



SATZ
PROJECT

LEARNER
WORKBOOK



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LEARNING EXPERIENCE 1

TOPIC: *Values clarification with regard to adolescent sexuality*

Activity 1:

Read the story and then discuss the questions below:

I am a 15-year-old boy and have been going out with a girl for 3 months. We really love one another and therefore decided to have sex. We have had sex a couple of times, but I feel this is wrong. Our parents and friends do not know that we are sleeping together and having sex. Last month her period came late and we were worried that perhaps she was pregnant. She went to the clinic to have a test. It turned out that she isn't pregnant, but we had a real scare. What would we have done if she had been pregnant? We are a bit more careful now and have started to use condoms. Should I stop having sex? What will she think of me?

I also sometimes see another guy talking to her and am scared that he will want to have sex with her. What if he sleeps around and has sex with other girls and has some kind of infection, like HIV? Should I ask her if she is having sex with anyone else?

1. Use the dictionary to find definitions for the words 'norms' and 'values'
2. Identify the values expressed by the characters in the story. Match them to your understanding of the acceptable norms of your community or family.
3. Do your answers to no. 2 fit the definitions you found in no.1? Reconsider your answers to no. 2 where necessary.

Activity 2:

1. What are the things or feelings that I feel comfortable sharing with certain people? Why do I feel comfortable sharing *those* things or feelings with *those* people?

2. What do I not feel comfortable sharing and why?

3. List the things around sexuality that you can most easily share with your family or guardian, significant others and with your friends

Family member / Guardian	Significant other	Friends

4. Be prepared to share with the class and participate in a discussion about why people have responded the way they have.



Activity 3:

Telling the SATZ story

Instruction:

1. Use the short summary below to tell the SATZ story to your parent(s)/guardian.
2. Please choose a suitable time and place in which to do this. Inform them that it will take only 10 minutes to talk to them about the project.
3. Immediately after this interaction, allow your parents/guardian to ask questions or raise queries about the project.
4. Record the interaction on the sheet provided.
5. Write why you think they responded the way they did and your own feelings about sharing and why your family or friends responded to the questionnaire in the last section.

THE SATZ STORY

The SATZ project is a plan to get teenagers (young people) to avoid HIV and AIDS.

HIV and AIDS can be avoided if teenagers carry out the plan that requires them to:

- Learn life skills like developing self-confidence, listening skills, how to say no, how to discuss issues with friends and so on.
- Abstain from sex for as long as possible or know how to protect themselves during sexual activity
- Not to take drugs or alcohol, to engage in violence or do anything that may increase the chances of becoming infected with HIV.



Parental response to the SATZ story recording sheet - Mark the relevant bullet with an (x).

Gender of Parent/Guardian you spoke to	Where did the conversation take place e.g. in the kitchen?	Did your parent/guardian listen to you?	Did they ask questions?	Were they happy/upset/not interested? i.e. how did they respond to your story?
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Male <u>and</u> female	<input type="checkbox"/> Kitchen <input type="checkbox"/> Lounge <input type="checkbox"/> Bedroom <input type="checkbox"/> Garden <input type="checkbox"/> Outside the house <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not really <input type="checkbox"/> Not interested <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Happy <input type="checkbox"/> Upset <input type="checkbox"/> Very interested <input type="checkbox"/> Not interested <input type="checkbox"/> Other

Please write the questions that were asked here:

Comments made by parents/guardians:

The reasons why you think people responded the way they did to some questions:





Activity 6:

1. Work in 2's, boy and girl together if possible. Plan a role-play demonstrating the ways the appropriate norms and values can be used to resist a sexual suggestion made by peers. Your feelings regarding the situation should also be expressed.
2. Each pair will perform their role-play for the group - KEEP IT SHORT!
3. Group members will assess each 'performance' using the criteria given on page 9.



QUESTIONNAIRE:





GROUP ASSESSMENT OF ROLE-PLAY - answer YES or NO for each pair

Criteria:

1. Did the pair clearly express values and norms in the action?
2. Were clear reasons given for resisting the sexual suggestions?
3. Did these reasons match the values/ norms?
4. Do negotiation and conflict resolution skills need to be worked on?

	1.	2.	3.	4.	5.
Pairs - give names					
Did they express values & norms?					
Were reasons for resisting given?					
Did reasons match values / norms?					
Are negotiation & conflict skills needed?					

SELF-ASSESSMENT: (Answer either a) or b), depending on your role in the role-play)

Self-assessment with respect to your feelings about resisting peer pressure (Yes/No answers)

a) In the role-play you played the role of refusing / resisting the suggestion

YES NO

I felt uncomfortable talking about values in the situation		
I was able to give reasons for the values I was expressing		
I think I will be able to do this when it is for real		

b) In the role-play you played the role of making the sexual suggestion

YES NO

I felt uncomfortable talking about values in the situation		
I wanted to argue about the values being expressed		
I think I will be able to respect a 'no' answer when it is for real		

When you choose an action, you choose the consequences!



LEARNING EXPERIENCE 2

TOPIC: *Self-esteem and Sexual decision-making*

Activity 1:

Complete the following table and then complete the questions:

My positive characteristics (strengths, talents, skills, relationships)

1. Do you recognise the things you are good at and are you able to share them with others?
If not, why not?

2. Are you able to share with other people those things that they are good at in an affirming way?
If not, why not?

Activity 2:

1. Use your list of positive qualities to advertise yourself as someone whom others would like to know. Use the page "This is me" for your advertisement.
2. Make your advertisement attractive and easy to read. You should not promise something you cannot produce and must remain within the values and norms you have been discussing.
3. Cut your advertisement out and make a wall collage of the advertisements. Take time to read them and connect with your classmates and ask questions about what they have presented.

Self Reflection:

1. How did you feel about writing down your positive qualities? Was it easy or difficult to do?

2. Did you find it easy to create a 'self-advertisement' knowing it was going to be displayed for everyone to see? Can you explain your feelings around this?

3. What does the word self-esteem mean to you?

4. How does this relate to decision-making, particularly sexual decision-making?



THIS IS ME!





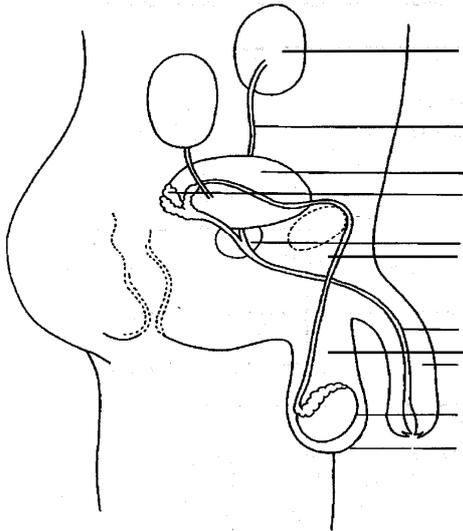
LEARNING EXPERIENCE 3

TOPIC: *How our bodies function reproductively*

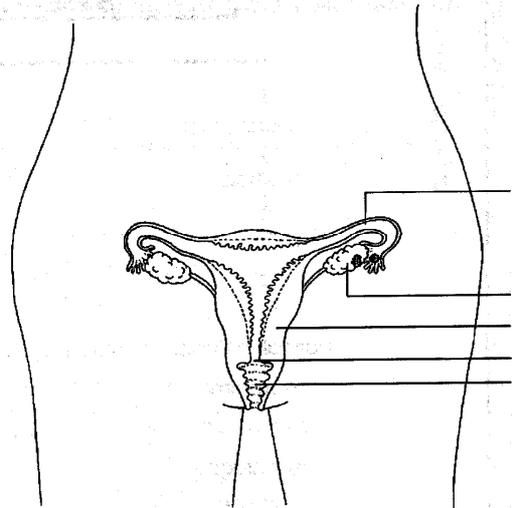
Activity 1:

1. You have listened to your educator detailing the various reproductive organs and their function in the reproductive process. Label the diagrams and then describe the function of each part. Talk in your group about the functions so that you can complete the second part of this activity.

MALE REPRODUCTIVE SYSTEM



FEMALE REPRODUCTIVE SYSTEM



2. Describing the functions

i. Male reproductive organs

- Scrotum

- Seminal vesicles

- Epididymis

- Penis

- Urethra



- Vas deferens

- Testes

ii. Female reproductive organs

- Uterus

- Ovaries

- Fallopian tubes

- Cervix

- Vagina

- iii. Describe your feelings when you realised this was a group and discussion activity. Why do you think you felt this way?

- iv. Describe your feelings after you had completed the activity. Why do you feel this way now?



Activity 2:

1. Read the information below and then make a poster explaining the reproductive process from conception to birth. You can do this by drawing, by using diagrams, by using pictures, by using words. Someone looking at your poster should easily understand the main sequence of events and not have to study too much detail. This means that you need to carefully select what you will use from the fairly detailed information given to you. Group co-operation in this process is important.
2. Your poster will be assessed according to the criteria given below.
3. Working as a group, present your poster/collage to the class. You can choose from a variety of methods to do this presentation e.g. rap, role-play, song, speaking, miming, etc.

Information:

The ovaries in the girl produce an egg cell (ovum) that travels via the fallopian tube to the uterus/womb. The uterus/womb has been prepared by the hormones oestrogen and progesterone as they thicken the lining in order to receive the ovum.

The testes in the boy produce sperm that are stored in the epididymus and then travel via the vas deferens to the seminal vesicles. The sperm moves through the prostate gland collecting fluid and leaves the body as semen (a creamy fluid) through the penis. This happens when the penis is excited and becomes enlarged and then ejaculates the semen containing the sperm.

When this happens during sexual intercourse, the semen and sperm are released into the vagina and the sperm 'swim' through the cervix into the uterus and on to meet the ovum in the fallopian tube. Fertilisation will happen when the sperm enters an ovum and the process of new life begins.

The tiny fertilised egg cell now containing characteristics from both father and mother begins to grow by dividing over and over and within a short time is enveloped by the soft wall of the uterus. Part of the ovum separates and forms the placenta and it is this that is in contact with the mother's blood, but never mixes with it. The umbilical cord, through which the now developing new life of the foetus receives oxygen and nourishment from the mother's blood and excretes carbon dioxide to the mother's blood via the placenta, is attached at the point which will become the navel. The blood of the foetus and the mother however, never mix.

The foetus continues to grow and develop until at 40 weeks (\pm 9 months) the baby is ready to be born. After the baby is free of the uterus and no longer reliant on the umbilical cord and the placenta for survival, the umbilical cord is cut and the placenta (or after birth) comes free and is discarded. The baby enters the world, breathes for itself and receives nourishment from its mother.

ASSESSMENT

CRITERIA	UNACCEPTABLE 0-1	INCOMPLETE 2-5	WELL DONE 6-10
Well set out and attractive to look at	Difficult to follow and dull to look at	Poster attractive but information difficult to follow	Poster easy to follow and attractive to look at
Information given has been well selected	Selected information is inadequate or inappropriate	Too much (or too little) information makes it difficult to follow	Selected information provides a clear understanding
Information is accurately presented	Information is not accurate	Information is partially accurate	Information is accurately presented
Group co-operation was evident in preparing the poster	No indication that the group co-operated in preparing the poster	Partial co-operation was evident in preparing the poster	Clear evidence of the co-operation of all in preparing the poster



LEARNING EXPERIENCE 4

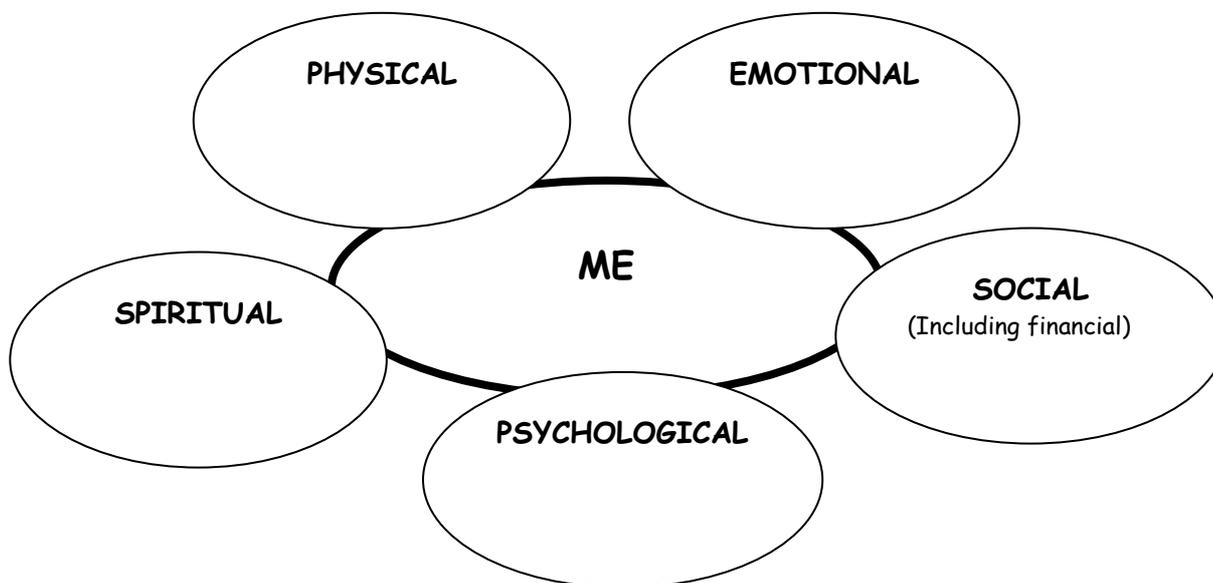
TOPIC: *Dimensions of sexuality*

Activity 1:

1. Brainstorm ideas about the meanings of 'sex' and 'sexuality'.
 - a. Use pieces of scrap paper to write down your ideas about 'sex' and 'sexuality' - one idea on each piece of paper. You will be asked to tackle each of these words separately and given a time limit. Put each idea/piece of paper down in the middle of the table as you think of them. Do not discuss any of the ideas.
 - b. Sort the papers/ideas in each of the 2 groups - 'sex' & 'sexuality' - putting similar ideas together i.e. categorise the ideas
 - c. Give each category a heading.
 - d. Discuss the differences between 'sex' and 'sexuality' that you observe by studying your ideas.
2. You will be asked to give feedback to the class and then you will together decide how you will represent all the ideas on a graffiti wall. You can use pictures, drawing, words or diagrams to produce an attractive and informative wall 'poster'.

Activity 2:

1. Look at the diagram below and then consider how each of these dimensions/parts of you either *affect* or are *affected by* sexual intercourse. Fill them in, in the appropriate section or draw your own mind map for them.



SELF-ASSESSMENT

Mark the relevant column - yes or no

	YES	NO
It was easy to complete each dimension		
I felt good about myself in doing this		
I understand more about myself now		



LEARNING EXPERIENCE 5

TOPIC: *Boys don't cry! Girls are soft!*

Activity 1:

1. What people say!

Men and boys are . . .



Women and girls are . . .



2. What I think/feel/know . . . is the truth!



Activity 2:

1. Select pictures from magazines or newspapers showing men & women in different roles. Paste your articles on the next page.
2. Discuss the types of roles the media presents men & women in and what kind of bias this shows.
3. Use the space below to write down how you feel about the pictures and the gender bias there is, if any.



LEARNING EXPERIENCE 6

TOPIC: *Responsible decisions for sexual safety*

Activity 1:

1. Complete the column for each of the 3 parts of this activity.
2. Together with your educator you will now identify the positive and negative consequences and mark them on your list.
3. You do not need to talk about it or share it with anyone if you do not wish to do this. If you would like to talk to someone about this activity, speak to your educator or ask your educator to give you the name of someone you can speak to freely and confidentially.

NO SEXUAL INTERCOURSE
Saying "NO"

CONSEQUENCES



Activity 2:

1. Below is a time line showing various ages. Describe what you would like to be doing at each period of your life. Imagine you could accomplish anything you chose to do - 'dream' a little about your future. Try to make it real for you and then at the end you can start to plan your goals and how you are going to achieve the 'dreaming' you have done in this bit. Share your dreams with a friend.

	Present
	Further studies/ training /job
	Life partner
	Family
	Grandparent

2. Write down your goals and how you plan to achieve them, for the present and the future:
- While at school and
 - On leaving school.

Keep the following in mind: *my abilities; what I enjoy; my values; my sexual decisions.*

3. Your planning will be assessed and you should set it out showing the following aspects: (see assessment rubric)

- Goal must be clearly stated and realistic
- The steps to achieving the goal must be progressive
- The steps to achieving the goal are practical
- The steps to achieving the goal have a time frame
- There is a realistic and practical time frame for achieving the goal





MY PLANNING





ACTIVITY 1 - self-assessment

I have learned that:

	YES	NO
All sexual activity has consequences that can be positive or negative		
Not everyone thinks the way I do regarding sexual activity		
I need to look after myself and take responsibility for my sexual health		

My personal sexual activity level:

	No sexual intercourse	Sexual intercourse with precautions against pregnancy, STIs	Sexual intercourse without precautions against pregnancy, STIs
Now			
Next year			
Out of school			
Dating			
Engaged			
Married			

ACTIVITY 2 - assessment rubric

Your goal setting and planning will be assessed according to the following criteria:

CRITERIA	UNACCEPTABLE 0 - 3	INSUFFICIENT 4 - 6	REALISTIC 7 - 10
Goal to be achieved	A goal is not stated	A goal is stated	Goal is clearly stated and realistic
Steps to achievement are progressive	Steps to achievement are vague and not progressive	Steps to achievement are clear but there are gaps in the progression	Steps to achievement are well set out and progressive
Steps to achievement are realistic	Steps to achievement are vague and not realistic	Steps to achievement are clear but not always realistic	Steps to achievement are well set out and very realistic
Steps to achievement have a time frame	There is no practical time frame for the steps to achieving the goal	The time frame for the steps to achieving the goal is vague	There is a clear and realistic time frame for the steps to achieving the goal
Realistic time frame for achieving goal	There is no time frame for achieving the goal	The time frame for achieving the goal is not attainable	The time frame for achieving the goal is realistic and practical



LEARNING EXPERIENCE 7

TOPIC: *Promoting the sexual health of young people (YP)*

Activity 1:

1. Write down the behaviours/actions that 'turn on' a boy or girl sexually.
 - a. Girls fill in the column with the actions of boys that promote girl's sexual desire.
 - b. Boys fill in the column with the actions of girls that promote boy's sexual desire.
2. Now share your ideas with each other (boys and girls) and complete the table.

ACTIONS OF BOYS	ACTIONS OF GIRLS

PERSONAL REFLECTION

What I have learned about myself and the way I respond to others (particularly the opposite sex)	
What I have learned about the way I do things which may or may not be acceptable to others (particularly the opposite sex)	

Activity 2:

1. Study the list of Sexual and Reproductive Rights and select those that you feel are most relevant for you in order to promote your sexual health.
2. Write down the responsibilities of girls/boys that match those rights.
3. What must I do not to infringe on another's rights? How do I protect my own rights?
4. Design a banner/chart for your class (or school) that displays the rights and responsibilities that you have chosen as the most relevant for promoting your sexual health.

Speaking of sexual health means you will possibly speak to a health worker (doctor, nurse, traditional healer). The following 5 rights are important to remember.

You have the right to:

- Good information
- Friendly service
- Privacy and confidentiality
- No rude remarks
- Condoms

Should you not be treated in this way you may have difficulty expressing your rights in a way that will be accepted and not leave you being regarded as 'cheeky' or 'insolent'.



LEARNING EXPERIENCE 8

TOPIC: *How do I handle this?*

Activity 1:

1. List as many words as you can to indicate behaviours, actions or language for each of the columns in the 'types of behaviour' table below. Use a dictionary if you are not sure of the meaning of these words.

ASSERTIVE	PASSIVE	AGGRESSIVE	MANIPULATIVE

2. Look at the behaviours/actions you have listed in the columns above and then write down:

- a. Which one you use the most

- b. What situations cause you to use each of these behaviours

Activity 2:

1. Work in groups to write the following 2 role-plays. Give each a title.
 - You are invited to movies, a swim at the beach, or milkshake at a local café/restaurant, or a lift home from school or the shops, or you are offered a gift without it being your birthday. Along with the invitation/offer there is a suggestion that more might be involved or expected and this has a sexual connotation. You refuse the invitation/offer, as you do not wish to let it go further.
 - As a boy/girl you are with someone you like who asks you to have sex with her/him. You refuse the request. You could use the first situation to lead into the second if you wish.
2. The following are important to display in some way in each of the role-plays to show you understand them:
 - a. Your values - preferences with regard to the action required.
 - b. Different types of behaviour - passive, aggressive and manipulative
 - c. Assertive behaviour in using refusal skills to say "No"



3. Each group will be asked to give their written role-plays to another group for assessment. Use the table below to make the assessment.

Title of role-play: Written by:	YES	NO	NOT SURE
1. Is there a clear indication of the preferred values of the characters?			
2. Are at least 2 of the 'non-assertive' behaviours shown? Which ones? a. b.			
3. Is assertive behaviour being used to e.g say "No"?			

There are many strategies you can use to help you be assertive. Here is one of them. Your educator will share another one or two with you.

Tips for being assertive

1. **Do not shout**, but speak firmly and calmly
2. **Listen to the other person**. But insist that he or she listens to you when it is your turn to speak.
3. **Be strong**. You don't have to smile and be polite if the person is not listening to you.
4. **Stick to your point**. Don't let the other person make you feel your ideas are wrong or silly.
5. **Know the facts**. Don't let someone fool you with wrong information. Be firm when you know their information is incorrect.
6. **Walk away if you are being ignored**. You will feel better about yourself if you do what you believe is right.

From: Soul City - Lifeskills Workbook Grade 9



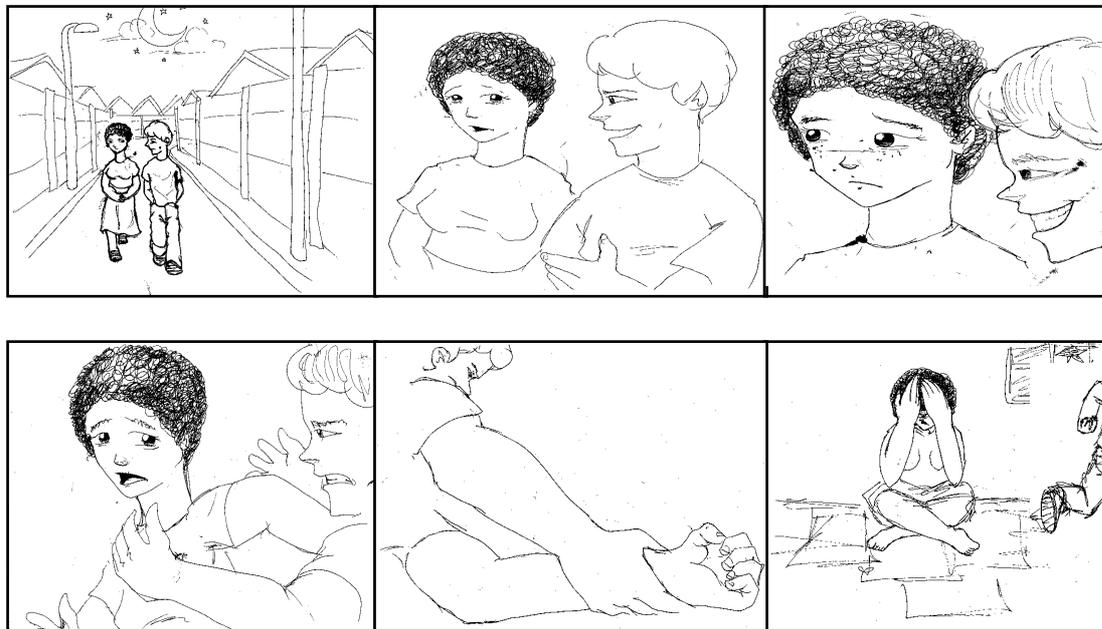
LEARNING EXPERIENCE 9

TOPIC: *Situations that carry the risk of sexual intercourse*

Activity 1:

Carefully study the following scenario and then answer the questions:

(drawn by Isaac Sobe)



1. What led up to the situation?
2. How could the situation have been avoided?
3. What kinds of behaviours/actions are demonstrated in the scenario?
4. Which behaviours/actions aggravated the situation?
5. Could the situation have been stopped from going further? How and at what point?
6. What can be done as a result of this situation?

Activity 2:

1. Each group chooses one of the situations that pose a risk or threat of sexual intimidation or abuse from their initial list.
2. Role-play the situation to show the skills required to:
 - a. Avoid the situation
 - b. Get out of the situation
3. You could have a 'narrator' indicating the various points at which skills could be used in the situation.
4. Check that your role-play includes some of the following:
 - a. Various types of behaviour (assertive, passive, etc.)
 - b. Statement of values
 - c. Refusal statements
 - d. Assertive skills
 - e. Reflection of appropriate emotions



LEARNING EXPERIENCE 10

TOPIC: *Coercion and violence in romantic relationships*

Activity 1

1. Look up the word 'coercion' in the dictionary. Share any words you know that mean the same thing. Make a list of all the forms of coercion used in relationships that you have seen or experienced or have heard about.

2. You can work as one large group or make smaller groups.
3. Choose one of the situations that you listed above, where coercion occurs and role-play it for your group. While doing or watching you should think of the following:
 - How did I feel playing the part? Strong / Powerful / Assertive / Scared / Weak / Silly
 - How did I feel while watching? Afraid / Unhappy / Yes! / No! / Positive / Empowered
 - What do I do when . . . ?
 - Quietly think about why you chose the feelings you have selected and your response to the last question. Think about what this might tell you about yourself and decide whether you need to change or not. Talk to someone about it if this has worried you.

Activity 2

Collect pictures or articles that show violence between women and men from magazines or newspapers. Paste your picture or article on the next page.

1. Select a timekeeper in the group who will keep the discussion on each item to 2 minutes.
2. One person in the group should read out their article or show the picture they have brought and explain their feelings about the article or picture. The group then has a short discussion (2mins) on the article or picture before the next one is presented.
3. Once they have all been presented the following questions should be considered (2mins each):
 - What could be the cause of the violence?
 - How could it have been avoided?
 - How does violence deny a person's sexual and reproductive rights?
 - Is it only men/boys who act violently to gain sex?
 - Would I ever be tempted to act like this? Why? or Why not?
4. Note the things you think are important and be prepared to give some feedback to the class on the questions.



COERCION AND VIOLENCE



LEARNING EXPERIENCE 11

TOPIC:

Not for me, not now!

Activity 1:

1. In the table below there are 2 columns. You need to complete them according to why you think young people act in the following ways:
 - In the first one write down the reasons why some young people choose to have sex.
 - In the second column write down the reasons why some young people choose not to have sex.
2. Now compare your notes in the group and decide if you want to add anything to your own lists.

Why do some young people choose to have sex?	Why do some young people choose not to have sex?

3. Do you know one word that means '*not having sex*'?
 It could also mean doing without other things such as: not eating sweets (e.g. during the Christian season of Lent); not voting in a meeting (e.g. when you disagree with both sides); not drinking alcohol (e.g. an ex-alcoholic, or when having to drive a car).

Activity 2

1. What is abstinence?

2. What makes abstinence work?

3. Name 4 reasons why *you* think abstinence:

Should be practised

OR

Should not be practised



It is equally difficult to have a boyfriend / girlfriend and abstain, as it is to have a boyfriend / girlfriend, have sex with him / her and accept the responsibilities that go with it.



LEARNING EXPERIENCE 12

TOPIC: *How to use condoms*

Activity 1:

1. Your group will perform the two role-plays below. Divide your group into 2 units and each unit prepares and performs one of the role-plays.
 - a. Boy and/or girl go to the chemist to buy condoms - or - to the clinic to ask for condoms.
They should:
 - Check the expiry date
 - Note whether the condoms are on display or out of sightThe person helping them may question or show rudeness and they should be able to be assertive and know their rights - with respect.
 - b. Boy and girl discuss using condoms for sexual intercourse.
They should:
 - Be able to put forward facts for and against their use
 - Reach consensus regarding the use of condoms
2. When you are watching a role-play you should observe and make notes of the following:
 - What feelings were expressed by participants during the role-play?
 - Was there respect between the characters?
 - Did you pick up any good ideas from the role-play?
3. Some of the role-plays will then be performed for the whole class and you should again note your observations.

Activity 2:

4. Condom line-up. A group will receive cards providing the correct procedure for using a condom during sexual intercourse. These will have to be arranged in the correct sequence.
5. Consider the points at which you would be able to change the situation.
6. Complete the self-reflection section below and try to understand your feelings as you participated in this session. No feelings are right or wrong, but it is important to recognise what we feel and, if possible, why we feel it. If you are worried about anything then speak to your educator or someone you can talk to freely.

SELF-REFLECTION

- How did I feel when I participated in the role-play?
- Why did I feel this way?
- How did I feel when I watched the role-plays?
- Why did I feel this way?
- What were my feelings when the use of the condom was demonstrated? And why?
- What were my feelings when I participated in the condom line-up OR when I watched the condom line-up?
- Why was I feeling that way?
- How do I feel now that I have taken time to think about these activities?



LEARNING EXPERIENCE 13

TOPIC: *Negative consequences of sexual intercourse: STIs*

Activity 1

1. Role-play a visit to the clinic. Give the characters names.

Making an appointment at the clinic to get treatment for suspected STI.

Part 1: Phoning to make an appointment

Learner phones the 'sister' at the local clinic. He makes appointment to see the 'sister' because of 'soreness in the groin'. He lists the symptoms that he is suffering from. He gets an appointment from the 'sister'.

Part 2: Visit to the local clinic

_____ visits the clinic: After asking the receptionist he is ushered into a section of the clinic demarcated: STI TREATMENTS. He takes a seat among other waiting patients. Eventually his name is called. He enters the sister's office and is given a sheet to complete that required him to give information about his personal details as well as aspects related to his sex life.

Sister: Hello, how can I help you today?

Patient: Sister I have a soreness in my groin and my pee is burning.

Sister: Oh that sounds like an STI. Have you been sleeping around?

Patient: No sister I mean I only have sex with my girl friend.

Sister: Girlfriend, goodness you are still at school. Does your mother know about this?

Patient: (looks away, uncomfortable) No sister, but I'm in a steady relationship.

Sister: Then that girlfriend of yours is getting around. You should get rid of her, shame on you.

Patient: Sister, please don't say that.

Sister: Serves you right. Now take off your clothes and let me examine you.

The examination takes place. Patient is given an injection and a packet of antibiotics and leaves the sister's office. On the way out he asks the receptionist in the waiting room for condoms. He feels everyone in the waiting room is listening to him and he leaves quickly.



2. Complete the table below as you discuss the points raised by this role-play.

Common STIs and their symptoms	Treatment	Response to treatment	Prevention



LEARNING EXPERIENCE 14

TOPIC: *HIV and AIDS and the future*

Activity 1

1. Complete the following:

H =

I =

V =

A =

I =

D =

S =

2. How is the HI virus transmitted?

3. Why does the presence of STIs make one more vulnerable to the HI virus?

4. Make a poster or collage to show the basic facts about HIV/AIDS including:

- a. An explanation of the link between HIV and STIs,
- b. The distinction between HIV and AIDS and
- c. The modes of HIV transmission.

5. You can use magazine pictures, newspaper articles, drawings or writing to make the poster and it will be assessed according to the following criteria:

- a. Accuracy of information
- b. Easy-to-read layout
- c. Attractive to look at

Activity 2:

1. Draw a mind map showing the progress of HIV from the time of infection to the onset of full-blown AIDS and finally death. Use the page following this.
2. Include the times when decisions need to be made e.g. taking a blood test for HIV, and the way in which one should live e.g. nutrition, exercise, etc. You should also show the precautions to be taken when caring for someone at home and how family and friends can give support.
3. This should indicate a positive experience, showing how life can be enjoyed for as long as possible.

Activity 3

1. Hold a group discussion on the ways people who are HIV positive are discriminated against and why you think this occurs.
2. Write a short paragraph on how you feel about meeting or working with or caring for someone who is HIV positive or has AIDS.



HIV/AIDS MIND MAP:





Activity 2:

1. Work together in small groups (or individually) to write role-plays.
2. The following scenarios are suggested:
 - a. A person selling drugs tries to persuade you (and friends) to buy drugs from him/her
 - b. A friend tells you about a great experience when taking a drug and suggests you try it with him/her
 - c. You want to become part of a group and have to prove yourself by taking drugs
3. The role-plays should show the following:
 - a. A knowledge of the drug named and the effects of that drug
 - b. Places where drugs are available
 - c. Reasons why young people might want to take drugs
 - d. Various kinds of behaviour (e.g. manipulative, aggressive, etc.)
 - e. Manner in which response is made demonstrates values
 - f. Assertive actions are shown in response to the situation

ASSESSMENT RUBRIC

CRITERIA	Not achieved Level 1	Partially achieved Level 2	Achieved Level 3	Outstanding Level 4
Knowledge of drugs	No knowledge indicated	Basic general knowledge indicated	Knowledge of drugs given	Knowledge well presented
Indicate places where available	No places named	Few indications given	Good number of places named	Wide variety of places named
Indicate reasons for use	No reasons given	Reasons given are inadequate	Some reasons given	Adequate reasons well presented
Indicate various types of behaviour	No variety in behaviours	Behaviours not clearly shown	At least 2 behaviours are clearly shown	Variety of behaviours clearly demonstrated
Indication of values	No values indicated	Values not clearly indicated	Values stated, but not developed	Values clear and well developed
Indicate assertive actions in response	No assertive actions shown	Assertive actions not carried through	Assertive actions carried through	Assertive actions very well demonstrated

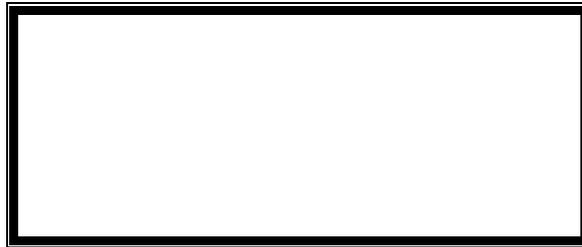


LEARNING EXPERIENCE 16

TOPIC: *Self-esteem*

Activity 1:

My Name Tag



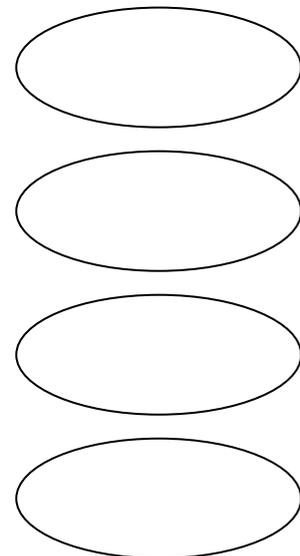
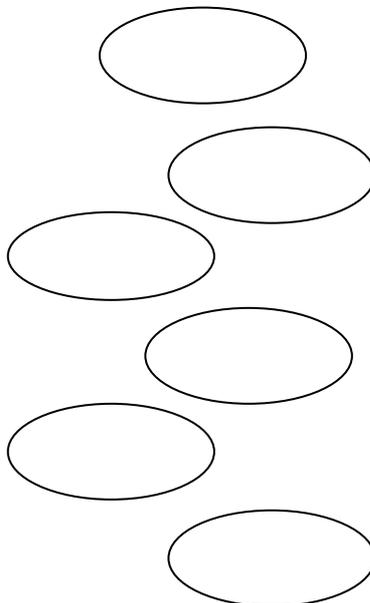
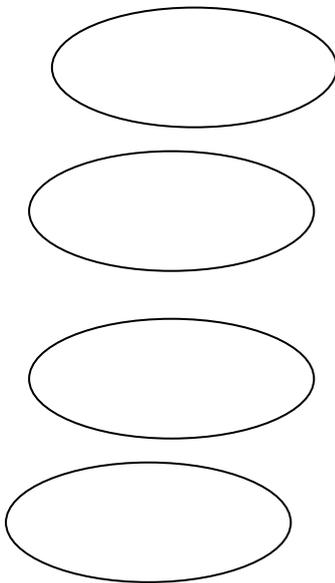
Activity 2:

1. Choose the qualities that you have or would like to work at from the common list you have drawn up, and write them in the self-esteem circles.
2. Write down situations in the sexual decision-making and sexual relationship circles with which you could link your self-esteem qualities.

SEXUAL DECISION-MAKING

SELF-ESTEEM

SEXUAL RELATIONSHIPS





Activity 3:

Strength Bombardment

Once you have the list your group has given you, write the qualities down.

My group says I am:

Now consider the following questions:

1. What were the qualities that surprised you and say why they were unexpected?

2. Can you think of any situations that provided the reason for these qualities to be noticed?

3. How do you feel about yourself now? 😊 😞 Indicate the face that shows how you feel.

SELF-ASSESSMENT

	EXPECTED	DISAPPOINTED	WOW!
What others said about me . .			
Matches my own list . .			
This has boosted my sense of self-esteem . .			





Words and their meanings

Woorde en hul betekenis

English	Meaning	Afrikaans	Betekenis
Norm	Standard, pattern, type	Norm	Rigsnoer, standaard, maatstaf
Value	Worth, desirability, utility, qualities on which these depend	Waarde	Prys, kosbaarheid betekenis
Sex	Being male or female	Geslag	Manlik of Vroulik
Sexuality	Is about the behaviours, thoughts and expression of sexual desire, which may or may not include sexual intercourse	Seksualiteit	Dit is die gedrag, denke en uitdrukking van seksuele begeertes, wat kan of seksuele intimiteit insluit of nie
Masturbate Masturbation	Produce an orgasm by exciting one's own genitals	Masturbeer Selfbevlekking	Seksuele opwinding veroorsaak deur eie geslagsorgane te prikkel
Assertive	Making your needs and desires known to others (claiming your rights)	Stellig Assertories	Om jou behoeftes en begeertes aan ander bekend te maak (jou regte eis)
Aggressive	Disposed to attack, forceful	Aggressief	Aanvallend, kragdadig
Manipulate	Manage (person) by dextrous (esp. unfair) use of influence etc	Manipuleer	Bedrieg, knoei deur gebruik van invloed, ens.
Passive	Suffering action, acted upon, offering no opposition, submissive	Passief	Onderdanig, gedweë, willoos, dadeloos
Coerce Coercion	Forcibly constrain or impel (person) into quiet obedience, use force, secure by force	Forseer Dwang	Iemand forseer tot stille gehoorsaamheid, gebruik krag, neem deur krag
Abstinence	Refraining (from pleasure e.g. food)	Onthouding	Wegbly (van iets plesierig bv. Kos)
Gonorrhoea	A very common sexually transmitted infection caused by bacterial infections	Gonorree	Druiper. 'n Baie algemene seksuele oordraagbare infeksie deur bacterium veroorsaak
Syphilis	A sexually transmitted infection affecting first some local part, secondly the skin, mucous membrane and thirdly the bones, muscles and brain	Sifilis	Vuilsiekte. 'n Seksuele oordraagbare infeksie wat eers lokaal ontstaan, daarna die vel en slymvlies en laastens die bene, spiere en brein affekteer
Herpes	An incurable sexually transmitted infection caused by a virus	Blasies	'n Ongeneesbare seksueel oordraagbare infeksie deur 'n virus veroorsaak
Pubic hair	Genital hair	Skaamhare	Hare by die geslagsorgane
Virus	The smallest known infective agent	Virus	Die kleinste bekende besmetlike agent
Deficiency	Want, lack, incomplete, defective	Gebrek	Leemte, tekort, onvolmaaktheid
Immune	A state of being protected against infectious diseases	Immuun	Beskerm teen oordraagbare siektes
Heroin	Sedative (calming or soothing) drug prepared from morphine	Heroïne	Kalmerende dwelm wat van morfien berei word
Amphetamines	A central nervous system stimulant that increases energy and decreases appetite	Amfetamine	'n Stimulant wat die sentrale sensustelsel affekteer en energie vermeerder en eetlus verminder

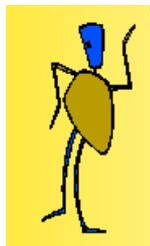


Cocaine	(Powder form) A drug from cocoa producing local insensibility	Kokaïne	(Poeier vorm) 'n Dwelm vanaf kakao wat lokale gevoelloosheid veroorsaak
Crack	(Crystal form of cocaine)	Kristalle van Kokaïne	(Kristal vorm van kokaïne)
Dagga or Marijuana	Dried leaves of Indian hemp (Cannabis sativa)	Dagga	Droeë blare van die hennep plant (Cannabis sativa)



THE UN CONVENTION ON THE RIGHTS OF THE CHILD AND SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS

All children are born with fundamental human rights. Rights define what you are free to do, as well as the information and services to which you are entitled.



A Young Person's Guide

What is the Convention on the Rights of the Child (CRC)?

The CRC (1989) is a set of legal rules. The CRC has 54 different paragraphs (called articles) that cover the rights of children and young people. Some of these rights apply to your sexual and reproductive health.

191 Governments around the world have signed and approved the CRC. They have promised to make sure that all children and young people below the age of 18 years, survive, grow, are protected and participate as active members of society.

What is this leaflet all about?

In this leaflet you will find out how some of the articles in the CRC relate to your sexual and reproductive health. The articles taken from the CRC are in quotes, in the coloured boxes below each article you will find information on how this article can be interpreted to protect and/or advance your sexual and reproductive health.

What are Sexual and Reproductive Health and Rights?

These rights include being able to:

- have a happy life and personal relationships
- decide yourself whether to be sexually active or not
- enjoy a safe and healthy sex life in which you protect yourself and are protected by your partner against disease and illness
- feel completely well and happy in your body and your mind
- decide if, when and how many children to have
- make sure that women and girls stay healthy while pregnant
- make sure that babies are born healthy

Based on the Programme of Action of the International Conference on Population and Development Paragraph 7.2

- Your government is responsible for making sure you can enjoy all of your rights protected by the CRC.
- By agreeing to the Convention on the Rights of the Child, governments must make sure you are safe, happy and healthy keeping in mind your 'best interests'.
- A United Nations 'Committee on the Rights of the Child' makes sure that governments are protecting your rights.
- How these rights apply to you will vary according to how old you are. This means that rights are important to you in different ways at different ages.

Governments, parents and adults should keep in mind that as you grow up they need to respect your capabilities and encourage you to act and think for yourself.

- Exercising your rights responsibly means that you must understand that other people have rights, too, and you have to respect them.
- We only have space here to put some parts of the CRC articles. You can read the full text of the Convention at www.unicef.org/crc/crc.htm



- The IPPF Charter gives you more information on your sexual and reproductive rights at <http://www.ippf.org/charter/index.htm>

Produced by:

Action Canada for Population and Development
Advocates for Youth
Center for Reproductive Law and Policy
Dutch Council on Youth and Population
Ipas
Inter-American Parliamentary Group on Population and Development
International Planned Parenthood Federation
Network of Asia Pacific Youth
World Population Foundation
Youth Coalition

International Planned Parenthood Federation (IPPF),
Regent's College, Inner Circle, Regent's Park, London NW1 4NS, UK

All Children Have Rights

Article 2

States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status...

All the rights set out in the CRC apply to all children and young people under the age of 18.

	These rights belong to you and no one can take them away	
	from you, no matter whether you are a girl or a boy, rich or	
	poor, married or unmarried, whatever your religion, colour,	
	nationality, sexual orientation, disability, or health status,	
	for example, being HIV-positive.	

The Right to Privacy and Confidentiality

Article 16

No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation...

A child's private life should remain private.

	If you tell a medical person or a teacher something that you	
	don't want anyone else to know, then he or she should	
	respect your privacy. If you have been abused, adults may	
	have a duty to inform others who can help protect you or	
	help you protect your and your interests.	



The Right to Health

Article 24

States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health.

States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services ...

Every child has the right to be as healthy as possible and to be able to access the best possible health-care services

==
	For example:	
	• You can visit a doctor or nurse to receive the full range of	
	sexual and reproductive health services that are available and	
	legal in your country, including contraceptives, abortion	
	services and understandable advice about your sexual and	
	reproductive health.	
	• When you visit a health centre you are made to feel	
	welcome, safe and comfortable.	
	• Services should be affordable for you.	
	• No one should turn you away or stop you from receiving	
	services, or demand that you get someone else's permission	
	first (e.g. the permission of a parent or spouse, if you are	
	married.)	
== ==

The Right to Life

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Every child has the right to live, grow up and have a healthy life.

┌ == ┐
	Some sexual and reproductive health problems, such as	
	HIV/AIDS and unsafe abortion, can lead to illness and death.	
	With information, skills and services that help you to make	
	informed choices, you can protect yourself and others from	
	unwanted pregnancy, HIV and other sexually transmitted	
	infections.	
== ==

Promoting **sexual and reproductive health**

in schools in
Sub-Saharan
Africa



University of **Cape Town**