARIA: I thought you were meeting Michael after school, why are you crying?

VANESSA: We went to his friend's house, but no one else was there. He wanted to have sex, and he didn't listen to me when I told him I wasn't ready.

## CLASS DISCUSSION

- What did Maria say?
- What advice did Maria give Vanessa?
- What might it feel like to be a victim of violence? What might you need if you were in that situation?
- What might it feel like to witness violence or be a friend of the victim? What might you need if you were in that situation?
- What might it feel like to perpetrate violence or be a friend of a perpetrator of violence?
- What are some barriers for these people to find help?
- What might encourage these people to find help?

## Key Ideas

- Victims need medical, psychological, and legal help as well as the support and caring of people around them so that they can healthfully deal with the consequences of the violence.
- It is important for victims to be believed, not blamed, and validated (supported) by listening to them and compassionately expressing your support. (e.g., I am so sorry that you had this experience. It is unfair. Thank you for trusting me and telling me what you are going through. How can I help you?)
- If someone does share with you, it is important that you do not gossip about this situation. This will only hurt your friend more.
- Witnesses and friends should also seek help and they often need psychological or counselling help.
- Perpetrators need to get psychological or counselling help.
- Sometimes getting help can be difficult, but it is important for us to *RESPECT* ourselves and those around us by taking care of ourselves and doing what we can to help others.
- Different kinds of help including medical attention, emotional support, legal aid, law enforcement, and therapy are available to us. Different people and organisations offer these kinds of help – find something that works for you. Look through the “Where to Find Help” resource sheets in your handouts.
- Barriers may include personal feelings of fear, embarrassment, or shame; not wanting to admit that something is wrong; a belief that you don't need help or that nothing/no one can help; not wanting other people to know what you have experienced; worrying that you will get into trouble or be blamed for what happened; lack of resources to access help; not knowing where to find help; being prevented from finding help by the perpetrator and his/her family and friends or your own family and friends; not wanting to hurt your partner or friends or family or the perpetrator; fearing that the perpetrator will retaliate; feeling as if you cannot trust anyone.

- If you are not believed or listened to or helped when you ask for help regarding a violent situation, keep telling trusted adults until someone believes you and helps you get the support that you need.
- You can encourage and support your friend by suggesting they get help and offering to assist them in finding appropriate resources to help them. Sometimes the most helpful and safe thing to do is to find an adult you trust and tell them.

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### *In Summary*

- Dealing with violence can be very difficult and cause emotional and physical injuries. If you have been exposed to violence or find yourself being violent then you may need and benefit from getting help either to get you into a safer situation or, once you are safe, to help you recover.
- On one sheet in this week's set of handouts is a list of various resources that you can access to get help.
- Remember that victims need us to believe them, not blame them, and support them.

### **Tips for facilitator:**

- Encourage participants to explore possible the nuances of getting help depending on the type of violence you may experience and who is perpetrating the violence.
- Emphasise that getting help is a choice and though it can be difficult, it is often beneficial.

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## **PART 4: CLOSING**

Announce that the class is almost over and begin the closing activities.

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### *Summary*

- Today we learned that it is inappropriate to blame the victim of violence for being violated. We also learned about the importance of finding help when you have experienced violence in some way. We discussed ideas about how unfair it is to blame a victim of violence for his or her violent experience. We also learned about the importance of getting help when we have experienced violence.
- Next lesson we are going to learn about warning signs that let you know your risk is increasing and making a safety plan.



## LESSON 16: WARNING SIGNS AND SAFETY PLANNING

Through an analysis of a scenario depicting victim blame, learners will explore ideas about responsibility, blame, and human rights. The importance of finding and getting help for violent experiences will be emphasised and learners will find out where they can seek help.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b></p> <p><b>ACTIVITY 16.1:</b></p> <ul style="list-style-type: none"> <li>Review and Overview</li> </ul>		
<p><b>Part 2. Warning Signs</b></p> <p><b>ACTIVITY 16.2:</b></p> <ul style="list-style-type: none"> <li>Stop and Assess – Warning Signs</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Demonstrates informed, responsible decision making about health and safety</li> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Identify various warning signs of risk and appropriate responses to this risk.</li> </ul>
<p><b>Part 3. Finding Help</b></p> <p><b>ACTIVITY 16.3:</b></p> <ul style="list-style-type: none"> <li>Monitoring My Safety</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Demonstrates informed, responsible decision-making about health and safety</li> <li>Examines a health and safety issue related to violence and proposes alternatives to violence as well as counter-strategies</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses violations of human rights and plans counter-strategies.</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Reflects on appropriate behaviour in different kinds of interpersonal relationships.</li> <li>Draws up an action plan to apply problem-solving skills in a personal context.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate risk monitoring and safety planning skills including strategies to ensure safety.</li> <li>Understand how to support and encourage friends to stay safe.</li> </ul>
<p><b>Part 4. Closing</b></p> <ul style="list-style-type: none"> <li>RESPECT Exercise</li> <li>Summary</li> </ul>		

**Assessment Task:**

- RESPECT Portfolio Exercise

Complete the Commitment to RESPECT worksheet outside the class and hand in the next time we meet.

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

**PART 1: OPENING**

Welcome everyone to the class and initiate the opening activity

**Activity 16.1. Review and Overview**

5 minutes

**Brief review of the last lesson:** During the last lesson we learned taking responsibility for your own actions and getting help when you experience violence either as a victim or as a perpetrator.

**Brief description of the lesson:** Today we are going to learn about recognising risks and actions that we can take to keep ourselves safe. blame in violent situations. Then we will explore different ways of getting help.

**Tips for facilitator:**

- Remember to reinforce the changes or attempts to change that learners make that are consistent with the programme by praising wanted behaviour – including class participation.
- Emphasise core programme themes such as actions that show RESPECT for ourselves and others, safety, gender equity, assertive communication skills, and human rights and responsibilities.

**PART 2: WARNING SIGNS**

Explain that we are going to talk about different warning signs that we may be at risk.

**Activity 16.2. Stop and Assess**

30minutes

**Directions**

- I am going to read through some scenarios and when you feel uncomfortable about what is happening in the scenario or when you realise that the situation is getting risky, then I want you to hold up your hand for me to stop.
- We will then discuss what is happening. You can follow along in your handouts if you want to and mark the points and write notes of what we discuss.

## CLASS DISCUSSION

- At each stop point, ask:
  - Why do you want to stop here?
  - What do you think the character/s could do at this point?
- At the end of the scenario:
  - What were the responsibilities of each of the characters?
  - What could each character have done to avoid the violent situation?
  - What steps could each character take now?

## Scenario

Lucky has been talking to Mandisa at school for weeks. He really likes her, but he also feels a little shy around her. He knows that Mandisa is going to the same party as he is this weekend and he is excited about seeing her there. At the party Lucky begins to drink beer with his friends. Very soon he is feeling good and he feels brave enough to ask Mandisa to dance with him.

**RISK:** Drinking alcohol interferes with our ability to think clearly and make decisions. People are more likely to do something risky or dangerous when they have been drinking.

**SAFETY STEPS:** Lucky could choose not to drink or he could choose not to go to a party where there will be a lot of drinking. If he does choose to drink, Lucky could choose not to be around girls or to limit how much he drinks.

Lucky and Mandisa dance together very closely for most of the night. Lucky has a few more beers. After most of the people at the party have left, Mandisa and Lucky begin to kiss in a private room.

**RISK:** Few people at the party presents a risk (opportunity factor – no one to stop or report what is happening and no one to help) and being in a private room presents even more of a risk (opportunity factor – no one will see that help is needed and be able to intervene). The risk is also increased because Lucky is drunk (impaired decision-making).

**SAFETY STEPS:** Lucky could have stopped drinking earlier and if he was feeling drunk he could go home so that he does not put others or himself in danger. Lucky's friends could see that he is in a risky situation and take him home. Mandisa could have left the party with her friends. Lucky might have chosen not to go to the private room and Mandisa could have disagreed about going to the private room.

Things progress quickly, and soon clothing is being taken off. Lucky begins to grope at Mandisa's zipper and tries to take down her pants when Mandisa pushes him away. Mandisa says, "I have to go." Lucky responds, "You can't start something without finishing it."

**RISK:** They are alone. Lucky is assuming Mandisa is ok with the sexual activity and he also begins to pressure her to do what he wants.

**SAFETY STEPS:** Mandisa pushes Lucky away and tries to leave. She might have chosen to use some assertive communication skills. Lucky could choose to **RESPECT** Mandisa and her rights not to do things she does not want to do. Lucky and Mandisa should also discuss their sexual boundaries. Lucky could control himself and stop what he is doing

Mandisa tells Lucky, "I don't want to do this." Lucky doesn't listen and continues to kiss her against her will. Mandisa again says, "No." Lucky says, "I can't stop now. We've already gone too far."

**RISK:** Lucky is not stopping as Mandisa has asked and he is pressuring her to continue.

**SAFETY STEPS:** Lucky should recognise and take responsibility for his behaviour and not put Mandisa in such a difficult position. He should exercise some self-control. Mandisa clearly tells Lucky that she no longer wants to engage in the sexual activity. Mandisa might call for help or use self-defense.

Lucky holds Mandisa down while he rapes her.

- **RISK:** Are they using a condom? Having sex with someone against their will is rape.

**SAFETY STEPS:** Using a condom every time you have sex is important to keep you and your partner safe. People should only have sex when BOTH partners want it AND agree to it without being forced or tricked.

Afterward, Lucky walks Mandisa home and talks about some people at the party. Mandisa does not say a word. When they get to Mandisa's house, Lucky tries to kiss her, but she turns away. He leaves by telling Mandisa, "I'll call you soon. Maybe we can go out next weekend."

**RISK:** Going out with Lucky may not be a safe choice.

**SAFETY STEPS:** Mandisa could seek medical, legal, and emotional help for this violent experience. Lucky needs to get help in order to take responsibility for his action and learn **RESPECT**ful ways of treating other people.

Lucky goes home early and the next day the police arrive at his home and arrest him on a charge of rape.

**LINK** LESSON 1: Every choice you make can either take you a step closer or a step away from your values and the person you choose to be

**LINK** LESSON 15: Although everyone can take steps to be safer and we can help one another be safer; it is ultimately the boys' responsibility not to rape girls or trick them into having sex

### Tips for facilitator:

- If learners do not stop you at critical points, you can stop the story and ask them to assess the safety and risk of the situation.
- You may try to ignore some of the “stops” from learners and see whether they become more insistent or try another way to stop you. Afterwards, ask them what it felt like to be ignored. This small variation can help to teach learners to be insistent and find different ways of stopping or addressing a risky situation as well as building empathy for victims of various violations.
- Be available for participants who may need to get support or talk with you about their violent experiences.

## Key Ideas

- Building healthy and safe relationships means that both partners have to work to strengthen the healthy, positive aspects of their relationship and change or eliminate the unhealthy, negative aspects of their relationship. But each partner's behaviour is his/her own responsibility and in violent situations, the person who uses violent behaviour is responsible for that action.
- Risk situations: at night; secluded places; uncontrolled or unchaperoned parties with freely available drugs and alcohol; places where you do not know anyone else; being alone with your partner; using drugs or alcohol or being with your partner who is using drugs or alcohol but remember that all places/situations have some risk.
- Safety steps may include: activities in groups with people you know; going somewhere with friends you trust; having a safety plan with your friends; monitoring your substance use; telling your parents/friends where and with whom you are going and agreeing on when you will be back; having emergency phone numbers at hand; deciding which activities you can do with particular people (e.g., drinking with my friends but not with girls around); ask for help; leave the situation; if you see your friend getting into an unsafe situation, help him/her.
- Safety steps to avoid raping: do not get too drunk to stop listening to your partner; do not have sex with a girl unless she has clearly agreed; 'no' never means 'yes;' challenge and don't listen to your friends if they are mocking you for not having sex with your girlfriend or putting pressure on you to have sex (it's not their choice); do not tease or put pressure on your friends to have sex.

## In Summary

- We have all identified several ways in which the characters in the scenarios were increasing their risk in various ways and you came up with several ideas to decrease risk and increase safety.
- There are many risk reduction steps that both potential victims and potential perpetrators can take and that we can all help one another keep safe. But it is ultimately up to us as individuals to control our own behaviour and not to harm anyone else.
- Some of the risk situations that you identified included being one of the last people left at a bar or party without your friends; going to a private area, room, or house, and accepting a lift from a stranger.
- You also suggested several safety actions for the characters including staying close to friends, monitoring where you get a drink and how much you drink, having emergency phone numbers in case you get stuck somewhere, and getting medical, emotional, and legal help after an experience of violence.
- Remember that even if someone does not take actions to make themselves safer, that does not mean that others can violate that person in any way.

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## PART 3: SAFETY PLANNING

Explain that we are going to talk about different warning signs that we may be at risk.

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### Activity 16.3. Monitoring my Safety



30minutes

#### What is a safety plan?

- A safety plan is an ongoing activity that involves thinking about and assessing ways to keep yourself safe.
- A safety plan could help you to avoid or get out of unsafe or violent situations and it may make it easier to respond quicker with things you know will help when you realise that you are in an unsafe or violent situation

#### How to create a safety plan

- It might be helpful to have a safety plan with trusted friends. You can all decide that you will not leave a friend alone at a party. You can decide that you will intervene if you see your friend drinking too much or getting into a risky situation.
- You need to know how to recognise warning signs of risk situations and how to address them in appropriate ways. Know some places and people who can help you.
- Continuously monitor your safety and risk by being aware how you feel, how safe you are, what might be risky, and what you can do to keep yourself safe and avoid getting into dangerous situations.

### Refer to worksheet

- On this worksheet you will find ideas about safety planning and risk monitoring.
- There are a list of questions you can continuously ask yourself about how safe you are and how much you are at risk for getting into dangerous situation
- There are some topics of discussion you can use with your friends
- There are some suggestions about safety steps. Add some of your own.



### Tips for facilitator:

- Safety planning and risk monitoring are important for everyone – girls and boys. Be careful not to suggest that safety is the responsibility of a particular group.
- Even if people do not do safety and risk monitoring, they do not ever deserve to be hurt and always deserve to get help.
- If time is an issue, you can choose to incorporate information about safety planning during the discussion about the scenarios.

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## PART 4 : CLOSING

Announce that the class is almost over and begin the closing activities.

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### RESPECT Portfolio Exercise

This week for your final RESPECT Portfolio Exercise, it is time to think about making a Commitment to RESPECT your life. Are you ready? Please complete the worksheet called RESPECT 4 U – RESPECT 4 ME and be prepared to hand it in at the next lesson.

### Summary

- Today we learned about paying attention to warning signs by continuously assessing and monitoring our risk and safety and taking steps to increase and maintain our safety.



## Unit G. Creating Lasting Change

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### UNIT PURPOSE:

The lesson in this unit reviews and synthesises what learners gained from the programme. Learners identify changes that have occurred and also those that they would like to create in their personal, peer, and family relationships as well as in their school and community environments.

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1 lesson –  
45 minutes each

### Unit Outline:

**Lesson 17:** . What I Learned and How Changed

**LESSON 17: LEARNING AND LIVING RESPECT**

After opening the lesson, learners will share lessons and skills they have learned and how they have changed as a result of the programme. The facilitator will provide a brief summary of the areas covered in the programme.

Lesson Outline	Life Orientation Learning Outcomes	Lesson Objectives
<p><b>Part 1. Opening</b> ACTIVITY 17.1:</p> <ul style="list-style-type: none"> <li>Let's begin</li> </ul>		
<p><b>Part 2. What I Learned and How Changed</b></p> <p>ACTIVITY 17.2</p> <ul style="list-style-type: none"> <li>Review messages and activities of previous lessons</li> </ul> <p>ACTIVITY 17.3</p> <ul style="list-style-type: none"> <li>Process "What am I going to do to be more RE-SPECTED and RESPECT-ful" homework worksheet</li> </ul> <p>ACTIVITY 17.4</p> <ul style="list-style-type: none"> <li>Select 10 key words that represent what has been learned in this curriculum</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Describes what a healthy lifestyle is in own personal situation, as a way to prevent disease</li> <li>Demonstrates informed, responsible decision-making about health and safety</li> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Analyses and discusses factors which influence self-concept formation and self-motivation</li> <li>Draws up an action plan apply problem-solving skills in a personal context</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate learning and understand the links between various aspects of the programme</li> <li>Share what they have gained from participation in the programme</li> </ul>
<p><b>Part 3. Creating Change and Inspiring Others to RESPECT</b></p> <p>ACTIVITY 17.5</p> <ul style="list-style-type: none"> <li>Discussion about how changes I make in my life to become more RE-SPECTful will impact my community.</li> </ul>	<p><b>Outcome 1: Health Promotion</b></p> <ul style="list-style-type: none"> <li>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies.</li> </ul> <p><b>Outcome 2: Social Development</b></p> <ul style="list-style-type: none"> <li>Discusses violations of human rights and plans counter-strategies</li> <li>Critically evaluates changes in cultural norms and values in relation to personal and community issues</li> </ul> <p><b>Outcome 3: Personal Development</b></p> <ul style="list-style-type: none"> <li>Draws up an action plan to apply problem-solving skills in a personal context</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the ability to act as agents of change within schools, communities, families, and peer groups</li> </ul>
<p><b>Part 4. Closing</b></p> <ul style="list-style-type: none"> <li>Saying goodbye</li> </ul>		

**Materials needed:**

- Flipchart and markers OR blackboard and chalk OR white board and markers
- Handouts

**PART 1: OPENING**

Welcome everyone to the class and initiate the opening activity

**Let's Begin!**

4 minutes

Today we are not starting in the same way as we usually do because it is our last lesson. We are going to talk about the things we learned, how we changed, and how we are going to maintain and share those changes.

**PART 2: WHAT I LEARNED AND HOW I CHANGED**

Explain that we are going to talk about what we have learned from the programme and the changes we have made in our lives based on these lessons. The purpose of this activity is to review and reinforce the lessons and skills learners have acquired and the changes they have made.

**Activity 17.2.** Now I have RESPECT 4 U!

5 minutes

**Directions**

- Ask volunteers to share something that they found particularly interesting, surprising, or amusing about the lessons in the programme.
- Record responses on the board.
- After people have shared what they learned, provide a quick summary of key areas addressed in the programme.



15 minutes

**Activity 17.3.** “What am I going to do to be more RESPECTED and RESPECTFUL” Portfolio Exercise

- Ask students to share the ideas on their worksheets if they feel comfortable doing so.
- Ask them what they wrote on the worksheet is different from what they might have written before the RESPECT 4 U program



10 minutes

**Activity 17.4. Key Words of RESPECT**

- Ask students to raise their hands and share words that were used in the lessons that they think represent RESPECT (listening, fairness, negotiation, etc).
- If there are more than 10, ask them to vote for the ones they think are the most relevant to the programme.

## Key Ideas

### During the programme we:

- Clarified our personal values and aspirations, which are our personal roadmaps that help us make choices
- Learned assertive communication skills
- Challenged gender norms and thought about choosing to be a RESPECTful woman or man
- Defined caring relationships and the type of relationship we each want to be part of
- Learned how to start a relationship
- Learned how to maintain a relationship by negotiating relationship happiness and dealing with problems in positive ways
- Learned about sexual decision-making, recognising potentially risky situations and planning to avoid them
- Learned RESPECT for ourselves and others and how to show our RESPECT through our behaviour
- Learned about taking responsibility and making our own decisions and choices

**Tips for facilitator:**

- Be sure that all participants are given an opportunity to share their perspectives.



10 minutes

**Activity 17.3. Creating Change & Inspiring Others to Have RESPECT 4 U!****Directions**

- Begin a discussion about how when one person changes it causes changes in their environment. Talk about a “tug of war” game. When both sides are tugging on the rope, what happens? When one side lets go of the rope, then what happens?
- Talk about how this is the same for changing the way people behave toward each other. If someone yells at you and you yell back, what is likely to happen? What if a friend yells at you and you don't yell back, but you say that you would be willing to have a calm conversation later and leave, what happens? What if you forget and yell at someone, but then you say to them, “I am sorry – I was not being RESPECTful”. What happens then? Lead them to the conclusion that one way to make change happen in their schools, families, and communities is to begin to make positive changes in themselves!

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**PART 4 : CLOSING**

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**Saying Goodbye**

4 minutes

- Instead of our usual closing activity today, I will be saying goodbye.
- The facilitator should share what he or she has learned and enjoyed and talk about hopes for the learners' futures.