



RESPECT4U

LEARNER 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 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

Health Educators

Western Cape Education Department

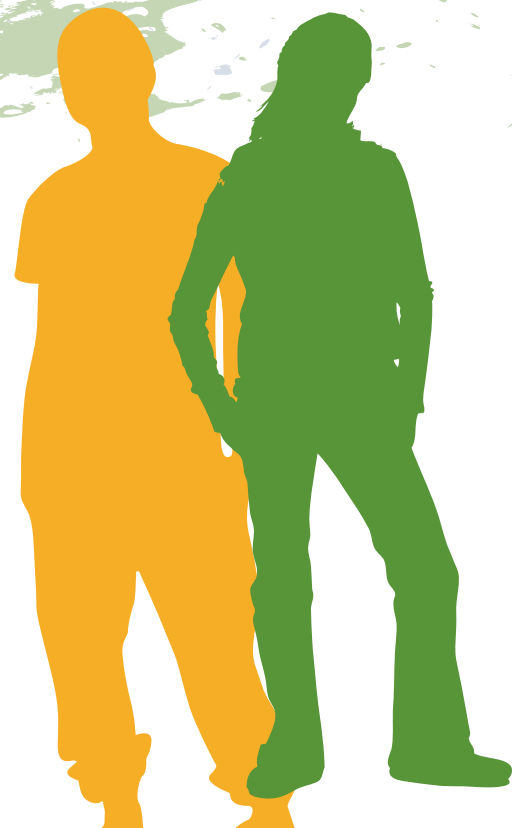
The participating schools, particularly the educators and learners participating in the programme and providing feedback to the research team.

RESPECT4U INTRODUCTION

DURING THIS PROGRAMME WE ARE GOING TO LEARN ABOUT BUILDING HEALTHY RELATIONSHIPS AND WHAT TO DO ABOUT UNHEALTHY RELATIONSHIPS

In the handouts you will find:

- Worksheets and information for in-class exercises
- RESPECT Portfolio Exercises
This exercise should be done out of class
Usually there will be a worksheet for you to complete for marks.
These marks are for your LO assessment mark for the term and for the year.
You need to write your name on every worksheet
You need to hand in your worksheet every week to the teacher
- Our Rights and Responsibilities
Learn about a right you have and the responsibility you have that goes with that right.
- RESPECT TIME 4 U
These are ideas for you to think about or write about every week related to the work we are doing.



conduct agreement

In this RESPECT 4 U class, I agree to:

- Be RESPECTful
- Be non-judgmental - not making assumptions or judging other people.
- Choose safe, non-violent actions
- Actively participate in class and class exercises, including RESPECT Exercises
- Listen to my classmates and the teacher
- Arrive on time for class
- Don't gossip about what you hear in class
(Spreading rumours about others. Telling stories or opinions about other people.)

Signed

Date



RESPECT4U

INTRODUCTION

An act of giving particular attention; high or special regard. Dignity. Honour. Non-judgmental. Ethical. Kindness. Trustworthiness. Fairness. Responsibility. Love. Listening. Thoughtful. Accepting. Patience. Mutuality. Appreciation. Polite. Not hurting what we should value. Collaboration for peace.

WHAT IS RESPECT?

It is important for us to SHOW RESPECT in our actions instead of just saying it or talking about it. RESPECTful action is about how and what you say and do.

What does RESPECT mean to you?

...your teachers

...your parent/caregivers

...your enviroment

...your peers

How can you show
RESPECT for ...

...your partner

...yourself

...your friends

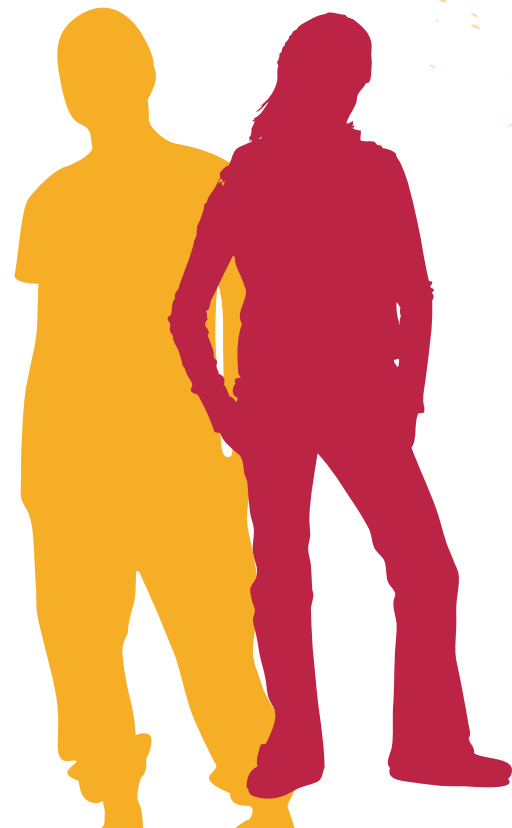
WHO DO I CHOOSE TO BE? WHAT DO I CHOOSE TO BE ABOUT?

During this lesson you will:

- Learn about the RESPECT programme and meet your teacher
- Identify ways to show RESPECT for yourself, other learners, and the teacher in the classroom setting
- Identify your strengths and some of your hopes and dreams
- Identify ways in which you would like to be treated and ways in which you would like to treat others
- Identify your personal values (things that are important to you)
- Understand the importance of knowing your personal values in the context of relationships

In this set of handouts you will find:

- Lifelong Journey Map in-class exercise
- RESPECT TIME 4U



RESPECT 4 U Lesson 1

WHO DO I CHOOSE TO BE? WHAT DO I CHOOSE TO BE ABOUT?

LIFE JOURNEY ROADMAP

As a young person, your life is in your hands. We need a map to help guide us because sometimes our actions take us in quite other directions.

Every day we are faced with many choices in many different situations. Sometimes they are easy choices, such as what to wear or what to eat and these may not divert us from our life path. At other times they might be more difficult choices, such as whether to go to a party with some new friends, to try drugs, or to have sex. When we are faced with these choices, depending on how we make them, we risk going in a very different direction. We don't always know what the right thing to do is in every situation, but we can make better choices if we have a personal roadmap and use it to ask ourselves which choice is more likely to lead us in the right direction.

In this programme we're going to talk a lot about the ways we want to be treated by other people and the ways in which we want to personal roadmap, read the example below about the choices that you and a friend might have to make.

e x p l o r a t i o n
e x p l o r a t i o n
e x p l o r a t i o n
e x p l o r a t i o n

RESPECT 4 U Lesson 1

WHO DO I CHOOSE TO BE? WHAT DO I CHOOSE TO BE ABOUT?

e x a m p l e

A friend of yours often lies to her parents, telling them that there are activities after school that she stays to participate in. This is not true. She is actually hanging out with someone who is much older, quite attractive, and has some money. Because your friend's parents know that you are close, they ask you why you don't participate in the after school activities with their child because they notice that you get home from school earlier than their daughter.

- What choices do you have in this situation?
- What choices does your friend have?
- What can both of you choose to do?
- If you were a parent, how would you want to be treated in this situation?

RESPECT 4 U Lesson 1

WHO DO I CHOOSE TO BE? WHAT DO I CHOOSE TO BE ABOUT?

We are doing a lot of work and learning many things in the RESPECT 4 U programme. You have probably heard the proverb “you reap what you sow” meaning that you will get back what you put in. That is, if you put in a lot of work at the beginning to plant and nurture “seeds” you are more likely to harvest great rewards from what these seeds grow and produce. Think about what you are planting and nurturing related to the work in this programme. One way that we think you could benefit even more from the programme is to take some time every week to think about what you have learned and experienced and how you might want to change things in your life.

Every week you are encouraged to take some RESPECT TIME 4 U to stop and reflect on what you have learned in our lessons and how you can apply these principles and skills to your own daily life and personal growth. Every week there will be a different prompt and we would like to suggest that you write a little about your experience on the back of this page or in a journal. This writing is not for marks – just for your personal growth. If you have any questions about this exercise, ask your class teacher.

r e f l e c t i o n

Spend some time thinking about what is important to you and what makes your life meaningful to you. Now that you have identified the person that you choose to be, pay attention to how you are this person in every action. When you are faced with a difficult situation or a decision to make, think about how your personal roadmap would guide you. Being the person you truly want to be is a choice at all times, but it is not always an easy choice. Sometimes we all fail despite our best intentions. If you do make a mistake, recognise it, make apologies to yourself and others, and move forward with your goals in mind. You can choose to be guided by your personal roadmap or you can choose to ignore it. You and your choices are your own responsibility. What have you learned about yourself today?

TRAVEL NOTES

THE BEST THINGS ABOUT ME ARE:

LIFE JOURNEY ROAD MAP

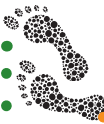
1.

2.

3.

WHERE MIGHT MY PLANS & DREAMS

TAKE ME?



THE WAY I WANT OTHERS TO TREAT ME IS

EMERGENCY CONTACT

WHO IS ALWAYS THERE FOR ME

TODAY ... WHERE I BEGIN MY LIFE JOURNEY ANEW.



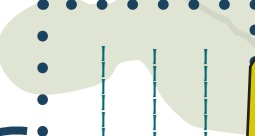
I WANT TO BE A _____ FRIEND
AND TO TREAT OTHERS IN WAYS THAT ARE _____

I WANT TO MY FAMILY TO THINK OF ME AS

DETOUR

OOPS! TODAY I FORGOT WHERE I WAS HEADED.
STUGGLED WITH

TO GET BACK ON THE RIGHT PATH, I WILL



LEARNING ABOUT COMMUNICATION

During this lesson you will:

- Identify the importance of communication and think about the different purposes for communication, particularly in interpersonal contexts.
- Discover that listening is as important as talking in relationships.
- Understand the various verbal and non-verbal elements of communication.
- Identify aggressive, passive, manipulative, and assertive approaches to communication and the consequences of using these approaches.

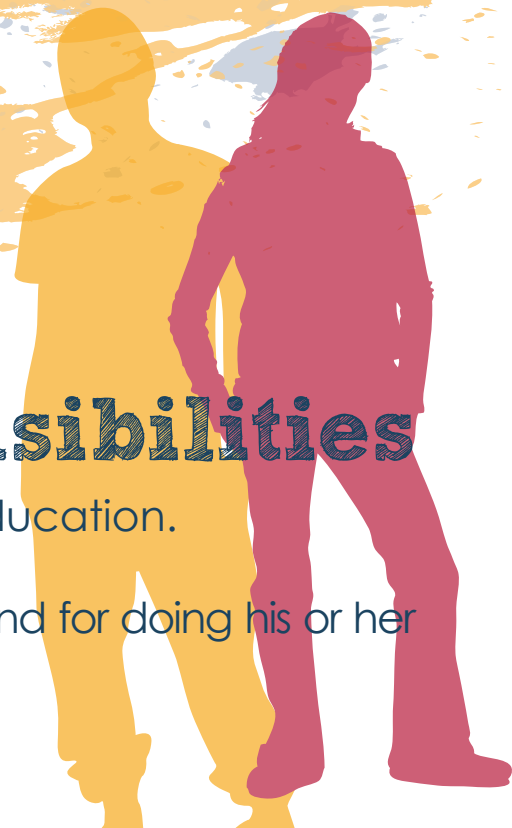
In this set of handouts you will find:

- Different ways of communicating
- Consequences of communication styles
- RESPECT TIME 4U

rights and responsibilities

Every person has the RIGHT to an education.

Every person is RESPONSIBLE for attending school and for doing his or her own school work.



RESPECT 4 U

Lesson 2

LEARNING ABOUT COMMUNICATION

COMMUNICATION

Listening, telling, exchanging, receiving, or asking for information, expressing ideas, feelings, or a message

verBaL

Content (what you want to say)
The words you choose.
Tone of your voice

NON-verBaL

Body language/posture
(the way you hold and move your body)
Gestures (your hand movements)
Facial expression

approach

Aggressive/attacking, avoiding/passive, manipulative, assertive

TIMING

When and where you choose to communicate something

HONESTY

Appropriate to your goals of communication and the audience

RESPECT 4 U Lesson 2

LEARNING ABOUT COMMUNICATION

aggressive & attacking

Expressing your feelings and desires in a way that threatens or punishes the other person - you are insisting on your rights whilst denying the rights of others

example

Nagging, shouting, interrupting, exploding, warning/threatening, correcting (look at the facts), persisting (I am right), insulting, sarcastic, revenge (I will get you back for this), staring or glaring, blaming (accusing the other person) shouting or talking very loudly.

CONSEQUENCES

People who use this approach are often feared by others who begin to dislike them.

passive

Giving up 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

example

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.

CONSEQUENCES

People who use this are often taken for granted.

MANIPULATIVE

Using trickery or deceit to get your way. Sometimes people who are being manipulative pretend at first to be passive then manipulate through speech

example

Whining, crying, making others feel guilty, begging and pleading, pretending to cry

CONSEQUENCES

People using this approach are often disliked and others may begin to avoid them.

LEARNING ABOUT COMMUNICATION

a s s e r t i v e

Assertive communication is appropriate, effective, clear, honest and delivered confidently.

Assertiveness involves telling someone how you feel and what you need in a way that does not seem rude or threatening to them. You stand up for your rights without violating the rights of others.

example

Calmly, confidently, and clearly telling someone how you feel about a particular situation or experience and suggesting potential solutions in a RESPECTful way.

CONSEQUENCES

People who communicate assertively are often RESPECTED and trusted because others understand them and stay to listen and discuss issues together to find a solution.

r e f l e c t i o n s

- Do these types of communication seem like the right way to talk with someone?
- Would you want to be talked to like this?
- What would your reaction be to a passive communicator?
- What about an aggressive communicator?
- Do you know anyone who tries to manipulate you?
- What is a better communication style?

RESPECT 4 U Lesson 2

LEARNING ABOUT COMMUNICATION

CONSEQUENCES OF COMMUNICATION STYLES

Read the scenario and label each response example to describe the approach it shows (i.e., aggressive, assertive, manipulative, passive).

.....
SCENARIO: A mother says to her child: I don't want you to go to college. You need to stay at home and help me look after your sisters. I need the money you make from selling mielies to help me buy food.
.....

Response	Approach	Consequences
A. Child replies: Well that's it then, you are my mother, and I must obey you.		
B. Child replies: You are just jealous because you never had the chance to get an education. Do you want me to end up a useless poor woman like you? You can forget it if you think I am staying here one day longer.		
C. Child replies: Ok I won't go, but you will see I will end up pregnant within a few months like all my friends, and then you can bring up the child. OR C. Child replies: Ok I won't go, but you will see I will end up in jail in a few months like all my friends. Then you'll be sorry.		
D. Child replies: I understand that it will be difficult for you but I think I should go. It's only for two years, and then I will be able to earn a lot of money with my new skills. I may even be able to build a new house for you. Thobeka is old enough to take over selling mielies if you help her at first.		

RESPECT 4 U Lesson 2

LEARNING ABOUT COMMUNICATION

RESPECT TIME 4 U

Pay attention to how you are **communicating**. Are you communicating in ways that you like people to talk to you or are you communicating in ways that you do not like others to use with you?

What are the consequences of your communication choices? Try a new way of communicating that reflects how you want to be treated and how you want to treat others.

What have you learned about yourself today? Remember to write about your experience or thoughts about this exercise.

COMMUNICATING ASSERTIVELY

During this lesson you will:

- Understand the meaning of assertive communication
- Learn assertive communication skills
- Learn new vocabulary for describing emotions
- Practice assertive communication skills
- Reflect on effective and RESPECTful ways to communicate with someone

In this set of handouts you will find:

- Assertive Communication
- "I" Statements
- RESPECT Portfolio Exercise
- RESPECT TIME 4U

rights and responsibilities

Every person has the RIGHT to freedom of expression (a person can say or write whatever message they want to communicate).

Every person is RESPONSIBLE for communicating in ways that are RESPECTful and for saying or writing messages that are RESPECTful and do not violate other people's rights.

Assertive Communication

A definition...

Assertive communication is:

- appropriate,
- effective,
- clear,
- honest,
- RESPECTful, 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.

Assertive Communication Skills



Assertive communication is like building a bridge toward the other person to connect with him or her and find a solution. Use these skills to build a strong bridge:

- ☀ Be confident
- ☀ Prepare and rehearse
- ☀ Express your feelings and your message
- ☀ Ask about and acknowledge your partner's feelings and what is important to him/her
- ☀ Ask clarifying questions
- ☀ What are your and your partner's non-verbal messages?
- ☀ RESPECT 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
- ☀ Check in with your feelings and remember to make choices that are healthy for you
- ☀ If you feel overwhelmed or confused or in a position where you cannot make healthy decisions, take time to think before you discuss

'I' Statements

My response: "I feel..."

Say "I feel..." rather than "I think..." and keep it to your own feelings (e.g., "I feel hurt/sad/happy...") instead of blaming or assuming something about your partner (e.g., "I feel that you are being mean!")

Action / Cause: "when..."

Be specific and non-judgmental (e.g., "you call me names in front of your friends")

My reason: "because..."

If you think an explanation would help, add one here making sure not to blame the other person (e.g., "because I think it is disrespectful")

Suggested solutions: "what I'd like is..."

A statement of the change you hope for is ok, but you cannot demand the other person to change (e.g., "for us to discuss this more" or "make an agreement we can both keep", not "you to stop being lazy")

Invite & listen to the response:

"What do you think about this situation?" OR
"How do you feel about this situation?"

RESPECT 4 U

Lesson 3

COMMUNICATING ASSERTIVELY



how do i feel ?



Agitated
Angry
Annoyed
Bitter
Cruel
Disgusted
Fed up
Frustrated
Furious
Grumpy
Grouchy
Hate
Impatient
Irritated
Jealous
Outraged
Rage
Repulsed
Resentful
Scorn
Spiteful

Afraid
Anxious
Distressed
Edgy/On-edge
Fear
Frozen
Horror
Hysterical
Nervous
Overwhelmed
Panicked
Scared
Shocked
Tense
Terrified
Uneasy
Worried

Agony
Crushed
Defeated
Depressed
Despair
Disappointed
Down
Gloomy
Grief
Homesick
Hopeless
Hurt
Insecure
Lonely/Isolated
Miserable
Neglected
Rejected
Sad
Unhappy
Unloved

Shame
Ashamed
Insulted
Guilty
Disgraced
Embarrassed
Can't Face It
Humiliated
Put Down
Ruined
Degraded
Responsible
Blamed
Criticised
Feel Bad
Regret

Blissful
Cheerful
Content
Delighted
Ecstatic
Enthusiastic
Excited
Glad
Happy
Joy
Overjoyed
Pleased
Satisfied
Thrilled

Writing 'I' statements

Part A. Read the 'you' statements and rewrite them as 'I' statements.

Richard comes home to find his younger brother broke something that belonged to him. Richard says: "You are so careless and you break everything you touch! I told you never to touch my stuff." Instead, Richard could use assertive communication skills and say:

.....

.....

.....

Charlene's boyfriend teases her in front of his friends and they all laugh. Charlene says: "You are so rude when you say nasty things about me to your stupid friends, and they all laugh at me. Why can't you be nice to me?" Instead, Charlene could use assertive communication skills and say:

.....

.....

.....

Part B. Think of a time that you used a 'you' statement when you were upset or angry and write it down. Now change this 'you' statement into an 'I' statement as an alternative way you could have dealt with the situation.

.....

.....

.....

.....

.....

.....

RESPECT portfolio exercise

These out-of-class exercises give you an opportunity to put what we are learning into action. This exercise is for your portfolio and it will count towards your L.O. marks for the term and for the year.

- 1. Read about the two situations.**
- 2. Pretend you are in those situations and then write what you might say to each person using assertive communication skills. (18 marks)**
- 3. Hand these worksheets in next week.**

Responding Assertively

Read about the situations below. Pretend you are in those situations and then write what you might say to each person using your assertive communication skills.

Your friend tells you that she heard other people at school talking about your girlfriend or boyfriend saying that he or she has been going out with someone else and buying gifts for that person. What do you say to your friend?

(6)

.....

.....

.....

.....

.....

.....

What do you say to your boyfriend or girlfriend?

(6)

.....

.....

.....

.....

.....

.....

RESPECT 4 U

Lesson 3

COMMUNICATING ASSERTIVELY

You have made plans to spend time with your friend. But the last three times that you agreed to meet he did not arrive. You see him at school the next day, what do you say to him? (6)

.....

.....

.....

.....

.....

.....

RESPECT TIME 4 U **Honesty and Communication**

Being honest helps to avoid misunderstandings in communication and helps to avoid getting into more difficult situations later. Being honest is *RESPECTful* to yourself and to the person with whom you are communicating. Being honest helps build trust in a relationship.

- Saying one thing when you mean another is not being honest or communicating in a helpful way.
- Saying things you don't really mean to get what you want is manipulative and not acceptable.
- Making promises or agreements that you do not intend to keep is manipulative and dishonest.
- Being dishonest about who you are or what you have done is not *RESPECTful*.
- Communicating honestly about your feelings and when you feel uncomfortable or have changed your mind about something is part of assertive communication.
- Distorting facts is dishonest and can cause problems.
- Starting or passing on rumours or gossip is *disRESPECTful*.
- When you are communicating with someone, pay attention to your instincts and feelings about how honest you think the person is being.
- Pay attention to inconsistencies in what the person is saying (or has told you before). If you're unsure, take some time to think about it before making decisions.
- Think about how honest you are with yourself.
- How does honesty play a role in your personal roadmap and the kind of person you want to be?

RESPECT 4 U Lesson 3

COMMUNICATING ASSERTIVELY

RESPECT TIME 4 U

Notice how you feel and label those feelings for yourself.

Pay attention to how you communicate and practice **communicating assertively**. Remember, communicating assertively will need practice so keep trying and develop your skills.

What have you learned about yourself today? Remember to write about your experiences.

UNDERSTANDING GENDER

During this lesson you will:

- Explain popular ideas about how to be a man/boy or a woman/girl and how these ideas are problematic;
- Explain the difference between sex as a biological concept and gender as a concept that is socially created and thus potentially flexible;
- Explore how gender impacts on all of our daily lives;
- Develop a sensitive understanding of and empathy for the perspectives and experiences of the opposite sex in terms of the gender pressures they experience;
- Understand that you are able to create your own gender identity and behaviour, remembering that you can choose to live up to ideals that are personally meaningful and important; and
- Identify ways to challenge problematic ideas about gender and make choices based on personal values and aspirations and RESPECT in stead of society's expectations.

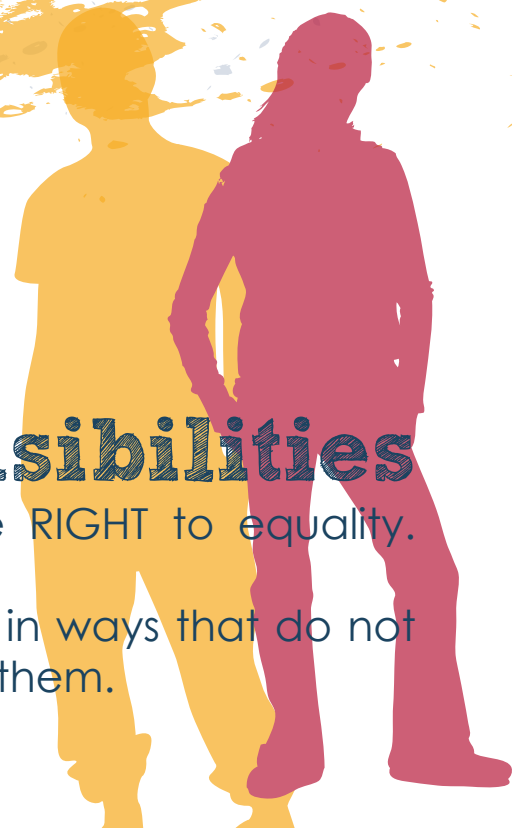
In this set of handouts you will find:

- Experiencing gender
- What is the difference between gender and sex?
- RESPECT TIME 4U

rights and responsibilities

Every person is born equal and thus has the RIGHT to equality.

Every person is RESPONSIBLE for treating others in ways that do not degrade or discriminate against them.



Experiencing Gender

are THESE DIFFERENCES Fair ?

- Do you feel pressured to do certain things because you are a girl or a boy?
- Do you feel you need to “prove” you are a man or a woman by behaving in a certain way?
- What can't you do because you are a girl or a boy?
- What are some of the opportunities that are open to you because you are a girl or a boy?
- How do such expectations make you feel? Is it always good?

Gender and Sex: **What's the difference?**

We all know that as babies we are born with certain physical attributes that make us a male or a female or intersex. This is true all around the world. These differences are biologically determined and are due to our genetic make up.

However, once we begin to grow and learn, we begin to find that there are differences in the ways we are treated because we were born either a girl or a boy. Remember, the ideas we have about ways in which men/boys and women/girls should act is something that we all learn; it is not something we are born with. We learn this from every aspect of our surroundings, including the television, movies, songs, school, parents, family, peers, the community, religious institutions, politicians and partners. Think about the messages you are getting about gender from the people around you.

People often say there is only one 'real' way of being a man or woman, but when you look around you it's clear this is not true. Some men, for example, think it's important to be tough to be a man, others think it's important for them to be caring. The Constitution says that men and women are equal, but some people often say that only women and girls should do cooking and ironing. The ideas may also conflict with our values; as a man you may enjoy helping your mother around the home but your friends may call you names for this. Ultimately we make choices about the kind of woman or man we want to be, and these choices help to guide us toward our chosen destination in life and guides how we choose to travel along the paths in our roadmap.

RESPECT 4 U

Lesson 4

UNDERSTANDING GENDER

RESPECT TIME 4 U

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.

How does what you learned today change the way you think about yourself and how you think about boys and girls? What kind of a man or woman are you going to choose to be?

Remember to write about your experience or thoughts about this exercise.

GENDER AND POWER

During this lesson you will:

- Learn about power and how people choose to use their power
- Identify positive expressions of power
- Understand the responsibilities related to power
- Learn about the links between gender and power
- Learn about gender inequality and the problems of this inequity

In this set of handouts you will find:

- Ideas about how to be a woman or how to be a man
- Thinking further about being a woman or man
- RESPECT Portfolio Exercise
- RESPECT TIME 4U

rights and responsibilities

Every person is born equal and thus has the RIGHT to equality.

Every person is RESPONSIBLE for treating others in ways that do not degrade or discriminate against them.

HOW DO OUR IDEAS ABOUT HOW TO BE A WOMAN OR HOW TO BE A MAN AFFECT RELATIONSHIPS BETWEEN MEN AND WOMEN?

John is very angry with Julia. She agreed to be his girlfriend about two months ago but now his friend Simon has told him that he saw her walking from the taxi rank with Andrew.

Why is John angry? Do you think he has good reason to be?

He makes a call "Sorry Pinky darling, I can't see you tonight, something has come up. I will call... Love you too..." he says, then John goes to find Julia. At Julia's house he hoots the car horn. Julia comes out. "Hi John, please remember my mother gets upset when you hoot for me" says Julia. "Get in the car, you bitch" replies John "why do I hear you have been going with Andrew?"

John has hurt or upset three women. Can you identify them?

How did he upset them?

What does this story tell us about what he thinks of women?

What do you think about John now?

Do you think its common for men to think and act like John?

RESPECT 4 U

Lesson 5

GENDER AND POWER

THINKING FURTHER ABOUT BEING A MAN OR WOMAN

Julia gets in the car. John drives off recklessly to the edge of the school sports field. There he parks and continues fighting with Julia. "But Andrew's my cousin" she retorts. "I don't care who he is, you know you should keep away from other men. And while we are talking about this I don't like you wearing shorts. You should dress decently, no woman of mine dresses like a prostitute" replies Andrew.

What is John telling us here about his expectations in a relationship?

Do you think it's common for men to think like John? Is it fair?

Explain how this argument ends. What does Julia say and do next?

Why does Julia do this? What does it tell us about how she sees relationships with men?

RESPECT portfolio exercise

GENDER INEQUALITY: WHAT CAN WE DO TO MAKE A DIFFERENCE?

We all want to be treated fairly. We know that men and women are biologically different. But just because men and women's bodies look different, does not automatically account for the different ways men and women are expected to act. For example, because a woman gives birth to babies it does not mean that she always has to take care of the children or cook meals – the father is capable and able to also look after children and cook meals. Equally, a woman is capable of making decisions about money just as well as a man who is 'expected to' do so. The fact that men and women are different biologically certainly does not justify the social inequality or sexism that is seen in our society. The same can be said about race--just because black and white people look different in terms of their skin colour, this does not justify treating people differently because they black or white. Just as we want to build a society based on racial equality, we are trying to build a society based on gender equality – where men and women are treated with equal value and equally fair expectations,

Think about a time when you felt like a person was not treated fairly because of his or her gender. Write your responses to the two items below on the back of the paper.

- 1. Describe what happened and explain how you think it made that person feel.**
- 2. How could the situation have been handled differently so that no one was hurt?**

Learner name: _____

Teacher and class period: _____

Marks: _____

RESPECT 4 U

Lesson 5

GENDER AND POWER

RESPECT TIME 4 U

This week, think about the expectations you have of your friends who are male and female, including your boyfriend or girlfriend if you have one. Think also about the expectations they have of you. Are these the same or are they different standards for boys and for girls? Is this fair?

Is fairness important to you? Is it important you are treated fairly? Is it important to you to be known as someone who is fair?

Think about how your destination and your personal road map.

What did you learn about yourself today?

CARING RELATIONSHIPS

During this lesson you will:

- Identify and recognise characteristics of healthy, caring relationships and unhealthy relationships.
- Reflect on relationship quality and how caring characteristics in a relationship have an influence on the quality of the relationship and your happiness with the relationship.

In this set of handouts you will find:

- What makes a relationship caring?
- Different kinds of relationships
- RESPECT TIME 4U

rights and responsibilities

Every child has the RIGHT to family or parental care, or to appropriate other care.

Every child is RESPONSIBLE for being RESPECTful towards their care-givers.

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**. Think about what makes someone trustworthy.
- **Mutual caring** – the other person cares for you and you care for that person.
- 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.
- Do you think that the relationship you have with a boyfriend or girlfriend should be a caring relationship? Discuss caring with your partner.

add your own ideas...

DIFFERENT KINDS OF RELATIONSHIPS

Below are descriptions of different kinds of relationships. Please discuss the advantages and disadvantages of each of the relationships in your small group. Complete the worksheet during your discussions and finish them at home.

Sipho and Jane often hang out together – they do homework on weekdays and on the weekends they like to watch their favourite television show and go to parties together. They have a lot in common and have similar interests. They are able to talk to each other about their hopes and dreams for themselves and resolve any disagreements calmly.

Advantages: What is good or positive about this relationship?

Disadvantages: What is bad or negative about this relationship?

Sheldon and Lebo always meet up at parties on the weekends. They have lots of fun drinking and dancing and usually end up having sex at the party. They don't socialise at home or talk on the phone. The relationship consists of drinking and having sex. Sheldon has lots of other girlfriends and he also has sex with some of them and makes out with some of them. Lebo has one other boyfriend, Craig, who is her 'serious' boyfriend whom she spends more time with, but he does not like to go to parties and lives in another neighbourhood.

Advantages: What is good or positive about this relationship?

Disadvantages: What is bad or negative about this relationship?

RESPECT 4 U Lesson 6

CARING RELATIONSHIPS

Tracey is in Grade 11 but does not like to go out with high school boys, because she prefers older guys who can entertain her. Her current boyfriend is 22 years old and has a great job. He drives his own car and is always spoiling her with gifts, such as a cellphone, and even promised to pay her school fees now that her father is unemployed. He can be fun, but sometimes he bores her because she doesn't have any of the same interests as he does which makes it difficult to talk to him.

Advantages: What is good or positive about this relationship?	Disadvantages: What is bad or negative about this relationship?
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Keenan and Sandra became friends when they started high school. They were both new to the area and new to the school. They are always seen together at school and around the neighbourhood. Keenan finds maths and science difficult, so Sandra helps him to do his homework and understand the work. Sandra is shy, so Keenan organises social activities for them. Sandra tries to always agree with Keenan and go along with what he is doing even when she feels uncomfortable. When Sandra does disagree with Keenan, Keenan gets upset.

Advantages: What is good or positive about this relationship?	Disadvantages: What is bad or negative about this relationship?
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RESPECT 4 U Lesson 6

CARING RELATIONSHIPS

Sandy and Adrian live in different neighbourhoods. They talk on the telephone once a week, but are only able to see one another once or twice a month when Sandy's mom visits her aunt who lives next door to Adrian. When they meet they usually make out (kissing and light petting).

Advantages: What is good or positive about this relationship?

Disadvantages: What is bad or negative about this relationship?

Natasha and Kerryn have known each other since they were in junior school together. Now that they are in high school, they do the same after-school activities together and often do their homework together during the week. They spend most weekends together doing things they both enjoy, and it seems as if they never run out of things to talk about. When they do have arguments, they find it useful to be apart for some time before talking the issue over together.

Advantages: What is good or positive about this relationship?

Disadvantages: What is bad or negative about this relationship?

RESPECT 4 U

Lesson 6

CARING RELATIONSHIPS

RESPECT TIME 4 U

This week, spend some time thinking about the kind of relationship you would like to have with other people in your life. Observe relationships of people you know, what do you like and not like about these relationships?

What kind of relationship do you choose to be part of?

How do you choose to show you care in relationships with others (family members, friends, peers, teachers, community members, etc.)?

What have you learned about yourself today?

Remember to write about your experiences.

CHOOSING A PARTNER

During this lesson you will:

- Think critically about essential, ideal and unwanted characteristics of a potential intimate partner.
- Clarify personal needs and preferences for partner characteristics.
- Reflect on the type of partner you would like to be within an intimate relationship.
- Understand that these ideas could be extended to other kinds of relationships and friendships. Therefore, you can think about the kinds of friends with whom you choose to spend time and the kind of friend or other kind of partner you choose to be in any of your relationships with family, friends, teachers, or people in the community.

In this set of handouts you will find:

- What's in your cake?
- Ideas and actions
- RESPECT TIME 4U

rights and responsibilities

Every person has the RIGHT to identify her or his personal values and make choices about his or her behaviour.

Every person is RESPONSIBLE for his or her own behaviour and making sure that her or his choices do not violate another person's rights.

CHOOSING A PARTNER

RELATIONSHIP CAKE: A METAPHOR TO HELP YOU MAKE CHOICES

When choosing a partner, it is important to think about the qualities or characteristics of a partner that are important to you. You can think of choosing a partner as similar to baking a cake:

- The essential cake ingredients – these are characteristics of a partner and a relationship that you identify as necessary or “must have.”
- The icing – these are characteristics of a partner or a relationship that are “nice to have,” but not necessary.
- The cherries, nuts, sprinkles, or other decorations – these are the “extra nice” characteristics of a partner or relationship that would improve it, but are not necessary. You might find the “cherries” or other decorations as you get to know your partner and develop the relationship.
- Spoilers or “bad eggs” – these are the characteristics of a partner or relationship that would destroy or ruin the “cake” (relationship) and they are the characteristics that you do not want in a partner or relationship.

This metaphor can help you to think about:

- The kind of person you want as a girlfriend or boyfriend.
- The type of relationship you want with that person.
- What makes a relationship the kind of relationship that you want to be in?

WHAT DO YOU CHOOSE TO PUT IN YOUR CAKE?

THE "EXTRA NICE"
CHARACTERISTICS

THE "NICE TO HAVE"
CHARACTERISTICS

THE ESSENTIAL OR
"MUST HAVE"
CHARACTERISTICS

UNWANTED CHARACTERISTICS:

RESPECT 4 U

Lesson 7

CHOOSING A PARTNER

Our ideas and values become meaningful and real when we translate them into actions or behaviour. In fact, our ideas and values can help us choose particular actions. Now think about how you or your partner could put various ideas you listed in the cake drawing on the previous worksheet about into action. If you do not have a partner currently, think about either a past partner or someone you might like to have as a partner in the future.

IDEAS

In this column, write your ideas about partners and relationships from your "Relationship Cake" above

ACTION

In this column, write how you or your partner could put each idea into action

RESPECT 4 U Lesson 7

CHOOSING A PARTNER

RESPECT TIME 4 U

This week, spend some time thinking about and choosing behaviour that shows the kind of partner or friend or family member you want to be in your relationships with other people

What have you learned about yourself today?

What have you learned about RESPECT today?

Remember to write about your experiences.

THE JOHN AND JANINE STORY: NEGOTIATING RELATIONSHIPS

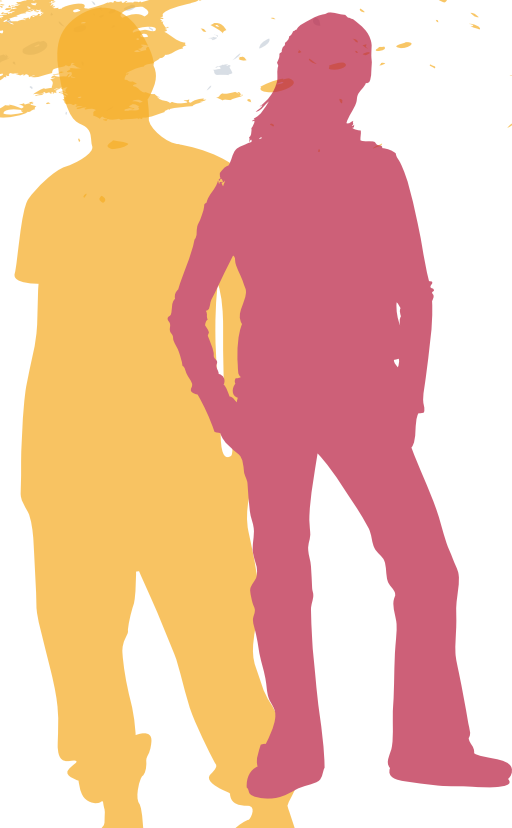
In the next three lessons, we will focus on the story of John and Janine. In this comic book, you will read about a young couple who are having trouble negotiating important issues in their relationship. These issues include trust, alcohol, violence, pressures to have sex, and communication. You will have an opportunity to read the comic and then role play how they could have handled the situations differently.

During this lesson you will:

- Identify where the problems are in John and Janine's relationships and think of alternative ways both John and Janine could handle various situations
- Begin to make decisions about what is acceptable in relationships and determine how to make your standards known

In this set of handouts you will find:

- Role play tips
- John and Janine's Story
- Discussion Questions: Lesson 8, 9 and 10
- RESPECT TIME 4 U



ROLE PLAY TIPS

1. Remember that the purpose of the role play is to show other learners a scenario that demonstrates either a better way to handle a situation using good skills and decision-making technique or to show how badly a situation can be if poor decisions are made.
2. A role play is another form of acting – you are pretending to be someone, not necessarily yourself.
3. When you are acting out your role play, look at the audience and speak loudly enough for them to hear you.
4. Develop your story; don't just say, "ok –we'll do it your way!" Characters need to discuss the issues and each present their views before a conclusion is reached.
5. Have fun – but take the role play exercises seriously. They are designed to teach skills and to present options to the class.

Thank you so much for the present. I can't believe we've already been going out for a month!

Ja, I think it's time for us to take this relationship to the next level, you know?

He must love me & he's feeling comfortable so he can share his secrets with me. Does this mean he wants to meet mom and dad?

We should have sex.

BELL RINGS FOR SCHOOL

at Break Time...



John gave me this present for our one month anniversary. He's so sweet and he wants to take this relationship to the next level!



I don't know. I really like him.

You so lucky, Janine!



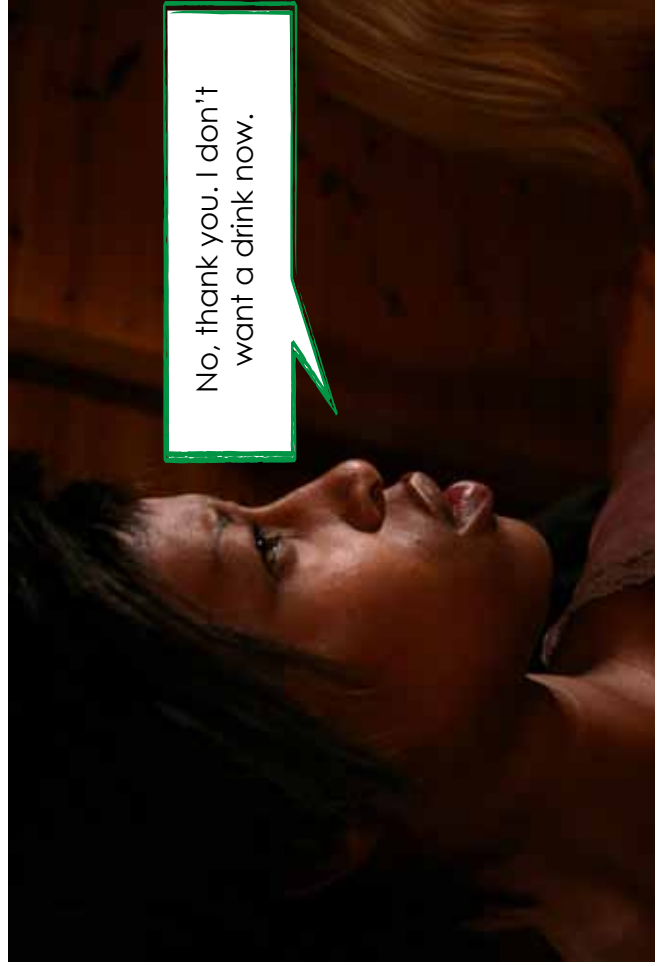
That's cool. We'll be there!

at the party...



Do you girls want some drinks? We've got some good stuff here.

Ja, great.



No, thank you. I don't want a drink now.



Why don't you want a drink? We came here to party

I don't need a drink to have fun. And we don't even know who that guy is or what he's going to put in the drinks. When he comes back, he's going to expect you to spend time with him.



Oh, I didn't even think of that.

Even think of that.



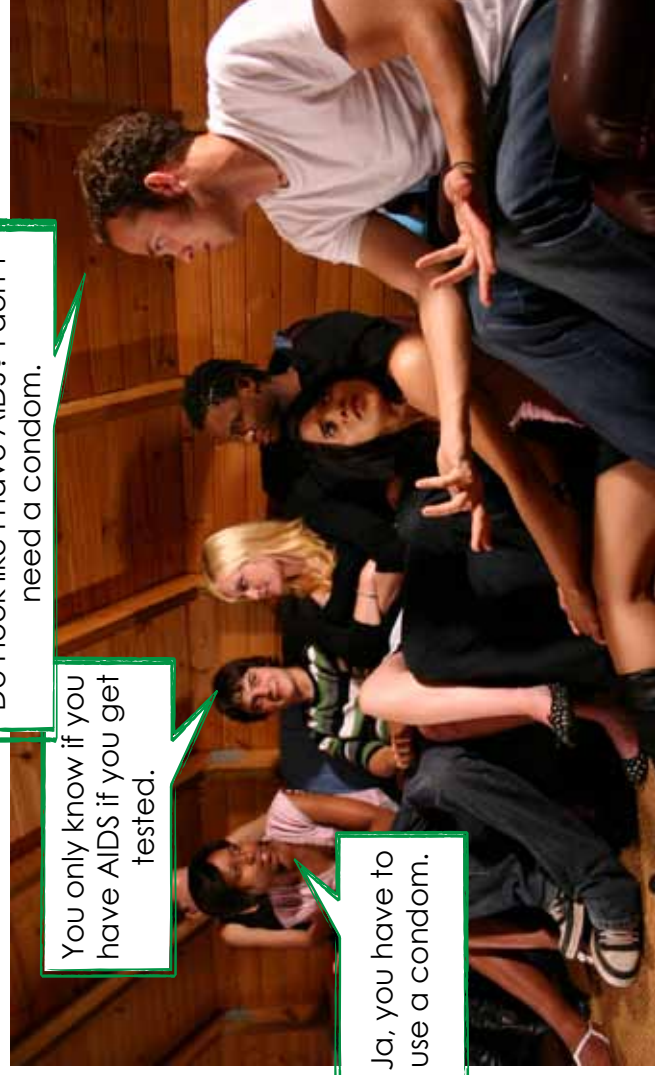
Why do you have condoms? You don't even have a girl!

I'm going to get lucky tonight – look at all the girls. And I don't want to get a girl pregnant.



I don't like using condoms. It's like eating a sweet with the wrapper still on – you can't do that!

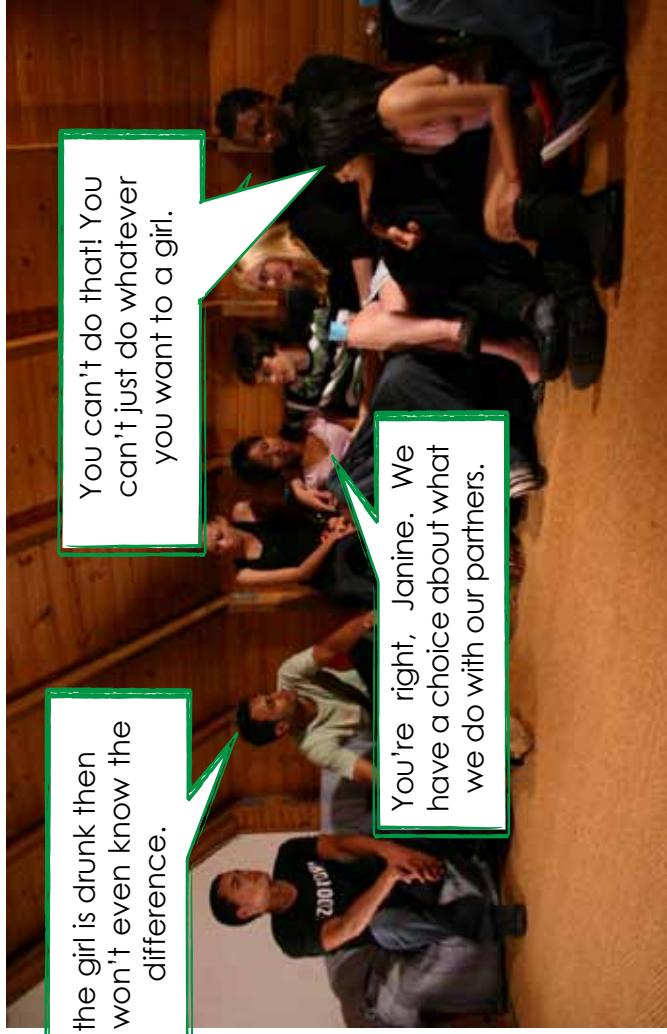
But what about HIV and all those diseases?



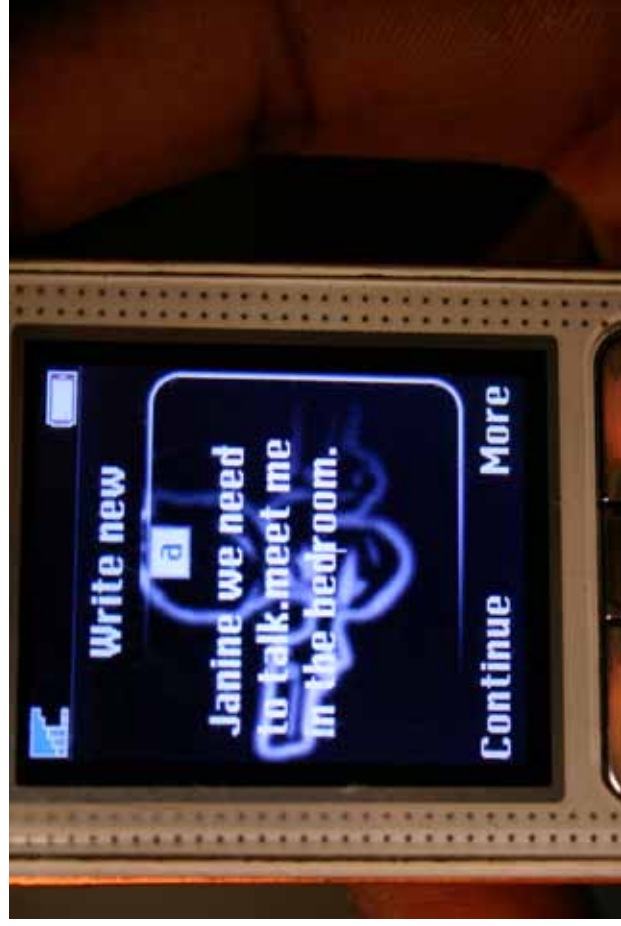
You only know if you have AIDS if you get tested.

Do I look like I have AIDS? I don't need a condom.

Ja, you have to use a condom.







DEALING WITH RELATIONSHIPS : JOHN AND JANINE'S STORY



I'm so sorry Janine. I only got angry because I love you and could not stand it when those guys were looking at you. He was telling his friends you flirted with him. You know I care so much about you and I don't want to share you with other guys or have another guy steal you away from me.



I felt disrespected and hurt when you yelled at me and pushed me around. The next time you are angry or upset with me about something, I would like you to please calm down, talk to me without being violent, and allow me to explain my side. I was not flirting with that guy; he offered us all drinks and we accepted and that was all.

I won't do that again, but I didn't really hurt you – you have no bruises or whatever. Other boys do much worse to their girlfriends when they flirt with other boys.

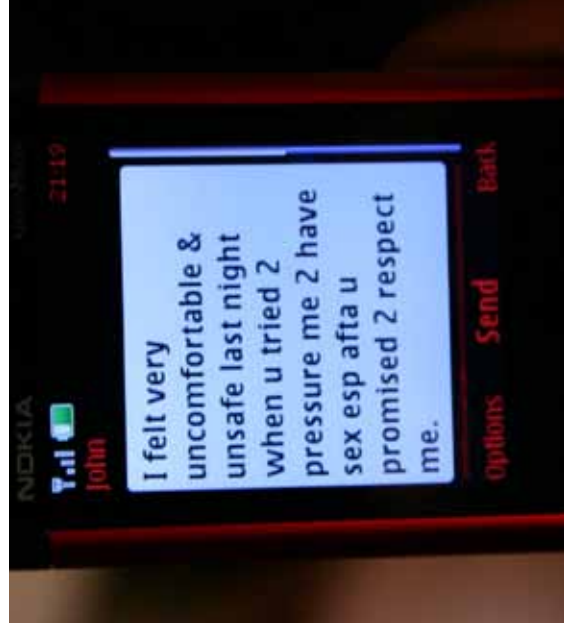


But you did hurt me when you pushed me and you creamed at me; you hurt my feelings and embarrassed me.





THE NEXT NIGHT...

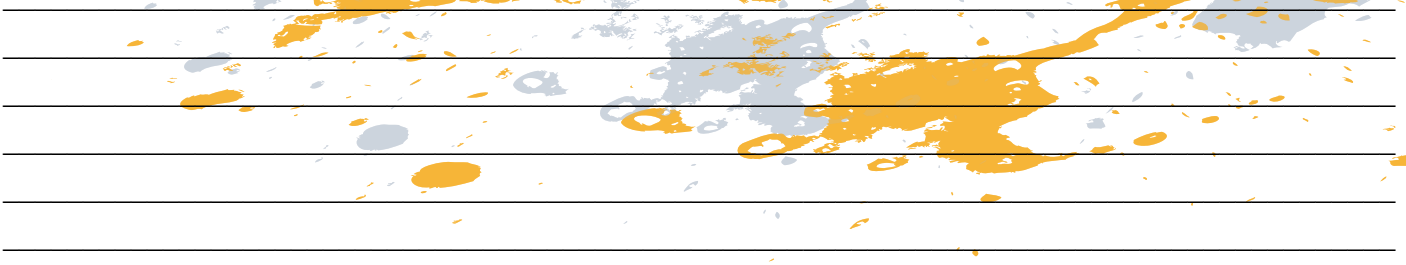


WHAT ADVICE WOULD YOU GIVE JANINE?

WHAT ADVICE WOULD YOU GIVE JOHN?

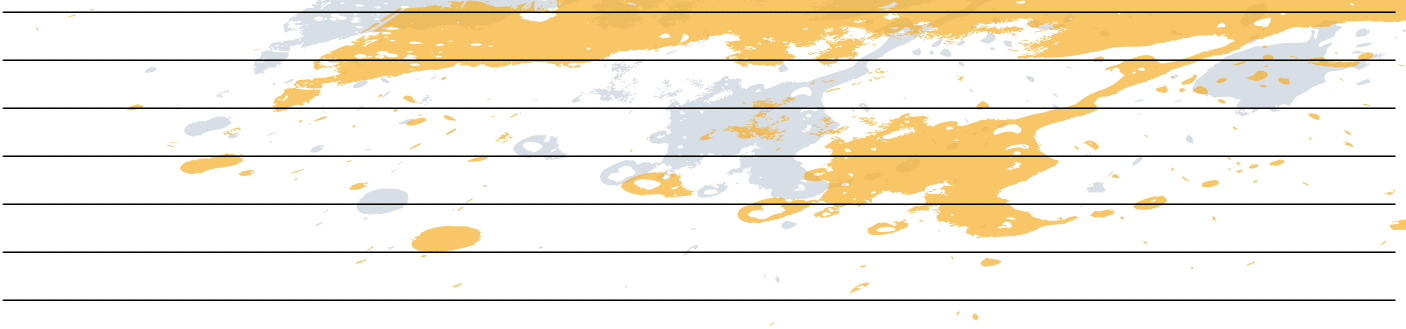
DISCUSSION QUESTIONS: LESSON 8

- 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.



- 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?

- 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?

The image features a decorative header at the top with abstract orange and blue splashes and paint-like textures. Below this, there are several horizontal lines, some of which are solid black and others that are dashed, creating a structured layout for text or content. The overall design is clean and modern, suitable for a presentation or document.

HOW DO YOU KNOW YOU ARE HAPPY IN A RELATIONSHIP?

During this lesson you will:

- Develop skills to assess your relationship and the problems you are facing within that relationship
- Devise **RESPECTFUL** and healthy responses to relationship problems
- Develop skills to end a relationship **RESPECTFULLY**
- Develop ways to deal with a relationship ending

In this set of handouts you will find:

- Think about how you know you are happy
- Guidelines: How to break up
- Where to find help
- **RESPECT** Portfolio Exercise
- **RESPECT TIME 4U**

rights and responsibilities

Every person has the **RIGHT** to security of their own property – others cannot take away things that you own unless they follow particular rules.

Every person is **RESPONSIBLE** for **RESPECTING** other people's property.

RESPECT 4 U
Lesson 11

HOW DO YOU KNOW YOU ARE HAPPY IN A RELATIONSHIP?

THINK ABOUT...

... a time when you felt very happy with your boy/girlfriend or friends. What was it that made you happy?

WRITE YOUR IDEAS HERE

THINK ABOUT...

... a time when you felt very unhappy with your boy/girlfriend or friends. What was it that made you very unhappy?

WRITE YOUR IDEAS HERE

HOW DO YOU KNOW YOU ARE HAPPY IN A RELATIONSHIP?

GUIDELINES: HOW TO BREAK UP

- Telling a person face-to-face that you want to end the relationship and why you feel that way is often RESPECTful.
- Unless you are concerned about your safety, do not break up with your partner in front of their group of friends or with your group of friends.
- Sometimes, you might choose to break up over the phone or SMS because you are concerned about your safety especially if you have been in an abusive relationship or know that your partner can be violent.
- It is never acceptable to break up with someone by asking someone else to do it for you.
- Be honest with your partner.
- Explain your reasons for breaking-up with them. Use the "I" statements you have learnt and do not call them names.
- Practice what you are going to say to your partner before meeting with him or her.
- Remember, you are not obligated to 'take the person back' if they become upset or if they make any threats.
- Do not spread rumours or gossip about your ex-partner before or after the break up.

BREAK UPS CAN BE DIFFICULT FOR EVERYONE INVOLVED. WHERE CAN YOU FIND HELP OR SUPPORT TO DEAL WITH A BREAK UP?

where to find help

HOTLINES

SUICIDE DEPRESSION AND ANXIETY
0800 567 567

CRISIS COUNSELLING/LIFE LINE
0861 322 322

CRISIS COUNSELLING/CHILD LINE
0800 055 055

LIFELINE

PROVIDES 24-HOUR CONFIDENTIAL, ANONYMOUS, CRISIS, AND SUPPORT TELEPHONE COUNSELLING SERVICE TO ANYONE WITH A PROBLEM OR FACE TO FACE SHORT TERM COUNSELLING.

021 461 1113 - 56 ROELAND STREET - CAPE TOWN
021 361-5855 - CWD CENTRE, E505 SCOTT STREET, KHAYELITSHA

TRIANGLE PROJECT
COUNSELLING AND SUPPORT
TO CLIENTS EXPERIENCING
VIOLENCE IN LESBIAN AND
GAY RELATIONSHIPS.

021 448 3812
MOWBRAY

TALK TO A
TRUSTED ADULT OR
A TRUSTED FRIEND.

Family and Marriage Society of South Africa (FAMSA) - Individual, couple and family counselling for victims/survivors, perpetrators and children around domestic violence. Treatment groups for perpetrators. Marriage relationship and couple counselling. Divorce counselling. Fees: Sliding scale depending on income.

021 447 7951/0170, Observatory
021 361 9098, Khayelitsha

021 592 2063, Goodwood
021 637 6706, Gugulethu

HOW DO YOU KNOW YOU ARE HAPPY IN A RELATIONSHIP?

RESPECT portfolio exercise

It is now time to complete another Portfolio Exercise at home. This exercise will give you an opportunity to put what we are learning into action. Remember - it will be graded as part of your LO marks.

Instructions:

1. Does everyone know who Sis Dolly is? Her real name is Amanda Ngudle and she writes a column for the Sowetan about relationships. All sorts of people write to her and describe their relationship problems. She answers some of them in the paper and she has an internet site where she and other readers respond to even more concerns and comments.
2. **In this exercise, we want you to write a letter to Sis Dolly explaining a problem/you have in your relationship with your partner. Think about the relationship cake that you baked and the important elements of a relationship. Now think about your relationship and whether it fits the recipe for the cake that you made.**
3. If you do not currently have a partner, write about a former partner or about problems a person close to you is having in their relationship that has an impact on you. For instance, your best friend fights with her partner even when you are around and this makes you uncomfortable as he has hit her before and you don't know what to do. Make sure that you write all the things that have happened that make you decide there is a problem with this relationship.
4. **Then write a response from Sis Dolly giving an opinion on how to handle the problem. Think back on all of the lessons we have completed to date. Wouldn't Sis Dolly agree with much of what has been discussed in previous lessons?**
5. Remember that this is for a grade so think about your answers. When you write back as Sis Dolly, don't just say "break up with the jerk". You need to make an argument that draws on things like RESPECT, communication, fairness, honesty and then give an informed opinion whether you think this relationship is worth saving

Learner name: _____

Learner teacher and period: _____

Mark for this assignment: _____

HOW DO YOU KNOW YOU ARE HAPPY IN A RELATIONSHIP?

Letter For a SIS DOLLY COLUMN

Dear Sis Dolly (write about your situation here)

[illegible]

Response from Sis Dolly: (think about what Sis Dolly might tell you and write it here)

RESPECT 4 U Lesson 11

HOW DO YOU KNOW YOU ARE HAPPY IN A RELATIONSHIP?

RESPECT TIME 4 U

We have learned a lot about relationships in the last 11 lessons, and this lesson in particular has given you some in-depth knowledge on how to assess your own happiness within your relationship. How are you going to use what you have learned in your everyday life?

What have you learned about yourself today?

Remember to write about your experiences.

DIFFERENT FORMS AND CONTEXTS OF VIOLENCE

During this lesson you will:

- Identify various forms of violent behaviour that is perpetrated by various people in various contexts.
- Recognise violent and abusive behaviour.

In this set of handouts you will find:

- What is violence?
- Recognizing violence
- Warning signs of abusive or violent relationships
- RESPECT TIME 4U

rights and responsibilities

Every person has the RIGHT not to be intentionally harmed by others.

Every person is RESPONSIBLE for acting in ways that are RESPECTful and safe toward other people.

DIFFERENT FORMS AND CONTEXTS OF VIOLENCE

VIOLENCE IS SOMETHING THAT A PERSON DOES TO ANOTHER PERSON THAT HURTS THEM IN SOME WAY. IT IS WHEN ONE PERSON DOES NOT RESPECT THE OTHER PERSON'S DIGNITY AND RIGHTS AND ABUSES THEM.

FORMS OF VIOLENCE

EMOTIONAL VIOLENCE

Includes all forms of abuse that hurt someone's feelings, humiliates or belittles the person, or makes him or her feel scared. This includes: bullying and harassment, name calling, threats, spreading rumours or lying, cheating 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.

PHYSICAL VIOLENCE

Is any type of abuse that hurts you physically. This includes: hitting, scratching, pushing, shaking, choking, spitting, biting, pulling hair, throwing things, or using a weapon (or using any other object as a weapon).

SEXUAL VIOLENCE

Is any sexual act that a person does not consent to, including forcing or coercing someone into sexual acts, rape, and molestation. It is also any sexual act with someone who cannot consent because they are too young, or too drunk or "high" to know what is going on and to make decisions.

RESPECT 4 U

Lesson 12

DIFFERENT FORMS AND CONTEXTS OF VIOLENCE

RECOGNISING VIOLENCE

Read the scenarios and then answer the four questions to understand what kind of violent actions are occurring. You may choose more than one answer for each scenario.

Scenario	What type of violence is occurring in this scenario?	What is the problem?
John and Sue have been hanging out a lot. When they miss the taxi to go to the shops Sue tells John, "It's your fault for always making us late. You make me so mad!"	Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> None <input type="checkbox"/>	
Gary accuses Janice of cheating on him after he sees her talking to a boy in her class. During the argument he pushes her to the ground and walks away.	Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> None <input type="checkbox"/>	
Michael told Charlene if she wants to wear a skirt she has to try it on for him first because he doesn't want other guys checking her out.	Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> None <input type="checkbox"/>	
Ted and Stacey are hanging out at Ted's house. Stacey wants to watch a programme on TV and Ted wants to talk. Stacey yells at Ted, "Shut up I want to watch this."	Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> None <input type="checkbox"/>	
Ann tells Alan that her friends asked her to go out with them after school, but he does not like her friends. He pushes her up against the wall and says, "You can't go. No girl of mine hangs out with that group."	Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> None <input type="checkbox"/>	
Candice told Shane that he can't speak to other girls when she is not around.	Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> None <input type="checkbox"/>	

DIFFERENT FORMS AND CONTEXTS OF VIOLENCE

WARNING SIGNS OF VIOLENT OR ABUSIVE RELATIONSHIPS

Here are TWENTY WARNING SIGNS THAT MAY SHOW UP EARLY ON IN A RELATIONSHIP IF A PERSON IS LIKELY TO BE POSSESSIVE, CONTROLLING, OR VIOLENT

TOO GOOD TO BE TRUE: Has he/she has become totally occupied with you, such as calling you every hour just to "hear your voice," leaving and picking you up at school, and doing things that you were doing for yourself, thus taking charge of your life?

TEMPER OUTBURSTS: Does he/she have outbursts of anger or a quick temper, such as swearing, throwing things or kicking doors? These outbursts may not necessarily be directed towards you, but towards anybody or anything?

VIOLENT OR DEMEANING LANGUAGE: Does he/she use derogatory terms for other women (or you), such as, "whore" or "slut" etc.? Or does he/she use racist or other hateful language? Or does he/she make threats toward others?

SEXIST ATTITUDE: Does he/she have strong ideas about the place and position of women vs. men, for instance, does he/she insist that "a man or a woman should know their place"? Think back to what you learned about gender and power in earlier lessons to help you understand what ideas and beliefs your boyfriend or girlfriend has about how to be a man and how to be a woman.

INSULTS: Does he/she put you down for your opinions or laugh at what you believe in? Does he make you feel stupid, ignorant, or incompetent?

PSYCHOLOGICAL ABUSE: Does he/she make you feel that you can't do anything right or that you can't get along in the world without his help? Does he/she tell you that "you're no good"?

RIDICULE OR HUMILIATION: Does he/she make fun of you alone or in other people's presence?

RAVE FOR PAST RELATIONSHIPS: Notice how he/she talks about his/her ex- or previous partners. Does he/she seem to be extremely angry towards a previous relationship or does he/she call their ex-partner names or use other insulting terms to describe him/her? Remember that later he/she might turn the same rage or anger and insults towards you.

ALCOHOL AND DRUG ABUSE: Does he/she have a drinking or drug problem? Think about the risks of using drugs and alcohol in a relationship that you discussed in a previous lesson – are any of those things happening in your relationship?

BLAMING OTHERS: Does he/she have a habit of blaming others for decisions or actions that he or she makes him/herself?

RESPECT 4 U Lesson 12

DIFFERENT FORMS AND CONTEXTS OF VIOLENCE

VIOLENCE UNDER THE INFLUENCE OF ALCOHOL OR DRUGS: Does he/she become verbally or physically abusive under the influence of alcohol and drugs? Does he/she change a lot after drinking or using drugs and try to pressure you to do things you do not want to do (e.g., join them in drinking or using drugs, have sex, go for a drive somewhere, fight with another group of people, etc.)?

VERBAL OR PHYSICAL ABUSE TOWARDS OTHERS: Is he/she verbally or physically abusive towards others, like people in the restaurant, other drivers on the street, people he/she comes in contact with, etc.?

EXTREMELY CRITICAL OF YOU OR YOUR FAMILY: Does he/she say negative things about you or your family?

EXTREME SEXUAL JEALOUSY: Does he/she say "I love you so much that I can't stand you spending time with other people"?

POSSESSIVE BEHAVIOUR: Is he/she unhappy or moody when you spend time with your friends or family? Does he/she always want to know exactly where you are and what you are doing? Does he/she get very upset or angry when you don't answer your phone or respond to messages quickly? Does he/she expect you to be around to see him/her whenever he/she wants?

RESTRICTING AND CONTROLLING BEHAVIOUR: Has he/she told you to not keep any contact with your friends and family? Has he/she told you what to wear or what not to wear? Does he/she try to tell you things you can do and places you can go and things you can't do or places you can't go?

JEALOUS ACCUSATIONS: Has he/she jokingly or seriously complained that you were trying to attract other men/women by the way you walk, dress, or behave?

CHECKING AND TRACKING: Does he/she keep track of where you went, who you met, and how much time did you really spend with another person or doing something else? Does he/she try to check the calls and messages on your phone?

If you answered "yes" to any of these questions, chances are that they will get worse as time goes on putting you at risk of being in a violent relationship. If you notice several of these signs in your relationship, it may be best for you to break up. If you (or someone you know) has experienced verbal, emotional, or physical violence, you should get help by speaking to a trusted adult, the RESPECT 4 U facilitator, or contact one of the organisations listed on the resource sheets you have received.

RESPECT 4 U

Lesson 12

DIFFERENT FORMS AND CONTEXTS OF VIOLENCE

RESPECT TIME 4 U

Think about the ways in which you talk to and the actions you choose when interacting with other people – are they harming that person in any way? Are they **RESPECTful** actions and words?

What have you learned about yourself today?

Remember to write about your experiences.

UNDERSTANDING VIOLENCE

During this lesson you will:

- Understand and discuss the reasons that people use violence, including to control and manipulate other people.
- Explore how violent and abusive behaviours are used in relationships.
- Reflect on your values and aspirations on your roadmap and how they guide you to make choices about how you use your power and how you treat others, especially in a relationship. Also, these values and aspirations can help you decide whether or not to accept or stay in a violent relationship.

In this set of handouts you will find:

- It's a choice
- Making choices
- RESPECT TIME 4U

rights and responsibilities

Every person has the RIGHT to freedom, security of person, and life.

Every person is RESPONSIBLE for acting in ways that are RESPECTful of other people and for making certain that their actions do not restrict another's freedom or security.

RESPECT 4 U

Lesson 13

UNDERSTANDING VIOLENCE

UNDERLYING FACTORS:

The things that happen long before the choice to be violent or non-violent.

"My friends like to invite me to their parties, and when I get there I am always teased about what I'm wearing; they are lucky to have both parents who can look after them so well when I don't."

UNDERLYING FACTORS:

Some of the boys in my class talk about how "lekker" my girlfriend is. Today she was talking to them at break without me there. They were all laughing, and no teachers were around.

TRIGGER: This happens right before you make a choice to use violence or not. Usually this makes you angry or feel hurt.

OPPORTUNITY:

The situation either makes it possible to use violence or more difficult to be violent in that moment at that place.

CHOICE

RESPECTFUL ACTION

I will talk to my girlfriend about my fears and feelings.

VIOLENT ACTION

I will shout at my girlfriend and tell her never to talk to other boys. I will hit her to teach her a lesson.

MAKING CHOICES

Michael dropped out of school three months ago because he was failing his subjects. He just couldn't concentrate at school anymore with the little sleep he was getting at night. Sometimes he found he was too nervous to sleep, waiting for his parents to start fighting. He started smoking tik with his friend, John. With tik he could stay up most of the night and he felt great!

"Where you going to so quickly, stay a bit longer and let's have another," said John.

"No, Vanessa will be really upset if I am that late. Catch you later, ja?" replied Michael.

Michael really liked Vanessa – she was pretty and she made him feel special. They talked on MXit, and Michael was ready to have sex with her. After smoking tik with John he felt really good and decided that he wanted to sleep with Vanessa that day. He was going to meet her at school and walk home with her. Vanessa was waiting for him at the school gates; he took her hand and told her how beautiful she looked and that they were going to have some fun before she went home. He decided to take her to his friend's house because he knew there was no one there during the afternoon.

When they got to his friend's house, Michael started kissing and touching Vanessa and unbuttoning her school uniform. She tried to stop him and said she wanted to go home. Michael shouted: "You probably going to see your other boyfriend." He did not believe her when she told him that she did not have another boyfriend because she loved him. He said, "If you love me you'll sleep with me." When Vanessa said that she was not ready, Michael replied, "But I'm ready and you'll hurt me if we don't do it now." Vanessa tried to get up to leave, but Michael grabbed her and held her down and forced her to have sex.

ON THE STORY:

1. Underline the UNDERLYING FACTORS
2. Circle the TRIGGER
3. → Indicate the OPPORTUNITY factors with an arrow

- What do you think was GAINED because of Michael's choice to use violence?

- What do you think was LOST because of Michael's choice to use violence?

- Do the underlying factors justify or excuse the use of violence?

RESPECT 4 U

Lesson 13

UNDERSTANDING VIOLENCE

RESPECT TIME 4 U

Think about how you can make choices to use
RESPECTful actions instead of violent actions.
How can your personal compass help you make
these choices?

What have you learned about yourself today?

Remember to write about your experiences.

RESPONDING TO VIOLENCE: THE LAW

During this lesson you will:

- Understand the South African laws related to violence
- Understand why South Africa has these laws
- Understand the procedure for taking out a protection order
- Understand what to do in the event of a sexual assault

In this set of handouts you will find:

- Why does South Africa have these laws?
- What does the law say?
- How can the law help me?
- What to do if you are sexually assaulted
- RESPECT Portfolio Exercise
- RESPECT TIME 4U

rights and responsibilities

Every person has the RIGHT not to be intentionally harmed by others.

Every person is RESPONSIBLE for acting in ways that are RESPECTful and safe toward other people



WHY DOES SOUTH AFRICA HAVE THESE LAWS ?

We are all equal The South African government believes that human rights are very important, so our constitution and our laws protect and promote the rights of all South Africans. The laws are the same for all people because we are all equal, and there are laws that provide special protection for vulnerable groups like women and children. Our right to equality, and the fact that this right is legally protected, means that men have no right to control women or force them to do things that they don't want to do.

Violence is unacceptable The laws that South Africa has about violence, especially sexual violence, show that we believe that such violence is unacceptable in our society. If you do not know whether a woman has consented (agreed) to have sex, you must not have sex. You should only have sex when both you AND your partner agree WITHOUT any forcing, tricking, manipulating, pressuring, or being too drunk or 'high' to make a decision.

We are responsible for our own behaviour These laws mean that people cannot misuse their power by abusing or violating other people. If you break the law by committing a crime (including rape) you will be held responsible by going through legal procedures and facing legal punishment such as jail. You cannot defend or excuse your actions by saying that you did not know the law.

what does the law say ?

Sexual Offences Amendment Act of 2007

- Rape is a crime, and it should be reported to the police.
 - o Rape occurs when something is put into the vagina, anus or mouth of a person without their consent (permission).
 - o What sorts of things are included here? Commonly it is a penis, but it could be a finger or any other body part, object, or part of an animal.
- Attempting to rape, persuading or forcing another person to rape, and helping plan, plot or enable rape are all crimes too.
- The act of rape is 'non-consensual', which means that the person did not agree to a sexual act.
 - o A person who is mentally disabled cannot agree to sex and so sex with such a person is also rape
 - o If someone does not give consent because they are too drunk, drugged, or asleep/unconscious, it is still rape.
 - o If someone agreed to sex with one person but is tricked and ends up having sex with someone else, that act is also 'rape'
 - o If a wife or girlfriend does not agree to a specific act of sex with her partner it is 'rape'
- It is against the law to pay someone for sex and to agree to have sex if you are paid.
- According to South African law, if a person is under 16 years of age they may not agree to sex.
- The Sexual Offences Amendment Act of 2007 states that it is a crime for adults to have sex or engage in other sexual acts with children under the age of 12 and 16 years.
- Having or showing sexual pictures of children is a crime.
- Forcing someone to witness sexual acts or see sexual pictures is a crime.
- Publicly exposing a person's sexual parts is a crime.
- Any sexual offence committed against or with a child or someone who is mentally disabled has to be reported to the police or to social workers by anyone who knows about it.
- Victims' Rights:
 - o A person who is a victim of sexual violence has a right to be able to open a case at a police station and a right to health care. From rape, there is a risk of becoming pregnant, acquiring HIV and other sexually transmitted infections and developing mental distress. These can be treated or prevented. It is very important to receive health services as soon as possible to prevent these problems and help start the process of healing.

what does the law say ?

Domestic Violence Act 1998

- Domestic violence is a crime, whether it is committed by a man or woman, older person or a younger person.
- The definition of domestic violence includes violence by marital, dating, or co-habiting partners in opposite-sex or same-sex relationships. It also provides protection against violence by parents against children and by children against parents and violence by a mother-in-law against a daughter-in-law.
- In the Domestic Violence Act, violence is seen as taking many forms: physical and sexual abuse; emotional, verbal, psychological, and economic abuse; intimidation, harassment, stalking, damage to property, and any other controlling behaviour which may cause harm.

how can the law help me ?

REPORT THE CRIME People can't help you if they don't know you need help. Break the silence and tell someone if you have been the victim of violence or witnessed violence. You can lay a criminal charge against the offender or perpetrator by reporting the crime to the police. Remember, you can open a child sexual abuse or rape case even years after it happened. You can ask the police or a lawyer to help you get a protection order that will not allow the abuser to hurt you again.

WHAT DO THE POLICE DO? Police must inform the victim of her rights, provide and explain information about the law, accompany a victim to fetch her belongings, and provide transport to health care and/or a place of safety if necessary.

WHAT IS A PROTECTION ORDER? A protection order is an order from the court telling the abuser to stop. Often the order prevents the abuser from coming within a certain distance of the victim or the home. The exact terms depend on the situation. The police must take away any dangerous weapons from the abuser. Police can arrest abusers without a warrant. If the abuser violates the Protection Order, the police are required to arrest him/her.

WHO CAN APPLY FOR A PROTECTION ORDER? A person who has been abused may obtain a Protection Order. A child may apply for one on her/his own and a counsellor, health worker, member of the police service, social worker, teacher or any person who has a material interest can apply on behalf of someone else.

HOW AND WHERE DO YOU APPLY FOR A PROTECTION ORDER? A Protection Order can be obtained from any Magistrates' or High Court near to where the victim works or lives. Getting a protection order will be free of charge if the victim does not have enough money. In rural areas, where courts are few, a Justice of the Peace (police officer, priest) can issue a temporary protection order until the victim can arrange to go to the nearest Magistrates' or High Court.

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED

- Remember it is illegal for anyone to force or attempt to force any woman, man, girl, or boy to have sex (even if they are married or dating).
- Tell someone you trust about what happened to you.
- Get medical and supportive help to deal with the physical and psychological consequences of being raped.
 - o Get medical attention within 3 days (72 hours) of the rape because there are important antiretroviral medicines that you may need to protect yourself against getting HIV, other STIs and pregnancy.
 - o The evidence that is collected during the medical exam can be used for a legal investigation.
 - o Get counselling (see "Where to get help").
- It is important that you report this crime – both for you and other potential victims! Don't let anyone talk you out of standing up for yourself.
- Do not wash or change the clothes you were wearing at the time of the rape. There could be important evidence on the clothes that the police will need.
- It is helpful to tell the police about the rape as soon as possible. Keep the case number they give you.
 - o When you report the rape to the police, they will take a statement from you which means that they will write down what you say about what happened. You can later make another statement to add facts to your statement if you want.
 - o You can ask a family member or friend to be with you when you tell the police about what happened.
 - o When you give your statement to the police, they must treat you with RESPECT and allow you to talk to them in a private area (your friend or family member can go with you).
 - o The police have to open a case if a complaint is made – they are not allowed to decide that it wasn't rape. Ask them to give you the case number.
 - o Tell the police if you are afraid of the perpetrator doing something to you after you report the rape, and ask them to help keep you safe.
 - o If a charge is laid, a case may go to court. You might be called as a witness to talk about what happened to you.
 - o By law any person who knows or suspects that child abuse is occurring must report it to the police so that the child can be protected from the abuser.

RESPECT portfolio exercise

It is now time to complete another Portfolio Exercise at home. This time the exercise is a short quiz about the South African laws about violence.

Instructions:

1. Remember that you received handouts that give lots of helpful information about South African laws concerning violence, especially sexual violence.
2. In this exercise, we want you to try to recall some of that information. While you have handouts that will help, it is important that you know this information so that if something happens you will know your rights and will have some ideas about how to respond. Keeping the handouts is a good idea, but knowing what to do or what not to do is even more important.
3. **Complete your answers at home and remember to bring the finished quiz back to your next LO class.**
4. Remember that this exercise will be graded, so think carefully about your answers.

Learner name: _____

Learner teacher and period: _____

Mark for this assignment: _____

RESPECT portfolio exercise

Part 1. Are the following statements true or false?

Place an F in front of answers that are false and a T in front of answer that are true.

- _____ The Sexual Offences Amendment Act of 2007 states that it is a crime for adults to have sex or engage in other sexual acts with children under 16 years of age.
- _____ A protection order is an order from the court telling the abuser to stop, but the police cannot do anything if the person does not stop.
- _____ It is illegal for anyone to force or attempt to force another person to have sex - even if they are married or dating.
- _____ The Domestic Violence Act protects the person who is committing violence within a relationship.
- _____ A person who has been sexually assaulted must not wash or change the clothes they were wearing at the time of the assault.

Part 2. Which answer is correct?

There five statements below. In each statement there are two choices of answers in the brackets. Circle the correct one.

- A criminal charge can be laid against the (victim/ perpetrator).
- A protection order may also (prevent/ allow) the abuser from coming within a distance of the victim or the home.
- When someone reports a case to the police, the police must (take a statement/ just listen).
- (Anyone/ Only the parents or relatives) must report any suspicion of child abuse.
- The (National Register for Sex Offenders/ Domestic Violence Act) prevents a person with a history of sexual offence from working with children or the mentally challenged

RESPECT 4 U

Lesson 14

RESPONDING TO VIOLENCE: THE LAW

RESPECT TIME 4 U

Think about how you can make choices to use RESPECTful actions instead of violent actions. How can your personal compass help you make these choices?

What have you learned about yourself today?

Remember to write about your experiences.

RESPONSIBILITY AND FINDING HELP

During this lesson you will:

- Discuss how to be a helpful, supportive friend in situations where violence is or may be occurring.
- Recognize when the situation has become so serious that help from adults (family members or professionals like police, social workers, or ministers) is needed.
- Understand what services or individuals are available for help.

In this set of handouts you will find:

- A scenario between friends
- Maria tries to help
- RESPECT Portfolio Exercise
- RESPECT TIME 4U

rights and responsibilities

Being helpful and supportive of people who are in abusive or violent situations is important. However, you cannot fix the problem for them.

Everyone must learn to take RESPONSIBILITY for his or her own life and come to accept that they have a right to be treated with RESPECT.

A SCENARIO BETWEEN FRIENDS

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!"

DISCUSSION QUESTIONS

- 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 tik?
- 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?

MARIA TRIES TO HELP

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.

DISCUSSION QUESTIONS

- 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?

WHEN DO I TELL?

1. How do you know when you should just listen to your friend versus when you need to suggest help from someone else – like a parent or a teacher?

2. Which is more important – not making your friend mad or reporting dangerous behaviour to a trusted adult? Why?

3. If someone was mistreating you – either verbally or through physical violence – who do you think you could tell that would help you?

RESPECT portfolio exercise

It is now time to complete another Portfolio Exercise at home. This time the exercise asks you to write about how to respond to violent situations.

Instructions:

1. **First look at the 5 different text messages and write a response to each one in the space next to it with the corresponding number.**
2. **Hand the completed worksheet in next week for marks.**

Learner name: _____

Learner teacher and period: _____

Mark for this assignment: _____

RESPECT portfolio exercise

YOUR FRIEND SENDS YOU AN SMS. HOW DO YOU RESPOND?

1. what r u doin? am out w T and he is bein mean

2. dont knw if i should get in car - Rick is drunk & yelling

3. OMG - i think tammy just got raped - she is cryin - dont tell anyone

4. Musa is such a jerk - i just ratted him out at the party

5. home alone with jonny...shd i tell him i want to hang with tom too?

1.

2.

3.

4.

5.

SMS FOR SUPPORT AND SAFETY

RESPECT 4 U

Lesson 15

RESPONSIBILITY AND FINDING HELP

RESPECT TIME 4 U

This week think about who you could ask for help if you or your friends need it. Think about how you could encourage your friends to ask for help.

What have you learned about RESPECT and about yourself today?

Remember to write down your thoughts.

THINKING ABOUT MY SAFETY

During this lesson you will:

- Identify various warning signs of risk and appropriate responses to this risk.
- Demonstrate risk monitoring and safety planning skills including strategies to ensure safety.
- Understand how to support and encourage friends to stay safe.

In this set of handouts you will find:

- Warning signs
- Safety planning: Ways to keep myself safe
- RESPECT Portfolio Exercise
- RESPECT TIME 4U

rights and responsibilities

Every person has the RIGHT to healthcare.

Every person is RESPONSIBLE for getting healthcare when needed and to work with a trusted healthcare provider to promote his/her own health.

WARNING SIGNS

In the following scenario, identify times when a character's risk is increasing. What could the character do to increase safety?

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. 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. Things progress quickly. 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." Mandisa tells Lucky, "I don't want to do this." Lucky doesn't listen and continues to kiss her against her will. Mandisa pushes him again and says, "No." Lucky says, "I can't stop now. We've already gone too far." Lucky holds Mandisa down while he rapes her. 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." Lucky goes home and early the next day the police arrive at his home and arrest him on a charge of rape.

THINKING ABOUT MY SAFETY

SAFETY PLANNING WAYS TO KEEP MYSELF SAFE...

Go to a party with a group of friends I have known for a while and make sure that we stick together.

Don't drink so much that I cannot make safe, responsible, and RESPECTful choices.

Only have sex when I am sure I want to AND when I am sure my partner wants to. If I am unsure, I will not have sex.

CONTINUOUS RISK ASSESSMENT

GETTING INFORMATION ABOUT SAFETY AND RISK:

- Feelings
- Past experiences or other people's experiences
- Things happening that you did not expect or agree to
- Warning Signs

ask YOURSELF:

- How safe am I here, now?
- What makes me safe?
- What puts me at risk?
- What can I do to keep myself safe?
- What can I do to decrease my risk?

RESPECT portfolio exercise

1. **Write a Commitment to RESPECT** in which you make a promise to yourself to make choices based on your values and RESPECT.
(25 marks)

Learner name: _____

Teacher and class period: _____

Mark: _____

COMMITMENT TO RESPECT 4 U AND RESPECT 4 ME

We have spent a lot of time together learning about ourselves and how to create caring, healthy relationships. We gained new skills and new knowledge. Throughout the programme we thought about how to apply what we learned to our lives and how to share it with others. Read back over our first exercise in which you wrote about the person you choose to be; and look over any other weekly reflections you may have written. Now think about what you have learned and write a **COMMITMENT TO RESPECT** in which you write a statement for yourself about applying what we have been learning about and practicing throughout the programme.

What commitment are you going to make to yourself? How are you going to show yourself and others RESPECT?

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RESPECT 4 U

Lesson 16

THINKING ABOUT MY SAFETY

RESPECT TIME 4 U

This week, practice safety monitoring and risk assessment skills every day.

What have you learned about yourself today?

Remember to write about your experiences.

LEARNING AND LIVING RESPECT

During this lesson you will:

- Understand the links between different things we have learned about personal values, communication, gender and power, relationships, violence, and getting support.
- Reflect on your ability to be an agent of change to help create RESPECTful classes, schools, homes, and communities.

In this set of handouts you will find:

- My Commitment to RESPECT
- You can create change
- Summary
- RESPECT TIME 4U

rights and responsibilities

RIGHTS and RESPONSIBILITIES go hand in hand. It is a constant effort to live in a way that earns you RESPECT – but it is worth it. It is also your RESPONSIBILITY to be RESPECTful of others as long as it does not compromise your safety or dignity.

MY COMMITMENT TO RESPECT

Over the next year, I am going to take the following actions to show more RESPECT to others:

In order to feel more RESPECTED myself, I am going to behave in these ways that will earn me the RESPECT of others:

YOU CAN CREATE CHANGE

I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do the something that I can do.

-Helen Keller

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.

-Margaret Mead

What have you learned about yourself during this programme? How can what you learned help you make resolutions and a promise to yourself to choose to be RESPECTful in your Commitment to RESPECT.

What can you DO to continue to create change?

RESPECT 4 U

Lesson 17

LEARNING AND LIVING RESPECT



Clarified my personal values and aspirations, which is my personal roadmap that helps me to make choices.

Learned assertive communication skills like "I Statements"

Defined caring relationships and the type of relationship I want to be part of.

Learned how to start a relationship.

Learned about sexual decision-making.

Learned how to maintain a relationship by negotiating relationship satisfaction and dealing with problems in positive ways.

Learned how to deal with a break up.

Learned about how to create change by starting with changing my own behaviour and then also share messages from the programme with other people.

Learned RESPECT for myself and others and how to show RESPECT with my actions.

Challenged ideas about how to be a man and how to be a woman. Thought about choosing to be a different kind of man or woman.

Learned about how people use power and the responsibility that powerful people have to use their power in RESPECTful ways.

Learned about different types of violence, what makes us violent, the consequences of using violence, and laws about violence.

Learned about how substance use can increase our risk of making unsafe and potentially violent choices.

Learned about taking responsibility for our actions and making RESPECTful choices.

Learned about safety planning.

Learned about getting help for experiences of violence such as medical attention, counselling, legal advice, or support from friends or family.

Learned that everyone has the same human rights and that having these rights is balanced by having responsibilities.

Learned about supporting victims of violence by believing them, not blaming them, supporting them.

I learned...

RESPECT 4 U

Lesson 17

LEARNING AND LIVING RESPECT

RESPECT TIME 4 U

Continue to set aside RESPECT TIME 4 U every day. You might find it helpful to look through your notebook occasionally to remind yourself of what you learned.

Remember to practice the skills and share them with other people in your life.
What have you learned about yourself?

How can you continue to learn about yourself and help to build the kind of community you want to be part of?