



TOOLS FOR TALKING TABOOS

by Kelley Moulton, Talia Meer,
Carmen Corral & Tsitsi Mpfu-Mketwa

CLASSROOM EXERCISES ON
SEX, GENDER AND VIOLENCE

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TABLE OF CONTENTS

1. GENDER	5
EXERCISE 1: SEX VS. GENDER	6
EXERCISE 2: THE PRONOUN FLIP – ASSESSING ASSUMPTIONS ABOUT GENDER	8
EXERCISE 3: WHAT’S YOUR STORY? – GENDERED EXPECTATIONS	11
EXERCISE 4: GENDER STEREOTYPING IS BAD FOR MEN TOO	18
EXERCISE 5: MEDIA STEREOTYPES ABOUT GENDER	21
EXERCISE 6: EXPOSING GENDER BIAS IN THE MEDIA	22
EXERCISE 7: THINKING TRANSGENDER	32
EXERCISE 8: WOMEN, BODY IMAGE AND ADVERTISING	34
2. GENDER AND POWER	35
EXERCISE 1: ACTING LIKE A MAN, BEHAVING LIKE A LADY	36
EXERCISE 2: CULTURAL VALUES & GENDER STEREOTYPES	39
EXERCISE 3: ANTI-STEREOTYPE BINGO	41
EXERCISE 4: CHALLENGING SEXIST MYTHS	43
EXERCISE 5: GUESS WHO? CHALLENGING GENDER BIAS	49
EXERCISE 6: ONE STEP FORWARD, TWO STEPS BACK: THE ROAD TO GENDER EQUALITY	52
EXERCISE 7: POWER PLAYS	58
EXERCISE 8: UNDERSTANDING MALE PRIVILEGE	62
3. FAMILY RELATIONSHIPS	64
EXERCISE 1: UNDERSTANDING CHILD ABUSE	65
EXERCISE 2: DOES FAMILY KNOW BEST? UNDERSTANDING FAMILY VALUES & MESSAGES	75
EXERCISE 3: FAMILY VIOLENCE – HELP IS AT HAND	80
EXERCISE 4: CHANGING ATTITUDES ON GENDER ROLES: CAN YOU SEE MY POINT OF VIEW?	82
EXERCISE 5: POWER AND CONTROL	86
EXERCISE 6: THE STRING EXERCISE – UNDERSTANDING BYSTANDER RESPONSE	89

4. TEEN DATING AND RELATIONSHIPS 93

EXERCISE 1: WHAT IS LOVE? 94

EXERCISE 2: CAN YOU READ THE SIGNALS? 98

EXERCISE 3: HELP! I NEED TO GET OUT! 104

EXERCISE 4: BAD ROMANCE 107

EXERCISE 5: THE RECRUITING GAME: UNDERSTANDING PEER PRESSURE 111

EXERCISE 6: FINDING THE IDEAL CANDIDATE 114

EXERCISE 7: THE HITS KEEP COMING: POP MUSIC AND VIOLENT RELATIONSHIPS 116

EXERCISE 8: BREAKING UP IS HARD TO DO 124

EXERCISE 9: BEFORE AND AFTER HAVING A BABY 128

5. SEXUAL HEALTH 132

EXERCISE 1: USING ASSERTIVENESS TO COMMUNICATE ABOUT SEX 133

EXERCISE 2: CHOOSING TO BE ABSTINENT 140

EXERCISE 3: HELP! I NEED ADVICE! 143

EXERCISE 4: MYTH OR FACT? A SEXUAL HEALTH QUIZ 149

EXERCISE 5: TOUGH CHOICES IN TOUGH TIMES: A STORY ABOUT TRANSACTIONAL SEX 155

EXERCISE 6: SEXUAL HEALTH GAME SHOW 158

EXERCISE 7: STOP! OR GO! COMMUNICATION, CONSENT AND BOUNDARIES 162

EXERCISE 8: COMMUNICATING ABOUT SAFER SEX AND CONTRACEPTION 166

6. POPULAR CULTURE AND MEDIA 169

EXERCISE 1: SEEING IS NOT ALWAYS BELIEVING - WORDS AND IMAGES IN THE MEDIA 170

EXERCISE 2: PICTURE TICKS AND MIND GAMES - DIGITAL ALTERATION OF IMAGES 173

EXERCISE 3: SEX, VIOLENCE AND ADVERTISING 175

EXERCISE 4: MEDIA REPRESENTATION AND THE INVISIBLE MAJORITY 185

EXERCISE 5: MY MEDIA LOG 188

EXERCISE 6: IDENTIFYING AND PREVENTING BULLYING AND CYBER-BULLYING 192

EXERCISE 7: NAME THAT CELEBRITY 198

7. SEXUAL ORIENTATION	204
EXERCISE 1: IMAGINE THIS!	205
EXERCISE 2: THE HETEROSEXUAL QUESTIONNAIRE	208
EXERCISE 3: TAKE A STANCE: VALUES CLARIFICATION	211
EXERCISE 4: THE COMPLEXITY OF SEXUAL ORIENTATION	216
EXERCISE 5: 'COMING OUT' SNAKES AND LADDERS	218
EXERCISE 6: HOW DOES IDENTITY SHAPE OUR LIVES?	224
EXERCISE 7: 'USE ANOTHER WORD'	229
8. HIV, STIGMA, RISK AND VIOLENCE	232
EXERCISE 1: OOPS! YOU CAUGHT ME WITH CONDOMS!	233
EXERCISE 2: STRAIGHT TALK YOUTH RADIO	236
EXERCISE 3: UNDERSTANDING SEXUAL HEALTH AND RISK	242
EXERCISE 4: CHOOSING TO BE ABSTINENT	248
EXERCISE 5: SEXUAL HEALTH GAME SHOW	251
EXERCISE 6: COMMUNICATING ABOUT SAFER SEX AND CONTRACEPTION	255
9. DOMESTIC VIOLENCE	258
EXERCISE 1: TRANSLATING LEGALESE: WHAT DOES THE DOMESTIC VIOLENCE ACT MEAN?	259
EXERCISE 2: MYTH OR MATTER OF FACT? WHAT DO YOU KNOW ABOUT DV?	269
EXERCISE 3: PLANNING FOR SAFETY	275
EXERCISE 4: THE STRING EXERCISE - UNDERSTANDING BYSTANDER RESPONSE	279
EXERCISE 5: PROTECTION ORDER SNAKES AND LADDERS	283
10. SEXUAL OFFENCES	291
EXERCISE 1: TRUTHS AND MYTHS ABOUT VICTIMS OF SEXUAL VIOLENCE	292
EXERCISE 2: WHO'S TO BLAME?	298
EXERCISE 3: CONSENTING OR NOT? WHAT THE LAW SAYS	303
11. REFERENCES	311

WHY TALK TABOOS?

South Africa has extremely high rates of gender-based violence perpetration and victimisation for young children and adolescents. Research evidence shows that children who get early, consistent and positive messaging about sex, gender and sexuality are more likely to feel positive and more confident about themselves and their bodies, are more likely to treat others with respect, and to avoid (or identify and limit) risky sexual practices, abuse or dating violence. Research also shows that appropriate education on these topics has the effect of delaying sexual debut, reducing the number of sexual partners, increasing the use of contraception and/or reducing unplanned pregnancy and STI rates, and decreasing exposure to dating violence.

Many South Africans feel that conversations about sex, gender and violence should happen at home. Yet, research shows that this does not happen. Parents avoid these topics because they are difficult to talk about, because they feel ill-equipped to talk about them with their children, because they feel restricted by prevailing attitudes and cultural values, and because they struggle with competing responsibilities, including work. Parents often may be waiting for the right time to talk to their children, or waiting for their children to ask questions and initiate discussion; and parents themselves may have had negative experiences with sex or gender norms, and/or gender based violence and may not want to or know how to approach the topic with children.

Schools are a critical environment in which to offer comprehensive, consistent and systematic education on gender and sexuality. Most young people will be enrolled in school before their first sexual experience, and most youth are of school-going age when they begin experimenting

sexually (and also often when they are first victimised). Schools should be a safe place where students are free to openly discuss sexuality and have their questions answered without fear of being stigmatised. But teachers also find it difficult to talk about issues of sex, gender and violence for the same reasons as parents, and are limited by cultural taboos, their own experiences of discrimination and violence, or discomfort and lack of skills to teach these sensitive topics. Learners are left trying to piece together credible information from a range of sources, including friends and older siblings.

Based on research conducted in the Western Cape, the 'Talking Taboos' project identified a need to produce materials that could help teachers to understand the importance of education about sex, gender and violence, to give them the knowledge, concepts, and appropriate vocabulary to teach about these 'taboo topics' and give them the practical tools to support their activities in the classroom. This compilation of classroom exercises is one of the products of the project. Complementary materials that you may be interested in include our glossary of terms on sex, gender and violence entitled *All the (Tricky) Words*, and a collection of training materials aimed for teachers who want more information on sex, gender and violence entitled *Tips for Talking Taboos*. There are also a collection of posters for use in the classroom.

We encourage you to visit the project website at www.ghjru.uct.ac.za/schools.htm to access the materials, and also to give us feedback on how they have worked in your classroom, and to identify other topics relating to sex, gender and violence that you would like to see support materials developed on.

HOW TO USE THIS COLLECTION OF EXERCISES

The materials included in the 'Tools for Talking Taboos' collection are aimed at supporting and augmenting existing companion materials for use in the Life Orientation classrooms. The exercises included in this collection address critical foundational concepts relevant to sex, sexuality, gender and violence that are often difficult topics for educators to teach about, and are consequently frequently omitted from the classroom and poorly understood by learners. The collection is divided into ten chapters – each addressing a core overarching concept – and each with a number of different activities that tackle various aspects of the issue at hand.

These include:

1. **Gender**
2. **Gender and Power**
3. **Family Relationships**
4. **Teen Dating Relationships**
5. **Sexual Health**
6. **Popular Culture and Media**
7. **Sexual Orientation**
8. **HIV, Stigma, Risk & Violence**
9. **Domestic Violence**
10. **Sexual Offences**

Each topic area contains classroom activities in a variety of formats and that use a variety of methods, including facilitated discussions, games, at-home activities, comics, video clips, role-play and the like. The range of formats allows the educator to select an activity style that he/she feels comfortable with. We encourage you to review all of the exercises on a particular topic, and then to select the one that is the best fit with your level of comfort with terminology and concepts, facilitation style, classroom setup, class size and the available resources. Some of the exercises can be done with little more than a pen and piece of paper, while others require some pre-planning and craft materials such as cardboard, markers and magazines. Other activities may be more resource heavy, and may require a good internet connection or data projector. No matter what your context, there will be a classroom exercise on every topic suitable to you.

Each activity is designed as a full activity plan, so that the teacher can easily prepare for and conduct the classroom exercise. Each exercise sets out the goals and objectives of the activity, approximates the time needed to conduct the exercise, lists the materials required, describes any pre-work that must be done ahead of time, describes the activity step-by-step (including facilitation and discussion notes), provides critical thinking questions, and provides answer keys and briefing notes for the teacher. All core concepts are denoted in bold and listed in the top right hand corner of the exercise, and are explained in the glossary of terms: *All the (Tricky) Words*. Each activity contains assessment ideas that are related to the exercise content. Any materials (such as game boards, questionnaires, flashcards, comics etc.) are included with the activity, as well as informational materials or hand-outs where appropriate. Some exercises also contain ideas to adapt or supplement the activity in question.



Chapter 1

GENDER

In this Chapter: Learners will be introduced to the foundational concepts and ideas about gender. Exercises in this chapter help learners to explore issues of sex, gender, gender identity, gender roles, and gender stereotypes as well as the influence of these stereotypes on gender equality and violence. These concepts create the foundation for understanding the ideas and exercises used in the subsequent chapters.

Worksheets include:

- 1 *Sex vs. Gender*
- 2 *The Pronoun Flip – Assessing Assumptions About Gender*
- 3 *What’s Your Story? – Gendered Expectations*
- 4 *Gender Stereotyping Is Bad For Men Too*
- 5 *Media Stereotypes About Gender*
- 6 *Exposing Gender Bias In The Media*
- 7 *Thinking Transgender*
- 8 *Women, Body Image And Advertising*



SEX VS. GENDER

- Gender bias
- Sex
- Gender
- Male
- Female
- Women
- Social norms
- Values
- Violence
- Domestic Violence
- Abuse
- Stereotypes
- Gender minorities
- Sexual minorities
- Gender roles

- ✓ 1. To help learners identify their own gender bias.
- ✓ 2. To illustrate the differentiate between sex & gender.

🕒 45 min - 1 hour

★ Card stock or Chalk & Chalkboard

PROCEDURE

- 1 Each learner will be given cards which indicate different roles, activities and occupations. The learner should place cards, as they think appropriate, in an area designated 'Boy/Man' or as 'Girl/Woman', Alternatively simply use a chalkboard and call out words.

Examples of the things that learners might suggest include:

Boy/Man	Girl/Woman
Police	Cooking
Loud	Menstruation or Periods
Power	Shopping
Strength	Home-maker
Freedom	Sexy
Adam's Apple	Breasts
Penis	Gossip

- 2 Now try swapping the cards. Which of the cards can be swapped? Which cards cannot be swapped?

- 3 Divide each column into two sub columns: one refers to characteristics that are fixed, the other to those which can be swapped (not fixed). The former pertains to gender, the latter to sex. Here is an example of a table:

Boy/Man		Girl/Woman	
Fixed	Can Swap	Fixed	Can Swap
Penis	Loud	Breasts	Cooking
Adam's Apple	Power	Menstruation	Shopping
	Strength		Home-maker
	Freedom		Sexy
	Police		Gossip

- 4 Based on this, ask learners to write a definition of 'Sex' and of 'Gender'.

- 5 Now share the following definitions from our **Glossary** with the class:

SEX: The biological characteristics that define humans as **female**, **male** or **intersex**. Sex is based on biology (external genitalia, chromosomes, hormones and the reproductive system) and is usually assigned at birth.

For example, children born with male sex organs (penis and testes) are classified as male. Once classified, sex is usually used as a label for raising the child as either one **gender** or another. For example, male children will be raised as boys and expected to conform to **stereotypes** about masculinity. However not all people fit easily – or at all – into the 'male' and 'female' categories, such as intersex and **transsexual** people. Biological sex terms include male, female, transsexual and intersex.

GENDER: Gender is an identity that is learned, that changes over time, and that changes from one culture or society to another. Hence gender is both a **social construct** (something made up by people) and a personal identity. In social terms gender refers to the socially created roles, personality traits, attitudes, behaviours and **values** attributed and acceptable for men and **women** as well as the relative **power** and influence of each. This means that gender is relational (occurs in relation to something else) and refers not simply to women or men but to the relationship between them. For example, a woman's gender not only means that she is considered and expected to have **feminine** attributes such as being soft-spoken or gentle, but that by having these characteristics society also expects her to be less dominant than men. In personal terms gender refers to the specific roles, personality traits, attitudes, behaviours and dress that individuals use to express their personal **gender identity**, and this is influenced by social ideas of gender and by personal feelings about oneself and how one wants to be, and be seen in the world. For this reason, even though society tells us that there are only two genders, there are different ways to express gender which fall between or outside of man/boy and woman/girl. See also **gender binary**, **gender identity**, **gender non-conforming** and **gender queer**.

Discuss this with the class:

The fact that **women** give birth to children is biologically determined. However the fact that women usually perform the majority of household chores and predominate in lower -paid 'care work' in the formal sector, are all socially constructed.

It is important to stress that gender relations are dynamic. They are shaped through social relations and interactions. They can vary over time and between different groups of people. They may also be impacted by other factors such as race, class, ethnicity and disability.



TEACHER TIPS

General

If learners suggest words like mother, father, husband or wife, do not be alarmed. When asked if these can be swapped or not, point out that these are just gendered words for parent, or spouse/partner. Ask them to stick to characteristics, not roles/identities. Ask the learner what makes a good mother or father? Can these be swapped? Emphasise that these are synonyms for 'parent' and that other meanings are gendered (eg. mothers are comforting, fathers are strict). The same can be said of husband and wife (both refer to partner or spouse).

Making the Link with Gender & Violence

This exercise allows students to begin to understand how **gender**, **social norms** and **values** combine to create gendered and unequal expectations in our society, and how these, in turn impact on perceptions and exposure to **violence**. For instance, if men are expected to be dominant and **women** to be subservient, this can lead to unequal power dynamics in relationships and increase the risk of **domestic violence** or **abuse**.

Learners should think about how women are often portrayed by society and in the **media**, as being powerless. They should understand that constantly seeing, hearing and internalising that women are

weak, have value only if they are pretty, have value to men only when they are subservient and passive, is likely to impact on the way that men treat women, on a woman's self-image and how she believes she should behave in relationships. Similarly, you may ask how these ideas shape the way boys/men think about **sex**, and what they can and cannot demand from girls/women.

Assessment Ideas

This is not a good exercise for assessment as it is intended to solicit learner's ideas and opinions about gender as the basis for further discussion.

Variation

For Part ① of the Procedure, learners could provide their own list of words to fill in under the headings. Here is one way to make it more fun:

Bring a ball to class.

Ask learners to sit in a circle. Hand the ball to a learner who should begin by passing it around. When you clap once the person with the ball should mention one characteristic of a girl; when you clap twice they should mention one characteristic of a boy.



THE PRONOUN FLIP

ASSESSING ASSUMPTIONS ABOUT GENDER

Gender bias
Gender
Gender equality
Bias
Male
Female
Gender pronouns
Woman
Stereotypes
Oppression
Discrimination
Violence
Sex

- ✓ 1. To illustrate how subtle gender biases can influence social perceptions.
- ✓ 2. To help learners recognise their own assumptions about gender.
- ✓ 3. To explore the implications these biases may have for gender equality.

🕒 45 mins

★ TEXT 1 & TEXT 2 (provided)

PROCEDURE

- 1 Divide learners into small groups. Give each group either Text 1 or Text 2. The only difference between the two texts is that the gender pronouns are reversed: the character that is depicted as a man in the first one is a woman in the second and vice versa. Do not tell the learners this.
- 2 Give learners 10 minutes to read the dialogue and discuss their impressions of the two characters. Ask all learners to write down their impressions of the characters. (This written record prevents learners from changing their impressions in response to their peers, during later class discussions.)
- 3 Ask each group to tell you something about the characters and their relationships in each text. This discussion typically reveals very different impressions depending on which of the two dialogues learners read.
- 4 Once a few learners have offered their impressions, reveal that the two dialogues are identical, except for the genders of the characters.
- 5 Now, ask learners to take another 10 minutes with their group to discuss whether their impressions of the characters would be different if the genders (previously encountered) were reversed. Why?
- 6 In the last phase of the activity, have a class discussion where you ask the class:
 - a. What are the differences in the way that you described the male and female versions of the same character? What characteristics were ascribed to each? Were they positive or negative characteristics?
 - b. How different are our ideas about men and women who do the same things? Where do these ideas come from?
 - c. How are these gendered associations or biases harmful - to the individual and to our society?

TEACHER TIPS

General

An exercise like this works best if it is carried out before learners are introduced to gender stereotypes and biases. It allows them to 'organically' identify and challenge their own biases.

By using an existing set work, instead of the texts provided, this exercise could fit into the existing academic curriculum. However, it would have to be done early enough in order that learners are not already familiar with the selected excerpt or characters.

Making the Link with Gender & Violence

Learners should consider how the impressions we have about what men and women are like, and how they should behave, can make one group more vulnerable to **oppression, discrimination, and violence**. This exercise allows learners to begin understanding how **gender, social norms and values** combine to create gendered and unequal expectations in our society, and how these, in turn impact on perceptions and exposure to **violence**. For instance, if men are expected to be dominant and **women** are expected to be subservient, this can lead to unequal power dynamics in relationships, and the risk of **domestic violence or abuse**.

Learners should consider how women are often portrayed in society and in the **media**, as being powerless. They should understand how seeing, hearing and internalising that women are weak; are only valued if they are pretty; have value to men only when they are subservient or passive, might impact on the way that men treat women. Also it could impact on a young woman's self-image, and how she thinks she should behave in relationships. Similarly, you may ask how these ideas could shape boy's and men's thinking about sex, and what they can, and cannot, demand from girls and women.

Assessment Ideas

This is not a good exercise for assessment as it is intended to solicit learners' ideas and opinions about gender, as the basis for further discussion.



TEXT 1: FRIDAY NIGHT DANCE

Read and discuss in class.

It had been a long week. She'd worked hard and now she needed a change. Something fun.

The food had been cooked and eaten. The dishes washed. That part of the evening was done. All she wanted was a bit of free time. To share a few laughs. To get ready for all that Monday would bring, once more.

She checked her hair in the mirror and then stood up feeling good. Shoulders back, attitude on.

"Right, I'm off" she said as she crossed the small front room heading for the door, trying to ignore the worn furniture, the tired carpet. Her money rustling softly in her pocket.

The world held its breath for a moment. The clock ticked loudly. And it seemed as though even the dog paused in its scratching – alert to a change of mood in the room.

"I hope you don't think you're going out," he said. "Not dressed like that. Not at this time of night."

And so began the weekly Friday night dance that always began with an argument and ended in tears.

TEXT 2: FRIDAY NIGHT DANCE

Read and discuss in class.

It had been a long week. He'd worked hard and now he needed a change. Something fun.

The food had been cooked and eaten. The dishes washed. That part of the evening was done. All he wanted was a bit of free time. To share a few laughs. To get ready for all that Monday would bring once more.

He checked his hair in the mirror and then stood up feeling good. Shoulders back, attitude on.

"Right, I'm off" he said as he crossed the small front room heading for the door, trying to ignore the worn furniture, the tired carpet. His money rustling softly in his pocket.

The world held its breath for a moment. The clock ticked loudly. And it seemed as though even the dog paused in its scratching – alert to a change of mood in the room.

"I hope you don't think you're going out," she said. "Not dressed like that. Not at this time of night."

And so began the weekly Friday night dance that always began with an argument and ended in tears.



Gender roles
Gender
Gender equality
Social norms
Values
Gender non-conforming
Violence
Discrimination
Bias

WHAT'S YOUR STORY?

GENDERED EXPECTATIONS

- ✓ 1. To help learners identify gender roles.
- ✓ 2. To help learners recognise assumptions about gender.
- ✓ 3. For learners to reflect on how roles are assigned from birth.
- ✓ 4. To explore the implications they have for gender equality.

🕒 45 min - 1 hour

★ Photo Set A and Photo Set B (provided)

PROCEDURE

- 1 Choose a set of photos to work with (A or B), or for bigger classes use both sets. Divide the learners into small groups and hand each group a different picture (Eg. A1, A2, or A3). Make sure you hand out all the pictures from a set. Do not let the groups see one another's pictures.
- 2 Ask each group to describe in bullet points, who the baby or child in their picture is, and their possible life story. They should include a brief description of the baby or child's characteristics, their school, their family and the like. Give the learners about 10 minutes to complete this task.
- 3 Then ask the groups to share their child's life story with the class (without showing the picture). The groups are likely to have made assumptions as to the child's gender based on what they are wearing. For example, the learners will assume that the picture of the baby in blue clothes is a boy, and the baby in pink is a girl. They will likely proceed to select gendered occupations and hobbies as they describe the children later in life.
- 4 Ask a representative from each group to stick their photographs up on the board simultaneously. Learners should notice that pictures A1, A2 and A3 are of the same baby and B1, B2 and B3 are of the same child.
- 5 Ask learners to reflect on how their group plotted out the baby or child's life story. Ask them:
 - a. Whether there was any disagreement or discussion about the baby/child's **gender** based on the picture. (This question is especially relevant for the group that received the picture of the child dressed in gender-neutral clothing - A3 and B3).
 - b. Whether the baby/child may NOT be of the gender that they described, and why not.
 - c. How the baby/child's gender impacts on their description of their characteristics and personality.
 - d. How the baby/child's gender impacted the 'choices' the group made for them later in life, for example in terms of motherhood or fatherhood and employment. Which characteristics each group highlighted. For example, was motherhood highlighted for the girl child, while fatherhood was not ascribed to the boy?
 - e. Whether there were differences in the level of achievement ascribed to the children at school and beyond. What are these?
 - f. Whether it was easier to see difference in the photographs of the babies compared to the older child.

- 6 Debrief with the learners about how similar perceptions play out in our broader society. Key questions for discussion may include:

- a. On what are societal perceptions of gender based? How are gendered characteristics ascribed to people when their gender is not apparent from their appearance? How do we respond to these people? What assumptions do we make in order to fit them to our overall view of how each gender should behave?
- b. How do gendered perceptions affect the expectations of one's role in relationships?
- c. How do gendered perceptions and expectations (including **gender non-conformity**), change across different age levels and across the life span?
- d. How do gendered perceptions impact exposure to **violence**? For example, ask learners what kinds of violence are most likely to be experienced by girls, and by boys, at each phase (age) of their lives.

TEACHER TIPS



General

This exercise is intended to encourage learners to confront the gendered assumptions we make based on appearance, and to understand how gendered expectations, **social norms** and **values** impact their perception of others, and others' perceptions of themselves.



Making the Link with Gender & Violence

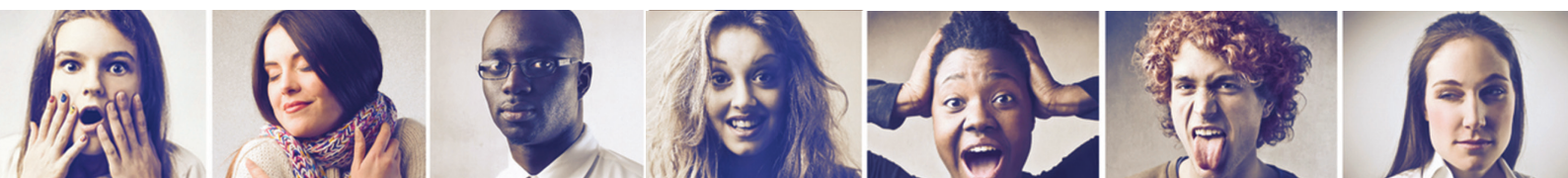
This exercise allows learners to understand how **gender**, **social norms** and **values** combine to create gendered and unequal expectations in our society; and how these expectations impact on exposure to violence across the life course. Teachers should emphasise the gendered differences in exposure to violence. For example, men are more likely to experience violence from people they do not know, but women are more likely to experience violence from acquaintances and family.

This exercise also raises the possibility of **gender non-conformity**, and teachers should point out that being gender non-conforming may increase someone's risk of **violence**.



Assessment Ideas

Ask learners to write a reflection paper on how gendered expectations have shaped their own life opportunities and choices, or the life of someone with whom they are familiar. Evaluate learners on their ability to engage with issues of **gender**, expectations, **discrimination** and **bias**.



WHAT'S YOUR STORY?

Hand out one photo to each group. Make sure that a group does not see another's photographs.

PHOTO SET A



PHOTO A1

WHAT'S YOUR STORY?

PHOTO SET A



PHOTO A2

WHAT'S YOUR STORY?

PHOTO SET A



PHOTO A3

WHAT'S YOUR STORY?

Hand out one photo to each group. Make sure that a group does not see another's photographs.

PHOTO SET B



PHOTO B1

WHAT'S YOUR STORY?

PHOTO SET B



PHOTO B2

WHAT'S YOUR STORY?

PHOTO SET B



PHOTO B3



GENDER STEREOTYPING IS BAD FOR MEN TOO

Gender role
Stereotype
Masculinity
Gender equality
Women
Gender-based violence
Control
Violence
Aggressive
Financial abuse
Sex (sexual activity)
Condom
Coerced/forced sex
Balance of power
Values

- ✓ 1. To identify roles and **stereotypes** associated with masculinity.
- ✓ 2. For learners to recognise their assumptions about **masculinity**.
- ✓ 3. For learners to confront gender stereotypes.
- ✓ 4. To explore the implications for **gender equality**.

🕒 1 hour

★ Comic: 'A Day in the Life' (provided)

PROCEDURE

- 1 Put the provided cartoon on the board or hand a copy to each learner.
- 2 Now, ask each learner to write down the answers to the following questions: (this should take about 15 minutes)
 - a. What are the **stereotypes** about **masculinity** that are illustrated in these pictures?
 - b. Are men portrayed in a positive (good) way or a negative (bad) way?
 - c. What are the positive, and the negative, effects of these stereotypes on men?
 - d. How do stereotypes about men affect women?
 - e. In what ways are these stereotypes inaccurate, or untrue?
- 3 Ask learners to share their answers with the group. Make sure to go through all the questions.
- 4 Now ask: How do stereotypes about masculinity contribute to gender-based violence? Guide the discussion to include the following:
 - Men and boys are seen as **controlling** and physically dominating. One way that they may 'live up' to these stereotypes is to exert **control** in their intimate relationships. They may even use physical **violence** to demonstrate their physical dominance.

- Men and boys are seen as insensitive or unfeeling. As a result men may feel that they should not have, or show, feelings, or be considerate of their partner's feelings. This can result in an emotionally empty, or even abusive, relationship.
- When men and boys are not encouraged to express their feelings in a healthy way, they may find that anger and aggression are the only way to express emotion. This can lead to **aggressive** behaviour toward **women** and partners, who may be seen as easy targets for pent-up frustrations.
- Men are stereotyped as being the economic head of the household, or the bread-winner. Men who believe that this is their role alone, may insist that their partners do not seek work, which in turn keeps them financially dependent and vulnerable to **financial abuse**.
- If men see paid work as the most valuable, and see domestic work (done by women to maintain the household and children) as unimportant, then they are more likely to use their role as the breadwinner to dominate their partner.
- Men and boys are stereotyped as being sexually dominant. As a result men may feel pressure to engage in more than one relationship at a time, engage in risky sexual behaviour such as forcing a partner to have sex without a **condom**, or **coerce/force sex**.



Chapter 1: Gender | Exercise 4

5 Follow this discussion by asking: How can challenging these stereotypes help us prevent or curb **gender-based violence**? Consider the following:

- By challenging the stereotype that men and boys are **controlling** and physically dominating, and instead encouraging them to see themselves as equal with **women** and girls, and as equal partners in relationships. In this way these relationships may be based on negotiation, compromise and a **balance of power**.
- By encouraging men and boys to understand and express a full range of emotions and to be respectful of other people's feelings, intimate partner relationships can be based on communication, understanding and respect.
- If men and boys are encouraged to express their feelings in a healthy way, they will be less likely to see anger and aggression as the only form of expression, and may be less likely to direct anger toward intimate partners.
- By breaking down stereotypes about men being the economic head of the household and earning money as an important part of masculinity, more men may be accepting of their partners pursuing careers, becoming financially independent and sharing the financial responsibilities of the household. Some men may even then prefer to stay at home and look after children whilst their partners go to work.
- If men and boys see domestic work as valuable and equal to paid work, they will be less likely to use their earning power and their partner's financial dependence, to dominate her. Rather, men who are bread-winners will see the domestic work of their partners as vital to the upkeep of the household, rearing of the children, and to enabling him to go to work.
- If men and boys see themselves as sexually equal to women and girls, sex can be a consensual, negotiated, respectful, and mutually enjoyable experience for all involved.

TEACHER TIPS



General

This exercise is intended to help learners confront stereotypes that make men and boys seem one-dimensional and homogenous. This over-simplification masks the variation in masculinities and undermines the more emotional, sensitive and creative aspects to men's identities.

Teachers should encourage boys to share their experiences, and to express instances where their experiences have been at odds with, or supported by, gendered societal expectations.



Making the Link with Gender & Violence

This exercise addresses assumptions about masculinity that encourage aggressive or dominant behaviour and which can lead to violence. Teachers should encourage learners to think critically about why these experiences were rewarding or upsetting.



Assessment Ideas

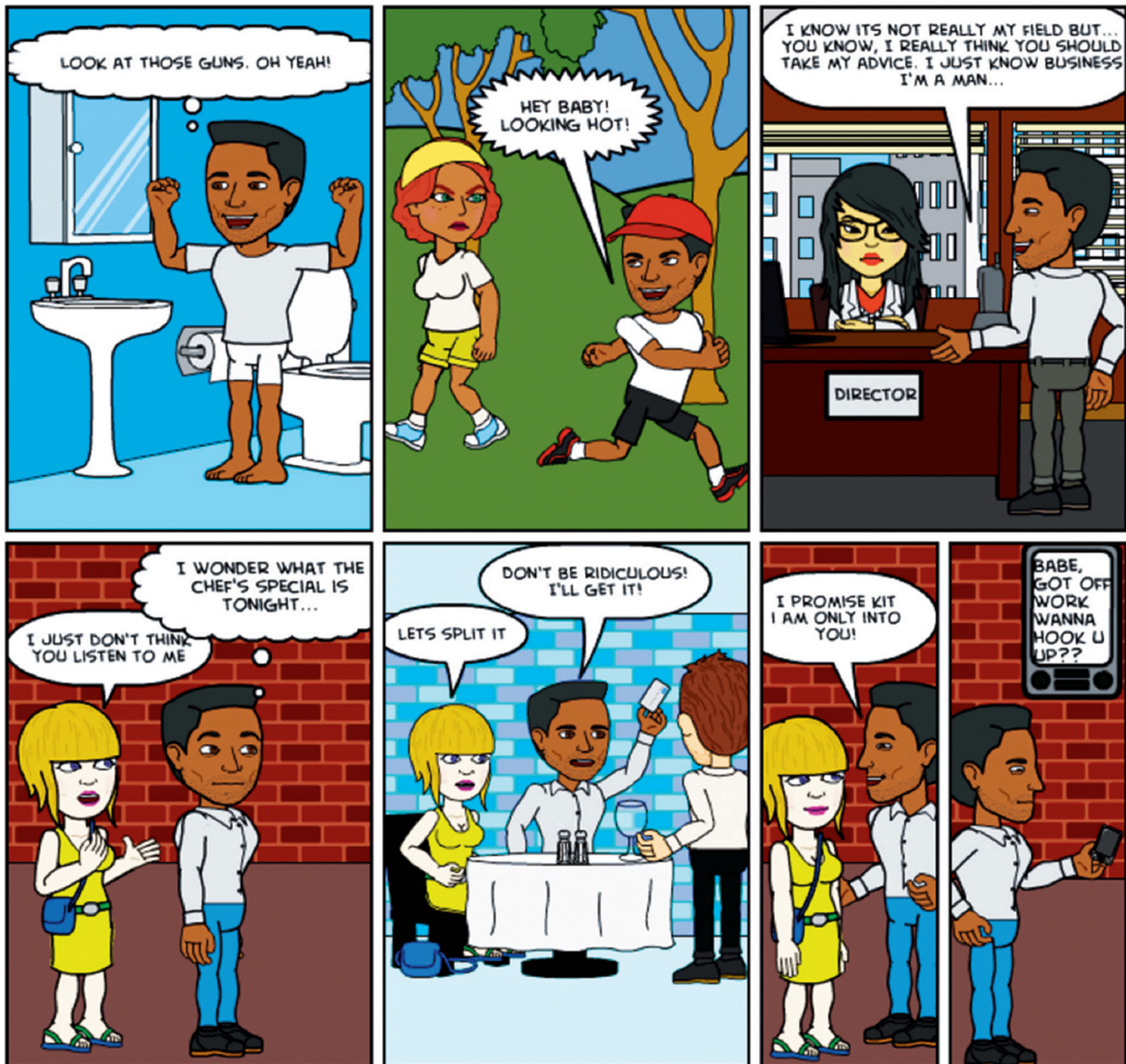
This exercise is intended to help learners reflect on their own stereotypes and gendered **values**, and is not recommended for assessment.



GENDER STEREOTYPES

Show this cartoon to the class to start the discussion.

A DAY IN THE LIFE...



MEDIA STEREOTYPES ABOUT GENDER

Gender bias
Media
Gender
Bias
Gender equality
Women
Gender roles
Stereotypes
Gender-based violence
Gender norms
Values

- ✓ 1. To illustrate how subtle **gender biases** in the **media** influence social perceptions.
- ✓ 2. To help learners recognise their assumptions about **gender**.
- ✓ 3. To explore the implications these biases have for **gender equality**.

🕒 1 hour - 1 hour 15 mins

★ A variety of popular magazines

PROCEDURE

PRIOR TO CLASS

- 1 Collect some magazines as a back-up for learners who forget to bring their own. Make sure that you have a variety of magazines available.
- 2 As homework, ask learners to find a magazine of their choice, at home, or from friends - something they would normally read (no pornography).
- 3 Ask them to read cover to cover to identify examples, in the text and in images, that either support or counter the traditional **gender roles** and **stereotypes**.
- 4 They should bookmark the examples in their magazines and bring the magazine to class.

IN CLASS

- 5 In a class discussion ask learners about the gender roles and stereotypes that they identified. Guide the discussion by asking:
 - a. Are the stereotypes mostly concerning men or women?
 - b. Consider magazines for men and for women. Do men's and women's magazines portray different stereotypes? Discuss.
 - c. How are these harmful? How might they relate to gender-based violence?
 - d. What role does the media play regarding gender stereotypes?

TEACHER TIPS

👤 General

Some tips for leading the discussion:

If you have learners who tend not to complete homework assignments, make sure you have magazines in class and ask them to peruse these briefly at the start of the class. This way they can still participate in the discussion.

In discussion point ②, you may ask your learners to observe that the same company advertises in different ways depending on the audience - car ads are especially good examples of this. For ads in men's magazines, the emphasis is on speed, freedom, and sex. For ads in women's magazines, the ads emphasise compactness, attractiveness and safety.

In discussion point ④, the idea is to get learners thinking about how the media is constrained by social or cultural norms, and also responsible for maintaining these expectations. The **media** uses these images and ideas because that is what readers expect, but

what people see is what they come to expect. If this does not emerge in the discussion ask learners: 'Where do norms in the **media** come from?'; and 'Where do your ideas about **gender** come from?'; 'How much media are you exposed to?'

You may want to mention other issues besides gender, such as race (skin, eye, hair colour) and beauty, and discuss how the media perpetuates stereotypes with regards to these.

⚡ Making the Link with Gender & Violence

Learners should consider how women are portrayed, in society and in the media, as being powerless. They should understand that by constantly seeing, hearing and internalising that women are only sex objects; meant to be attractive; have little other value; only have value if they are pretty; or only have value to men when they are young, might impact on a woman's self-image.

You might draw comparisons of these views and those of women in abusive relationships who internalise the abusers's ideas that they are worthless, ugly, only useful for sex and so on.

Are there any adverts that portray violence or domination of women as being sexy? Who are these ads directed at? What messages do they send about the way women should be, or want to be treated? What are they saying about sex?

💡 Assessment Ideas

This exercise is intended to help learners reflect on their own gendered stereotypes and values, and is not recommended for assessment.

📄 Variation

For younger learners you may want to make the exercise more fun by asking them to pretend that they are coming to this planet for the first time. Ask them to use their magazine as a reference for learning what men and women are supposed to act like in our culture.

If they are struggling ask them to think about gender roles, body image, careers, personality. Conduct the discussion as in the 'Procedure'.





Social construct
Women
Stereotype
Media

EXPOSING GENDER BIAS IN THE MEDIA

- ✓✓ 1. For learners to recognise photographs as **socially constructed**.
- ✓✓ 2. For learners to understand literal and associated meanings of images.
- ✓✓ 3. To identify how this contributes to the representation of women in society.

★ Photo Sets A, B, C or D (provided)

PROCEDURE

- 1 Choose a set of pictures to work with from those provided (set A, B, C or D). Use both pictures in a set (e.g. photo A1 and A2). Don't mix and match.

Put Photo 1 on the board.

Working in pairs, learners should describe the **woman** in the image. For example, they should comment on what she's wearing, what she's holding, what she's doing and what her expression is like. Then learners should answer the following questions:

- a. Do you think the woman is a nurse/construction worker? (give reasons for your answer)
- b. What features in the photograph emphasise the woman's competence?
- c. What features in the photograph emphasise the woman's attractiveness?
- d. What might you expect, that is missing from the photograph?
- e. Overall, what do you think of the woman in the photograph? Why?

- 2 Then put Photo 2 on the board. Working in pairs, learners should describe the **woman** in the image. For example, they should comment on what she's wearing, what she's holding, what she's doing and what her expression is like. Then learners should answer the following questions:

- a. Do you think the woman is a nurse/construction worker? (give reasons for your answer)
- b. What features in the photograph emphasise the woman's competence?
- c. What features in the photograph emphasise the woman's attractiveness?
- d. What might you expect, that is missing from the photograph?
- e. Overall, what do you think of the woman in the photo? Why?

- 3 Now that learners have studied Photo 2, let them go back to their answers about Photo 1. Tell them to make any additions or changes they wish, since now they have a photo to compare and contrast with Photo 1. Tell them to discuss with their partners which photo they like better and why.

- 4 Explain the relevance of the activity and that the image that they first saw was based on a gendered stereotype of that profession perpetuated by the media. Understanding how stereotypes are perpetuated is an important skill. Now you can identify stereotypical images in the popular media. Being aware of images which counter those stereotypes is also important, so that you (and others) know that stereotypes are not accurate reflections of individuals or groups of people.

- 5 Ask learners to practice their skills by finding (in magazines or on the internet) or making (by drawing or photographing) their own pictures of **women**, where one image shows a woman in stereotypical fashion, while the other counters that stereotype. Ask them to:

- a. Display their pictures side-by-side.
- b. Write a caption for each picture where they analyse the photo in the same way they did in the class activity. For the stereotypical image, they should explain what the stereotype is and how the picture perpetuates that stereotype. For the second image, they should explain how the stereotype is countered.

- 6 Learners should think about their own experiences, and write a short paragraph about gender stereotyping. These questions may help them:

- In your school, household or community do you see stereotypes of **women** and girls? For example, do most people assume that teachers are women or that a particular sports program is for boys?
- Were you aware of gender assumptions and biases before you did this activity?
- Are you aware of someone who does not conform to a gender stereotype - (is anti-stereotype)?



TEACHER TIPS



General

This exercise is quite long, and asking learners to find or make their own images will require access to the internet, magazines, or a camera. It is probably best to ask learners to complete parts ⑤ and ⑥ individually as homework.

Alternatively, you could do parts ⑤ and ⑥ in the next lesson, where you ask learners to bring two appropriate images with them.



Making the Link with Gender & Violence

Learners should consider how women may be portrayed in the media as sex objects, and how, by playing down other aspects of their competency and value, women are demeaned. In this way, women become objects for men's use, and thus become easier to perpetrate violence against.

They should also be alerted to how the constant seeing, hearing and internalising that **women** are only sex objects, meant to be attractive, have little value or only have value if they are pretty or young, might impact on young women's self-image.

You might make the comparison between this process and the way that women in abusive relationships internalise the views and ideas of the abuser, that they are worthless, stupid and only useful for sex and so on.



Assessment Ideas

Part ⑥ of this activity is a particularly good exercise for assessment as it does not require additional resources and learners can complete the task as homework. It is also a good indication of whether learners have understood the activity, and of their ability to take learned concepts and skills from the classroom into their own lives.



Variation

1 If your learners typically do not have internet access at home, but do have internet access at school, complete part ⑤ in the next lesson. Allocate an appropriate amount of time for internet access to find images.

If this is not possible, you could have a class discussion instead. Ask them in class to give you examples of **stereotypes**, or ask them to look in magazines. Discuss why these stereotypes are not true reflections of the person(s) depicted.

Learners should then still continue to Part ⑥. Being able to apply what they have learned to their wider society is an important outcome of this exercise.

2 Instead of putting one set of photos up on the board, you could print copies of each set of four photographs and ask learners to break into four groups. Give each group one photograph (not one set), and ask them to answer the following questions:

- a. Do you think the woman is a nurse or a construction worker? (give reasons for your answer)
- b. What features in the photograph emphasise the woman's competence?
- c. What features in the photograph emphasise the woman's attractiveness?
- d. What might you expect, that is missing from the photograph?
- e. Overall, what do you think of the woman in the photo? Why?

Then, group by group, ask them to share their answers with the class. Consider:

- How the answers compare for groups given the same set of photos.
- If their views change after hearing the views of the group who has the other image from the set.
- The different answers for different professions. For example, were learners more convinced that 1 and 2 in the nurse set were real, and 1 & 2 in the construction worker set were not real? Is this because nursing is seen as a profession for women? Continue on by following the procedure from part ④.



GENDER STEREOTYPES

Choose a set of pictures to work with.

PHOTO SET A

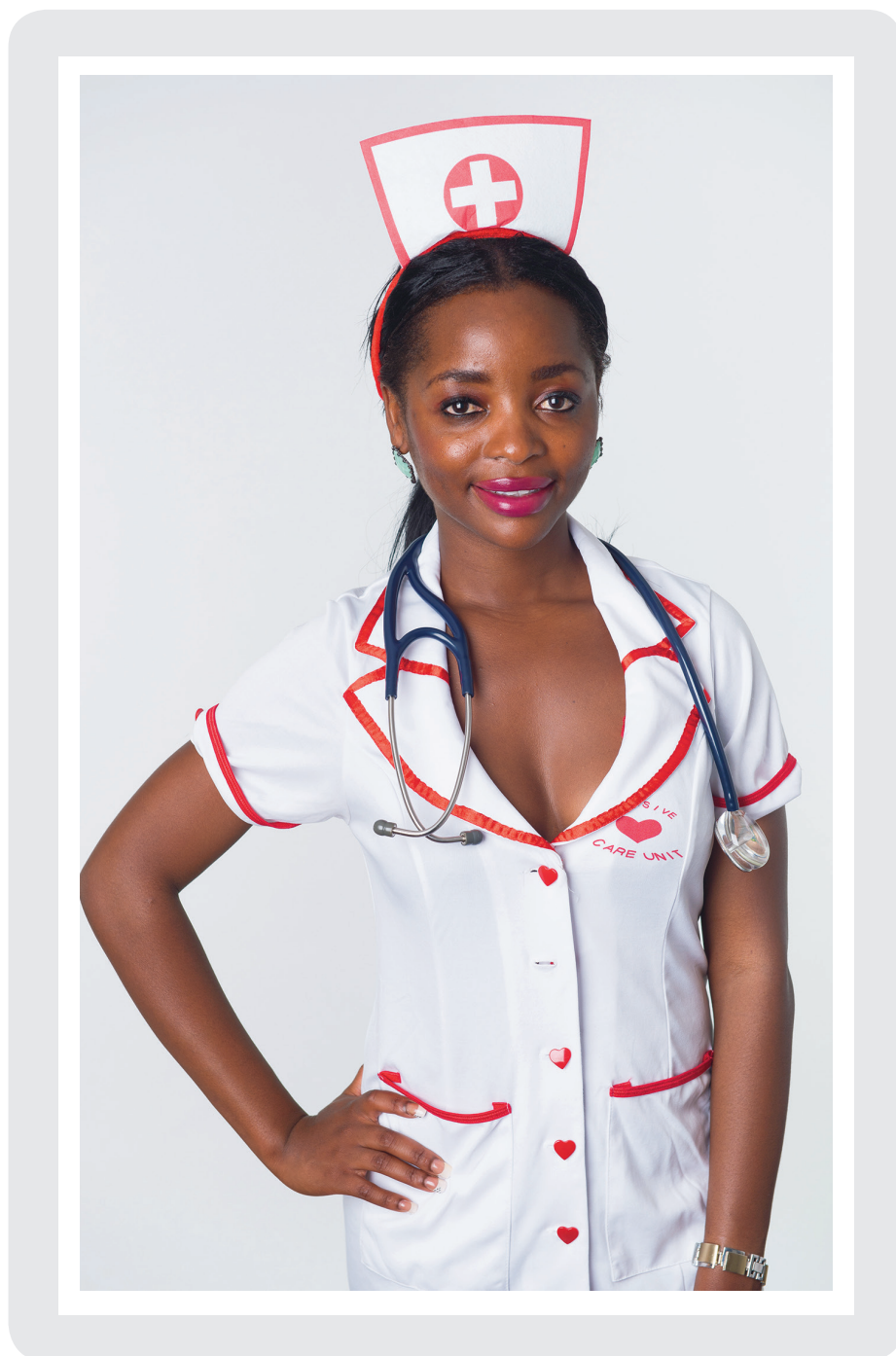


PHOTO A1

GENDER STEREOTYPES

PHOTO SET A

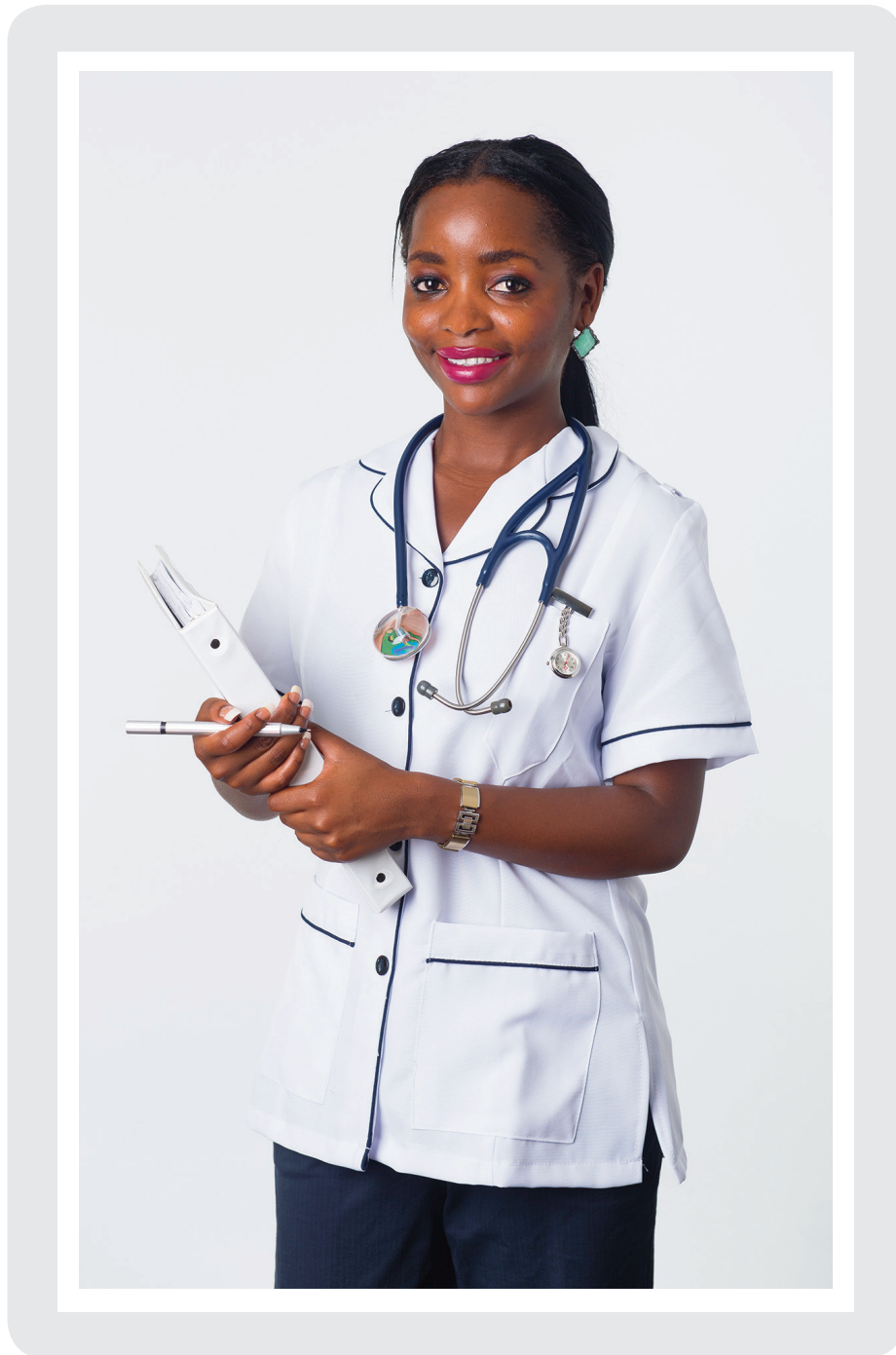


PHOTO A2

GENDER STEREOTYPES

PHOTO SET B



PHOTO B1

GENDER STEREOTYPES

PHOTO SET B



PHOTO B2

GENDER STEREOTYPES

PHOTO SET C

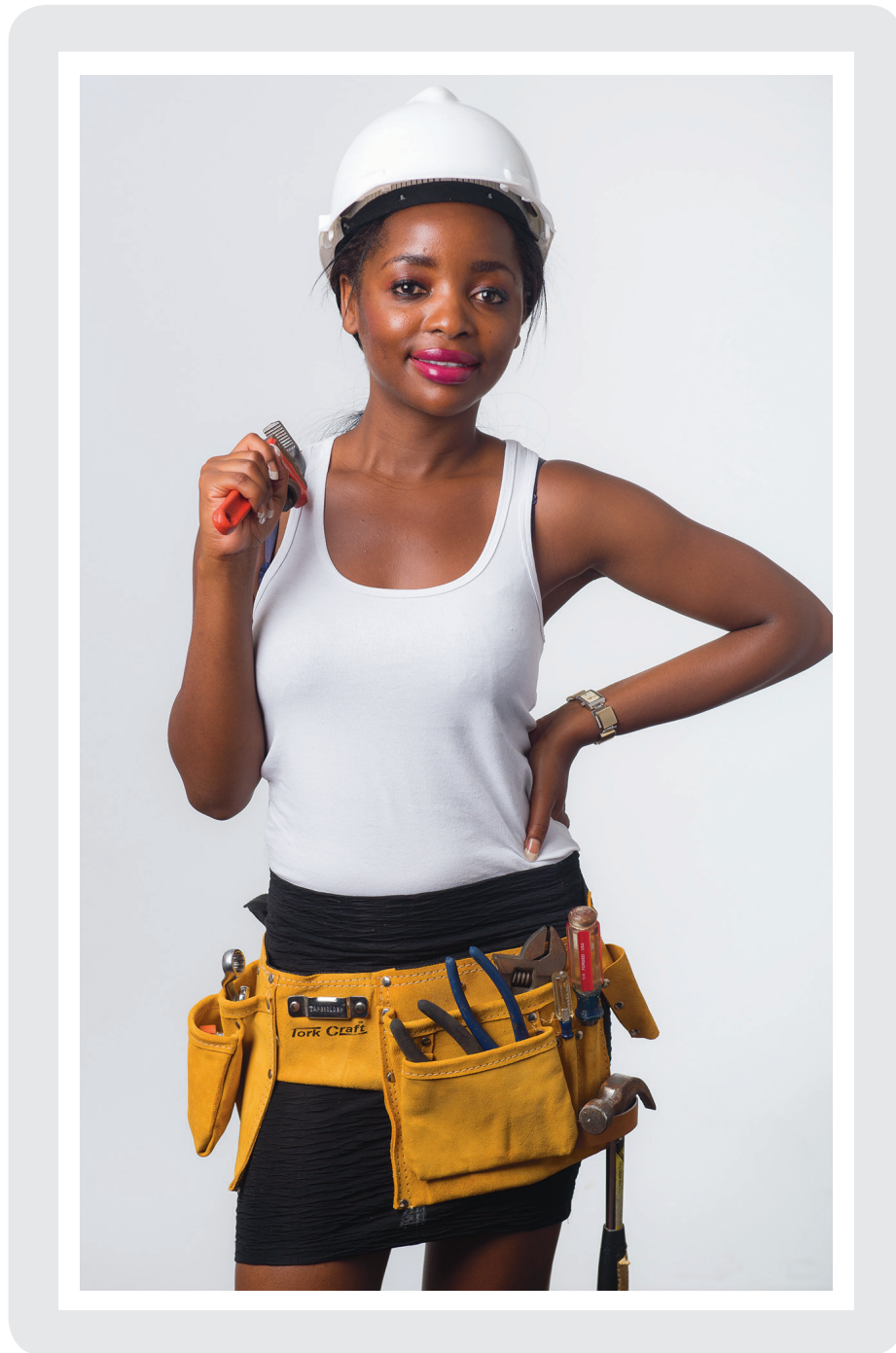


PHOTO C1

GENDER STEREOTYPES

PHOTO SET C

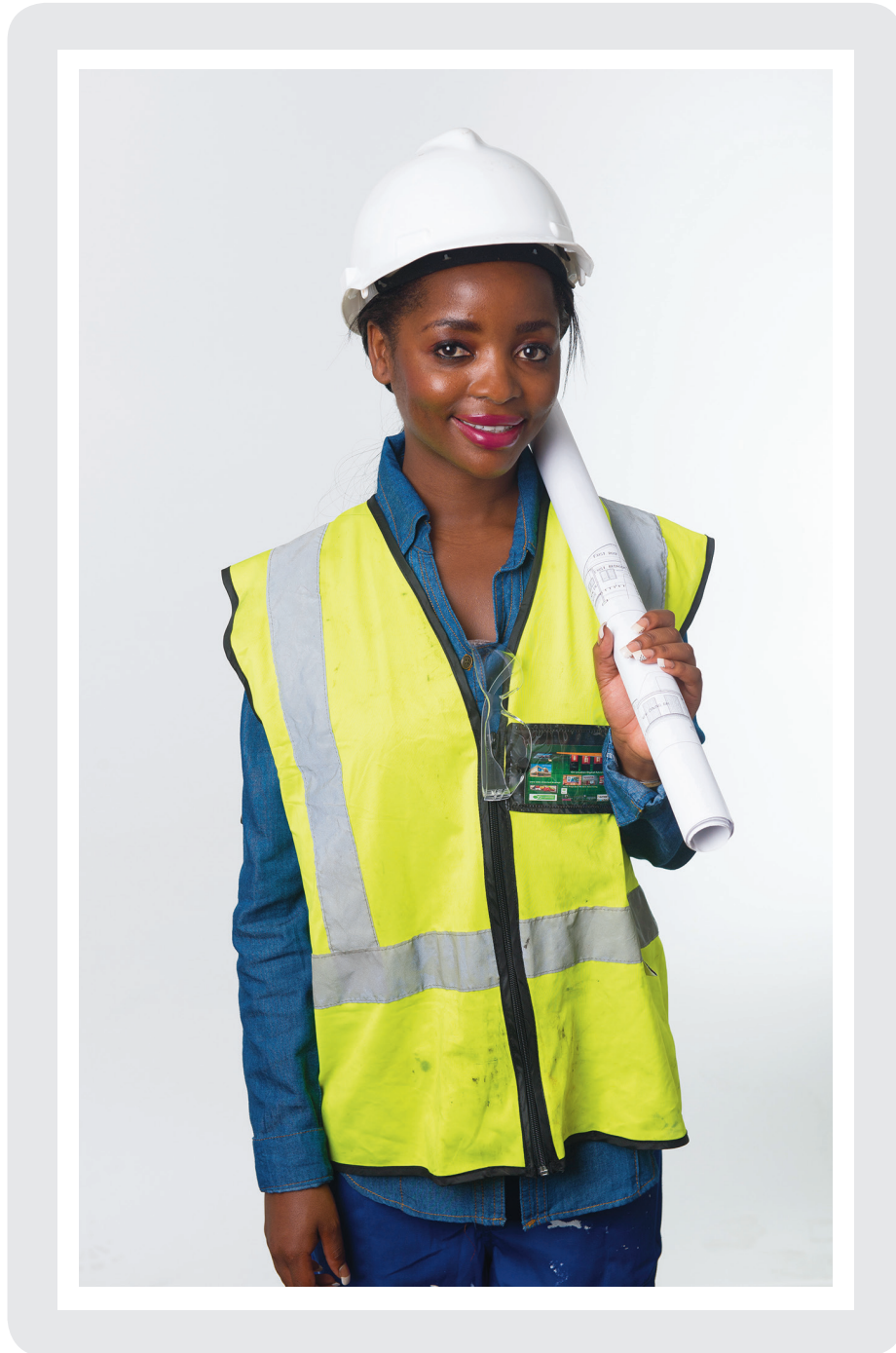


PHOTO C2

GENDER STEREOTYPES

PHOTO SET D

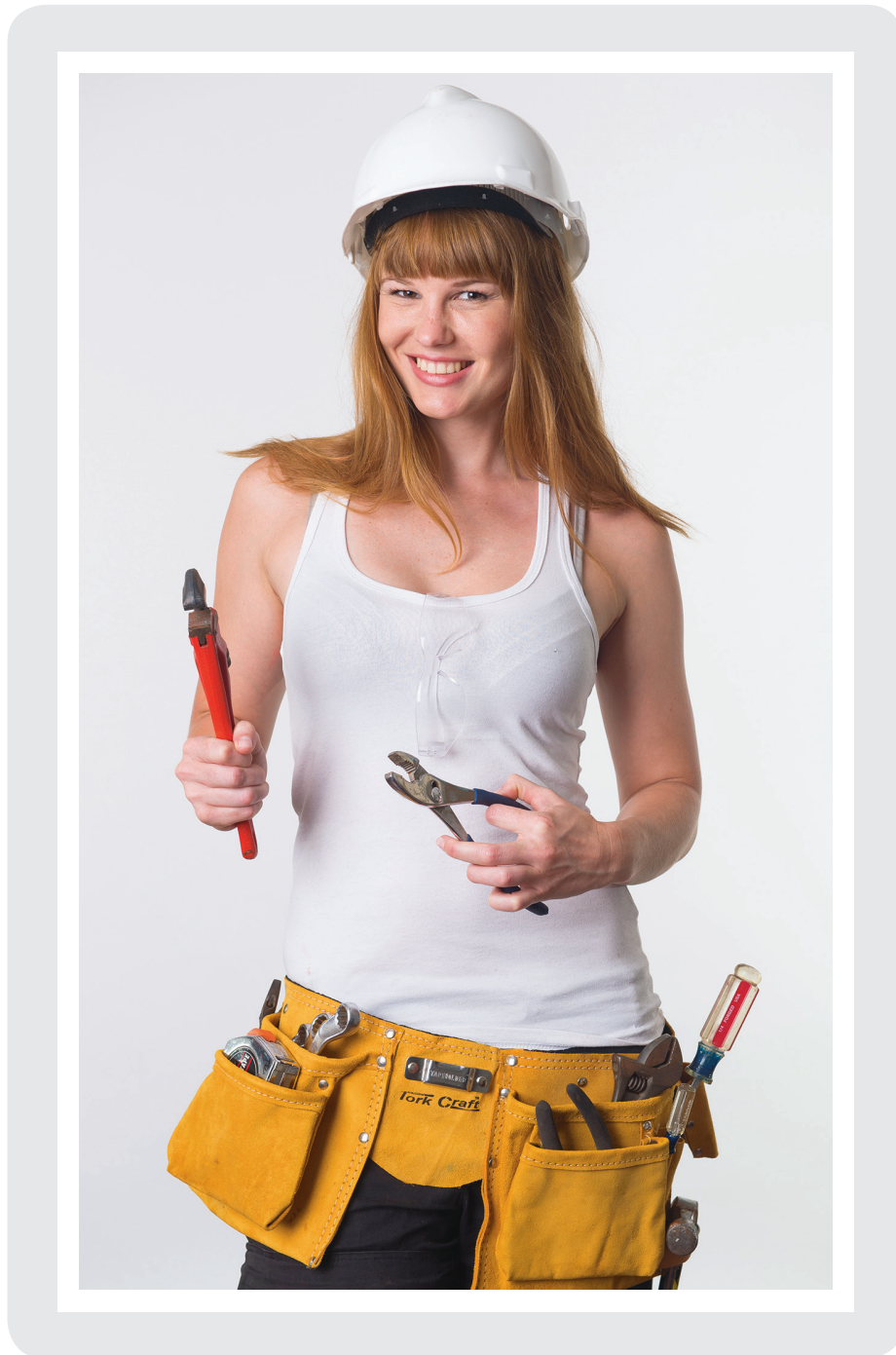


PHOTO D1

GENDER STEREOTYPES

PHOTO SET D



PHOTO D2



Transgender
Gender
Gender identity
Trans*
Gender non-conforming
Transman
Transwoman
Cis-gender
Gender expression
Access
Privilege
Coming out
Violence
Gender pronouns
Women
Gender-based violence
Sexual orientation
Sex

THINKING TRANSGENDER

- ✓ 1. To help learners understand the challenges faced by transgender people.
- ✓ 2. For learners to identify gendered activities in their daily lives.

- 🕒 2 hours [exercise can be broken up into 2 sessions according to Part 1 and Part 2.]
- ★ Board and Markers

PROCEDURE

PART 1

- 1 Ask learners to write a detailed description of everything that they did the previous day or that they do in a typical day. They should record all activities from the time of waking up in the morning until going to bed, and make a note of everyone they spoke to, and what they spoke about.
- 2 After learners have written their actual or typical daily routine, ask them to read back through their story and circle, underline, or highlight every time their **gender** was relevant. This includes things such as: using the bathroom, getting dressed, talking about partners and relationships with their friends, playing on a single-gender sports team, referring to a friend as 'she' or 'he', or hearing someone talk about them.
- 3 Next, ask learners to re-write their routines by removing all references to their gender so that someone reading their reflection would not know what gender they are. That is, **gender identities** and activities should be avoided altogether so as not to expose the writer's gender. This includes activities such as going to the bathroom, playing on gendered sports teams, or having the teacher refer to the person as a specific gender.
- 4 Now ask learners to reflect on their two stories. Specifically ask them:
 - a. How difficult was it to write down your daily routine?
 - b. How hard was it to do this without referring to your gender?
- 5 Write the word **Transgender** on the board and ask learners if they know what the word means. Write the following definition from the GLOSSARY on the board:

TRANSGENDER: All people whose gender identity or gender expression differs from the social expectations or norms for the (biological) sex they were born with.

In order to explain the concept further, refer to other terms in the **Glossary** such as: **trans***, **gender non-conforming**, **transman**, **transwoman**, **cis-gender**, **gender identity**, **gender expression**, **access**, and **privilege**.

Explain to the class that many transgender youth choose not to **come out** (not to tell others) because of fear of rejection by family and/or friends, humiliation or **violence**. By trying to conceal their **gender** when writing down their daily routines, learners may get some small sense of the difficulties that transgender youth face daily.
- 6 Ask learners how **gender** affects experiences in daily life. For example, ask learners how they are treated in certain classes. How much confidence would it take for a girl to admit she loves rugby if all her peers tease her and tell her that she should play netball? How about a boy whose favourite subject is English literature? Can you think of times in your life when your gender felt like it didn't quite fit, or when it constrained you? For example, when you were told you couldn't do something because of your gender.

PART 2

Come together as a class and 'brainstorm' the typical daily activities of a high school learner. Write a list of these activities on the board.

- 1 The following activities could be included:

- Waking up and getting dressed for the day.
- Eating breakfast
- Walking to school
- Attending classes, such as English, Science, Maths, Physical Education
- Going to the bathroom
- Eating lunch with friends
- After school, playing soccer or some other sport
- Hanging out with friends
- Doing homework
- Eating dinner with family
- Watching TV or going online before bed

- 2 Have learners consider all the different ways in which gender affects these typical daily activities. Specifically, ask the group to consider how a **transgender** person would perform these activities. Discuss:
 - a. What does a transgender person need to consider when using public bathrooms? How about someone who is **cis-gendered** (non-transgender)? Have you ever seen a gender-neutral bathroom? How about a gender-neutral change room at a gym, public swimming pool or soccer club?
 - b. When getting dressed in the morning, what thoughts may a transgender person have about performing their gender identity? If a **transwoman** wants to wear a dress, do you think she would be made fun of if society sees only her male physical characteristics? Do you think it could jeopardise her safety?

If a transgender teen loves playing soccer, but a school only has a boys team, how might this be a challenge? What could the school do to accommodate and respect the person's gender identity rather than their sex characteristics?
 - c. How might a closeted **transman** feel if his teacher and peers always refer to him as 'she' because he was born with larger breasts and feminine physical attributes? How may this affect the conversations that he has with his friends about things such as sex and dating? How about the conversations he has at dinner with his family? What if a transgender person knows that they will be kicked out of their home or community for revealing their gender identity?

d. What messages might a transgender person see while watching TV or going online every day? Are transgender identities represented on TV shows or in popular movies and songs?

e. Are **cis-gender** (non-transgender) people given privileges that transgender people do not have access to? If certain people have **privileges** and **access** to certain activities simply because of their gender identity or sexual orientation, what does that say about society?

g. Do you think that your school and community are welcoming to people who are transgender or **gender non-conforming**? Why or why not?

h. In which daily situations would a transgender person find it most difficult to hide their gender identity? Why? How might a transgender person feel when confronting these struggles every day, while their peers take the same activities for granted?

i. How would you feel if your friend or classmate asked you to refer to them as 'she' rather than 'he' (which is what you assumed they would be called based on their physical characteristics)?

3 To wrap up, explain to learners that it is very important to be aware of varying gender identities. Learners can use gender-neutral terms such as "partner" instead of "boyfriend" or "girlfriend." They can also ask people what **gender pronouns** (such as he or she) they prefer to use in order to avoid labelling someone inaccurately.

Please provide learners with the following resources for transgender people in South Africa:

<http://www.genderdynamix.org.za/>

(This is the only organisation in South Africa aimed specifically towards helping transgender individuals. They provide resources, information, and support.)

<http://www.genderdynamix.org.za/wp-content/uploads/2013/05/GDX-Safer-Sex-Bklt-Eng.pdf>

(A link to a safer-sex guide for transgender individuals which offers comprehensive information related to preventing STIs and HIV)

TEACHER TIPS

General

Gender identity affects almost every social activity. If learners are having trouble identifying activities that are gendered, it may be useful to give examples of very basic activities to illustrate how frequently gender identity comes up throughout a day. It is important to emphasise that most people do not question gender stereotypes, but people who do not conform to traditional gender identities or roles are constantly reminded of it throughout their daily activities.

Making the Link with Gender & Violence

Learners should consider the implications of a **transgender** person revealing their **gender identity**. Many transgender people face isolation from their communities, and many face violence as well. Transgender people challenge the traditional roles of what it means to be a man or a **woman**, and therefore are often the targets of **gender-based violence**. They are subject to stigmatisation, harassment and sexual violence by families, communities and the police, which increases their risk for contracting HIV, developing mental health issues, and living in poverty.

Assessment Ideas

Depending on how much these were discussed in class or if learners have access to the **Glossary**, learners can be quizzed on the following terms: **transgender**, **trans***, **gender non-conforming**, **transman**, **transwoman**, **cis-gender**, **gender identity**, **gender expression**, **access**, and **privilege**.

Alternatively, learners can write a response explaining what each of these terms means, and how someone's gender identity relates to the privileges they have access to in their daily routines. Learners should provide specific examples of how gender identity affects the way someone is treated; their responses should focus on empathising with someone who does not conform to traditional gender stereotypes.

Variation

'Being Closeted for a Day'

1 Suggest to learners that they go an entire day without revealing their **gender** to anyone. This means not revealing gendered activities or interests, avoiding gendered washrooms, change rooms and other spaces (or trying to use them unseen).

2 At the end of the day, ask learners to write a reflection that answers the following questions:

a. How did it feel to be secretive and constantly aware of your **gender**?

b. When did you find it most difficult to avoid disclosing your gender?

c. Did anyone question you or look at you strangely in those situations?

d. What did you learn from this exercise?





Media
Women
Gender
Gender equality
Gender roles
Stereotypes
Gender-based violence
Media
Values
(Social) Norms

WOMEN, BODY IMAGE AND ADVERTISING

- ✓ 1. To illustrate how subtle gendered images in the media can shape perceptions about women
- ✓ 2. To illustrate how women internalise these images
- ✓ 3. To help learners recognise their own assumptions about gender
- ✓ 4. To explore the implications assumptions may have for gender equality

45 mins

A fast internet connection to view this video: http://www.youtube.com/watch?v=jWKXit_3rpQ&feature=youtu.be



A data projector and screen to project the video for the class.

PROCEDURE

- 1 Show the video trailer for the film "Killing us softly".
- 2 Ask learners to think about the messages in the video.
- 3 Ask learners to identify and discuss **gender roles** and **stereotypes**. Guide the discussion by asking:
 - a. What stereotypes are portrayed in advertising about women?
 - b. What stereotypes are portrayed in advertising about men?
 - c. How are these harmful for the self-image of women? How about men? Who is most affected?
 - d. How can stereotypes relate to **gender-based violence**?
 - e. What is the role of the **media** with regard to gender norms, and stereotypes? What is the responsibility of the media?

TEACHER TIPS

General

Some tips for leading the discussion:

In discussion point c. encourage them to think about how constantly seeing, hearing and internalising that women are only sex objects, meant to be attractive, have little other **value**, only have value if they are pretty, or only have value to men when they are young, might impact on a woman's self-image.

In discussion point d. encourage them to think about how these messages in the **media** contribute to the way men treat women in relationships, or impact a woman's self esteem.

In discussion point e. the idea is to get learners thinking about how the media is both constrained by social/cultural norms (they use these images and ideas because that is what readers expect) and also responsible for maintaining these norms (what people see is what they come to expect).

Ask the following, if this does not emerge in the discussion:

- Where do **norms** in the media come from?
- Where do their ideas about **gender** come from?
- Do media projections impact your own ideas about gender roles?

You could also talk more about advertising and eating disorders, and how the media creates unrealistic expectations of women. Ask about the pressure girls face to look the way the media tells them they should.

The video does not tackle beauty ideals and race, but you could ask:

- What features, hair and skin types do the media show as attractive?
- What do you think the consequences are for girls of colour?



Making the Link with Gender & Violence

Learners should consider how women are portrayed in the media and in society, as being powerless. They should understand how by constantly seeing, hearing and internalising that women are only sex objects, meant to be attractive, have little **value**, only have value if they are conventionally pretty or thin, only have value to men when they are young, might impact on a woman's self-image. You might make the comparison between this process and the way that women in abusive relationships internalise the views and ideas of the abuser, that they are worthless, ugly, only useful for sex and so on.



Assessment Ideas

Ask learners to write an essay: Media & its effects on girls' body image.





Chapter 2

GENDER AND POWER

In this Chapter: Learners will explore the idea of gender as a social construct, and understand how it is used to control and disadvantage girls and women in all spheres of society. The exercises in this chapter also address gender stereotypes and show how these create or underpin gender-based violence. The activities help learners to question, challenge, understand and reflect on gender inequalities and patriarchal practices that promote male domination and violence towards women and girls, and to understand the impact of these on our society. The concepts and ideas presented here build on those introduced in Chapter 1, and continue to provide a foundation for later chapters.

Worksheets include:

- 1 *Acting Like A Man, Behaving Like A Lady*
- 2 *Cultural Values & Gender Stereotypes*
- 3 *Anti-Stereotype Bingo*
- 4 *Challenging Sexist Myths*
- 5 *Guess Who? Challenging Gender Bias*
- 6 *One Step Forward, Two Steps Back: The Road To Gender Equality*
- 7 *Power Plays*
- 8 *Understanding Male Privilege*



Gender
Gender Stereotypes
Values
Gender-based violence
Gender norms
Women
Sex
Violence
Access
Homophobia
Violent

ACTING LIKE A MAN, BEHAVING LIKE A LADY

- ✓ 1. To help learners understand how gender stereotypes are used to shape our behaviours.
- ✓ 2. To demonstrate how people can be punished for not fitting into widely accepted gender roles.

🕒 45 minutes

★ Worksheet: 'Acting Like a Man, Behaving like a Lady' (provided)

PROCEDURE

- 1 Explain that this activity is designed to help learners to identify **gender stereotypes** and expectations, and to 'think outside of the box' in responding to them.
- 2 Begin by handing out the worksheet. Divide the class into groups of 5-8 learners and ask them to list ways in which society expects one to 'act like a man' or 'behave like a lady'.
- 3 Ask the class to share their answers. See the box below for guidance.

Values associated with men

Strong = Not needing anyone's help; standing by the decisions you make; confident and independent; physically strong

Tough = Able to withstand emotional and physical discomfort; not crying if you're hurt; heterosexual; not "girly"

In Control = Makes decisions for self and others, others don't make decisions for you; can do what you want to do and say what's going to happen; being responsible for the safety of others

Values associated with women

Emotional = Empathy (able to relate to others and their emotions); showing or expressing feelings, especially sadness, excitement, fear, happiness, and nervousness; talking about feelings, "talking things out"; sharing emotions with others

Polite = Good manners – saying please and thank you; deferring to authority; not speaking out of turn; not hurting other peoples' feelings

Taking Care of Others = Putting the needs of others first/before their own; nurturing others; noticing the needs of others & responding to those needs; doing things for others/helping others; not hurting others emotionally or physically

- 4 With the class discuss how these **gender stereotypes** shape everyday life. Questions that may stimulate discussion include:
 - a. How are 'real men' supposed to act?
 - b. How are 'good women' supposed to act?

- c. Think of your favourite movie – how does the leading man or leading lady act?
- d. Think of toys designed for girls and toys designed for boys. What messages do these toys convey about how a child should be, and what is important later in life?
- e. How do communication styles differ for 'real men' and 'good women'?
- f. What do **stereotypes** tell us about how 'real men' and 'good women' behave in relationships?
- g. How do 'real men' and 'good women' feel about **sex**?

- 5 Ask the learners to list the kinds of labels that are used to describe men and **women** who do not conform to these gender stereotypes. Encourage learners to be open and honest about the kinds of words that are used. Examples of names for men who are not 'real men' include: sissy, girly, weak, fag, ninny, poofter, gay, square, moffie. Examples of names for women who are not 'good women' include: slut, butch, ball-buster, bitch, dyke, mannish, ugly, uptight, tomboy and weird.
- 6 Emphasise to the class how these words are used to hurt individuals in attempts to fit them within accepted **gender norms** in our societies., such as the boxes of 'real men' and 'good women'. Ask learners to describe behaviours and actions that are used to keep individuals within these stereotypical roles. Examples include bullying, harassment, gossiping, spreading rumours, and using **social media**.
- 7 Wrap up the discussion by asking learners to think of ways to counteract these **stereotypes**. (This may also lead into an assessment activity – see below).



TEACHER TIPS

General

This exercise requires skill in facilitation as it raises sensitive (and likely offensive) words and labels. The teacher must be sure to explain that the classroom is a safe space within which these terms are used for educational purposes, and not as an invitation for learners to be offensive or hurtful to others.

The teacher should be sensitive to the harmful effect of using gender stereotypical and offensive words. One of the key aspects of this lesson is to highlight for learners the myriad ways in which we receive messages about appropriate gender roles. These messages may be conveyed by movies, TV shows, commercials, family, religion, school, and cultural **values**. The teacher should remind learners that **gender stereotypes** and dominant cultural values can be so common or pervasive that they can influence people without their even being aware.

In encouraging the learners to think of ways in which they can work against gender stereotypes, the exercise provides an opportunity to think of practical techniques that can challenge societal values and attitudes. It offers an opportunity for teachers to extend the discussion by explicitly linking **homophobia** to gender stereotypes.

Making the Link with Gender & Violence

The exercise seeks to provide awareness of verbal **abuse**, **sexual harassment** and name calling linked to **gender stereotypes**. Learners may understand the need to assert themselves and overcome domination and **control** in relationships.

Assessment Ideas

Learners could select a **gender stereotype** slur that is commonly used in their school or community, and design a campaign aimed at informing others about the harmful effects of using the slur, and encouraging community members to stop its use.

Learners could also write a personal reflection on how gender stereotypes (and shaming behaviours) have been used to keep them (or a person that they know) acting within the bounds of what society considers appropriate behaviour.

Learners could write a profile paper on someone in their family or community who they feel has broken out of the boundaries imposed by gender stereotypes, focusing on how the individual was able to do so.

Learners could write about a character (from a movie, book or television series) who does not follow expected gender stereotype. They could suggest how the character was able to have broken out of the gendered expectation.

Variation

Teachers could also use clips from movies, books or television series to describe characters who do not conform to gender stereotypes.







Gender
Gender Stereotypes
Values
Gender-based violence
Women
Sex
Social media
Stereotypes
Homophobia
Abuse
Sexual
Harassment
Control

CULTURAL VALUES & GENDER STEREOTYPES

- ✓ 1. To help learners understand how **gender stereotypes** contribute to **gender-based violence**.
- ✓ 2. To help learners understand how gender stereotypes, cultural **values** and attitudes in relationships may limit one's ability to make healthy decisions in relationships.

 45 minutes - 1 hour

 Scenarios Worksheet (provided)

PROCEDURE

- 1 Begin the class activity by compiling a list of cultural **values** (both positive and negative) that impact on **gender** and **gender norms**. Examples of these may include:

Negative Values:

- Men are in control of decision-making.
- Women should look after children.
- Men's domain is the workplace, women's is the household.
- Women should never disobey their husbands.
- Femininity is a sign of weakness.
- Real men like sports.
- Real men always take the lead in relationships.
- Real men don't cry or discuss their feelings.
- Women can't be trusted.
- Girls should be seen and not heard.
- Girls shouldn't have strong opinions.
- Good girls don't need to have information about sex.
- Party girls are fun to hang out with, but you don't want to take them home to your mother.

Positive Values:

- Men and women should be treated equally.
- Never harm other people, physically or emotionally.
- Violence is never an answer to problems.
- Everyone is entitled to their own opinion.
- We can agree to disagree.
- Everyone should be free to do what they choose as long as their choices and behaviour don't affect others.
- Respect is the cornerstone of healthy relationships and friendships.
- People should be free to express themselves as they see fit, for example, by wearing what they want to.
- We should always help those who need it.
- Honesty is always the best policy.
- We should try and understand other people's feelings and perspectives, even if we disagree with them.

- 2 Discuss how cultural **values** shape our understanding of what it means to be a man or a **woman**, and how we should behave to conform to these ideals. It is important to remind the class that although cultural values are not wrong or harmful, they have important influences on various aspects of our lives including dating, **sex** and relationships. Where cultural values stop us from making healthy decisions, prevent us from **accessing** information about how to act responsibly, or entrench inequality in differential treatment of boys and girls, women and men, then these should be questioned and challenged.

- 3 Hand out the worksheet provided. Ask learners to read the scenarios and answer the questions. This activity can be done individually, or in small groups as is appropriate for the class size.

- 4 Once the learners have completed the assignment, ask them to share their answers with the wider group. Ask other groups whether they had similar or different answers. It is especially useful to focus on the learners' strategies for resisting or changing the cultural values portrayed, and to underline the range of alternatives that may be available to individuals in wanting to do so. This facilitates the understanding that cultural **values** are not fixed and can change, and assists them in thinking of practical ways in which they can assist the process of change.

- 5 End the lesson by summarising the main concepts, including what **gender stereotypes** are, the role that cultural values have in upholding these, and how learners can use the positive aspects of cultural values to change gender stereotypes.

TEACHER TIPS



General

This exercise builds on the activity 'Acting like a Man, Behaving like a Lady' (Ch2, Ex 1) and could run in consecutive lessons to allow teachers to explore the role of cultural **values** in creating and maintaining **gender stereotypes**.

The teacher should remind learners that gender stereotypes and dominant cultural values can be so common or pervasive that they influence people without their even being aware of it.

In encouraging learners to think of ways to counteract gender stereotypes, the exercise provides an opportunity for the teacher to help learners think of practical ways to challenge societal values and attitudes. It offers an opportunity for teachers to extend the discussion by explicitly linking **homophobia** to gender stereotypes.



Making the Link with Gender and Violence

This exercise provides the opportunity for teachers to illuminate the harmful and **violent** practices that are perpetrated under the guise of cultural values and beliefs. It provides the learners with means of counteracting prevailing myths and stereotypes.



Assessment Ideas

Assigning scenario activity tasks provides an opportunity to assess learners in a group or as individuals



Variation

Scenarios can be acted out and then followed up by class discussions.

CULTURAL VALUES AND GENDER STEREOTYPES

Read each of the following scenarios and answer the related questions:

- 1. Thobeka complains to her friends when her boyfriend hurts her feelings, but she doesn't tell him how she feels.**
 - a. Why does Thobeka feel that she can't tell her boyfriend how she feels?
 - b. How could she use the same cultural value (or a different one) to help express her feelings to her boyfriend?
- 2. William joins in with his teammates when they are making fun of someone on the team, calling him 'gay'.**
 - a. Why do these boys think it is OK to behave in this way?
 - b. Which positive values could William use to convince them to act differently?
- 3. James wants to wear a pink shirt but he is afraid that his friends and family will call him a 'sissy'.**
 - a. Why does James think that others may react in this way?
 - b. How can James convince his friends and family that he is entitled to wear what he likes?
- 4. Imran has decided that, on the night of the Matric Farewell, he and his girlfriend are going to have sex. He hasn't asked her how she feels about this big decision.**
 - a. Why does Imran feel that he can make this decision for both of them?
 - b. How would you convince Imran that he should consult his girlfriend and that together they should decide whether, and when to have sex for the first time.
- 5. Ayesha makes out with her boyfriend even if she's not in the mood because she's afraid to hurt his feelings.**
 - a. Why does Ayesha feel that she can't tell her boyfriend that she's not in the mood for making out?
 - b. How can she convince her boyfriend to see her point of view?
- 6. Busi knows that she should be practising safe sex, but she doesn't insist on using condoms because her boyfriend says they don't feel good.**
 - a. Why does Busi feel that she cannot insist on using condoms, even though she knows that unprotected sex puts her health at risk?
 - b. How can she convince her boyfriend to take her wishes into account?
- 7. Siphos friends make fun of him because he apologised to his girlfriend for embarrassing her in public. They called him 'pathetic'.**
 - a. Why do Siphos friends make fun of him?
 - b. How could Siphos convince his friends that apologising to his girlfriend is the right thing to do?
- 8. Carina's brother gets rough with his girlfriend after he has been drinking at a party with his friends, and slaps her a few times. He says he's just helping her to behave right. Although Carina doesn't agree with her brother, she doesn't feel like it's her place to say anything.**
 - a. Why does Carina's brother behave in this way, and why does Carina not feel in a position to challenge his behaviour?
 - b. How could Carina convince her brother that hitting his girlfriend is not the right thing to do?



Gender stereotypes
Stereotypes
Women
Gender
Gender non-conforming
Violence

ANTI-STEREOTYPE BINGO

✓ 1. To help learners consider (and reconsider) **gender stereotypes** that are embedded in society.

🕒 15-20 minutes

★ Bingo worksheet (provided)

PROCEDURE

- 1 Get the class to draw up a list of **stereotypes** about men and **women**. Explain to the learners that this activity is focused on counteracting or unpacking some of these stereotypes.
- 2 Hand out Bingo sheets. Explain to learners that instead of numbers, the boxes are labelled with anti-stereotypes: in other words, men and women who do not fit **gender stereotypes**.
- 3 The teacher will read out each of the anti-stereotypes drawn randomly from a box. Learners can cross out a box on the Bingo sheet if they know someone who conforms to the anti-stereotype (e.g. a man who cooks). They should describe that person to a classmate sitting next to them, who will then initial the box.
- 4 The game continues until one of the learners has five anti-stereotypes in a row and shouts "Bingo!"
- 5 Close with a discussion of gender-based stereotypes. Ask learners questions like:
 - a. How prevalent are **gender stereotypes** (or anti-stereotypes) in their community?
 - b. In what ways do **stereotypes** constrain men and **women**?
 - c. In which location are most of the **stereotypes** positioned? For example, women's stereotypes are more often located in the home, while men's stereotypes are more often in the workplace.
 - d. What characteristics of **stereotypes** are portrayed as desirable for men and for women? How do these differ for each **gender**?
 - e. What **power** dynamics do gender stereotypes convey?
 - f. How are **gender stereotypes** changing over time (if they are)?
 - g. How do we view people who do not fit stereotypes? For example, what does our society think about the stay-at-home dad, or the high powered woman executive?
 - h. How can we overcome some of the limitations imposed by **gender stereotypes**?

TEACHER TIPS

The teacher can replace some of the anti-stereotypes on the sheets with items from the learners' lists, in order to make the **stereotypes** more context-specific.



General

This exercise should help learners to identify pervasive **gender stereotypes**, and also to see that **gender non-conforming** behaviour takes place all around them.

Teachers should point out that even where **stereotypes** are changing, our society often places a double burden on **women**; for example, by making working mothers carry high levels of responsibility both in the office and at home).



Making the Link with Gender & Violence

Gender stereotypes are linked to **gender** and **violence**. For example, they promote patriarchal views which place girls and women in subordinate positions thereby limiting girls and women's potential.



Assessment Ideas

Learners can be tasked with designing a campaign, advert or poster that challenges a gender stereotype.



References:

Remer & Talbott, 2010, *Vision 2020*, Drexel University College of Medicine – Institute for Women's Health and Leadership

ANTI-STEREOTYPE BINGO

Find someone in the class who knows a...

- 1 As the teacher reads out each anti-stereotype identify if you know someone who fills that role.
- 2 If you do know someone, describe them to your classmate, and have them initial on the line on your sheet.
- 3 When you have 5 boxes filled in a row—horizontal, vertical or diagonal—say BINGO

<p>MAN WHO IS SHORTER THAN HIS SIGNIFICANT OTHER</p> <p>_____</p>	<p>FEMALE BUSINESS-OWNER</p> <p>_____</p>	<p>STAY-AT-HOME DAD</p> <p>_____</p>	<p>MAN WHO HATES WATCHING SPORTS</p> <p>_____</p>	<p>MAN WHO'S NOT GOOD AT SPORTS</p> <p>_____</p>
<p>WOMAN WHO HATES TO SHOP</p> <p>_____</p>	<p>MALE TEACHER</p> <p>_____</p>	<p>WOMAN WHO'S A GOOD DRIVER</p> <p>_____</p>	<p>WOMAN WITH NO KIDS</p> <p>_____</p>	<p>WOMAN WHO CAN CHANGE A TYRE</p> <p>_____</p>
<p>MAN WHO DOES THE LAUNDRY</p> <p>_____</p>	<p>WOMAN WHO'S NOT A GOOD COOK</p> <p>_____</p>	<p>*FILL IN YOUR OWN</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>MAN WHO'S A GOOD COOK</p> <p>_____</p>	<p>FEMALE DOCTOR</p> <p>_____</p>
<p>MAN WHO'S A GOOD DANCER</p> <p>_____</p>	<p>MAN WHO'S YOUNGER THAN HIS SIGNIFICANT OTHER</p> <p>_____</p>	<p>WOMAN WHO'S A GOOD ATHLETE</p> <p>_____</p>	<p>MAN WHO DOES THE GROCERY SHOPPING</p> <p>_____</p>	<p>WOMAN WHO MOWS THE LAWN</p> <p>_____</p>
<p>MAN WHO CLEANS THE HOUSE</p> <p>_____</p>	<p>WOMAN WHO DOESN'T WEAR MAKE-UP</p> <p>_____</p>	<p>MAN WHO LIKES TO SHOP</p> <p>_____</p>	<p>WOMAN WHO'S GOOD AT MATHS</p> <p>_____</p>	<p>WOMAN WHO LIKES TO WATCH SPORTS</p> <p>_____</p>



Women
Value
Gender
Gender inequality
Coercion
Violence

CHALLENGING SEXIST MYTHS

- ✓ 1. To challenge myths about women - their roles and value in society.
- ✓ 2. To help learners interpret historical and contemporary views on gender.
- ✓ 3. To create awareness of how sexist attitudes are perpetuated.

🕒 45 min - 1 hour

★ Quotes worksheet & Teacher answer key (provided)

PROCEDURE

PRIOR TO CLASS

- 1 Print Quotes worksheet (provided here). Make enough copies, in order that an individual quote can be allocated to each learner (even if quotes are repeated).

IN CLASS

- 2 Explain to the class that sexist beliefs or myths (ideas or stories that are not true) which marginalise women, have been perpetuated over time. This effectively makes politically created gender inequalities seem natural. Because society has upheld these myths, we assume that they are true. Those who do not interrogate myths, argue that: 'it is this way because it has always been this way'. However, these myths, like any others, are socially created and persist over time because we perpetuate them. We can only challenge these myths if we are able to identify them. This is the purpose of this exercise.

Examples of sexist myths:

- Women are not in positions of decision-making because they don't want to be.
- If abused women don't leave their partners, it is because they want to be abused/there is something wrong with them.
- Women who are raped did something wrong.
- Boys are better at maths and science.
- Jokes that degrade women are funny; if women do not find them funny they are prudish or stuck-up or kill-joys.
- There are no women in history books because they didn't do anything. Women like staying at home with children.
- A woman's worth is dependent on her being able to find a man to marry.

- 3 Hand out quote strips, at least one per learner (it's okay if more than one learner has the same quote).

- 4 Have learners take turns reading the quote aloud to the class.

- 5 Ask the reader and then the class, to explain the quote in their own words. Then facilitate discussion using the following prompts:

- a. What do you think the singer/poet/philosopher is saying?
- b. Do you agree with it?
- c. Does anyone else have a quote that they think says the same thing, and has a similar meaning?
- d. Read it out.
- e. How are they similar?

In this way learners should be able to identify common myths within the different quotes. Once you have dealt with one group of quotes, and their common myth/meaning, ask another learner to read their quote and repeat the process.

This activity covers most of the following myths:

- Women who are valued are married.
- Women are valued because they bear children.
- Women are only valued for their beauty.
- Women are not as intelligent as men.
- Women don't know what they want.
- Women are the possessions of men.
- It is acceptable/normal for men to use threats, coercion or violence on the women they love, or are in a relationship with.
- Women invite sex. Women are sexually deviant.

Refer to Teacher Tips for guidance on common themes/myths.

- 6 Now ask the class what difficulties women might face in trying to challenge the myths? What mechanism does society use to prevent women from challenging these myths?

If learners are struggling here you may suggest

- The use or threat of violence for transgressing mythical ideals/roles. Shaming or name calling.
- Policies that oppress women. Policies that create dependence on men.
- Media images of ideal women vs. 'bad' women
- Social celebration of certain 'kinds' of women (e.g. there is a 'Mrs South Africa' pageant but not a 'Single Mothers South Africa' pageant).

- 7 To close, ask the class:

- a. Were you surprised by the underlying messages of the quotes?
- b. Have you noticed these myths/messages before?
- c. Given that the quotes are taken from everyday texts and songs, over a period of time, why don't we notice the myths in them?
- d. What do you think is the effect when men and women get these messages from so many different sources, all the time?
- e. How can we challenge sexist myths?

TEACHER TIPS



General

This exercise provides a safe space to identify and challenge pervasive sexist views that marginalise women from religious, cultural and political perspectives. The teacher should facilitate the exercise in such a way that the learners respect each other's cultural, religious and personal values when discussing their opinions, but that ultimately exposes these views as untrue/myths.

For example in part ⑤ d. of the Discussion, the teacher can also have the learners provide counter-narratives to the myths. For example, when asking learners if this myth is true: "A woman's worth is dependent on her being able to find a man to marry", the teacher can ask learners to provide real life examples which falsify the myth.



Making the Link with Gender & Violence

These myths portray women as helpless, worthless, or only valuable in their utility to men. In this way they demean women, and promote violence against them.



Assessment Ideas

Option A

The discussion component of the exercise allows the teacher to assess critical thinking skills of learners.

Option B

Part ⑦ d. could be done as a written exercise.

Option C

A written exercise can be set where learners are asked to choose a popular song and analyse the lyrics along the lines of the class discussion.



QUOTES SHEET

You're so contagious, I can't take it, have my baby,
let's just make it.

- Jay-Z, *Excuse Me Miss* (2002)

"It is the law of nature that woman should be held
under the dominance of man."

- Confucius (551BC—479 BC)

"Her voice was ever soft, / Gentle, and low,—an
excellent thing in woman."

- William Shakespeare (1564–1616)

You change your mind/Like a girl changes clothes/
Yeah, you, PMS/Like a bitch

- Katy Perry, *'Hot n Cold'* (2008)

"Most women have no characters at all."

- Alexander Pope (1688–1744)

"A proper wife should be as obedient as a slave."

- Aristotle (384 BC- 322 BC)

My girl's got a big mouth/With which she blabbers a
lot/She laughs at most everything/Whether it's funny
or not

- Weezer, *No One Else* (1994)

She's not a saint, and she's not what you think/She's
an actress, whoa/She's better known for the things
that she does/On the mattress, whoa

- Taylor Swift, *Better than Revenge* (2010)

Pretty girls, sunshine in the air, perfume everywhere /
Girls are everywhere, pretty girls / Ugly girls be quiet,
quiet, pretty girls clap, clap like this

- Wale, *Pretty girls* (2009)

"I'm gonna make you a girl/Hey little hey little hey
little tomboy/Now let's put a dress on and wear a
little makeup/Whew!/You make a beautiful girl."

- The Beach Boys, *Hey Little Tomboy* (1976)

Sometimes I wish that I could stop you from talking
When I hear the silly things that you say

- Elvis Costello, *Alison* (1977)

"All the pursuits of men are the pursuits of women
also, but in all of them a woman is inferior to a man."

- Plato (428/27–348/47 B.C.)

"I hope she'll be a fool -- that's the best thing a girl
can be in this world, a beautiful little fool."

- F. Scott Fitzgerald, *The Great Gatsby* (1925)

I wanna scream, I wanna dance / I need a hot girl / I
gotta feel / I gotta see.

- Hot Girl, *Dony* (2011)

"No woman is a genius; women are a decorative sex."

- Oscar Wilde (1854–1900)

'Don'tcha wish your girlfriend was hot like me?'

- Pussy Cat Dolls, *Don'tcha* (2005)

Good girl/I know you want it,/I know you want it/I
know you want it.

- Robin Thicke, *Blurred Lines* (2013)

Mebby [Maybe] to mean yes an' say no / Comes
natural to women.

- James Russell Lowell (1819–1891)

On her motorbike, the way she's riding it, riding it /
Wet lips to cigarette and now she's striking it, lighting
it / As she looks me in the eye, hell, she must know
she's inviting it

- INXS, *Hot Girls* (2006)

"Cause if you liked it then you should have put a ring
on it/If you liked it then you should've put a ring on it/
Don't be mad once you see that he want it/If you liked
it then you should've put a ring on it."

- Beyonce, *Single Ladies* (2011)

QUOTES SHEET

No matter what your always number one/My prized possession.

- Justin Bieber, *Favourite Girl* (2009)

"Her voice was ever soft, / Gentle, and low,—an excellent thing in woman."

- William Shakespeare (1564-1616)

"When a woman has scholarly inclinations there is usually something wrong with her sexual organs."

- Nietzsche (1844-1900)

"I don't need to try to control you/Look into my eyes and I'll own you."

- Maroon 5, *Moves Like Jagger* (2011)

"The female is a female by virtue of a certain lack of qualities; we should regard the female nature as afflicted with a natural defectiveness."

- Aristotle (384 BC- 322 BC)

You can slap me in the face/You can scream profanity/Leave me here to die alone but/I'll still follow you home/I'll still follow you home.

- Nickelback - *Follow you Home* (2005)

"Nature intended women to be our slaves. They are our property...Women are nothing but machines for producing children."

- Napoleon Bonaparte (1769-1821)

You better run for your life if you can, little girl/Hide your head in the sand little girl/Catch you with another man/That's the end'a little girl.

- The Beatles, *Run for your Life* (1965)

"Take me, take me /Wanna be a victim /Ready for abduction"

- Katy Perry, *E.T.* (2010)

"When a woman has scholarly inclinations there is usually something wrong with her sexual organs."

- Nietzsche (1844-1900)

"Women should remain at home, sit still, keep house and bear children."

- Martin Luther, *On whose teaching the Lutheran Church is based* (1483-1546)

And if I had a girl she'd be the one to bear my child / Telling myself I'm a playa so I keep tryna shake it off / But I keep on seeing this big old house with a picket fence and a dog /Never felt nothing like this /Shes more than a mistress enough to handle my business / Now put that girl in my kitchen.

- R Kelly, *Pregnant* (2009)

When I first met you, you was a hoe / I tried to reform you, bomb you, warn you and teach you / But I couldn't reach you, you're still a hoe. Your father said you was a hoe.

- Bobby Digital (RZA) - *Domestic Violence* (1998)



TEACHER ANSWER KEY

The following table can help you prompt learners to find quotes with common meanings, or that communicate the same or similar myths. Do not share this with learners but use it as a reference for guiding the discussion. Quotes can be grouped according to the myth they communicate, in the following way:

<p>Women are not as intelligent as men.</p>	<p>“All the pursuits of men are the pursuits of women also, but in all of them a woman is inferior to a man.” - Plato (428/27–348/47 B.C.)</p> <p>“Most women have no characters at all.” - Alexander Pope (1688–1744)</p> <p>“No woman is a genius; women are a decorative sex.” - Oscar Wilde (1854–1900)</p> <p>“When a woman has scholarly inclinations there is usually something wrong with her sexual organs.” - Nietzsche (1844- 1900)</p> <p>“The female is a female by virtue of a certain lack of qualities; we should regard the female nature as afflicted with a natural defectiveness.” - Aristotle (384 BC- 322 BC)</p>
<p>Women who are married are valued.</p>	<p>Cause if you liked it then you should have put a ring on it/If you liked it then you should've put a ring on it/Don't be mad once you see that he want it/If you liked it then you should've put a ring on it - Beyonce, Single Ladies (2011)</p>
<p>Women are valued because they bear children.</p>	<p>“Women should remain at home, sit still, keep house and bear children” - Martin Luther (On whose teaching the Lutheran Church is based) (1483–1546)</p> <p>And if I had a girl she'd be the one to bear my child /Telling myself I'm a playa so I keep tryna shake it off /But I keep on seeing this big old house with a picket fence and a dog /Never felt nothing like this /Shes more than a mistress enough to handle my business /Now put that girl in my kitchen - R Kelly, Pregnant (2009)</p> <p>You're so contagious, I can't take it, have my baby, let's just make it. - Jay-Z, Excuse Me Miss (2002)</p>
<p>Women are the possessions of men.</p>	<p>“Nature intended women to be our slaves*. They are our property...Women are nothing but machines for producing children.” - Napoleon Bonaparte (1769–1821)</p> <p>“It is the law of nature that woman should be held under the dominance of man.” - Confucius(551BC—479 BC)</p> <p>“A proper wife should be as obedient as a slave.” - Aristotle (384 BC- 322 BC)</p> <p>“I don't need to try to control you/Look into my eyes and I'll own you” - Maroon 5, Moves Like Jagger (2011)</p> <p>No matter what your always number one/My prized possession -Justin Bieber, Favourite Girl (2009)</p>
<p>Women should be seen and not heard</p>	<p>“Her voice was ever soft, / Gentle, and low,—an excellent thing in woman.” - William Shakespeare (1564–1616)</p> <p>Sometimes I wish that I could stop you from talking When I hear the silly things that you say - Elvis Costello - Alison (1977)</p>

TEACHER ANSWER KEY

The following table can help you prompt learners to find quotes with common meanings, or that communicate the same or similar myths. Do not share this with learners but use it as a reference for guiding the discussion. Quotes can be grouped according to the myth they communicate, in the following way:

<p>Women don't know what they want.</p>	<p>You change your mind/Like a girl changes clothes/Yeah, you, PMS/Like a bitch - Katy Perry, Hot n Cold (2008)</p> <p>My girl's got a big mouth/With which she blabbers a lot/She laughs at most everything/Whether it's funny or not - Weezer, No One Else (1994)</p> <p>Mebby [Maybe] to mean yes an' say no / Comes natural to women. - James Russell Lowell (1819-1891)</p> <p>Good girl/I know you want it,/I know you want it/I know you want it. - Robin Thicke, Blurred Lines (2013)</p>
<p>Women are only valued for their beauty</p>	<p>"I'm gonna make you a girl/Hey little hey little hey little tomboy/Now let's put a dress on and wear a little makeup/Whew!/You make a beautiful girl" - The Beach Boys, Hey Little Tomboy (1976)</p> <p>"I hope she'll be a fool -- that's the best thing a girl can be in this world, a beautiful little fool." - F. Scott Fitzgerald, The Great Gatsby (1925)</p> <p>Don'tcha wish your girlfriend was hot like me? - Pussy Cat Dolls, Don'tcha (2005)</p> <p>Pretty girls, sunshine in the air, perfume everywhere / Girls are everywhere, pretty girls / Ugly girls be quiet, quiet, pretty girls clap, clap like this - Wale, Pretty girls (2009)</p> <p>I wanna scream, I wanna dance / I need a hot girl / I gotta feel / I gotta see - Hot Girl, Dony (2011)</p>
<p>Women invite sex /are sexual objects</p>	<p>She's not a saint, and she's not what you think/She's an actress, whoa/She's better known for the things that she does/On the mattress, whoa - Taylor Swift, Better than Revenge (2010)</p> <p>When I first met you, you was a hoe / I tried to reform you, bomb you, warn you and teach you / But I couldn't reach you, you're still a hoe. Your father said you was a hoe - Bobby Digital (RZA) – Domestic Violence (1998)</p> <p>On her motorbike, the way she's riding it, riding it / Wet lips to cigarette and now she's striking it, lighting it / As she looks me in the eye, hell, she must know she's inviting it - INXS, Hot Girls (2006)</p>
<p>It is acceptable/normal for men to use threats, coercion or violence on the women they love or are in a relationship with.</p>	<p>You can slap me in the face/You can scream profanity/Leave me here to die alone but/I'll still follow you home/I'll still follow you home - Nickelback, Follow you home (2005)</p> <p>You better run for your life if you can, little girl/Hide your head in the sand little girl/Catch you with another man/That's the end'a little girl - The Beatles, Run for your life (1965)</p> <p>Take me, take me /Wanna be a victim /Ready for abduction" Katy Perry, E.T. (2010)</p>



Gender
Power
Gender bias
Gender stereotypes

GUESS WHO?

CHALLENGING GENDER BIAS

✓ 1. To challenge gender biases about people's roles, achievements and occupational abilities.

🕒 Activity 10-15 min
Discussion 30-45 min

★ Worksheet (provided)
Answer Key (provided)

PROCEDURE

- 1 Give each learner a copy of the worksheet. Ask them to match the individuals listed on the left hand side of the sheet with the world-record feats listed on the right.
- 2 Give them 5 minutes for the activity, and then review the correct answers with the class.
- 3 To begin discussion, ask the class how many learners got all of the answers correct; 80% correct; 60% correct and so forth. Then, ask the class:
 - a. Did gender bias impact your ability to make the right selections?
 - b. Did you get answers wrong because you chose more men than women?
 - c. Did you choose men for traditionally male feats such as sport, and **women** for traditionally female feats?
 - d. Which questions were the most difficult and why?
 - e. Which were you most surprised by? Why?
 - f. Should **gender stereotyping** affect your career choice? Has it already done so, and if so - how?
 - g. What did you learn from this exercise about men and women in general, and about yourself in particular?

TEACHER TIPS



General

The exercise challenges **gender biases** about roles, intellect and occupational abilities. It shows that girls and women are achievers in their own right, and challenges assumptions about leaders in certain industries.

This exercise can be facilitated as an individual task, in small groups or as a whole class as is appropriate for the setting.



Making the link with Gender and Violence

Challenging gender biases helps to foster respect for girls and women and avoids imposing limitations on their intellectual and occupational abilities.



Assessment Ideas

Learners can be assessed on their abilities to work with others, contribute to overall group effort and display effective interpersonal communication skills.



GUESS WHO?

Match the number (of the person) in the left hand column with the achievement listed in the right hand column.

PERSON	ACHIEVEMENT	WHO DID IT?
1. Ada Byron	1. Race car driver who has raced in the Indianapolis 500	
2. Elias Howe	2. Longest distance swim	
3. Jay-Z	3. America's only African-American billionaire	
4. Meryl Streep	4. Current record for the most 'likes' on their Facebook page	
5. Danica Patrick	5. South African who performed the world's first human heart transplant	
6. Steve Jobs	6. Most Academy Award nominations	
7. Oprah Winfrey	7. Most Academy Award nominations without a win	
8. Beyonce	8. World's first computer programmer	
9. Eminem	9. World record for the most piercings (6005)	
10. Peter O'Toole	10. World record for eating most live scorpions	
11. Penny Palfrey	11. Former astronaut	
12. Elaine Davidson	12. Co-founded Pixar Animation Studios	
13. Christiaan Barnard	13. World record for fastest selling album on Itunes	
14. Ellen Lauri Ochoa	14. Most rap albums to debut at No.1	
15. Majed Al-Maliki	15. Inventor of the sewing machine	
16. Michael Schumacher		
17. Rob Lowe		
18. Michael Ford		
19. Annie Liebowitz		
20. Morgan Freeman		
21. 'Baby' Jake Matlala		
22. Chad Le Clos		

TEACHER ANSWER KEY

GUESS WHO?

Match the number of the person in the left hand column with the achievements listed in the right hand column.

PERSON

1. Ada Byron
2. Elias Howe
3. Jay-Z
4. Meryl Streep
5. Danica Patrick
6. Steve Jobs
7. Oprah Winfrey
8. Beyonce
9. Eminem
10. Peter O'Toole
11. Penny Palfrey
12. Elaine Davidson
13. Christiaan Barnard
14. Ellen Lauri Ochoa
15. Majed Al-Maliki
16. Michael Schumacher
17. Rob Lowe
18. Michael Ford
19. Annie Liebowitz
20. Morgan Freeman
21. 'Baby' Jake Matlala
22. Chad Le Clos

ACHIEVEMENT

WHO DID IT?

1. Race car driver who has raced in the Indianapolis 500	5
2. Longest distance swim	11
3. America's only African-American billionaire	7
4. Current record for the most 'likes' on their Facebook page	9
5. South African who performed the world's first human-human heart transplant	13
6. Most Academy Award nominations	4
7. Most Academy Award nominations without a win	10
8. World's first computer programmer	1
9. World record for the most piercings (6005)	12
10. World record for eating most live scorpions	15
11. Former astronaut	14
12. Co-founded Pixar Animation Studios	6
13. World record for fastest selling album on Itunes	8
14. Most rap albums to debut at No.1	3
15. Inventor of the sewing machine	2



Gender
Power
Gender equality
Women
Empowerment
Gender-based violence
Violence
Oppression

ONE STEP FORWARD, TWO STEPS BACK:

THE ROAD TO GENDER EQUALITY IN SOUTH AFRICA

- ✓ 1. To demonstrate that progress towards women's equality in South Africa has not been smooth or continuous.
- ✓ 2. To demonstrate that policies meant to ensure gender equality do not always translate into equal opportunities for women.

★ Cards (provided)
Game Board (provided)

🕒 25-30 minutes

PROCEDURE

PRIOR TO CLASS

- 1 Print a set of game boards and cards (provided). You will need one set for every 5 learners in the class. Printing or copying the boards and cards onto heavy-duty paper will make them sturdier and more durable, but ordinary paper will also work.

IN CLASS

- 2 Divide learners into groups of 3-5 and have them sit in small circles around centrally located desks. Hand out a board and set of cards to each group, and instruct learners to shuffle the cards and place them in a pile with the printed side down.
- 3 Ask each learner to find a small object (e.g. coin or eraser) that they can use as their game piece.
- 4 Explain to learners that the game they will be playing is about **gender equality** in South Africa after the abolition of Apartheid.
- 5 Explain the rules of the game to the learners as follows:

a. Going around the circle, each player takes a turn by drawing a card and reading it aloud.

b. Each card describes a historical scenario and gives the player instructions on what to do next (e.g. how many spaces to move ahead or backwards, or not to move at all). Learners should follow these instructions and move their game pieces accordingly.

c. When learners land on a space that has additional written instructions, they should follow those instructions also.

d. When learners land on the squares marked 'Surprise!', they should flip a coin. If the coin lands on 'Heads' then the learner moves forward 3 spaces. If the coin lands on 'Tails' they should move back 2 spaces.

e. The object of the game is to reach the end of 'The Road to Gender Equality'.

- 6 Once learners have finished the game, debrief the class by pointing out that what is presented in the game are historical facts – things that have happened in South Africa's road to gender equality. Teachers may want to engage further; some prompts for discussion include:

a. Which of the facts on the cards surprised you?

b. Do you feel that the road to **gender equality** has been smooth or rocky? Why?

c. What other examples can you think of, in South African society, that shows the advancement of women in the past few years?

d. What other examples can you think of, in your community, which demonstrate that women's rights are not yet fully realised?

e. In your opinion, why is the realisation of women's rights difficult to achieve in practice?

f. What do you think could help make equal rights a realisation in women's everyday lives in South Africa?

- 7 At the end of the lesson it is important to emphasise that although achievements in **gender equality** have come a long way in South Africa (and we may be better off than other countries), there are many problems with implementing the kinds of policies that are intended to create equal rights for **women**. In other words, although we have progressive laws on paper, these rights are not always 'real'.



TEACHER TIPS



General

This exercise is a useful teaching resource because it cuts across a number of topics that include: history, South African policy and legislation on **gender equality**, the rights of girls and **women**, and it questions socio-cultural attitudes that violate women's rights. The exercise allows learners to think critically on how written policies (intended to improve the rights of women) may or may not be implemented, and how this impacts the women the policies intend to serve. The exercise is useful in that it illustrates that women's **empowerment** is more complex than simply passing new laws.

The complex interplay between patriarchy, class, race and gender can be addressed in the exercise. Discussion will help learners to understand that these factors combine in different, layered ways to complicate the realisation of gender equality.



Making the link with Gender and Violence

The exercise focuses on **gender equality**, patriarchal domination, **women's empowerment** and violation of women's rights; and how the process of achieving women's empowerment has advanced or lagged over the years. It helps learners understand that having laws on paper which address equality and **gender-based violence**, does not necessarily mean a woman's risk of **violence** and **oppression** is eradicated.



Assessment Ideas

The discussion component of the exercise allows the teacher to assess the learners' understanding of the complexities of achieving gender equality. The exercise allows for learners to practice their critical thinking skills.

Teachers may ask learners to write about a piece of legislation in South Africa intended to improve women's equality. They should reflect on whether the law, as it is currently written and implemented, makes rights real in their community. Learners can also suggest how the realisation of rights under the law could be improved.



Variation

This game can also be played as a whole class. The teacher can either draw the template on the board, or enlarge it onto a larger sheet of paper to allow all learners to play. In this case there need only be one game piece (use tape, prestick or a magnet to hold it in place on the board). Learners take turns drawing cards and reading them aloud, while one learner moves the game piece along 'The Road' accordingly.

References:

Adapted from a game referenced in Remmer & Talbott, 2010, *Vision 2020 Educator Guide*, Drexell University College of Medicine –Institute of Women's Health and Leadership



THE STRUGGLE FOR WOMEN'S FREEDOM FROM PATRIARCHY IN SOUTH AFRICA (CARDS)

Print and cut out these cards for the game.

It's the 1920s
You are a woman living in South Africa, **you are not allowed to vote**
STAY WHERE YOU ARE

It's 1930
Under the Women's Enfranchisement Act, as a European (white) Woman **you have the right to elect and be elected to the Houses of Parliament.**
MOVE AHEAD 5 SPACES.

It's 1925
You are an African woman living in the rural areas. Under the **Natives (Urban Areas) Act No 21 of 1923, you are not allowed to live with your husband in the city, where he works.**
STAY WHERE YOU ARE

It's the 1930s
You are married, **Congratulations!**
However, as a woman, **your husband has power to control your money, property and dictate to you and your children on all matters.**
MOVE BACK 3 SPACES

It's the 1950s
As a woman of colour, you are not allowed by law and custom to own, inherit or sell property.
MOVE BACK 2 SPACES

It's April 1954
The Women's Charter is formed **to secure full equality of opportunity for all women.**
MOVE AHEAD 5 SPACES

It's 9 August 1956
You are one of the 20 000 women who march **against the imposition of pass laws on women**, a campaign organised by The Federation of South African Women.
MOVE AHEAD 5 SPACES

It's 1950
Under the Immorality Act, **the law prohibits you from having inter-racial sexual relations.**
MOVE BACK 2 SPACES

It's the 1960s
You are a woman working as teacher **but your pay and promotion chances are less than your male colleagues doing the same work.**
STAY WHERE YOU ARE

It's 1984
Marital power is abolished. **You are no longer a legal minor under your husband's guardianship.**
MOVE FORWARD 1 SPACE

It's the 1990s
As a woman in South Africa you are free to **pursue a career in science and technology, politics, commerce, and self-employment of your choice.**
MOVE AHEAD 5 SPACES

It's 1994
The South African Constitution grants equality of opportunity to all people regardless of race, religion, sexual orientation, age, disability and gender. **As a woman you are protected by the Constitution.**
MOVE AHEAD 5 SPACES

It's the 1990s

As a woman of colour, you are **free to attend any tertiary institution of your choice.**

MOVE AHEAD 1 SPACE

It's 1995

South Africa ratifies the 16 Articles of the **Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) from the Beijing Conference.** As a woman you can benefit from South Africa's commitment to end discrimination against women.

MOVE AHEAD 5 SPACES

It's 1994

As a South African woman you **can open your own bank account and obtain loans without your husband's permission.**

MOVE AHEAD 3 SPACES

It's 1998

You are a single mother, but you can **apply for a maintenance order that forces the children's father to contribute financially in terms of the Maintenance Act 99 of 1998.**

MOVE AHEAD 5 SPACES

It's 1998

Under the new Domestic Violence Act 116 of 1998 **you can apply for an interdict against an abusive partner.**

MOVE AHEAD 5 SPACES

It's 1999

25 November is designated as the international day for **the Elimination of Violence Against Women and the start of 16 Days of Activism for No Violence against Women and Children** (15 November – 10 December). As a woman your protection from violence is internationally recognised.

MOVE AHEAD 3 SPACES

It's 1999

You have a maintenance order from the Court saying that your husband must pay maintenance for your children, **but in the year since the order was granted, he has not paid once.** There doesn't seem to be any way to make him pay.

MOVE BACK 3 SPACES

It's 2006

You are a South African woman in a same sex relationship, and **South Africa is the first African country to legalise same sex marriages under the Civil Union Act.**

MOVE AHEAD 5 SPACES

It's 2004

Women have gained access to political power in local, provincial and national government departments in the ten years since 1994.

MOVE AHEAD 5 SPACES

It's 2011

You are a woman living in South Africa. Despite the promotion of Constitutional Rights such as the right to adequate housing, healthcare, food and social support grants, **poverty still affects women disproportionately to men (because of power imbalances between men and women).**

MOVE BACK 3 SPACES

It's 2010

You are a South African woman living in the rural areas, **you still struggle to own land due to traditional laws and customs that place women in positions of subordination.**

STAY WHERE YOU ARE

It's 2013

The Department of Women, Children and People with Disabilities have just introduced the Women Empowerment and Gender Equality Bill **which can protect you as a woman against unfair discrimination in all spheres. The bill is not yet passed into law. We will have to wait to find out what happens.**

STAY WHERE YOU ARE

It's 2012

Women make up more than half of the South African population (51%, 2011 Census). **Yet, as at January 2012, there were 67 female judges compared with 170 males, and women still hold only 2 of the 11 seats on the Constitutional Court.**

STAY WHERE YOU ARE

Present Day

You are a woman living in South Africa. Despite improved access to ARVs, **HIV /AIDS affects women disproportionately because many male partners still control women's sexual and reproductive health, for example, by refusing to use condoms.**

MOVE BACK 2 SPACES

It's 2013

Despite widespread criticism of the Bill's effects on women's rights, the **Traditional Courts Bill** is back for further consultation in parliament. This Bill would reinforce male privileges by, for example, not allowing women to represent themselves in traditional courts (representation instead by male relatives).

MOVE BACK 2 SPACES

Present Day

You are a woman heading a household in South Africa, your household income is considerably less than that of a comparable male headed household. The **annual average income of a female headed household** in 2011 was less than the 2001 annual average of maleheaded households.

MOVE BACK 2 SPACES

Present Day

You are a woman who is living with a disability. **You still struggle to find equal career opportunities despite South Africa's Employment Equity policy.**

STAY WHERE YOU ARE

Present Day

You are a South African woman in a same-sex relationship. **You feel unsafe and vulnerable to physical, verbal, sexual and other forms of violence.**

MOVE BACK 2 SPACES

Present Day

You are a refugee woman or asylum seeker in South Africa. **You don't have anyone to look after your children while you stand in long queues to get a work permit, so you lock them up in your house while you are away.**

MOVE BEHIND 3 SPACES

Present Day

Although the law says otherwise, as a teenage girl in South Africa, **you may be expelled from your school or will have to take a leave of absence if you become pregnant.**

STAY WHERE YOU ARE

Present Day

Women make up more than half of the South African population, **yet women constitute less than 10% of Chief Executive Officers (in JSE-listed companies); hold less than 16% of directorships and less than 21% of executive management positions.**

STAY WHERE YOU ARE

Present day

You are a woman in South Africa, **you live in constant fear of being violated physically, emotionally, sexually and/or verbally.**

MOVE BACK 5 SPACES

POWER PLAYS

- ✓ 1. To help learners understand the variety of ways in which power and control can be exercised in relationships.
- 🕒 30-45 minutes
- ★ Worksheet & Teacher answer key (provided)

PROCEDURE

- 1 Divide the class into groups of 4 to 6 learners.
- 2 Begin the exercise by explaining that there are many ways to exercise **power** in relationships that do not include the use of force or physical **violence**. This activity is designed to highlight some of the non-physical ways by which power and **control** can be exercised in relationships.
- 3 Hand out copies of the 'Power Play' worksheet (provided).
- 4 Ask the groups to fill in the table by listing examples of power resources that are used by men and by women, and those that are used by both **genders**. You should explain that the learners will have to rely on **stereotypes** for the purposes of this exercise, but underline that this does not mean that all women or all men work in these ways.
- 5 Ask the groups to share their answers, and write a consolidated list on the board. Make special note of points of disagreement – for example, where one group has listed a particular resource in one column while others have placed it elsewhere.
- 6 Ask learners to reflect (and debate) which resources should not be used in influencing others.
- 7 Wrap up the exercise by asking learners to list the kinds of attitudes and behaviours that can facilitate a positive and equal relationship. Refer to the Teacher Answer Key (provided) for some ideas.

TEACHER TIPS



General

Remember to provide examples of power mechanisms, including those that are subtle abuses of power. A list is attached below (Teacher Answer Key), but teachers should also include behaviours that are context-, age-, and school-specific.

Teachers should also make the distinction between using power (in a positive sense) and engaging in abusive behaviour and/or power plays to influence others' actions (negative).

This exercise can be used as follow-up to a lesson on physical force or violence in order to broaden the learner's understanding on abuses of power in relationships. (See Ch4, Ex4)



Making the Link with Gender and Violence

The exercises address gender-based violence by making learners aware of forms of violence other than direct physical force.



Assessment Ideas

As the exercise is mainly based on group discussion, there isn't much room for individual assessment other than each learner's ability to participate in the group discussion and articulate an opinion.



POWER PLAY: TEACHER'S ANSWER SHEET

The following list includes examples of power play used by men, women and by both genders.

Used by Men	Used by Both	Used by Women
Hitting	Pushing	Slapping
Kicking	Bribery	Pulling hair
Punching	Criticising	Manipulating
Owning, using (threat to use) weapons	Controlling/harassing through texts	Asking others to report or spy on someone
Following someone	Threats of suicide	Exaggerating or faking distress, illness or emergencies
Sulking	Flirting/being sexy	Being angry if something isn't good enough
Cutting off communication	Throwing items	Creating crises to focus attention on themselves
Cutting off from friends	Breaking possessions	Withholding affection
Isolating	Criticising friends/family	
Physically threatening	Criticising appearance	
Restraining	Calling names	
Ridiculing (gender-specific e.g. women are so weak)	Ridiculing	
Keeping someone from doing something that they want to do	Ridiculing of belief systems	
Being angry if things are not to their liking	Threatening to leave/break up	
Pressuring to engage in sex acts that are painful or humiliating	Not giving someone the chance to explain	
Brushing against	Having the last word	
Sexually suggestive comments or gestures	Rumours about sexuality	
Refusing to allow contraception/condoms/lubricants	Pressure to have sex	
Restraining		

TEACHER'S ANSWER KEY

The following are some positive behaviours that can facilitate an equal, good and open relationship:

- Open conversation
- Listening
- Honesty
- Trust
- Respect
- Accessing sex and health information together
- Emotionally supporting each other
- Respecting the other's space, and boundaries
- Respecting the other's decisions about their body (including clothes and appearance)
- Encouraging of friendships outside the relationship
- Thinking about effects and consequences of your actions (on yourself and your partner)
- Putting sexual health needs above wants, desires and experimentation
- Making decisions that align with needs and values of both partners



Privilege
Women
Gender stereotypes
Sexual violence

UNDERSTANDING MALE PRIVILEGE

- ✓✓ 1. To create awareness of male privilege.
- ✓✓ 2. To create awareness of the pervasiveness of privilege.
- ✓✓ 3. To help learners to seeing how male privilege is perpetuated by society.

★ **Teacher Prompt: 'Male Privileges'**
🕒 45 min - 1 hour

PROCEDURE

- 1 Do not tell the class the topic that the exercise addresses.
- 2 Tell the class that you are going to conduct a quick survey. Tell them that you will read out some statements and if the statement applies to them, they should answer 'yes' by raising their hand. If the statement does not apply to them they will not raise their hand. Remind them to answer as honestly as possible.
- 3 Draw two columns on the board and call one 'A' and one 'B'. Number the rows 1-10.
- 4 Without mentioning that these are male privileges, read out the first statement in the Teacher Prompt: 'Male Privileges'. As learners raise their hands count the boys and the girls separately. In column A, note the number of girls who raised their hands, and in column B, note the number of boys. Learners should pick up what you are surveying yet.
- 5 Repeat the process for each statement in 'List of Male Privileges'.
- 6 Once you have completed the list, ask learners what they think columns 'A' and 'B' represent. By now they should have gathered that A is for Girls, and B is for Boys.
- 7 Now ask them if they notice anything about the numbers under each column? What do the numbers tell us?
- 8 Tell the class that the statements you read out are examples of male **privileges**. You may define male privilege as:

A benefit, favour, protection or advantage given to males, simply because they are male. For example the fact that most men can walk down the street without experiencing street harassment is an example of male privilege, even though most men do not even realise that their experiences are different from women.
- 9 Facilitate a discussion by asking of the class:
 - a. Were you surprised by the outcome of the survey?
 - b. Have you noticed these privileges before?
 - c. Given that the examples are from everyday life, why don't we take more notice of these privileges in our daily lives?
 - d. What do you think is the effect on girls and on boys, over time, when they experience male privilege in society? What would be the effect of reducing male privilege?

The emphasis here should be on the idea that male privilege negatively affects everyone.

Possible benefits of limiting male privilege may include:

- More emotionally intimate relationships with members of the opposite sex.
- Ability to learn about life, and experience new perspectives, by sharing with the opposite sex.
- Freedom from rigid gender roles and stereotypes.
- Increasing self-awareness and self-understanding.

e. How can we challenge male privilege?

Answers may include:

- Pointing out male privilege, when you see it.
- Making an effort to hear the perspectives of girls and women, especially in male-dominated environments.
- Not use gender stereotypes to limit what girls and women can and should do.
- Give girls the same options and opportunities as boys.

TEACHER TIPS

General

This exercise provides a safe space to identify and challenge pervasive male privileges that marginalise women in daily life. The teacher should facilitate discussion in such a way that learners respect each other's cultural, religious and personal views when discussing their opinions, but that ultimately these privileges are exposed as unfair, and unearned.

The exercise should be conducted in a way so as boys are not blamed for the privileges they receive and instead become aware, and try to challenge them, in order that girls have the same opportunities.

Making the Link with Gender & Violence

These privileges disadvantage women and girls on a daily basis by portraying them as inferior to men, thereby perpetuating their domination by men and male partners, and increasing the threat of sexual violence.

Assessment Ideas

Learners could do an audit of male privileges in the school environment (e.g. staff in management positions, activities, sports and so on).

MALE PRIVILEGES

1. I am called on frequently when I raise my hand in class.
2. My school offers a wide range of sports for me to play.
3. The school provides good coaches and equipment for the sports I play.
4. There are many well-known sporting personalities of my gender.
5. There are many well-known and respected politicians, civic leaders, and religious leaders of my gender who shape our society.
6. I am encouraged to date, and it's cool to be thought of as attractive and popular with the opposite sex.
7. People think it's cool if I am sexually experienced.
8. I don't worry about people making fun of my love life, or calling me names because of it.
9. I am not expected to do many chores at home.
10. The toys I played with as a child were rarely related to homemaking (cooking, baking, cleaning, washing and taking care of children).
11. I do not feel strong social pressure to get married, or have children.
12. If I have children it will not affect my job or career.
13. I can expect to be financially independent as an adult and not rely on a partner or spouse for money.
14. I will probably earn the same, or more money than my partner or spouse.
15. I do not feel pressure to change the shape of my body to fit the way people in magazines and on TV look.
16. I feel comfortable about my body hair, and am not told to groom or remove it.
17. I feel safe from sexual violence (rape, sexual abuse, sexual harassment).
18. I can walk down the street without fear that strangers will comment on what I am wearing, try to touch me, whistle or make rude noises at me.
19. If I get upset or angry, no one will blame it on my sex (gender).
20. I can spend time alone with a new friend of the opposite sex without worrying about my safety.



Chapter 3

FAMILY RELATIONSHIPS

In this Chapter: Learners will address the important role that the family plays in the development of their sense of self and their values and attitudes related to gender. Violence within the family is also addressed in this chapter, with an emphasis on child abuse and neglect. The exercises presented in this chapter link to other topic areas such as gender, gender and power, domestic violence, teen dating and relationships, HIV/AIDS and sexual offences.

Worksheets include:

- 1 *Understanding Child Abuse*
- 2 *Does Family Know Best? Understanding Family Values & Messages*
- 3 *Family Violence – Help Is At Hand*
- 4 *Changing Attitudes On Gender Roles: Can You See My Point Of View?*
- 5 *Power And Control*
- 6 *The String Exercise – Understanding Bystander Response*

UNDERSTANDING CHILD ABUSE

- ✓ 1. To help learners understand **child abuse** and how it plays out in everyday situations.
- ✓ 2. For learners to develop techniques for preventing and coping with abuse.

45 min - 1 hour

- ★ **Child Abuse worksheet** (provided)
- ★ **Child Abuse Wheel hand-out** (provided)
- ★ **Teacher answer key** (provided)
- ★ **Teacher notes** (provided)

PROCEDURE

- 1 Ask learners to come up with a definition of **child abuse** (either individually or in small groups). Get the learners to write definitions on sheets of paper, and stick these up on the board. You will return to these definitions later in the lesson.
- 2 Provide each learner with the **Child Abuse** worksheet.
- 3 Instruct learners to fill out Part A of the table on their own. To do so, they should read each scenario and decide if it is an example of child abuse (tick the boxes for 'yes' or 'no'). They should give reasons for their decisions.
- 4 Once learners have completed the task, either put the Child Abuse Wheel handout up on the board, or hand out a copy to each learner. Ask learners to reflect on their own answers and to note down in Part B of the table, how their answers compare with the behaviours described on the Child Abuse Wheel. At this point some may change their answers.
- 5 Debrief the class by asking if anyone would like to share their reflections. Do not insist that anyone do this. Other useful ways to stimulate discussion include:
 - a. Ask for a show of hands, and count the number of 'Yes' and 'No' for each example.
 - b. Ask learners which examples were the trickiest to decide, and why.
 - c. Ask learners whether there are any scenarios about which they remain undecided.
 - d. Ask learners to discuss the scenarios where they changed their mind after having seen The Wheel.
 - e. Ask learners whether there is confusion or disagreement with any definition provided on the Wheel. Encourage debate where there are different views. Refer to the Teacher Answer Key.
- 6 Finish up the session by returning to the definitions of child abuse that are listed on the board. Ask learners whether there is any one definition that best captures what has been discussed.
- 7 Provide the definition of child abuse as set out in the Children's Act (2005), and discuss the kinds of abuse that it covers (see Teacher Notes). As part of this discussion make sure to also cover:

- a. Methods for helping to prevent or cope with child abuse.
- b. Reasons that a child may not tell anyone about their abuse.
- c. What to do if a child tells you about abuse or neglect.

- 8 Emphasise that it is critically important to tell someone if they have been the victim of abuse. Remind them that if the first person that they tell does not listen or care about what they have said, they should keep trying until they find a responsible adult who does. Sharing their experience is the only way to stop the abuse.

TEACHER TIPS

General

Be sensitive to the fact that there might be **victims** and **perpetrators** of abuse in the classroom.

Be careful to explain the causes of abuse without minimising the victim's experiences of abuse, and without over-identifying with the perpetrator and 'excusing' their behaviour (for example, by blaming child abuse on a baby's constant crying).

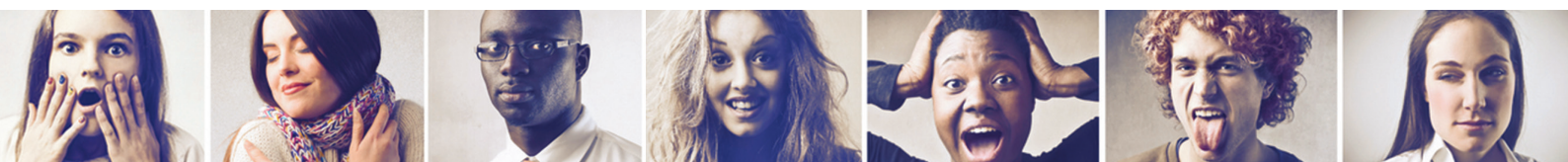
Keep a list of local resources on child abuse to share with the class.

Making the Link with Gender & Violence

This exercise informs children about the different kinds of **abuse** that happen to children, and shows how **child abuse** is often similar to **domestic violence**. It also shows how **gender** shapes child abuse, and the risks of victimisation that boys and girls face.

Assessment Ideas

- 1 For older learners, an assessment exercise could include a debate on the issue of corporal punishment at school, and the way this does or does not fit within the ambit of child abuse. Learners should be encouraged to discuss how the law on corporal punishment has changed, and the rationale behind this change.
- 2 Design a public service poster which gives information on how to recognise abuse and where to get help. A variation of this exercise would be for learners to select a local NGO that provides services for **victims of child abuse**, and for them to profile that organisation.



WORKSHEET: CHILD ABUSE

Copy this worksheet for each learner.

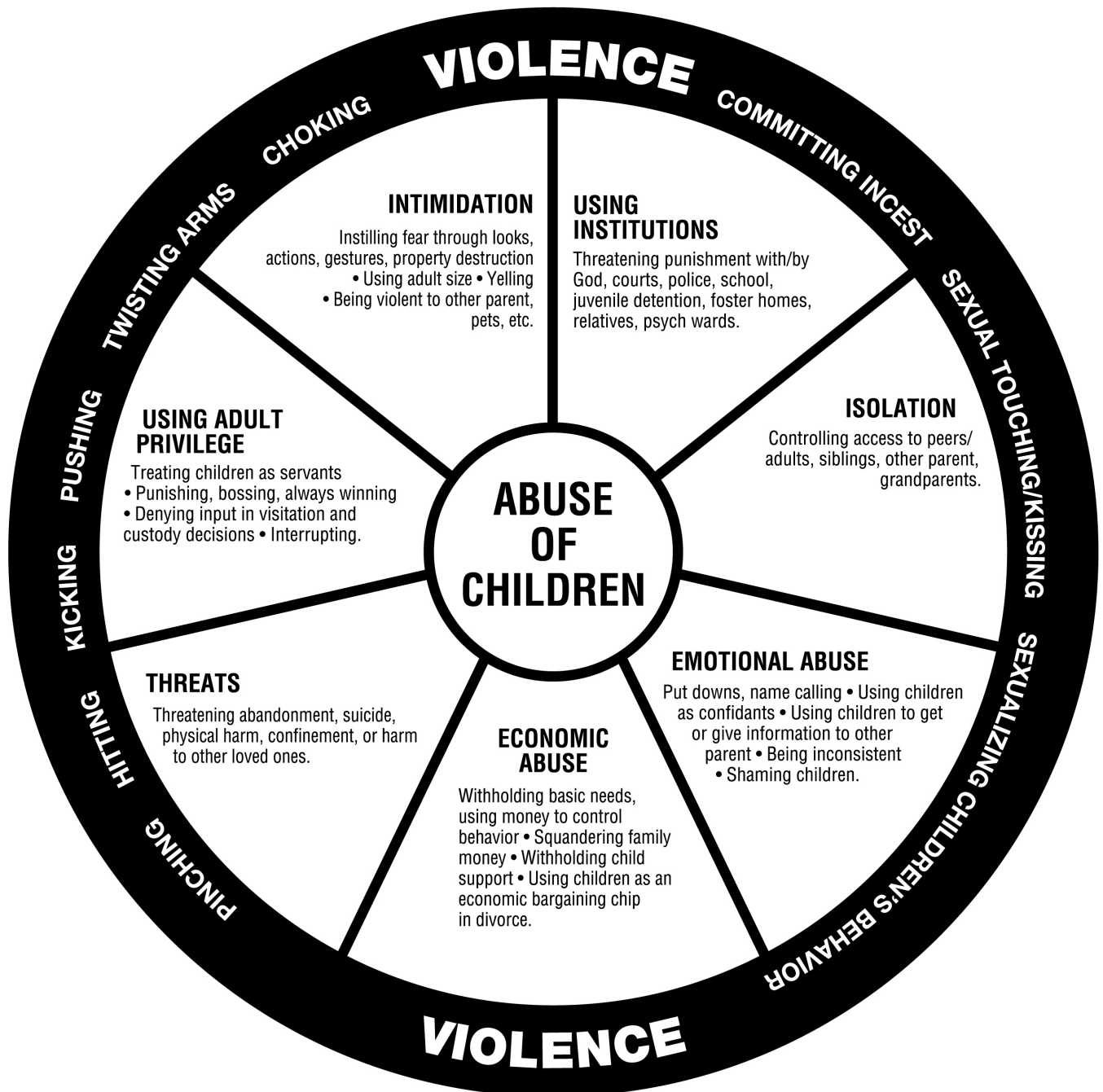
SCENARIO	PART A		PART B	
	Is this child abuse?	Why did you decide that?	Did you change your mind?	Why?
	Y N		Y N	
Thembi's mother often slaps her face when she is angry. The slap stings, but leaves no lasting red mark or bruise. It is only painful for a short while.				
Ashraf's father punished him by hitting him over the head with a stick that he had in his hand at the time. The blow caused a cut that needed stitches.				
Jennifer's father puts out a lighted cigarette in her palm when he finds her smoking. It causes a minor burn.				
Lulu's mother accidentally spills scalding water on her daughter, who is seriously burned.				
Leroy's arm is broken after arm wrestling with his father for fun.				
Leila (age 3) was grabbed by the arm and shaken so that she's badly bruised. Her father says he didn't mean to hurt her, he only wanted to stop her hitting her little brother.				
Shane is grounded for a week for failing a mathematics test.				

WORKSHEET: CHILD ABUSE

SCENARIO	PART A		PART B	
	Is this child abuse?	Why did you decide that?	Did you change your mind?	Why?
	Y	N	Y	N
Thomas (age 15) is often spanked by his grandfather for hanging out with friends who his grandfather thinks are gangsters.				
William's teacher pushed him when they were arguing, and by accident he fell down the stairs and broke his arm.				
Megan's father confiscates her bicycle because she didn't lock it up when she parked it at school.				
Yanga's adult neighbour asks her to watch some pornography with him. She is 13 years old.				
Eka must work every afternoon in the family barbershop, which means that she only gets to start her homework very late at night. She is always tired at school.				
Talia is always late for school because she has to open the family laundry before she can leave for school.				
Sihle (age 14) catches the taxi to school each day, and the driver gives her a free ride if he is allowed to touch her breasts.				

CHILD ABUSE WHEEL

Paste on the board or copy this handout for each learner.



Reference:

Adapted from:

Domestic Abuse Intervention Project
by the National Center on Domestic and Sexual Violence

ANSWER KEY

PART A		
SCENARIO	Is this child abuse?	Why did you decide that?
	Y N	
Thembi's mother often slaps her face when she is angry. The slap stings, but leaves no lasting red mark or bruise. It is only painful for a short while.	✓	This is an example of deliberate assault of a child.
Ashraf's father punished him by hitting him over the head with a stick that he had in his hand at the time. The blow caused a cut that needed stitches.	✓	This is an example of a deliberate assault of a child that inflicts serious injury.
Jennifer's father puts out a lighted cigarette in her palm when he finds her smoking. It causes a minor burn.	✓	This is an example of deliberate assault on a child that inflicts injury. Jennifer's father is not guiding her behaviour in a way that is humane.
Lulu's mother accidentally spills scalding water on her daughter, who is seriously burned.	✓	Lulu's injury was accidental. Although her mother may have been careless in leaving her child unattended, she was not deliberate in causing injury.
Leroy's arm is broken after arm wrestling with his father for fun.	✓	Leroy's injury was accidental. Although the father should perhaps have used better judgment in engaging in physical activity that could cause harm, he was not deliberate in causing injury.
Leila (age 3) was grabbed by the arm and shaken so that she's badly bruised. Her father says he didn't mean to hurt her, he only wanted to stop her hitting her little brother.	✓	This is an example of deliberate assault on a child that inflicts injury. Although her father did not mean to hurt Leila, and he had good intentions in preventing harm to the brother, he has a duty of care to BOTH children, and was not guiding Leila's behaviour in a way that is humane.
Shane is grounded for a week for failing a mathematics test.	✓	Although Shane may feel frustrated at being grounded, the punishment does not cause him undue harm (either physically or emotionally). The punishment uses limited, non-invasive means to change Shane's behaviour.

ANSWER KEY

PART A		
SCENARIO	Is this child abuse?	Why did you decide that?
	Y N	
Thomas (age 15) is often spanked by his grandfather for hanging out with friends who his grandfather thinks are gangsters.	✓	An example of a deliberate assault of a child that inflicts injury. The grandfather is not guiding Thomas's behaviour in a way that is humane.
William's teacher pushed him when they were arguing, and by accident he fell down the stairs and broke his arm.	✓	This is an example of a deliberate assault of a child that inflicts injury. There is a power imbalance between the teacher and learner, and the teacher used undue physical force. The teacher should know better, and be able to use alternative mechanisms to change William's behaviour (e.g. detention).
Megan's father confiscates her bicycle because she didn't lock it up when she parked it at school.	✓	The confiscation of Megan's bicycle does not cause her undue harm (either physically or emotionally). The punishment uses limited, non-invasive means to change her behaviour.
Yanga's adult neighbour asks her to watch some pornography with him. She is 13 years old.	✓	Yanga is a minor. Showing pornography to her is sexual abuse under the Sexual Offences Act. It exposes her to behaviour that may harm her emotionally and/or psychologically.
Eka must work every afternoon in the family barbershop, which means that she only gets to start her homework very late at night. She is always tired at school.	✓	This is an example of a labour practice that is harmful to a child.
Talia is always late for school because she has to open the family laundry before she can leave for school.	✓	This is an example of a labour practice that is harmful to a child.
Sihle (age 14) catches the taxi to school each day, and the driver gives her a free ride if he is allowed to touch her breasts.	✓	Sihle is a minor and the taxi driver is a much older man. Even though Sihle may be 'allowing' him to touch her breasts, she cannot consent to sexual activity under the Sexual Offences Act. In addition, the taxi driver is abusing his position to induce her to act in ways she might otherwise not (duress). This is abuse of power and behavioural practice that is emotionally or psychologically harmful to her.

TEACHER NOTES

THE CHILDREN'S ACT

(2005, Section 1(1)) defines child abuse as follows:

'Abuse' in relation to a child, means any form of harm or ill-treatment deliberately inflicted on a child, and includes –

- a.** Assaulting a child or inflicting any other form of deliberate injury to a child;
- b.** Sexually abusing a child or allowing a child to be sexually abused;
- c.** Bullying by another child;
- d.** A labour practice that exploits a child; or
- e.** Exposing or subjecting a child to behaviour that may harm the child psychologically or emotionally.

The Act further defines 'sexual abuse' as follows:

- a.** Sexually assaulting or molesting a child, or allowing a child to be sexually assaulted or molested;
- b.** Encouraging, inducing or forcing a child to be used for the sexual gratification of another person;
- c.** Using a child in, or deliberately exposing a child to, sexual activities or pornography; or
- d.** Procuring or allowing a child to be procured for commercial sexual exploitation or in any way participating or assisting in the commercial sexual exploitation of a child.

'Neglect' is an important component of child abuse, and the law defines neglect as *"a failure in the exercise of parental responsibilities to provide for the child's basic physical, intellectual, emotional or social needs"*.

The following table can help you identify child abuse:

TYPE	BEHAVIOURS/ACTS	SYMPTOMS	BEHAVIOURAL SIGNS OF ABUSE
PHYSICAL ABUSE	BEATING STRANGLING BURNING SUFFOCATING SCOLDING TYING UP KICKING BITING HITTING (WITH OBJECTS) LOCKING IN SMALL SPACES STICKING WITH PINS/ SHARP OBJECTS BURNING WITH CIGARETTES	UNEXPLAINED BRUISES, WELTS UNEXPLAINED BURNS BITE MARKS BALD SPOTS AND SCALP BRUISES LACERATIONS/CUTS FRACTURES	WARY OF ADULTS APPREHENSIVE ABSENCE FROM SCHOOL LAGS IN DEVELOPMENT BEHAVIOURAL EXTREMES AFRAID OF PARENTS AFRAID TO GO HOME PROVIDES INCREDIBLE EXPLANATIONS FOR INJURIES REPORTS THAT PARENT HAS HURT THEM
EMOTIONAL ABUSE	WITHHOLDING AFFECTION VERBAL ABUSE DENIGRATION FRIGHTENING A CHILD THREATENING A CHILD HUMILIATING A CHILD MANIPULATION LYING TO A CHILD PARENTAL INDIFFERENCE	WITHDRAWAL FAILURE TO THRIVE HABIT DISORDERS DEVELOPMENTAL LAGS NEUROTIC TRAITS SPEECH DISORDERS POOR SELF-CONCEPT INABILITY TO RELATE TO OTHERS	WITHDRAWAL LOW SELF-ESTEEM ANXIETY DEPRESSION NEGLECTED APPEARANCE UNABLE TO RELATE TO OTHERS ATTENTION-SEEKING BEHAVIOUR

TEACHER NOTES

TYPE	BEHAVIOURS/ACTS	SYMPTOMS	BEHAVIOURAL SIGNS OF ABUSE
SEXUAL ABUSE	SHOWING A CHILD HIS/HER GENITALS TOUCHING THE CHILD'S GENITALS HAVING A CHILD TOUCH HIS/HER GENITALS ORAL GENITAL CONTACT HAVING A CHILD SHOW HIS/HER GENITALS INSERTION OF AN OBJECT INTO THE CHILD'S GENITALS FORCED MASTURBATION PENETRATION BY FINGER INTERCOURSE THE USE OF A CHILD IN THE PRODUCTION OF PORNOGRAPHIC MATERIAL FORCING A CHILD TO WATCH PORNOGRAPHIC MATERIAL SEXUAL TALK TO CHILDREN EXPOSING A CHILD TO THE SEXUAL BEHAVIOUR OF OTHERS.	DIFFICULTY IN WALKING/SITTING BRUISES, BLEEDING IN GENITAL/ANAL AREA PAIN WHEN PASSING URINE SEXUALLY TRANSMITTED DISEASES PREGNANCY PSYCHOSOMATIC PROBLEMS BED WETTING OR SOILING	WITHDRAWAL, FANTASY, INFANTILE BEHAVIOUR INAPPROPRIATE SEXUAL KNOWLEDGE AND SEDUCTIVE BEHAVIOUR POOR PEER RELATIONS LEARNING DIFFICULTIES/ DETERIORATION IN SCHOOL DELINQUENCY, RUNAWAY, TRUANCY ATTEMPTED SUICIDE SHY, RESERVED, FEARFUL, ABRUPT CHANGE IN PERSONALITY OR BEHAVIOUR SELF-MUTILATION EXCESSIVE MASTURBATORY BEHAVIOUR DRASTIC CHANGE IN APPETITE REGRESSION & COMPULSIVE BEHAVIOURS
NEGLECT	LACK OF PROPER SUPERVISION LACK OF PROPER HYGIENE LACK OF PROTECTION SLEEP DEPRIVATION LACK OF PROPER CLOTHING FAILURE TO NURTURE ABUSE OF ALCOHOL/ DRUGS WHILE CARING FOR CHILD LACK OF MEDICAL CARE DEPRIVATION OF EDUCATION	CONSTANT HUNGER POOR HYGIENE FALLING ASLEEP IN CLASS FATIGUE/ LISTLESSNESS UNATTENDED PHYSICAL PROBLEMS DELINQUENT ACTS SAYING THAT THERE IS NO-ONE TO TAKE CARE OF HIM/HER	WITHDRAWAL FAILURE TO THRIVE ANXIETY DEPRESSION CONDUCT DISORDERS STEALING FOOD/BEGGING ATTENTION-SEEKING BEHAVIOUR

TEACHER NOTES

There are many myths about child abuse that contribute to children not being believed when they disclose abuse, and which discourage children from reporting. These include:

MYTH	REALITY
CHILD ABUSE IS MOSTLY PHYSICAL.	Physical violence is only one kind of child abuse. Children can be subjected to multiple kinds of abuse, although the other kinds of abuse are more easily hidden from sight.
CHILDREN ARE MOSTLY MOLESTED BY STRANGERS.	In fact, we know that most children (about 80%) are victimised by someone that they know – often family members or caregivers.
ONLY BAD PEOPLE ABUSE CHILDREN.	A common misperception is that people who look or act normal cannot be abusers. In fact, many children are abused by people who seem kind/good on the outside, but instead are skilled at hiding their behaviour from others (such as friends, neighbours, colleagues and even other family members).
MEN WHO ABUSE CHILDREN ARE PSYCHOTIC OR HAVE MENTAL PROBLEMS.	In fact, many children are abused by people who come across as normal in every respect. Also, children are abused and neglected by females as well as by males (although sexual abuse is mostly perpetrated by males).
A CHILD IS RESPONSIBLE FOR THE ABUSE HE/SHE HAS SUFFERED.	A child is never responsible for the abuse. The responsibility lies with the offender.
CHILDREN LIE ABOUT BEING SEXUALLY ABUSED.	Children very rarely lie about being sexually abused. In reality, it is very hard for children to disclose what has happened to them because they are ashamed, embarrassed and often care deeply for their abuser.
INCEST AND SEXUAL ABUSE ONLY HAPPENS TO GIRLS.	Boys may well be victims of sexual abuse. In reality, sexual abuse among boys is under-reported because of social and cultural attitudes that believe that boys are strong and should not let others see that they are vulnerable. Boys are aware from an early age about the stigma attached to being sexually assaulted (frequently at the hands of another male), and don't want to seem weak. All of these attitudes make it harder for male child victims to disclose that they have been abused.
THE CHILD WOULD FEEL NEGATIVE TOWARD THE OFFENDER IF HE/SHE WAS REALLY ABUSING THEM.	Children are frequently abused by people who are in a position of trust – for example, members of the child's family. Perpetrators are skilled at making the child fearful of disclosing the abuse by warning the child that doing so would have dire consequences for the child and his/her family. Perpetrators are skilled at using various techniques that ensure that the child keeps the abuse secret, for example, playing on the child's feelings of insecurity, embarrassment or shame. They also use threats against others to ensure the child's compliance.

TEACHER NOTES

MYTH	REALITY
CHILDREN KNOW THAT THEY MUST DISCLOSE ABUSE.	Children often don't disclose that they are being abused. There are a number of factors that impact a child's ability to tell someone about the abuse. These include the age of the child, the relationship to the perpetrator, and whether the abuse is ongoing. Perpetrators often convince the child that he/she is to blame, and that others will not believe them if they disclose. They threaten to harm people close to the child if he/she discloses, and tell children that other people's knowledge of the abuse will ruin their families.
MOTHERS ALWAYS KNOW ABOUT SEXUAL ABUSE.	Children often do not disclose the abuse to anyone, and even in sexual abuse of children, physical evidence of the act is often absent. In fact, the truth is that genital findings are rare because injuries from sexual abuse in children tend to heal quickly, and examinations seldom happen on the same day that the assault occurred.
THIS KIND OF THING DOESN'T HAPPEN IN MY FAMILY OR COMMUNITY.	It is often believed that abuse only happens in certain kinds of families, or in certain cultures or socio-economic groups. The truth is that child abuse happens in all kinds of families and settings.
THERE IS NO LOVE IN FAMILIES WHERE ABUSE HAPPENS.	Most families love their children, but this does not prevent abusive behaviours from happening within the walls of a loving home.
CHILD ABUSE DOESN'T HAPPEN IN GOOD FAMILIES/WEALTHY FAMILIES.	Child abuse happens in all kinds of households, regardless of race, culture, religion or economic standing. Often the wealthier or more respected households simply have better ways of 'hiding' the abuse.



WHAT TO DO IF SOMEONE DISCLOSES ABUSE:

- REMIND THE PERSON THAT IT IS VERY IMPORTANT THAT THEY FIND A RESPONSIBLE ADULT WHOM THEY TRUST TO TALK TO.
- REMIND THEM IT'S IMPORTANT THAT THEY TELL SOMEONE SO THAT THE ABUSE CAN STOP, THEY CAN START TO GET OVER WHAT HAPPENED, AND THEY CAN STOP THE SAME THING HAPPENING TO SOMEONE ELSE.
- REMIND THEM THAT IF THE FIRST PERSON THAT THEY TELL DOES NOT LISTEN OR CARE ABOUT WHAT THEY HAVE SAID, THEY SHOULD KEEP TRYING UNTIL THEY FIND SOMEONE WHO DOES.
- REFER THEM TO AN APPROPRIATE SERVICE FOR COUNSELLING OR HELP. THESE MAY INCLUDE NGO'S, CHILDLINE, SAPS, SOCIAL WORKERS AND COUNSELLORS.

DOES FAMILY KNOW BEST?

UNDERSTANDING FAMILY VALUES AND MESSAGES

Values
Social Norms
Women
Social construct
Violence
Homophobia

- ✓ 1. To help learners identify the values learned from family.
- ✓ 2. To help learners understand that family is an important source of values during childhood and adolescence, but that these can also be adapted and changed as they get older.

🕒 40 - 50 mins

★ Family Messages Worksheet (provided)

PROCEDURE

- 1 Remind learners that values are those qualities, principles, and beliefs that we feel strongly about.

Clarify that each person's **values** are important and meaningful. Different people have different values

The family is an important and powerful source of messages about values. People learn their family's values from an early age through messages that are spoken, and those that are communicated in other ways.

Values passed down from your family can differ from your own. Families are made up of a group of individuals, each of whom has learned ideas and behaviours, just as you have and will continue to do. It's important to critically think about the values that the family gives you, as well as the values you get from other sources, for example the media, school, friends, your religion.

- 2 Distribute the **Family Messages** Worksheet to learners. Ask learners to take 5 to 10 minutes to complete the worksheet by writing down their family's messages (feelings or statements) on each topic. If there is no message that they have received, or if it has not been discussed, they should note that down.

- 3 Divide learners into small groups. Ask each group to pick two topics to discuss for 10 minutes. Each learner will share in the small group their family's messages about the two topics.

- 4 After 10 minutes, ask each group to present on their two topics.

- 5 Lead a class discussion with the following questions:

- a. Were you aware of your family's values on these topics?
- b. Are there values in your family that are clear even though no one speaks openly about them? Which ones? How are they communicated to you?
- c. Do the men and **women** in your family give you different messages, **norms** and standards? On what topics?
- d. Do these apply differently for the men and women in your family?
- e. Can you disagree with your family's norms and values? What happens if you transgress these norms and values?
- f. Which of your family messages would you communicate to others, and which would you not? Why?



TEACHER TIPS

General

Inform the class that 'family' does not have to be biological, and it doesn't have to be a set group of people. They should think about the people they grew up with and those who helped to raise them.

Discussing family **values** can be difficult for some, and learners should not be forced to contribute if they do not want to or if they seem uncomfortable.

Emphasise that values differ from individual to individual and from family to family, and that so long as no one advocates harm to themselves or others there is no right answer.

Everyone does not have to agree with each other so long as they are respectful. Emphasise that listening to different points of views is important to help you think critically about your own views, develop your own values and make better decisions. Encourage learners to listen and try to understand each other without judgment.

Explain that standing up for one's values is important but it is not the same as forcing others to listen to you or judging others, and it should never harm others.

It is important for teachers to remain non-judgemental. If a learner expresses an opinion that is prejudiced or harmful, such as a **homophobic** view, ask how that view might make others feel, how it may affect others, or how it may hurt others. Emphasise that the most important values are ones that promote caring, empathy, and freedom for individuals so long as no harm is done. So for example, they may think that all **women** must have children, but they should be able to understand that even though they want to have children themselves, and that it may be a major factor in choosing a partner, other people may have other ideas, and that women who choose not to have children are not impacting them in any way.

Learners may ask about your own values, experiences, family and upbringing. It is okay to share these where they contribute to learning. However, where the issues are highly controversial you should avoid this. You are an important figure for learners and your views will shape the discussion, and possibly their own views. If asked for your opinion on a contentious issue, or asked to take a side in a debate you could say something like: "It is more important right now that you listen to your peers' opinions in order to make up your own mind", or, "My opinions have already been reflected by the class, so you already have all the possible viewpoints. That is what is important".

Making the Link with Gender & Violence

The family plays an important role in the development of the self and of one's behaviour. The family will send messages about which values are most important, including values about what expectations they have about gender roles. It is important for learners to understand what values they learnt from their family, and how these values affect their attitudes towards gender and gender roles. This discussion relates to the ways in which gender is **socially constructed**, and how **violence** can be used to enforce certain **values** and conformity to gender expectations.

Assessment Ideas

- 1 Learners could be asked to interview a parent or another adult family member about the messages they were taught by his/her family. Learners could also be asked to write a response in which they discuss the ways in which their family has influenced their values.
- 2 Write a short piece about how their own values on gender and gender norms differ from their parents/family, and why this is so. Relate to how norms and values change over time.



FAMILY MESSAGES WORKSHEET

“HOW DOES YOUR FAMILY FEEL ABOUT...”

Write down the messages your family has given you on each of the following:

TOPIC	FAMILY MESSAGE
DOING WELL AT SCHOOL	
TASKS WHICH ARE MEANT FOR GIRLS/ BOYS	
HAVING A BOYFRIEND/GIRLFRIEND	
ALCOHOL	
DRUGS	
BEING RESPECTED BY OTHERS	
TEENAGE PREGNANCY	
BEING AGGRESSIVE IN ARGUMENTS/ CONFLICTS	
HAVING CHILDREN	
DISCUSSING FAMILY ISSUES	

FAMILY MESSAGES WORKSHEET

“HOW DOES YOUR FAMILY FEEL ABOUT...”

Write down the messages your family has given you on each of the following:

TOPIC	FAMILY MESSAGE
ASKING FOR HELP FROM THOSE OUTSIDE THE FAMILY	
CONDOMS/BIRTH CONTROL	
SEX BEFORE MARRIAGE	
WOMEN WORKING OUTSIDE OF THE HOUSE	
FINANCIAL RESPONSIBILITIES OF MEN AND BOYS	
DATING OR RELATIONSHIPS	
SAFETY WHEN GOING OUT	
FRIENDS AND FRIENDSHIPS	
WHAT YOU WATCH ON TV/VIDEOS/MOVIES/ INTERNET	
PUBLIC IMAGE, AND HOW YOU PRESENT YOURSELF	

FAMILY MESSAGES WORKSHEET

“HOW DOES YOUR FAMILY FEEL ABOUT...”

Write down the messages your family has given you on each of the following:

TOPIC	FAMILY MESSAGE
BEAUTY	
SOCIAL STANDING AND WHAT OTHER'S THINK OF YOU	
GOOD JOBS	
CHILDCARE RESPONSIBILITIES	
COOKING	



Family violence (domestic violence)
Access
Victim
Gender
Violence

FAMILY VIOLENCE: HELP IS AT HAND

✓ 1. To create awareness of local resources assisting victims of **family violence**.

🕒 45min – 1.5 hours
(Depends on level of detail that the teacher requires for maps. If more detail required, then this exercise could be spread over two lessons)

★ Family Violence resources:
Pamphlets from local organisations, websites, phone numbers.
Poster/flipchart-sized paper
Putty or Tape
Markers/crayons/art materials for drawing

PROCEDURE

PRIOR TO CLASS

- 1 Become familiar with family violence resources by collecting pamphlets, and browsing the websites of relevant organisations.

IN CLASS

- 2 Explain to learners that the exercise is about mapping their neighbourhood. Break the class into small groups (about 5-10 learners per group). It may be useful to allow learners to select their own small groups so that they are with others who are from the same community or area.
- 3 Hand out flipchart/poster-sized paper to each small group. Ask learners to draw a map of their community identifying places, people and organisations that they could consult if they need help or information on family violence (domestic violence).
- 4 When they have completed this exercise, ask learners to pin up their maps around the classroom. Allow the learners to walk around and look at other groups' maps, and make notes on what resources were identified, and how easy it may be for them to access information and services from these places.
- 5 Reflect as a class on the types of resources that were identified and discuss other kinds of resources that may exist. Encourage them to think of a wide range of resources, including NGOs, websites, helplines, churches, community leaders and state agencies, including SAPS, courts, social workers, and the Victim Empowerment Program.
- 6 Ask the class which resources they would be most likely to use. Discuss why some kinds of resources and services are more attractive to youth, and what it would require for them to access a service. Topics that may come up include transportation, safety, appropriateness of information/service, confidentiality, opening hours and the like.
- 7 If possible discuss differences between the maps drawn by the girls and the maps drawn by the boys. If there are differences between the places that boys and girls would feel comfortable turning for help, explore why it may be so.
- 8 Hand out the posters and flyers that you have collected from the various organisations for the class to look at.



TEACHER TIPS

General

Although this exercise doesn't ask learners about personal experiences, and so should not carry a risk of triggering adverse reactions from learners who may have been the victim of family violence, any discussion of these topics requires sensitivity on the part of the teacher.

Should personal experiences come up, try to minimise the discussion of these in the class setting, and refer the learner to an appropriate person within the school or from one of the identified organisations for further assistance or counseling. If a learner does disclose a personal incident, you may want to gently refocus the discussion by using a phrase like: "Thank you for telling us about your experience. That was very brave. Perhaps we can talk about that after class."

Although collecting materials for this exercise may seem onerous for the teacher, they should be readily available from websites and NGOs, and would form an essential foundation resource for many of the other topics related to gender, violence and prevention.

Making the Link with Gender & Violence

This exercise makes the link for learners between abstract concepts of gender and violence, and the practical considerations of accessing care and assistance. The exercise also contributes to an understanding of the kinds of services that are more appropriate or attractive to youth who experience family violence, and how gender impacts on access to services. This exercise helps learners to identify where they can go for help.

Assessment Ideas

- 1** Provide learners with the opportunity to update their map, based on the class discussion, by including other resources they can access for help. These updated maps could serve as an assessment tool. Teachers should have a list of organisations prepared in advance to check and supplement the work done by learners.
- 2** Learners could be required to collect supplementary information from the organisations and agencies that they have listed. This could be accessed, for example, through the internet or by visiting NGOs in question to collect pamphlets and informational materials.
- 3** Learners could be required to write a profile of a single organisation/ agency and describe how and why they may access this organisation for assistance.

Variation

The activity could be framed as a poster contest, with the winning poster being displayed in a prominent place in the school, and the rest being displayed within the classroom.



CHANGING ATTITUDES ON GENDER ROLES

CAN YOU SEE MY POINT OF VIEW?

- ✓ 1. To help learners understand how **gender roles** affect family relationships.
- ✓ 2. For learner to understand how families shape **values** relating to **gender**.
- ✓ 3. To help learners to respectfully negotiate relationships in which people have different gender expectations.

🕒 40-50 mins

★ **Case Studies: Can you see my point of view?** (provided)

PROCEDURE

- 1 Begin by going over the **Glossary** terms **Gender** and **Stereotypes** with the class.

GENDER: Gender is an identity that is learned, that changes over time, and that changes from one culture or society to another. In social terms it refers to the socially created roles, personality traits, attitudes, behaviours and values attributed and acceptable for men and women, as well as the relative power and influence of each. That means that gender is relational (in relation to something else) and refers not simply to **women** or men but to the relationship between them. For example a women's gender not only means that she is considered and expected to have feminine attributes like being soft spoken or gentle, but that these characteristics mean that society also expects her to be less dominant than men, and for example not become a builder, or be as good at sports as men.

In personal or individual terms gender refers to the specific roles, personality traits, attitudes, behaviours and dress that individuals use to express their personal **gender identity**, and this is influenced both by social ideas of gender, and personal feelings about oneself and how one want to be, and be seen in the world. For this reason, even though society tells us that there are only two genders, there are in fact many different ways to express ones gender that fall between or outside of man/boy and woman/girl.

STEREOTYPE: A widespread, generalised, exaggerated or oversimplified belief about an entire group of people (including ethnic, national, cultural, racial, religious, **gender minorities** or **sexual minorities**) without acknowledging individual characteristics and differences. This creates false idea that every member of a certain group will conform to certain characteristics. Stereotypes can be harmful, especially if we force them onto people, use them to label people or make people feel bad, or if we use them as standards for ourselves and others.

Explain to the class that family is one important influence in shaping gender roles, however stereotypical ideas of gender roles can negatively affect relationships. Someone's gender role may conflict with the expectations and stereotypes that their family and others have for them. This activity will explore situations where this is the case and will ask learners to think of ways to resolve the conflict or negotiate a compromise.



Chapter 3: Family Relationships / Exercise 4

- 2 Divide participants into small groups (5-8 learners). Give each small group a case study from the Case Study sheet.
- 3 Allow them 15 minutes to work on their case study and to make notes in order to present their solution and reasoning, to the class.
- 4 Once they have done this ask for a volunteer to present the case study and its solution. Then invite any challenges. Allow debate to go on for two or three minutes, but emphasise the importance of listening to each other and being non-judgmental. Then move on to the next group. Repeat the process until you have gone through all case studies.
- 5 Conclude the activity by leading a discussion using the following points:
 - a. Why is it difficult to challenge traditional gender roles? Why is this especially difficult within families?
 - b. What are some of the ways that changes in gender roles have affected relationships between men and women in a) social settings, b) families, and c) the workplace?
 - c. Can you think of any changes in gender roles that your parents may have had to negotiate in their own lives?
 - d. Which case study was the most difficult? Why?

TEACHER TIPS

General

Be careful that this exercise is not perceived as encouraging learners to rebel against their parents. Emphasise that family relationships often require compromise and that any conflicting values should be dealt with as respectfully as possible.

Making the Link with Gender & Violence

The family plays an important role in the development of the self and one's behaviour. The family will send messages about which values are most important, including values about what expectations they have about gender roles. Because the influence of the family changes as someone grows older, it is important to understand what values they learnt from their family, whether or not they agree with these, and how these values affect their attitudes towards **gender** and **gender roles**.

Ask learners how failing to meet gendered expectations might make someone vulnerable to violence. How is **violence** used to enforce gender roles?

Assessment Ideas

After the class discussion, learners can be asked to write a response about how gender roles and gendered expectations can affect relationships. Learners can include scenarios which would require negotiation of **gender roles** and expectations.



CAN YOU SEE MY POINT OF VIEW? - CASE STUDIES

Discuss these with the class:

1

Tetlanyo has never felt very 'feminine'. She is mostly interested in sport and cars, wears mainly shorts and pants, and isn't interested in traditionally 'girly' things like cooking and make-up. Her parents are embarrassed by her behaviour and really want her to look and act more 'like a lady'. What might Tetlanyo do to get her parents to understand her point of view? What resources may be helpful to her?

2

Jennifer has done well in her Matric exams and has been accepted at University to study law. She shows her parents the acceptance letter, and instead of being excited they seem disappointed. Her mother says that she understands that in today's economy many women need to work, but that Jennifer should rather look for the kind of job which would allow her to raise a family. Being a lawyer would simply require too much time at the office. How may Jennifer try and change her parents' mind? What resources may be helpful?

3

Mpho wants to tell his parents that he is gay, but he thinks they will disapprove and he is afraid that they will reject him because they think being gay is 'unmanly'. They believe that a son's role is to continue the family line by marrying a good woman and having children. What could Mpho do to get his parents to understand his point of view? What resources may be helpful in trying to do so?

4

Chris and Laura's relationship is based on equal partnership – they share responsibility for decision making and neither partner has more power in the relationship. Chris's brother criticises him for this, saying that he should 'wear the pants' in the relationship. He believes that women expect and want men to make decisions in relationships, and that Laura will lose respect for Chris if he doesn't 'act like a man' and take more of a leadership role. How can Chris help his brother understand their (Chris and Laura's) perspective on relationships? What resources may be helpful in trying to do so?

5

Fatima's family is devoutly Muslim, and all of the women in her family wear headscarves in public. Fatima is also a practicing Muslim but doesn't feel that wearing a headscarf is something that she wants to do. How can Fatima talk to her family about making this choice?

CAN YOU SEE MY POINT OF VIEW? - CASE STUDIES

6

Sajid's older brother is married. Sajid is bothered by the way his brother talks about his wife, and has serious concerns about the way he treats her. He expects her to do all the cooking and cleaning, and snaps at her when something isn't quite right. On two occasions, Sajid has witnessed his brother aggressively grabbing his wife's arm and shaking her. What should he do?

7

Vivienne and her twin brother, Dylan, are in high school. Her parents have set a weekend curfew for her at 10:30pm, but her brother is allowed to stay out until midnight. Vivienne thinks that this is unfair. How does she talk to her parents about it?

8

Jojo and Omar have been together for a few months, and things have been going very well in their relationship. Her parents like him very much, and they spend a lot of time at each other's houses. Omar has been putting pressure on Jojo to 'take the next step' in their relationship, but she does not feel ready for sex. The last time they talked about it, he said that it is 'her place as a woman' to please him. What can Jojo say to Omar to get him to understand her point of view? What resources may be helpful to her?

9

Zara asks Steve to the Matric Dance, but in their school it is usually the boys who ask the girls for a date. Even though Steve wants to go with Zara, he is afraid that his older brothers will make fun of him for being asked by a girl. What can Steve say to his brothers?

POWER AND CONTROL

Family violence/
Domestic violence
Physical abuse
Emotional abuse
Economic abuse
Sexual abuse
Child abuse
Coercion
Power
Control
Abuse
Bias
Gender-based violence
Sexual violence

- ✓ 1. To define **family violence**.
- ✓ 2. For learners to understand family violence and different kinds of **abusive behaviour**.

⌚ 45 mins

★ Flip chart paper/markers/tape
Power and Control Wheel (provided)
Equality Wheel (provided)

PROCEDURE

- 1 Start by defining **family or domestic violence**, or ask the class for definitions.

DOMESTIC VIOLENCE: A pattern of abusive and threatening behaviours inside of a family, a household or within a romantic, sexual or dating relationship, including marriage. This may include parents abusing children, fathers abusing mothers, mothers-in-law abusing daughters-in-law and so forth. Abusive behaviour may include **physical abuse**, **emotional abuse**, **economic abuse**, **sexual abuse** and **child abuse** as well as intimidation, harassment, stalking and **coercion**. An abuser uses domestic abuse to hold **power** and **control** over another person.

- 2 Using the Power and Control Wheel, label each of 10 sheets of paper with one form of **abuse**:

- physical
- sexual
- economic
- coercion
- threats
- intimidation
- emotional
- male privilege
- using children
- minimising
- denying
- blaming
- using isolation

- 3 Divide learners into small groups and assign one group to each topic. Ask learners to discuss, and write down, types of abusive behaviour (within the topic).

- 4 After 5-10 minutes, bring learners back into a whole class discussion. Go through each topic and discuss their ideas. Debrief. Point out any **biases** or assumptions which may have been revealed. When going over the answers on each list you might ask: 'How does an abuser use this behaviour? Does this behaviour appear as abusive?'

- 5 Discuss how some behaviours don't appear abusive at first, and how the abusive behaviours we typically think of (sexual and physical) are part of a wide range of abusive behaviours.

- 6 Distribute the Power and Control Wheel and the Equality Wheel and answer any questions.

- 7 Hand out a list of local resources dealing with **family violence**.

TEACHER TIPS

👤 General

Ensure learners have a clear understanding of what family violence is.

⚡ Making the Link with Gender & Violence

In order to reduce **gender-based family violence**, it is important for learners to have a good understanding of what **family violence** is. This exercise is important in helping learners think about the range of behaviours which can be abusive.

💡 Assessment Ideas

After the class discussion, learners could be asked to write an account of their understanding of **family violence** and in which they explain the different types of abusive behaviour used, over time, to gain **power** and **control**.

📄 Variation

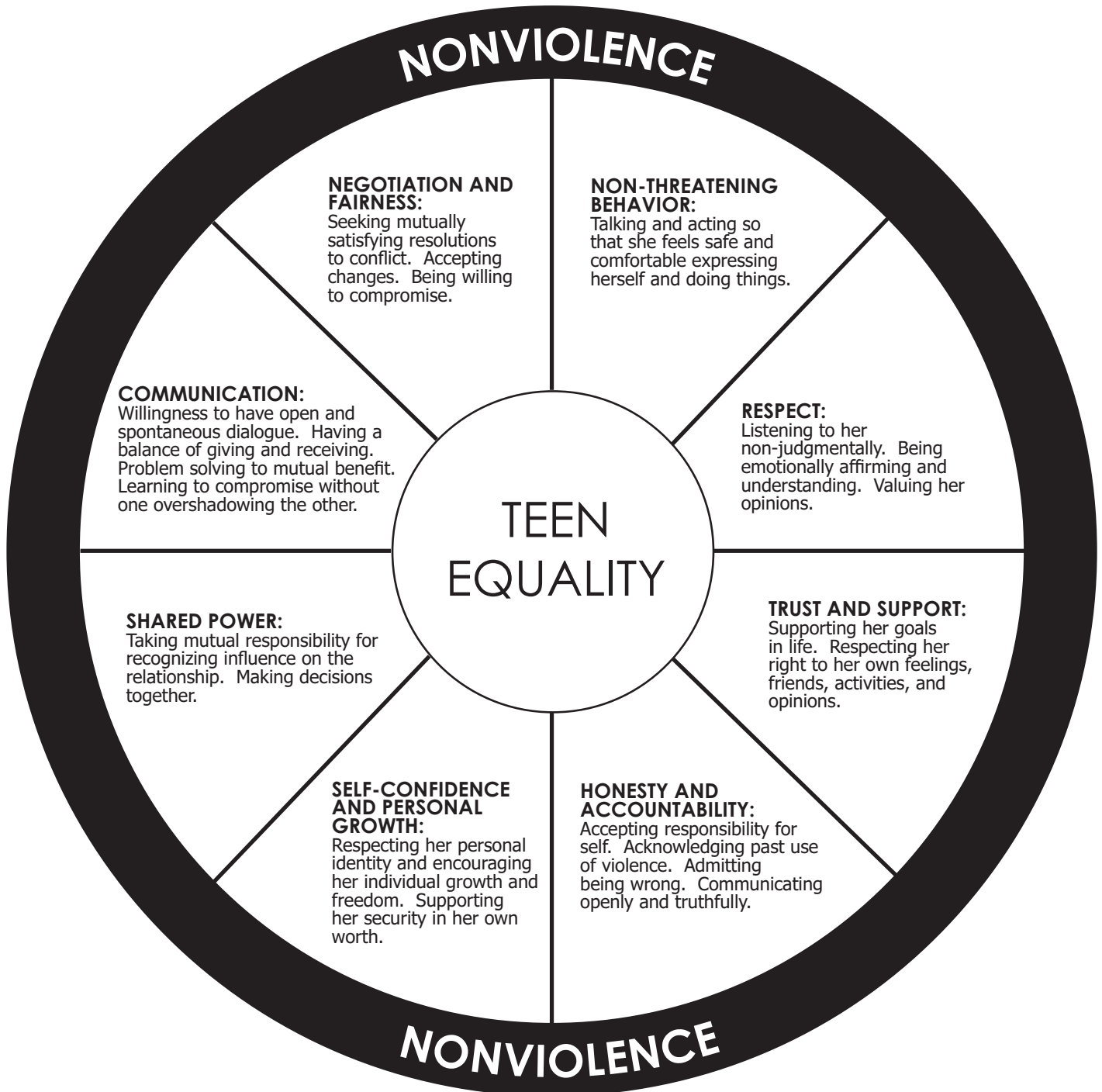
- 1 Instead of introducing the categories right away, ask learners to brainstorm examples of abusive behaviour. Once you have a sizeable list, bring out the Power and Control Wheel and tape it to the board. Ask learners to help you sort their list into the ten categories of abuse. Some categories, such as physical and **sexual violence**, will probably fill up quickly, while others such as male privilege might remain empty.

- 2 Write a skit that illustrates different forms of abuse and ask learners to identify them.



EQUALITY FOR TEENS

Discuss in class.



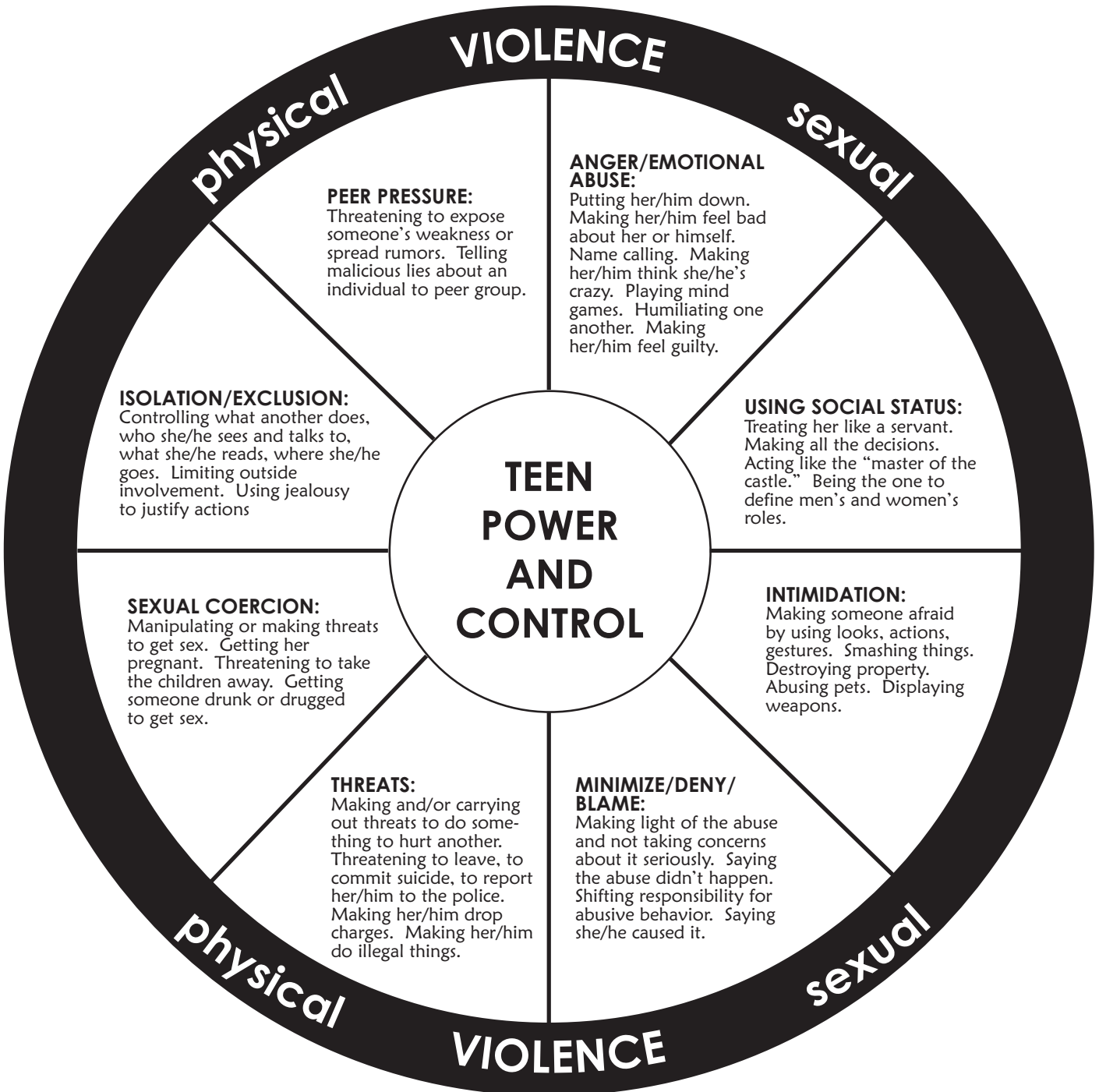
Reference:

Adapted from:

Domestic Abuse Intervention Project
by the National Center on Domestic and Sexual Violence

TEEN POWER & CONTROL

Discuss in class.



Reference:

Adapted from:

Domestic Abuse Intervention Project

by the National Center on Domestic and Sexual Violence

THE STRING EXERCISE

UNDERSTANDING BYSTANDER RESPONSE TO DOMESTIC VIOLENCE

Domestic violence
Victim
Abuse
Victim blaming
Access
Violence
Stigmatized
LGBT
HIV/AIDS
Lesbian
Homophobia
Heteronormativity

- ✓ 1. Learners should be able to identify and address negative attitudes and beliefs that society at large and learners themselves tend to hold about victims of domestic violence.
- ✓ 2. Learners should be able to understand the obstacles that victims of domestic violence face when trying to seek help.

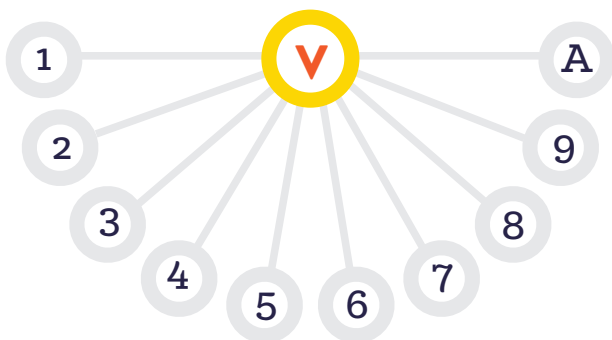
🕒 45 mins - 1 hour

★ Identity cards (provided below)
String, and scissors

PROCEDURE

- 1 The teacher should cut out and fold the identity cards provided below to create ten separate characters.
- 2 Ask for ten learners to volunteer as 'actors' in a scenario. Explain to them that the activity is a role play, and doesn't represent anyone's own behaviour or identity. The role play is intended to illustrate the experiences of many victims the world over.
- 3 Give each volunteer one of the identity cards. Ask them to stand in a semi-circle around the person playing the victim. Hand out a piece of string to each person and ask the victim to hold the other end of each piece of string together in her hands. The victim should be connected to each person, including the abuser, by a length of string.

The abuser should be the last person in the semi-circle as follows:



- 4 Ask the victim to read her identity card and statement. She then turns to the person on her right, who announces his/her own identity and reads their line, creating a dialogue between the two. When the responder (eg. parent, friend etc.) has finished their lines, the teacher then cuts the string connecting the two.
- 5 The victim then turns to the next person and repeats her line: "My boyfriend just beat me, can you help me?". In turn each person in the semi-circle reads their line and the teacher cuts the string connecting the two.

- 6 This continues until the only remaining connection that the victim has is to the abuser. The abuser then announces his or her identity and reads his line: "I told you no one would believe you or help you. I'm the only one who you can rely on."
- 7 Debrief the activity by asking the victim how she felt (in her role as victim) as each of the people she turned to for help rejected her and blamed her for the abuse. The victim will likely report feeling hurt, anxiety, anger, shame, and isolation. If learners struggle to identify these feelings, or seem apathetic, ask them prompting questions such as:
 - a. Did you feel like this person understood what you had experienced?
 - b. Did you feel like you could get help?
 - c. Did you feel like anyone blamed you for what happened to you?
 - d. Did you feel like anyone held the abuser responsible for his actions?
- 8 Wrap up the exercise by emphasising that domestic violence is a social problem and not a personal problem confined to the private sphere. Emphasise that we often engage in victim blaming in the way that we respond to victims, which discourages them from seeking help, and creates the impression that we don't believe the victim. In blaming the victim, we are taking responsibility away from the abuser, and creating the social perception that domestic violence is acceptable. Emphasise that each person, as part of the community has a role in helping and supporting victims of abuse.



TEACHER TIPS

General

This exercise carries a high impact, so be sure to emphasise the ways that we as a community can help and support victims of abuse and point to resources for those who find themselves in that situation. Ensure that learners leave feeling hopeful about their role in enacting positive change.

Making the Link with Gender & Violence

This exercise deals with domestic abuse, which is an extremely important issue for learners to understand. The exercise is also helpful in enabling learners to understand how many of the barriers to **accessing** help which victims of violence face are heavily gendered. Each line spoken by the characters in the exercise represents an obstacle to getting help. Most comments indirectly blame the victim, others are simply judgmental and discount her experience, and some explicitly deny help because of social or traditional values that privilege men, and that define domestic violence as an adult problem.

Assessment Ideas

This exercise should not be assessed because it is intended to help learners reflect personally on their role in responding to a pervasive but difficult social problem. It is intended to build empathy and underscore individual responsibility in assisting victims of **violence**.

Variations

This exercise can be altered in many different ways by changing the identity of the **victim** to any victim of **domestic violence** whose behaviour or identity has been **stigmatized** would be appropriate, or anyone who is uniquely vulnerable. For example, a pregnant teenager, a **LGBT** victim or a victim who is **HIV** positive might face similar obstacles to the victim in the original exercise

In addition to the issue of domestic violence, the stigma of that minority or vulnerable identity serves as an additional obstacle to accessing help. So, for example, a **lesbian victim**, would experience **homophobia** and **heteronormativity** in the responses by the people she turns to, in addition to their judgments about her **domestic violence** victimization.



IDENTITY CARDS

Cut these out along the dotted line and fold.



 **VICTIM**

**“MY BOYFRIEND
JUST BEAT ME!
CAN YOU HELP ME?”**



 **PARENT**

**“I TOLD YOU THAT YOU’RE
TOO YOUNG TO HAVE A
BOYFRIEND. IF YOU HADN’T
IGNORED MY ADVICE, NONE
OF THIS WOULD HAVE EVER
HAPPENED!”**



 **FRIEND/PEER**

**“BUT HE’S THE CAPTAIN
OF THE SOCCER TEAM!
HE’S SUCH A NICE
GUY ... SURELY YOU’RE
OVERREACTING.”**



 **SCHOOL
COUNSELLOR**

**“ARE YOU SURE ABOUT
THIS? THIS COULD BE VERY
BAD FOR THE IMAGE OF
THE SCHOOL. WE WILL
HAVE TO TAKE THIS TO THE
HEADMASTER TO DECIDE.”**

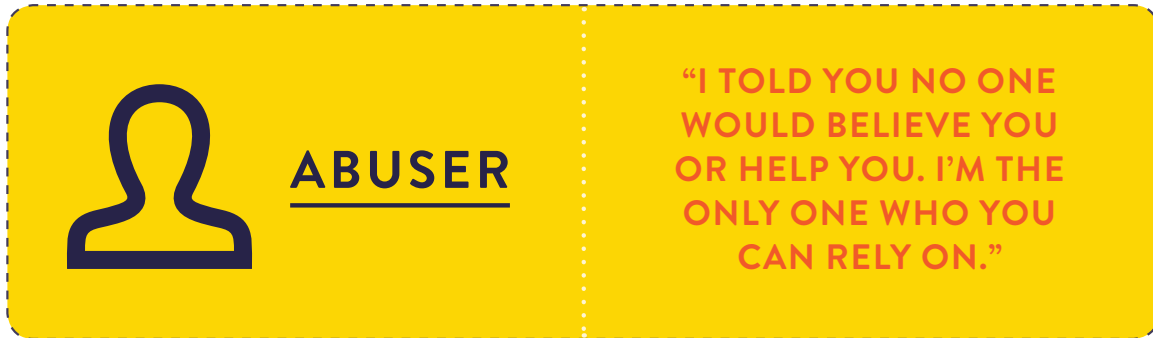



 **RELIGIOUS
LEADER**

**“THE MAN IS THE HEAD OF
THE RELATIONSHIP. I’M
SURE HE WAS JUST TRYING
TO HELP YOU UNDERSTAND
YOUR PLACE.”**

IDENTITY CARDS

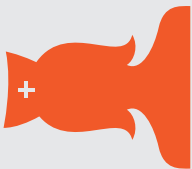
Cut these out along the dotted line and fold.



 **ABUSER**

“I TOLD YOU NO ONE WOULD BELIEVE YOU OR HELP YOU. I’M THE ONLY ONE WHO YOU CAN RELY ON.”




 **CLINIC SISTER**

“YOU SHOULDN’T BE INVOLVED IN A RELATIONSHIP. YOU’RE GOING TO LAND UP PREGNANT AND STILL IN SCHOOL. WHO WILL TAKE CARE OF THE BABY THEN?”



 **SOCIAL WORKER**

“IT CAN’T BE THAT SERIOUS, YOU TWO SHOULD BE ABLE TO SORT THIS OUT. WHY DON’T YOU TWO COME IN TOGETHER AND WE CAN TALK IT OVER.”



 **POLICE OFFICER**

“I’M SURE THIS IS JUST A MISUNDERSTANDING ... YOU TWO PROBABLY JUST HAD A LITTLE FIGHT THAT’S BEEN BLOWN OUT OF PROPORTION. ARE YOU SURE YOU WANT TO REPORT THIS – HE COULD GET A CRIMINAL RECORD IF YOU DO SO.”



 **SHELTER WORKER**

“I TOLD YOU NO ONE WOULD BELIEVE YOU OR HELP YOU. I’M THE ONLY ONE WHO YOU CAN RELY ON.”



Chapter 4

TEEN DATING AND RELATIONSHIPS

In this Chapter: Learners will explore and understand equal, unequal and controlling romantic relationships, early parenthood, peer pressure and teen dating violence. The exercises in this chapter provide space for reflection on the learners' own romantic relationships, and provide information on the warning signs of abuse in romantic relationships. This chapter takes the issue of gender-based violence and applies it directly to teen relationships, helping learners to identify with the material in a real and practical way.

Worksheets include:

- 1 *What Is Love?*
- 2 *Can You Read The Signals?*
- 3 *Help! I Need To Get Out!*
- 4 *Bad Romance*
- 5 *The Recruiting Game: Understanding Peer Pressure*
- 6 *Finding The Ideal Candidate*
- 7 *The Hits Keep Coming: Pop Music And Violent Relationships*
- 8 *Breaking Up Is Hard To Do*
- 9 *Before And After Having A Baby*



Abuse
Abusive Relationship
Aggressive
Control
Domestic Violence
Domestic Violence Act
Perpetrator
Victim

WHAT IS LOVE?

- ✓ 1. For learner to identify the behaviours and actions which contribute to a healthy romantic relationship and those which do not.
- ✓ 2. For learners to recognise the characteristics of an abusive relationship.

30 minutes

- **Worksheet:** 'What is Love?' (provided)
- ★ - **Handout:** 'Are You Headed for Trouble? Recognising the Warning Signs of Abuse.' (provided)
- **Blackboard and chalk or markers and paper.**

PROCEDURE

PRIOR TO CLASS

- 1 Research and collate a list of relevant services for domestic violence in your area.

IN CLASS

- 2 Begin the class by asking learners how they define the word 'love'. Focus on 'romantic' love. A consensus definition should include attraction and affection/caring.
- 3 Divide the class into teams of two. Using the Worksheet 'What is Love?' (provided), ask each team to list behaviours and attitudes that they think show love towards a romantic partner, and those that do not depict loving behaviour. They should write these in the columns marked 'Love' and 'Not Love'.

Expect answers like:

LOVE	NOT LOVE
• Respect	• Aggression
• Caring	• Being controlling
• Trust	• Exerting power
• Acceptance	• Jealousy
• Concern	• Manipulation
• Patience	• Insults
• Listening	• Isolating someone
• Support	• Making false accusations
• Negotiation	• Threatening

- 4 Ask volunteers to share some of the words they have brainstormed, and write these in two lists on the board. As learners are calling out words, encourage debate and reflection on whether the words they have suggested are correctly categorised and whether variations of the same word/behaviour could be placed on either side of the list. For example, concern may be a loving behaviour, but concern that is too intense may be controlling.
- 5 Introduce the class to the idea of an abusive relationship, which involves behaviours that are controlling or otherwise harmful:

ABUSE: A pattern of behaviours used to **control** another person. Abuse can be physical, emotional, psychological, financial or sexual in nature, or be a combination of all these types of behaviours.

- 6 Explain that abuse happens in both adult and teen dating relationships. As we don't often think of teen relationships as abusive, it is sometimes much harder for teens to recognise abuse, and also to reach out for help.
- 7 Provide learners with the Handout: 'Are You Headed for Trouble? The Warning Signs of an Abusive Relationship'.
- 8 Remind learners that the **Domestic Violence Act** in South Africa includes protection for teens who are in dating relationships (whether they are short or long relationships, and whether they are sexual relationships or not). There are many NGOs and other service providers that can assist teens to get protection from abuse. Please provide learners with the following link to resources on domestic violence:
- 9 Provide learners with information you have collected on relevant local services, and also the following link to the MOSAIC website: <http://mosaic.org.za>, which has helpful information on domestic violence and the process of obtaining a protection order.

TEACHER TIPS



General

Although this exercise doesn't ask about personal experiences, and so should not carry a risk of triggering adverse reactions from learners who may have been or are the **victim** of an abusive relationship, any discussion of these topics requires sensitivity on the part of the teacher. In every class and school there are likely to be perpetrators and victims of violence. It is important for teachers to be mindful of this and to make sure that the discussion doesn't single out individuals or vilify people. It is more helpful to focus on the behaviour of a **perpetrator**, by saying things like 'it is wrong when someone verbally abuses someone else' rather than saying 'your boyfriend is wrong to abuse you'.

Different people in the class may have different opinions on what constitutes dating or domestic violence, and what is acceptable behaviour. Do not entertain long debates on this topic; rather refer to the definitions provided by the Domestic Violence Act.

Do not take on the role of counsellor during the class. If a learner discloses that they are in an abusive relationship, acknowledge their disclosure (by saying something like 'It was very brave of you to tell us that') and ask them to come to you after class so that you can provide them with more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services they could contact for assistance.



Making the Link with Gender and Violence

This exercise explores and helps learners reflect about healthy romantic relationships as well as unhealthy or abusive ones. Learners who are in abusive relationships may not realise that they, too, are victims of domestic or dating violence, and may not know what they can do to protect themselves. This exercise provides a list of the warning signs of abuse.



Assessment Ideas

Learners can be required to write a short paper about the attitudes and behaviours that appear in an abusive relationship of someone that they may have heard of, or may know. They do not have to disclose who the person is, and can use pseudonyms if they would like to. If they don't know or haven't heard of any anyone in an abusive relationship, they can make up a fictitious couple.



ARE YOU HEADED FOR TROUBLE?

➔ RECOGNISING THE WARNING SIGNS OF ABUSE

- Make fun of or disparage the people that you care about, like your family and friends?
- Insult you, call you names or put you down?
- Pressure you to do things that you are not comfortable with, for example sexual activities?



DOES YOUR PARTNER?

- Rush you into committing when you don't feel ready?
- Have a history of behaviour problems such as fighting, mistreating other people or hurting animals?
- Threaten or intimidate you, your family or friends?

- Act in a way that is very controlling, for example, telling you what to do or how to act, how to dress or who you can and can't speak to?
- Constantly check up on you – asking you questions like where you are, what you are doing and who you are with?
- Make you worried about how they will react to things you do or say?
- Believe strongly in rigid and stereotypical gender roles for girls and boys?

- Behave jealously?
- Abuse substances and/or alcohol?
- Isolate you from those you care about?
- Have an explosive temper?
- Blame you for their anger?
- Own weapons?

- Constantly check up on you – asking you questions like where you are, what you are doing and who you are with?
- Talk badly about their previous partners, blaming only them for the failure of the relationship?
- Keep you from spending time with family and friends?
- Act too serious about your relationship too quickly?
- Stop you from breaking off the relationship?

IF YOUR PARTNER DOES THESE THINGS, YOU MAY BE AT RISK OF VIOLENCE AND ABUSE.



RECOGNISE THE WARNING SIGNS, TALK TO SOMEONE AND GET HELP!



Risk
Perpetrator
Victim

CAN YOU READ THE SIGNALS?

- ✓ 1. To help learners understand differences between healthy and unhealthy relationships.
- ✓ 2. For learners to identify where everyday actions fit on continuum of acceptable and unacceptable behaviour.

25 minutes

Blackboard and chalk, or markers and paper.

- ★ **Face Cards** (provided)
- ★ **Teacher Prompt: Scenarios** (provided)
- ★ **Teacher's Answer Key** (provided)

PROCEDURE

PRIOR TO CLASS

- 1 Ensure that you are familiar with some local resources for abusive relationships.
- 2 Print or copy the set of 'Face Cards' so that each learner has a set of three cards: a smiley face, a sad face and a worried face. (You could simply have learners draw a set of faces on a piece of paper, if easier).
- 3 Draw three vertical columns on the board and label them with a smiley face, a worried face and a sad face. You will use these to total up how many learners vote for each kind of face in response to the scenarios later on.

IN CLASS

- 4 Begin the exercise by explaining to the class that this exercise looks at healthy and unhealthy relationship behaviours. Explain that you will read out scenarios of healthy behaviour, worrisome behaviour and unhealthy behaviour.
- 5 Hand out a strip of three cards (happy/worried/sad) to each learner.
- 6 Read out each scenario from the list and ask the class to 'vote' for whether they think the behaviour in question is healthy (happy face), worrisome (worried face) or unhealthy (sad face), by holding up the relevant card.
- 7 As you go through the scenarios, note down on the board in the relevant columns how many learners voted for each type of behaviour. The correct answers are provided in the Answer Key. After you have noted down the votes, encourage discussion on:
 - a. How the learners decided on a category for each scenario.
 - b. Differences between learners' votes on a single scenario.
 - c. What criteria they applied in making their decision.
- 8 Now explain to learners which were the correct answers and ensure that they understand why some behaviours are worrisome, or unhealthy.
- 9 This activity introduces the idea that what is considered healthy, worrisome or unhealthy behaviour may depend on the situation or context. For example, if both partners like texting or phoning many times in a day, and do so to share news or touch base with one another, then it is probably not something to be concerned about. On the other hand, if one partner is texting or calling all day long to check up on where the other partner is, who they are with, and what they are doing, it is problematic.

In reflecting on situation-specific behaviours, you could ask learners to consider the following questions:

- a. Did all learners agree on the factors that made a situation healthy, worrisome, or unhealthy?
- b. Why are some behaviours dependent on the particular situation?
- c. How does one know how to behave in these situations?
- d. What should be done if one doesn't know whether behaviour is healthy, unhealthy or worrisome?

- 10 Wrap up the discussion by asking learners what they would do in cases of worrisome or unhealthy behaviours.
- 11 Share the local resources that you collected prior to class.

TEACHER TIPS



General

It is important to keep the activity moving fast to prevent the learners' attention from wandering. Encouraging good, vigorous discussion is also key to the success of this exercise, and participation from various learners should be reinforced. While it is important to allow the space for diverse opinions and suggestions on how to categorise the behaviours in the scenarios, it is also critical to provide learners with the correct answers.

Remember that in every class and every school there are likely to be **perpetrators** and **victims** of domestic violence. It is important for teachers to be mindful of this fact and to make sure that the discussion doesn't single out individuals or vilify people.



Making the Link with Gender and Violence

This exercise helps learners reflect on and discuss healthy and unhealthy relationships. It also allows the opportunity for personal reflection about worrisome behaviours which they may have enacted or were victim to. Learners who are in abusive relationships may not realise that they, too, are victims of domestic or dating violence, and may not know what they can do to protect themselves. Learners who are perpetrators of dating violence (or are at risk of becoming perpetrators) may also not have identified that their own behaviour may be abusive. This exercise is a non-confrontational way of raising these issues.



Assessment Ideas

Ask learners to design a poster that tells their peers how to identify unhealthy relationships. It should make clear that certain attitudes and behaviours are abusive, and should suggest what teens can do to change these behaviours.

FACE CARDS

PRINT. THEN CUT OUT ONE STRIP (SAD/HAPPY/WORRIED FACE) FOR EACH LEARNER.



SCENARIOS

Read the following scenarios. Ask learners to vote on whether they are healthy, worrisome or unhealthy behaviours.

Your partner embarrasses you when you are with other people.	Your partner is very competitive.
You are good at working out compromises.	Your partner is critical of you.
You feel like you can talk about your problems with your partner.	Your partner makes plans and then breaks them.
Your partner makes fun of you in front of other people.	You have more good times together than bad.
You can disagree with each other without getting into a fight.	You always have fun together.
Your partner is annoying at times.	You each have your own friends.
Your partner always shows off.	You disagree with each other from time to time.
Your partner calls you on the phone or texts you often.	You feel like you can make decisions by yourself.
Your partner tries to make you more like they are.	Your partner feels jealous if you spend time or talk to other people.
You share your feelings with one another.	You trust each other.
You feel good about yourself when you are with the other person.	You have unequal power in your relationship.
You have freedom within the relationship.	Your partner makes you feel like you are a pain or a nuisance.
You share your feelings, your partner doesn't.	You feel unsafe when you are with your partner.

SCENARIOS















Read the following scenarios. Ask the learners to vote on whether they are healthy, worrisome or unhealthy behaviours.

You both support each other.	Your partner doesn't trust you.
Your partner stays with you all the time when you go out with other friends.	Your partner tells you what to do all the time.
You feel like you can talk to each other about things that are important.	Your partner criticises your friends or family.
You don't trust your partner.	Your partner does not make time for you.
You feel like you can give honest opinions and advice.	Your partner makes you feel bad about yourself.
Your partner criticises how you look, dress or behave.	Your partner tries to control and manipulate you.
Your partner discourages you from being close to anyone else.	You feel like your partner is a pain or a nuisance.

ANSWER KEY

 Your partner embarrasses you when you are with other people.	Your partner is very competitive.	
 You are good at working out compromises.	Your partner is critical of you.	
 You feel like you can talk about your problems with your partner.	Your partner makes plans and then breaks them.	
 Your partner makes fun of you in front of other people.	You have more good times together than bad.	
 You can disagree with each other without getting into a fight.	You always have fun together.	
 Your partner is annoying at times.	You each have your own friends.	
 Your partner always shows off.	You disagree with each other from time to time.	
 Your partner calls you on the phone or texts you often.	You feel like you can make decisions by yourself.	
 Your partner tries to make you more like they are.	Your partner feels jealous if you spend time or talk to other people.	
 You share your feelings with one another.	You trust each other.	
 You feel good about yourself when you are with the other person.	You have unequal power in your relationship.	
 You have freedom within the relationship.	Your partner makes you feel like you are a pain or a nuisance.	
 You share your feelings, your partner doesn't.	You feel unsafe when you are with your partner.	

ANSWER KEY

	You both support each other.	Your partner doesn't trust you.	
	Your partner stays with you all the time when you go out with other friends.	Your partner tells you what to do all the time.	
	You feel like you can talk to each other about things that are important.	Your partner criticises your friends or family.	
	You don't trust your partner.	Your partner does not make time for you.	
	You feel like you can give honest opinions and advice.	Your partner makes you feel bad about yourself.	
	Your partner criticises how you look, dress or behave.	Your partner tries to control and manipulate you.	
	Your partner discourages you from being close to anyone else.	You feel like your partner is a pain or a nuisance.	

HELP! I NEED TO GET OUT!

- ✓ 1. To help learners understand what characterises healthy and unhealthy dating relationships.
- ✓ 2. To promote healthy teen dating relationships.
- ✓ 3. To help learners develop techniques for leaving unhealthy or abusive dating relationships.

40 minutes

Blackboard and chalk / markers and paper.
Hand-out: Are You Headed for Trouble? (provided)

PROCEDURE

- 1 On the blackboard, draw a table with two columns. Label the first column 'HEALTHY Relationships' and the second 'UNHEALTHY Relationships'. Ask learners to brainstorm the characteristics, attitudes and behaviours in a dating relationship that make it either healthy or unhealthy. Write the learners' suggestions on the board.

Expect answers such as:

HEALTHY RELATIONSHIPS	UNHEALTHY RELATIONSHIPS
<ul style="list-style-type: none"> • Can make own decisions • Committed • Can compromise • Have freedom in the relationship • Share feelings • Have good communication • Respect • Share responsibilities • Honesty 	<ul style="list-style-type: none"> • Abusive (physically or emotionally) • Controlling • Unequal power • Jealousy • Fear • Unable to express feelings • Harassing • Large age difference • Threatening

Make sure to include having a large age difference between partners in the 'unhealthy' list. **Inter-generational relationships** are a widespread problem in South Africa, and place young women at high **risk of violence** and **HIV**. Learners should understand that these kinds of relationships are often unhealthy because they can be unequal, with the older partner having more life experience, money and material goods (for example a car) and usually very different expectations of the relationship.

- 2 Give the class the Handout: 'Are you headed for trouble?' Ask learners to reflect on the lists they have drawn up in comparison to the Handout. Have they covered all relevant unhealthy behaviours?
- 3 Facilitate a discussion by asking the following questions:
- a. What are the benefits of being in a HEALTHY relationship?
 - b. What are the implications of being in an UNHEALTHY relationship?

- 4 Ask learners to reflect on the descriptors in the 'Unhealthy Relationships' column. Ask them to think about how a friend may feel if she/he is in an unhealthy relationship?

Expect answers such as:

- Trapped
- Isolated
- Sad
- Fearful
- Anxious

- 5 Ask learners to suggest ways that someone may change their relationship from one that is unhealthy (or worrisome) to one that is healthy.

Some suggestions may include:

- Having open conversations.
- Being honest about feelings.
- Being respectful of one another.
- Making compromises with a partner.
- Telling their partner what they expect of them.
- Telling the partner when they have behaved in ways that were hurtful or upsetting.

- 6 Learners should know that unhealthy relationships are sometimes not worth saving. You may love a person, but may also recognise that being in a relationship with him/her is not healthy. Unfortunately, getting out of unhealthy relationships is also not always easy. Discuss some of the steps to take in getting out of an unhealthy relationship.

Some of the suggestions may include:

- Finding a safe way to tell a partner that you want to break up – for example, when someone you trust is nearby to ensure your safety.
- Finding a trusted adult to assist you in telling your partner you want to leave the relationship.
- Getting a protection order against your partner if they don't respect your decision to leave the relationship.
- Getting help from a school counsellor, or community leader.
- Using resources like NGOs and other organisations that may be able to assist you
- Making sure you have a safety plan in case your partner gets violent when you break up. (see Ch9, Ex3).

- 7 Remind learners that the first step in leaving an unhealthy relationship is to recognise it for what it is. There are many sources of support if they need to end their relationship – parents, friends, peers, teachers, school counsellors and NGOs may help them to do so.

TEACHER TIPS



General

Although this exercise doesn't ask learners about personal experiences, and so should not carry a risk of triggering adverse reactions from learners who may have been or are **victims** of an abusive relationship, any discussions of these topics require sensitivity on the part of the teacher.

Remember that in every class and school there are likely to be **perpetrators** and **victims** of domestic violence, and some teens may be part of relationships where there are large age differences. It is important for teachers to be mindful of this fact, and to make sure that the discussion doesn't single out individuals or vilify people.



Making the Link with Gender and Violence

This exercise helps learners reflect on healthy and unhealthy relationships in general. It also allows them the opportunity for personal reflection on worrisome behaviours and relationships. Learners who are in abusive relationships may not realise that they are victims of domestic or dating violence, and may not know what they can do to protect themselves. Learners who are perpetrators of dating violence (or are at **risk** of becoming perpetrators) may also not have identified that their own behaviour may be abusive. This exercise is a non-confrontational way of raising these issues with these learners.

This exercise is useful because it also discusses ways in which to change unhealthy relationships into healthy relationships, and provides learners with strategies and resources for exiting relationships that are not good for them.



Assessment Ideas

Ask the learners to develop a package of information that they can give to a friend who is in an abusive relationship and does not know what to do. The package of information should include the handout 'Recognising the Warning Signs of Abuse' (provided), leaflets/brochures about dating and domestic violence, places where they can go for information, and sources of support.



ARE YOU HEADED FOR TROUBLE?

➔ RECOGNISING THE WARNING SIGNS OF ABUSE

- Make fun of or disparage the people that you care about, like your family and friends?
- Insult you, call you names or put you down?
- Pressure you to do things that you are not comfortable with, for example sexual activities?



DOES YOUR PARTNER?

- Rush you into committing when you don't feel ready?
- Have a history of behaviour problems such as fighting, mistreating other people or hurting animals?
- Threaten or intimidate you, your family or friends?

- Act in a way that is very controlling, for example, telling you what to do or how to act, how to dress or who you can and can't speak to?
- Constantly check up on you – asking you questions like where you are, what you are doing and who you are with?
- Make you worried about how they will react to things you do or say?
- Believe strongly in rigid and stereotypical gender roles for girls and boys?

- Behave jealously?
- Abuse substances and/or alcohol?
- Isolate you from those you care about?
- Have an explosive temper?
- Blame you for their anger?
- Own weapons?

- Constantly check up on you – asking you questions like where you are, what you are doing and who you are with?
- Talk badly about their previous partners, blaming only them for the failure of the relationship?
- Keep you from spending time with family and friends?
- Act too serious about your relationship too quickly?
- Stop you from breaking off the relationship?

IF YOUR PARTNER DOES THESE THINGS, YOU MAY BE AT RISK OF VIOLENCE AND ABUSE.



RECOGNISE THE WARNING SIGNS, TALK TO SOMEONE AND GET HELP!




Abuse
Bystander
Domestic Violence
Domestic Violence Act
Intimate Relationship
Perpetrator
Victim
Violence

BAD ROMANCE

- ✓ 1. To help learners understanding dating violence and recognising the warning signs and risk.
- ✓ 2. To highlight the role of bystanders in assisting the victim address violence in a relationship.
- ✓ 3. To help learners develop the skills to support someone who is leaving a violent dating relationship.

 30 minutes

 **Hand-out: "Bad Romance" Comic (provided)**
Hand-out: 'Are you headed for trouble?' (provided)

PROCEDURE

- 1 Give each learner a copy of the 'Bad Romance' Comic.
- 2 Give the learners some time to read the comic and then initiate a discussion of the issues raised by the comic. As part of this discussion, you may want to ask learners:
 - a. What is happening in this comic?
 - b. How would you describe Omar's attitude and behaviours?
 - c. How does Anna respond to Omar?
 - d. What are the warning signs of **abuse** that we can see in Anna and Omar's relationship?
 - e. What role does Sue play in the story? When do you think Sue realises that something is wrong with Omar and Anna's relationship?
 - f. What other strategies could Sue have used to help Anna?
 - g. Why do you think it took Anna so long to stand up to Omar?
- 3 To wrap up the activity, ask learners to think about what the role of bystanders are? Can they think of examples from their own lives when they have seen something bad happen to someone else? Did you do anything about it? Why/why not?
Emphasise that domestic violence is a social problem and not just a personal problem, and that bystanders play an important role in helping to end abuse, or perpetuating it.

TEACHER TIPS



General

Although this exercise doesn't ask learners about personal experiences, and so should not carry a risk of triggering adverse reactions from learners who may have been or are the victim of an abusive relationship, any discussion of these topics requires sensitivity on the part of the teacher. In every class and school there are likely to be perpetrators and victims of **domestic violence**. It is important for teachers to be mindful and to make sure that the discussion doesn't single out individuals or vilify certain people.

Different people in the class may have different opinions on what constitutes dating and domestic violence, and what is acceptable behaviour. Do not entertain long debates on this topic, but rather refer to the definitions provided by the **Domestic Violence Act**.

Do not try and take on the role of counsellor during the class. If a learner discloses that they are in an abusive relationship, acknowledge their disclosure (by saying something like 'It was very brave of you to tell us that') and ask them to come to you after class so that you can provide them with more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services that they could contact for assistance.



Making the Link with Gender and Violence

This exercise explores healthy romantic relationships as well as unhealthy or abusive ones. Learners who are in abusive relationships may not realise that they, too, are victims of domestic or dating violence, and may not know what they can do to protect themselves.

This exercise also introduces learners to the role of bystanders in ignoring and perpetuating abuse. It provides learners with time to think about their own role in relationships, and how they may help someone who is in a violent relationship.



Assessment Ideas

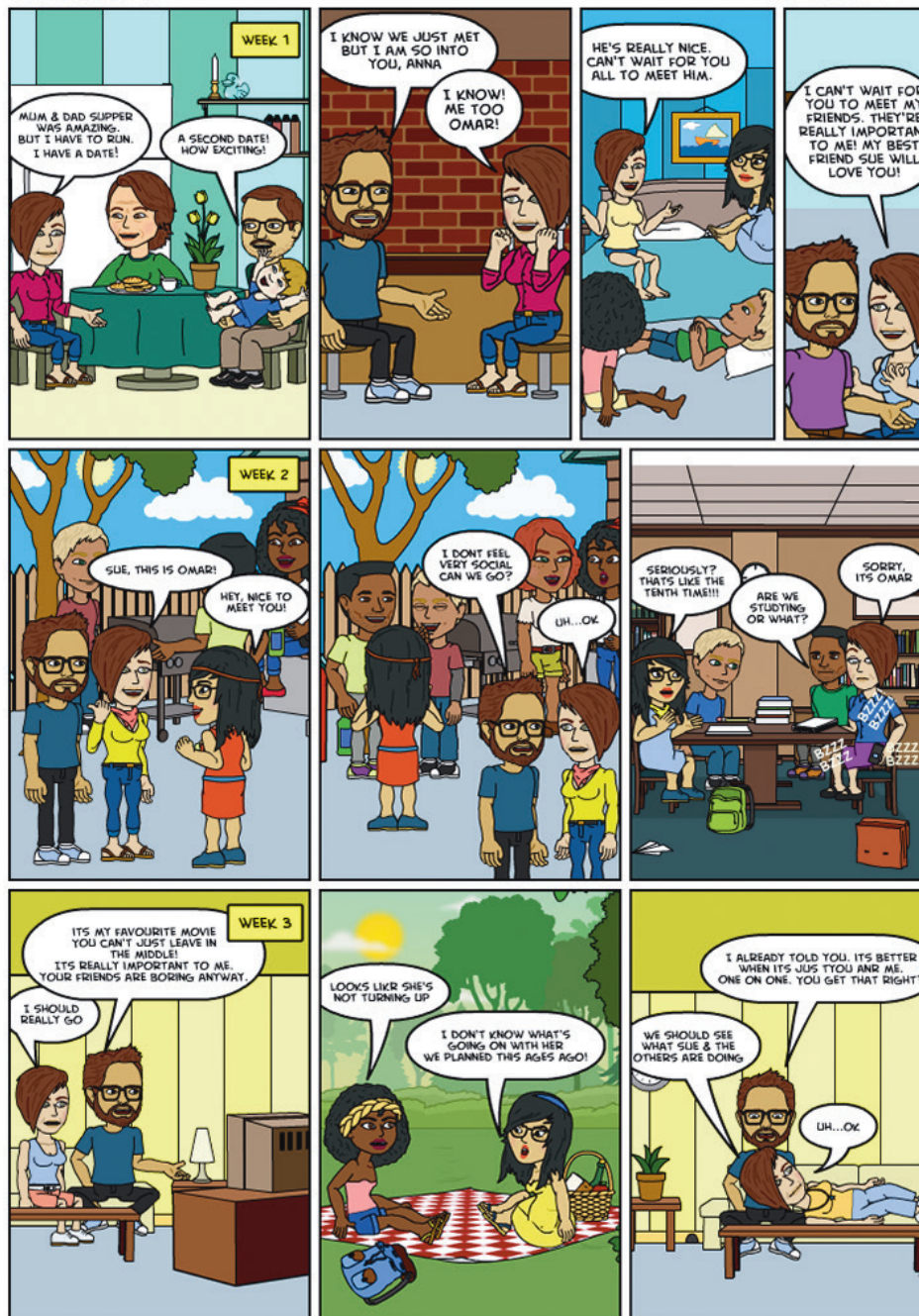
Learners can be asked to write a paper in which they put together information (which includes the provided handout: 'Recognising the Warning Signs of Abuse'), resources and methods that they would use to try to help a friend that is in Anna's situation (victim).



BAD ROMANCE

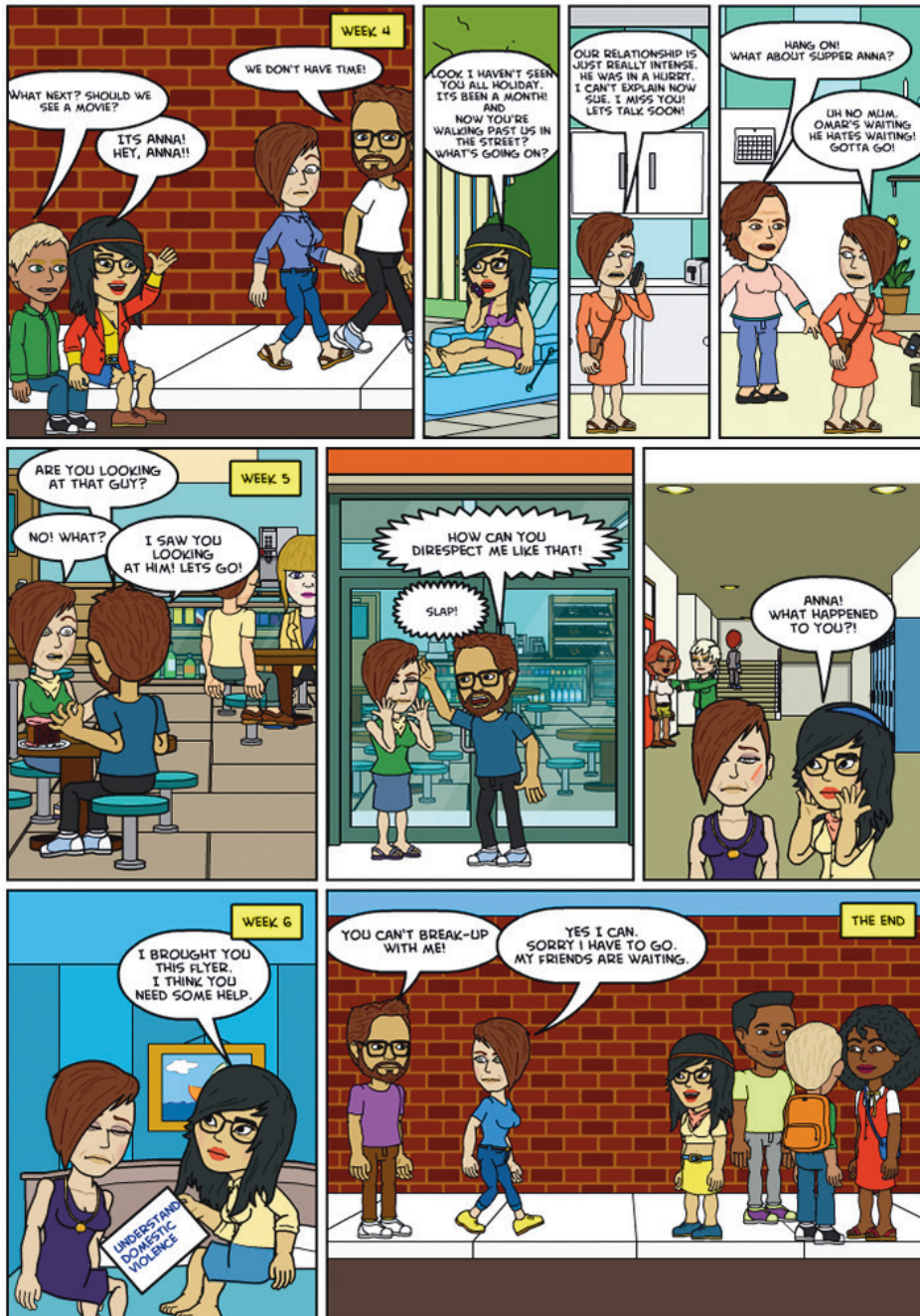
Hand this comic strip to each learner or pin it to the board so that everyone can see and read it.

A DAY IN THE LIFE^{1/2}



BAD ROMANCE

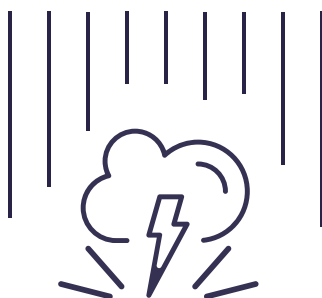
A DAY IN THE LIFE 2/2



ARE YOU HEADED FOR TROUBLE?

➔ RECOGNISING THE WARNING SIGNS OF ABUSE

- Make fun of or disparage the people that you care about, like your family and friends?
- Insult you, call you names or put you down?
- Pressure you to do things that you are not comfortable with, for example sexual activities?



DOES YOUR PARTNER?

- Act in a way that is very controlling, for example, telling you what to do or how to act, how to dress or who you can and can't speak to?
- Constantly check up on you – asking you questions like where you are, what you are doing and who you are with?
- Make you worried about how they will react to things you do or say?
- Believe strongly in rigid and stereotypical gender roles for girls and boys?

- Behave jealously?
- Abuse substances and/or alcohol?
- Isolate you from those you care about?
- Have an explosive temper?
- Blame you for their anger?
- Own weapons?

- Rush you into committing when you don't feel ready?
- Have a history of behaviour problems such as fighting, mistreating other people or hurting animals?
- Threaten or intimidate you, your family or friends?

- Constantly check up on you – asking you questions like where you are, what you are doing and who you are with?
- Talk badly about their previous partners, blaming only them for the failure of the relationship?
- Keep you from spending time with family and friends?
- Act too serious about your relationship too quickly?
- Stop you from breaking off the relationship?

IF YOUR PARTNER DOES THESE THINGS, YOU MAY BE AT RISK OF VIOLENCE AND ABUSE.



RECOGNISE THE WARNING SIGNS, TALK TO SOMEONE AND GET HELP!



Peer pressure
Social media
Violence
Sexual debut

THE RECRUITING GAME: UNDERSTANDING PEER PRESSURE

- ✓ 1. To increase learners' awareness of peer pressure.
- ✓ 2. To facilitate an understanding of how peer pressure works.
- ✓ 3. To help learners explore ways in which to resist peer pressure.

🕒 45 minutes to 1 hour

★ 'Mission' Cards (provided)

PROCEDURE

- 1 To begin, tell learners that they will be playing a game to see how good their powers of persuasion and resistance are.
- 2 Ask for five learners to volunteer to be 'recruiters' for the game. (If your class is particularly small, you may want to reduce the number of 'recruiters')
- 3 Ask each 'recruiter' to pick a 'mission' card for one of these listed groups:
 - The Smoking Group - this group wants to recruit others to start smoking.
 - The Drinking Group - this group wants to recruit others to start drinking alcohol.
 - The Bunking Class Group - this group wants to recruit others to skip classes.
 - The Having Sex Group - this group wants to recruit others to start having sex.
 - The Sexy Selfie Group - this group wants to recruit others to share sexy profile pictures on the internet (or other social media).
 - Tell the 'recruiters' not to share their mission with other learners yet.
- 4 Explain to the 'recruiters' that it is their job to think of ways to persuade the other learners to join their group. Give them a few minutes to think about their 'pitch' and to prepare how they will try to persuade their peers to join their group. The box below can be used to give them some ideas, but ideally learners will come up with these on their own.
- 5 Have the other learners in the class spread themselves out across the classroom.
- 6 When the game begins, the 'recruiters' must go around the classroom trying to convince their peers to join their group by using persuasive arguments. If a learner is convinced to join the group, then that person walks with the 'recruiter' and has to help the leader to recruit more people to the group. If a learner does not want to join the group, they should resist the arguments of the recruiters with their own counter-arguments.

Pitches that may be used to pressure peers:

SMOKING GROUP

- All the cool kids smoke
- Smoking makes you feel relaxed and good
- Smoking makes you look older
- Smoking keeps you skinny
- Light cigarettes aren't as harmful
- Menthol cigarettes smell really nice
- You can chew gum - your parents will never find out

DRINKING GROUP

- Drinking makes you feel relaxed and good
- It's really fun to have a drink
- You're much less stressed
- Lots of drinks taste really good
- You're not so shy after you've had a drink
- If you drink you fit in better at parties
- Boys like girls who have a drink/Girls like boys who have a drink
- You can chew gum - your parents will never find out

BUNKING CLASS GROUP

- You won't look like such a nerd
- It's so much more fun that being in class
- You're edgy if you bunk
- We watch movies all the time
- We just relax and hang out
- Even if you get caught you only get detention
- You're boring if you don't bunk
- Everyone should bunk at least once in their life
- Who wants to be inside on such a beautiful day
- You won't look like such a teacher's pet

HAVING SEX GROUP

- It's so much fun
- Don't be a prude
- No one waits anymore
- Everyone wants to be with someone who has experience
- Your first time is terrible anyway, so you should get it over with
- You're a child if you don't
- You know you want to
- Everyone else has done it – you're the last one waiting
- You'll understand relationships and life better once you've had sex
- There's no risk, you can use a condom
- What are you worried about?
- People will think you're gay

SEXY SELFIE GROUP

- You'll attract more boys/girls
- You will be more popular
- If you have a nice body why not flaunt it?
- Everyone does it
- What are you ashamed of?
- It's only your body
- Don't be a prude
- What are you worried about?
- People will think you're a nerd
- No-one likes good boys/girls anyway
- It's only a picture
- Only your friends will see it anyway
- You can always take it down later if you change your mind

7 Explain to the class that they have fifteen minutes to recruit as many learners as possible, after which the recruits in each group will be counted and the winner announced.

8 After the recruitment activity is completed and the winning group identified, bring the class back together to debrief the activity. Ask the class the following questions:

- a.** How did the leader and the other members of the group try to persuade others to join the group? What strategies did the group use?
- b.** How easy was it to persuade others to join the group?
- c.** What were some of the reasons people gave for not wanting to be recruited?
- d.** How did the someone feel if they refused to join a group?
- e.** How did the 'recruiters' feel when their efforts were refused?
- f.** Was it easier to recruit others once there were more members already in the group?
- g.** Where there any strategy that were especially successful in pressurising to join a specific group? What were these?

9 Explain to learners that although this activity is just a role-playing game, peer pressure is something that happens in real life. Wrap up the activity by asking them to reflect on their own experiences of peer pressure, and what can be done to resist it. The following questions can be used to stimulate this discussion:

- a.** What kinds of techniques are used to pressure peers into doing what they don't want to?
- b.** How does it feel to be pressured into doing something in this way?
- c.** What can we say to our friends when we don't want to do something that they want us to do?

TEACHER TIPS



General

Learners should engage vigorously with this activity; consequently it can become quite loud. It may require a lot of space in the classroom for the learners to walk around recruiting. Depending on the size of the class, it may be advisable to carry out the exercise in an outside area, gym or hall.

If learners get very involved in the activity, or the class is very big, it may take longer to complete the task. Make sure you allow enough time for the debriefing questions after the recruitment process.

Peer groups can exert a powerful influence on adolescents. This exercise uses a list of problematic behaviours, and asks learners to try them out in an effort to convince others to join their cause. Be careful to point out that this exercise is not intended to encourage learners to use these pressuring techniques in their own lives and relationships. Emphasise that the reasons given to join the different groups are only used as an illustration of ways that people pressure others to behave as they want them to. Suggest strategies that learners can use to resist peer pressure and so avoid becoming involved in things that they don't want to do.



Making the Link with Gender and Violence

Peers become more important in learners' lives as they reach adolescence. During this period, they may be easily influenced by their friends and try things that their friends are doing, due to peer pressure. Because of peer pressure, learners may be engaging in problematic activities such as early sexual debut or risky sexual activity, substance abuse, and coercive relationship dynamics. While teens often pressure each other, they can also be powerful role models or support systems to friends who are trying to resist peer pressure. They can encourage friends to stand up against dating violence, or to stop exerting pressure on partners in ways that are worrisome or abusive.



Assessment Ideas

- 1** Learners can be required to write a personal reflection about a situation where he/she has felt peer pressure or has participated in pressuring a friend. What kinds of techniques were used to apply pressure in the situation that they describe? How could the person in question have better resisted the peer pressure that was being exerted on them?
- 2** Learners should write a short paper on the kinds of peer pressure that are most prevalent in their school, what can be done to inform learners about the harmful effects of peer pressure, and ways to reduce its impact.



Variation

This exercise can be extended by dividing the class into five small groups and asking them to brainstorm responses that could be used to decline and resist invitations to join the different groups.

'MISSION' CARDS

Print and cut out a set of these cards.
Hand one card to each of the 'recruiters' in the game.

Smoking Group

Your mission is to get your classmates to join the group who smoke at school during the day.

Drinking Group

Your mission is to get your classmates to join the group who drink alcohol.

Bunking Classes Group

Your mission is to get your classmates to join the group who bunk classes at school.

Having Sex Group

Your mission is to get your classmates to start having sex.

Sexy Selfie Group

Your mission is to get your classmates to join the group who share sexy pictures (over the internet/phones).

FINDING THE IDEAL CANDIDATE

- ✓ 1. To help learners understand healthy and unhealthy romantic relationships.
- ✓ 2. To identify the desirable and undesirable characteristics in a dating partner.

🕒 20 to 30 minutes.

★ Chalkboard, papers and pens.

PROCEDURE

- 1 This activity is designed to get learners thinking about what characteristics they want in a dating partner. They should imagine that they are about to interview candidates who are to be their partner.
- 2 Ask learners to brainstorm the kinds of characteristics that they think an ideal dating partner has. Tell them that these descriptions should be limited to attitudes and behaviours and should not include spiritual or religious characteristics. They should also not include physical traits or material possessions. Write their answers on the board.

Expect answers such as:

- Fun
- Caring
- Loving
- Respectful
- Likes to go out
- Adventurous

If learners suggest superficial qualities, such as 'has lots of money,' remind them that you are asking for personal characteristics not material qualities and that someone can have a lot of money or be very attractive and still be a horrible person. If learners suggest negative or dubious characteristics such as 'macho' or 'always takes the lead,' ask them to think of situations where that may be problematic and why that may not be ideal. Ask them to rephrase or think of another 'ideal' that better captures what they want from a partner.

- 3 Now ask each learner to write a job advertisement for the position of boyfriend/girlfriend. When they have finished, ask a few volunteers to share their job adverts, and keep track on the board of the kinds of characteristics that they have included.
- 4 Tell learners that when you advertise a job, it is critical that you know what you are not looking for in a candidate, in addition to knowing what you want. Ask learners to go through a similar process by listing the traits that they would not want in a dating partner. Once they have compiled the list, ask them how they could identify these traits early in the relationship, or even before getting involved with that person.

- 5 Tell learners that it is often difficult to know what a person is really like until you get to know them better – often people behave quite differently with their partner than they do others. Sometimes though, there are clues that can let you know whether a potential or current partner is an ideal match for you. Some questions that you may want to think about are:

a. What do/would your friends think of this person?

b. What do/would my parents think of this person?

c. Can I open up to others about my relationship with this person? If not, why not?

d. How does this person communicate with me, and with others? Are they respectful?

e. What does this person think of **gender roles**, and how do those beliefs fit with my own?

f. How does this person resolve conflict?

- 6 Tell learners that finding an ideal partner is hard. Each relationship teaches us about ourselves, about the other person, and about what we want in a future partner. Encourage learners to choose the people they date wisely, and to recognise the signs of an unhealthy relationship. Refer learners to the Handout: Are you Headed for Trouble? (included in CH4 Ex 1 and Ex2) for more information.

TEACHER TIPS



General

This exercise focuses on helping learners know what healthy dating relationships are, and what attitudes and characteristics they do and don't want in their dating partner. This exercise allows learners to self-reflect on their current partnerships and assess whether these relationships are healthy or unhealthy. Even for those learners who are not in a dating relationship, this exercise could help them choose a better partner in the future.



Making the Link with Gender and Violence

This exercise helps learners reflect on and discuss healthy and unhealthy relationships. It provides an opportunity to reflect on worrisome

Chapter 4: Teen Dating and Relationships / Exercise 6

behaviours and situations in which they may have been involved. Learners who are in abusive relationships may not realise that they, too, are victims of domestic or dating violence, and may not know what they can do to protect themselves. Learners who are perpetrators of dating violence (or are at risk of becoming perpetrators) may also not have identified that their own behaviour may be abusive. This exercise is a non-confrontational way of raising these issues.

This exercise could spark a realisation for learners that there is a disconnect between what they want in a partner and the person whom they are dating. Some learners may even realise that they are in an

abusive relationship. The teacher should be prepared to refer learners in this position to relevant local NGOs, and other resources of information and support.



Assessment Ideas

This exercise encourages personal reflection and therefore doesn't give rise to an appropriate assessment task.





Abuse
Abuse
Aggressive
Control
Perpetrator
Popular culture
Power
Social Norms
Victim
Violence
Domestic Violence Act

THE HITS KEEP COMING

POP MUSIC AND VIOLENT RELATIONSHIPS

- ✓ 1. To help learners recognise the role that **popular culture** plays in our ideas about relationships.
- ✓ 2. For learners to identify messages in lyrics as relating to healthy (equal) or unhealthy (unequal/controlling) relationships.
- ✓ 3. For learners to consider how their own attitudes about ideal relationships and dating behaviour are influenced by pop music.

🕒 45 minutes

Worksheet: 'The Hits Keep Coming' (provided)

★ **Teacher Answer Key**
Teen Power and Control Wheel
Teen Equality Wheel

PROCEDURE

- 1 Introduce the exercise by telling learners that they are going to analyse lyrics from popular songs in order to identify what these songs tell us about relationships.
- 2 Provide each learner with a copy of the Worksheet: 'The Hits Keep Coming' and copies of both the 'Teen Equality Wheel' and 'Teen Power and Control Wheel'. You could also put an enlarged copy of each wheel on the board where all learners can see them.
- 3 Explain that learners should read the lyrics carefully and then fill out the which segment of either wheel (Teen Power or Teen Equality) that best describes the lyric (column 2), and the reason that it fits this segment (column 3).
- 4 After everyone has filled out their worksheets (this should take 15-20 mins), ask learners to volunteer their answers, including which segment of which wheel it matched, and why.
- 5 Go through the lyrics one by one and facilitate a class discussion by asking:
 - a. Do you agree with the other learner's answer? Why?
 - b. Do you know who sings the song and what the song title is?
 - c. Is it a popular song?
 - d. Given that the lyrics are taken from songs that we hear everyday, why don't we notice how many messages promote unhealthy relationships?

You should cover the following:

- Popular culture idealises volatile/unstable and aggressive or violent relationships as romantic and passionate.
- We start to see this as normal or as an ideal and think that relationships that are not volatile are boring.
- This imagery matches social norms around aggressive or violent masculinity and submissive femininity so we see it as normal.
- We have become desensitised to violence against women because it has been part of popular culture for so long that we do not notice it.
- The upbeat and catchy melodies of pop music draw attention away from the meaning of the lyrics.

- e. What do you think are the effects when men and women get these messages from so many different sources all the time?

You should include the following:

- They think this is normal, and the way relationships should be
- They cannot tell if they are in unhealthy relationships because they have no healthy role models.
- Women expect to be treated poorly
- Men expect that they should be dominant or aggressive
- Relationships are less fulfilling because partners are not taught or modelled communication, respect and trust.

- f. How can we challenge these messages and promote healthy relationships?

Here you or the learners may:

- Provide counter-narratives to the unhealthy relationships in media
- Find and talk about healthy role models and relationships
- Encourage communication and trust in relationships
- Tell your partner what you want and ask them what they want
- Negotiate compromises or solutions to problems together
- Ask for consent
- Tell your partner if you do not like something they do
- Avoid discussing problems when you are angry or upset, wait till you are both calmer
- Seek help if you think you are in an unhealthy relationship
- Break up respectfully but firmly (See Ch4, Ex8: Breaking Up is Hard to Do)

TEACHER TIPS



General

Although this exercise doesn't ask about personal experiences and so should not carry a risk of triggering adverse reactions from learners who may have been, or are, the victim of an abusive relationship, any discussion of these topics requires sensitivity on the part of the teacher. In every class and school there are likely to be perpetrators and victims of domestic violence. It is important for teachers to be mindful of this fact and to make sure that the discussion doesn't single out individuals or vilify people. It is much more helpful to focus on the perpetrators' behaviours, by saying things like "it is wrong when someone verbally abuses someone else" rather than saying 'your boyfriend is wrong to abuse you'.

Different people in the class may have different opinions on what constitutes dating and domestic violence versus what is acceptable behaviour. Do not entertain long debates on this topic, but rather refer to the definitions provided by the Domestic Violence Act.

Do not try and take on the role of counsellor during the class. If a learner discloses that they are in an abusive relationship, acknowledge their disclosure (by saying something like 'It was very brave of you to tell us

that') and ask them to come to you after class so that you can provide them with more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services that they could contact for assistance.



Making the Link with Gender and Violence

This exercise helps to recognise how popular culture sends us continuous messages about relationships. Often these messages teach us that the ideal is to aim for unhealthy relationships based on inequality, power differences, and control, where men are always the ones in charge. It also characterises exciting, passionate, and romantic relationships as unstable, violent, or aggressive.

This exercise explores and helps learners reflect on these messages, how they have internalised them, and where their own lives reflect the messages of these songs. It helps move learners from idealising unhealthy relationships to reflecting on more realistic healthy standards for themselves and others. It also helps learners who are in abusive relationships to identify this, and to take appropriate steps and seek assistance.



Assessment Ideas

The worksheet can be graded based on how well the learners can identify and analyse messages in song lyrics about relationships.



THE HITS KEEP COMING

Copy this worksheet for each learner

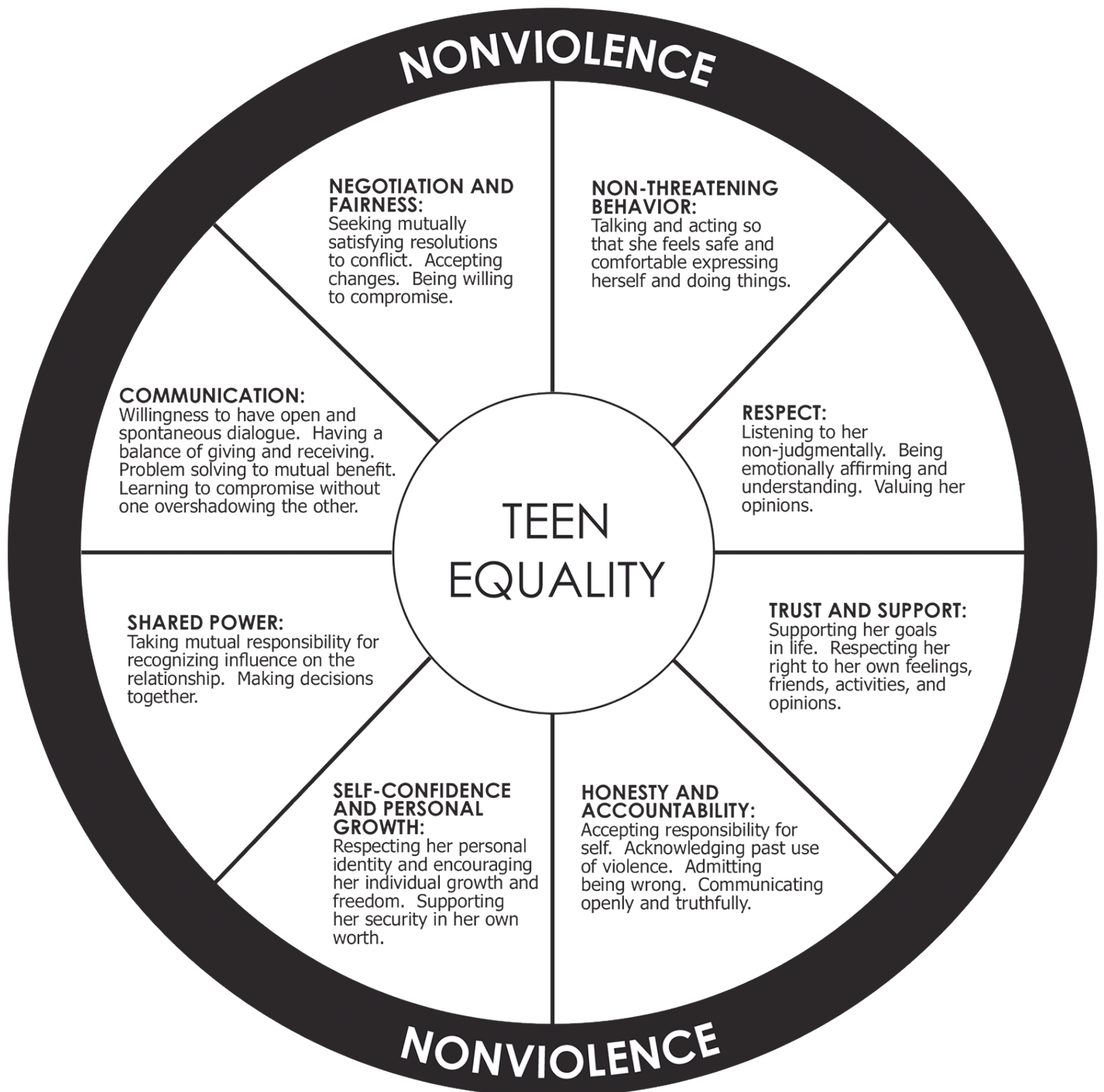
LYRICS	WHEEL/ SEGMENT	REASON
<p>Now there's gravel in our voices Glass is shattered from the fight In this tug of war you'll always win Even when I'm right 'Cause you feed me fables from your hand With violent words and empty threats 'Love The Way You Lie Part II' Rihanna, featuring Eminem</p>		
<p>I slipped my hand under her skirt I said don't worry, it's not gonna hurt Oh, my reputation's kinda clouded with dirt That's why you sleep with one eye open But that's the price you pay 'Girl with One Eye' Florence & the Machine</p>		
<p>I bust the windows out your car And no it didn't mend my broken heart I'll probably always have these ugly scars But right now I don't care about that part I bust the windows out your car After I saw you laying next to her I didn't wanna but I took my turn I'm glad I did it cuz you had to learn 'Bust your Windows' Jazmine Sullivan</p>		
<p>Have you ever felt you ever want to kill her? And you mix them emotions with tequila And you mix that with a little bad advice On one of those bad nights, ya'll have a bad fight And you talking 'bout her family, her aunts and shit And she say "Motherfucker, yo momma's a bitch!" You know, domestic drama and shit, all that attitude I'll never hit a girl, but I'll shake the shit outta you! 'Bittersweet Poetry' Kanye West featuring John Mayer</p>		
<p>When he calls to me, I am ready I'll wash his feet with my hair if he needs Forgive him when his tongue lies through his brain Even after three times, he betrays me 'Judas' Lady GaGa</p>		
<p>You, with your words like knives And swords and weapons that you use against me You have knocked me off my feet again Got me feeling like I'm nothing 'Mean' Taylor Swift</p>		
<p>This house is too huge, if you move out I'll burn all two thousand Square feet of it to the ground, ain't shit you can do about it 'Cause with you I'm in my fuckin' mind, without you I'm out it 'Love The Way You Lie Part II' Rihanna</p>		

THE HITS KEEP COMING

LYRICS	WHEEL/ SEGMENT	REASON
<p>You think I'm pretty Without any makeup on You think I'm funny When I tell the punchline wrong I know you get me So I let my walls come down, down 'Teenage Dream' Katy Perry</p>		
<p>When I kiss you so good, Why would you wanna break up? When this loving is so good, Why would you wanna break up? When I hit that so good, Why would you wanna break up? When this feeling is so good, Why would you wanna break up? 'Break up' Mario featuring Gucci Mane and Sean Garrett</p>		
<p>Ooh there's somethin about kinda woman that can do for herself I look at her and it makes me proud There's something about her Somethin oh so sexy about kinda woman that don't even need my help She said she got it she got it No doubt, it's somethin about her Cause she work like a boss play like a boss 'Miss Independent' Ne-yo</p>		

TEEN EQUALITY

Copy this wheel for each learner



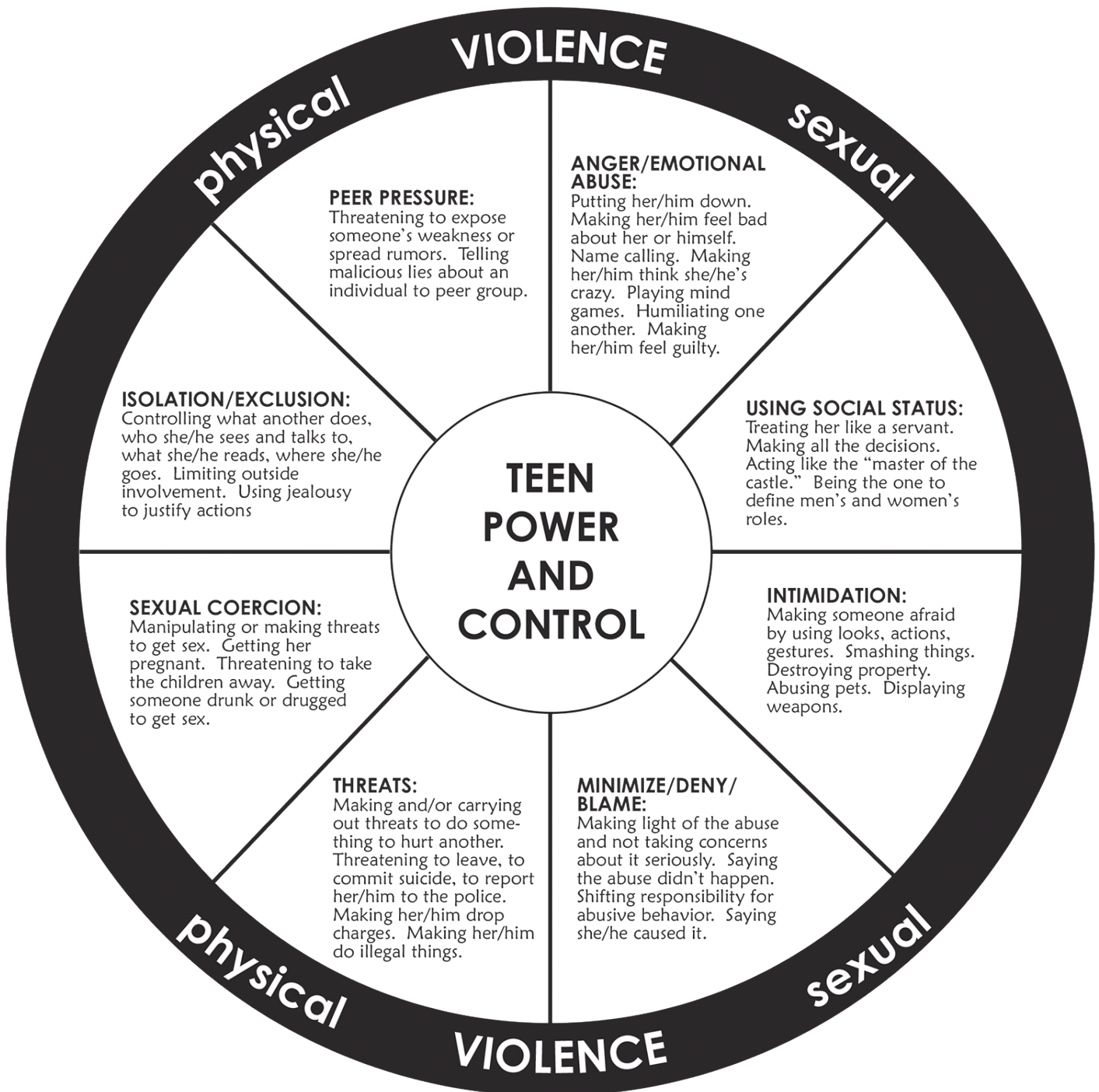
References:

Adapted from: Domestic Abuse Intervention Project

National Centre on Domestic and Sexual Violence.

TEEN EQUALITY

Copy this wheel for each learner



References:

Adapted from: Domestic Abuse Intervention Project

National Centre on Domestic and Sexual Violence.

THE HITS KEEP COMING

Teacher Answer Key

LYRICS	WHEEL/ SEGMENT	REASON
<p>Now there's gravel in our voices Glass is shattered from the fight In this tug of war you'll always win Even when I'm right 'Cause you feed me fables from your hand With violent words and empty threats</p> <p>'Love The Way You Lie Part II' Rihanna, featuring Eminem</p>	<p>Power and Control</p> <ul style="list-style-type: none"> • Intimidation • Anger/Emotional Abuse • Threats 	<p>Lyrics describe a fight where things were broken; there's an inability to control temper and damage to property (intimidation). Lyrics describe 'violent words (emotional abuse) and threats'.</p>
<p>I slipped my hand under her skirt I said don't worry, it's not gonna hurt Oh, my reputation's kinda clouded with dirt That's why you sleep with one eye open But that's the price you pay</p> <p>'Girl with One Eye' Florence & the Machine</p>	<p>Power and Control</p> <ul style="list-style-type: none"> • Sexual Coercion • Intimidation • Threats 	<p>Lyrics describe sexual coercion and/or sexual abuse. Lyrics describe feeling afraid or needing to keep a watch out/'one eye open' (intimidation/threats).</p>
<p>I bust the windows out your car And no it didn't mend my broken heart I'll probably always have these ugly scars But right now I don't care about that part I bust the windows out your car After I saw you laying next to her I didn't wanna but I took my turn I'm glad I did it cuz you had to learn</p> <p>'Bust your Windows' Jazmine Sullivan</p>	<p>Power and Control</p> <ul style="list-style-type: none"> • Intimidation • Violence 	<p>Lyrics describe damage to property (intimidation). Lyrics mention 'scars' although it is unclear whether these are physical (violence) or emotional.</p>
<p>Have you ever felt you ever want to kill her? And you mix them emotions with tequila And you mix that with a little bad advice On one of those bad nights, ya'll have a bad fight And you talking 'bout her family, her aunts and shit And she say "Motherfucker, yo momma's a bitch!" You know, domestic drama and shit, all that attitude I'll never hit a girl, but I'll shake the shit outta you!</p> <p>'Bittersweet Poetry' Kanye West featuring John Mayer</p>	<p>Power and Control</p> <ul style="list-style-type: none"> • Intimidation • Threats • Minimise/deny /blame • Violence 	<p>Lyrics describe a fight, exacerbated by alcohol, and the inability to control temper (intimidation). Lyrics mention her escalating the fight by insulting his mother before he uses violence which suggests that she provoked the violence (minimising/blaming). Lyrics include violence such as shaking which may be actual or threatened (violence, threats)</p>
<p>When he calls to me, I am ready I'll wash his feet with my hair if he needs Forgive him when his tongue lies through his brain Even after three times, he betrays me</p> <p>'Judas' Lady GaGa</p>	<p>Power and Control</p> <ul style="list-style-type: none"> • Using Social Status • Emotional abuse 	<p>Lyrics describe subservient or servant-like behaviour (using social status of men to subdue women), which may also be seen as humiliating or demeaning (emotional abuse).</p>
<p>You, with your words like knives And swords and weapons that you use against me You have knocked me off my feet again Got me feeling like I'm nothing</p> <p>'Mean' Taylor Swift</p>	<p>Power and Control</p> <ul style="list-style-type: none"> • Emotional Abuse 	<p>Lyrics describe words that make her feel 'like nothing'/worthless (emotional abuse).</p>
<p>This house is too huge, if you move out I'll burn all two thousand Square feet of it to the ground, ain't shit you can do about it 'Cause with you I'm in my fuckin' mind, without you I'm out it</p> <p>'Love The Way You Lie Part II' Rihanna</p>	<p>Power and Control</p> <ul style="list-style-type: none"> • Threat • Intimidation 	<p>Lyrics refer to the threats that if she leaves he will burn down the house (threat, intimidation).</p>

THE HITS KEEP COMING

Teacher Answer Key

LYRICS	WHEEL/ SEGMENT	REASON
<p>You think I'm pretty Without any makeup on You think I'm funny When I tell the punchline wrong I know you get me So I let my walls come down, down</p> <p>'Teenage Dream' Katy Perry</p>	<p>Equality</p> <ul style="list-style-type: none"> • Non-threatening Behaviour • Trust and Support • Communication • Self-Confidence 	<p>Lyrics are affirming and non-threatening. He is affirming of her beauty and wit, contributing to her confidence. She trusts him and can open up (trust, communication)</p>
<p>When I kiss you so good, Why would you wanna break up? When this loving is so good, Why would you wanna break up? When I hit that so good, Why would you wanna break up? When this feeling is so good, Why would you wanna break up?</p> <p>'Break up' Mario featuring Gucci Mane and Sean Garrett</p>	<p>Power and Control</p> <ul style="list-style-type: none"> • Minimise/deny /blame • Violence 	<p>Lyrics suggest that the partner's unhappiness in the relationship is not a big deal or that other things are so good that it makes up for the unhappiness and the partner wanting to get out if it (minimising/ blaming)</p>
<p>Ooh there's somethin about kinda woman that can do for herself I look at her and it makes me proud There's something about her Somethin oh so sexy about kinda woman that don't even need my help She said she got it she got it No doubt, it's somethin about her Cause she work like a boss play like a boss</p> <p>'Miss Independent' Ne-yo</p>	<p>Equality</p> <ul style="list-style-type: none"> • Respect • Trust and Support • Self-Confidence and personal growth • Shared power 	<p>Lyrics are affirming. He respects, supports, and is attracted by her confidence and independence. Her independence suggests confidence and shared power.</p>

BREAKING UP IS HARD TO DO

- ✓ 1. To help learners understand that breakups are a normal part of teen dating relationships; experiences can contribute to growth.
- ✓ 2. To help learners find respectful ways of breaking up or reacting to breakups.

🕒 45 minutes

Scenario Cards: 'Breaking Up is Hard To Do' (provided)

★ Hand-out: 'Tips for Doing Your Best in a Breakup' (provided)

PROCEDURE

- 1 To begin the lesson, tell the learners that this lesson is focused on break ups – something most people are familiar with but no one really likes to do, or have done to them. Explain to them that breaking up is a very normal part of growing up. People break up for many different reasons: their interests may change; they may find that they don't share the same values; perhaps they argue a lot or simply don't want to be with the other person anymore; maybe they have even met someone else or maybe don't want to be with anyone right now. Whatever the reasons, they have probably thought quite a lot about how or when to do it and may even have thought about whether things would get better with time or whether to give the relationship another chance. It is good for learners to give themselves time to think this decision through carefully, so that they don't hurt the other person unnecessarily. However, it is also important to take that step if the relationship is not working for the individual.
- 2 To equip learners with some of the skills they may need to break up with someone, this exercise will include four role-play scenarios. Ask for eight learners to volunteer to be actors in the scenarios.
- 3 Let the eight learners pair up into four couples. Give each pair one of the role-playing 'Scenario Cards' (provided). You can also add other scenarios to this exercise to make them relevant to your context, or to address events that may have been problematic in the school.
- 4 Send the 'couples' out of the classroom (or off to one corner) and give them 5 minutes to prepare for their roles. In the meantime, hand out the information sheet: 'Tips for Doing Your Best in a Breakup' to the rest of the class and have them read through it.
- 5 Let each of the couples act out their scenario. After each skit, facilitate a discussion by asking learners to use the information provided in the 'Tips for Doing Your Best in a Breakup' information sheet to answer the following questions for the respective scenarios:

COUPLE WHERE ONE THREATENS TO HARM THEMSELVES:

- a. How would you feel in this situation?
- b. Would this kind of manipulation make you stay in the relationship?
- c. What could you say to end the relationship?

PERSON DOING THE BREAKING UP RUSHES INTO IT WITHOUT THINKING ABOUT WHAT THEY ARE GOING TO SAY AND ENDS UP BEING RUDE TO THEIR PARTNER:

- a. How would you feel if the person breaking up with you is rude to you?
- b. What is a better way of ending the relationship?

PERSON BREAKS UP WITH THEIR PARTNER OVER TEXT:

- a. How would you feel in this situation?
- b. Why may someone want to break up with their partner over text?
- c. What is a better way of ending the relationship?

PERSON DOESN'T ACTUALLY BREAK UP WITH THEIR PARTNER, BUT JUST ACTS AS IF THEY ARE ALREADY BROKEN UP:

- a. How would you feel in this situation?
- b. Why may someone act in this way?
- c. What is a better way of ending the relationship?



- 6 Remind learners that after making the decision to breakup, they need to tell the other person about their decision to leave the relationship. These are often awkward or difficult conversations as the other person is likely to feel rejected, sad, disappointed or hurt. Seeing their reaction may also be upsetting – even if breaking up is the right decision. The best approach is to try to be respectful, honest, and to avoid saying things that they will regret later. Brainstorm with learners some of the positive and respectful things they could say if they want to break up with someone.

Expect answers like:

- We like different things
- We are interested in different activities
- We don't share the same values
- We argue more than we have fun together
- I don't want to be in a relationship with anyone right now
- Our relationship is going too fast for me
- I have met someone else and I don't want to hurt you

TEACHER TIPS

 **General**

Learners should identify with the experiences portrayed in this activity – even if they have not broken up with someone or have not been broken up with before. As a result, the skits could get quite rowdy, long, or be too graphic or forceful when acting out (for example, where the person is rude or threatens to harm themselves). This exercise therefore requires strong facilitation to keep it on track.

Breaking up is a hard situation for both parties involved, as they can both feel hurt that the relationship has ended. This exercise is useful in that it creates an awareness of what breaking up means, and how it can be managed in the most respectful way possible.

 **Making the Link with Gender and Violence**

Just like in adult domestic relationships, teens who break up with their dating partner (especially young women) are at high risk of violence as a result of doing so. Even where partners are not physically violent, the person breaking up may be subjected to emotional abuse, manipulation or threats. These aspects of teen relationships are seldom discussed and the emphasis on adult domestic violence often makes teens – especially young women – underestimate their risks.

 **Assessment Ideas**

- 1 Ask learners to write a personal reflection on a situation where they have either broken up a relationship or been broken up with. Ask them to describe how it felt, and what they would do differently if given the opportunity. If the learner has not experienced a breakup, ask them to imagine the circumstances of someone who has.
- 2 Write a fictitious letter to an 'Agony Aunt' advice column in a local newspaper or a popular magazine. Ask learners to write the 'Agony Aunt's' response to the letter. You may choose to make the partners in the letter same-sex partners to encourage learners to think about how breaking up, responses to it, and our societal expectations of appropriate behaviour, may be similar or different for same-sex partners.



'BREAKING UP IS HARD TO DO' SCENARIO CARDS

Print. Cut out a card for each role-playing couple.

You want to break up with your partner who says that they don't want your relationship to end. She/he cries and threatens to commit suicide. She/he says that they can't live without you.

You want to break up with your partner but you don't know how to have that conversation with them because you know it's not going to go well. You decide to send them a text telling them "we R thru."

You want to break up with your girl/boyfriend. You haven't thought things through; you rush into the conversation and end up being really rude when you tell them that you don't want to be with them anymore.

You want to break up with your partner but you don't know what to say to them. You decide to just act as if things are already over between you.

TIPS FOR DOING YOUR BEST IN A BREAKUP

Breaking up with someone is never easy. Follow these tips to on how to do so respectfully and safely:

- **Be clear about the fact that you want to break up.** Say things like: “I want to break up” or “I want us to be friends, but not go out.”
- **Be clear about your reasons for breaking up** and be sure that ending the relationship is what you want to do. If you’re sure, it’s OK to stick to your decision, even if the other person might be hurt by your decision or doesn’t want to break up.
- **Think before you speak.** Think about what you’ll say and how the other person might react. Thinking about the other person’s point of view and feelings can help you prepare for their reaction, and be sensitive in your response.
- **Never tell someone you want to break up as a way of manipulating them** or getting them to do something you want to do.
- **Tell your partner about your decision in person.** Respect the fact that you have shared something together and tell your partner face-to-face. Don’t do it through a friend, on the phone, or through a letter (unless you are concerned about violence). Don’t do it in front of other people.
- **Don’t do it when you are in a place that is too isolated.** Be sure other people can hear you in case things get out of control – even if you are not concerned about violence.
- **Talk to someone you trust.** It can help to talk through your feelings with a trusted friend but be sure the person you confide in can keep it private until you have your actual break-up conversation with your boyfriend or girlfriend. Parents, older sisters/brothers or trusted adults are often good sounding boards and are unlikely to tell others or let it slip out accidentally.
- **Give the person some space.** You can send them a friendly message or have a conversation that lets them know you care about how they are doing but don’t crowd them or harass them. Give them time to work through their feelings – they may not be ready to be friends with you right away.

References:

Adapted from Teenshealth.org



Child Abuse
Contraception
Domestic Violence
Risk
Termination of Pregnancy

BEFORE AND AFTER HAVING A BABY

- ✓ 1. For learners to consider the responsibilities and challenges involved in young parenthood.
- ✓ 2. To understand the effect that parenthood has on individuals lives and lifestyle, especially for young parents.
- ✓ 3. To understand some of the stresses parenthood can put on a relationship.

🕒 45 minutes



Worksheet : 'Having a Baby - Day Planner'
(provided)
Example Worksheet (provided)

PROCEDURE

- 1 Hand out a copy of the Worksheet 'Before and After having a Baby - Day Planner' to each learner and ask them to plot out in the left hand column what they would do on a typical Saturday. Tell them to include all their activities of a 24 hour period, including things like sleeping, eating, bathing, chores, sports, leisure activities and the like.
- 2 After completion of the worksheet, ask the class to compile a list of everything that a new baby needs and which requires attention; for example, sleeping, feeding - breast or bottle, nappy changing, playing, entertaining, crying, being held, and washing clothes. Give learners some indications of how much time in a day these activities might require.
- 3 Ask learners to return to their Worksheet and, in the second column, write what a typical Saturday would look like if they had a baby in their life. Mention that the reason that the day planner has 24 hours is that babies don't keep regular hours and wake up several times during the night to play, feed and because they often need a nappy change.
- 4 Ask learners to reflect on how their schedules might fit, or clash, with having a baby in their life. You can use the Example Worksheet (provided) to guide the discussion. The following questions may be helpful:
 - a. How do you now spend most of your Saturdays?
 - b. How much time do you get to yourself?
 - c. Do you get to stay in bed late on a Saturday morning?
 - d. Would a baby allow you to do those things?
 - e. Would you be able to manage your school work while taking care of a baby everyday? Would you have time to hang out with friends? Could you manage to hold down a part-time job?
 - f. What would happen if you, or the baby, got ill? How would you cope?
 - g. Are the answers different for males and females? How? Why?
- 5 Now ask learners to break into pairs and to imagine that they are the parents of a baby. (It doesn't matter whether they are mixed-sex or same-sex pairs for the purposes of this exercise). They should figure out between them how they would divide the childcare responsibilities - in other words, who will look after the baby, when, and who will do which of the tasks necessary in caring for an infant.
- 6 Remind them that they will still live in homes different from their partners, still not be able to drive, and still have very limited resources including money. They will therefore also need to work out logistical issues such as where the baby will spend its time throughout the day while they are at school, how they will get the baby from one home to another, and who will pay for the things that the baby needs.
- 7 Now facilitate discussion by asking the class the following questions:
 - a. Were you able to agree on a schedule? How were the childcare responsibilities divided?
 - b. How difficult, or easy, was it to agree with your partner on a schedule?
 - c. What were some of the conflicts?
 - d. What do you think would happen on a week day when you had to go to school?
 - e. What do you think might be pressure-points or issues that could be a risk for domestic violence between partners?
 - f. What do you think might be pressure-points or issues that could be a risk for child abuse?
- 8 End the exercise by asking learners whether any of them are ready to have a baby. Ask them how they will try to ensure that they do not become parents before they are ready. Emphasise that parenting is a big responsibility and is something that has a big impact not only on themselves, but on their own families (parents and siblings) and on their future child.

TEACHER TIPS



General

If you have learners who are pregnant or who have children, do not single them out. Let them complete the exercise like everyone else and if they choose to, they may share their experiences during the discussion. Do not specifically ask them questions or to share their experiences.

Explain to learners that pregnancy is an obvious risk of having sexual intercourse, and that it can happen even if it is the first time that someone has sex or if contraception is used. Every school will have instances where learners are pregnant. These learners are just like everyone else. They should not be blamed or shunned (either by teachers or by fellow learners), instead they should be offered support, information and resources to help them manage their pregnancy and childcare, as well as to help them finish school.

If a learner gets pregnant, she may choose to have a Termination of Pregnancy, or give up the baby for adoption. Even if these options do not align with your moral views, or those in the classroom, it is important to allow learners to think about these choices and to know that they are legally supported options.



Making the Link with Gender and Violence

Teen pregnancy affects teenage girls and boys quite differently, reflecting patriarchal and misogynistic attitudes towards parental responsibility.

Teenage mothers are especially vulnerable to discrimination, poverty (by lack of child support from the father, and diminished future earning potential), abuse and exclusion by their partner, friends, family members or their community.

In this exercise, the questions listed under 7 - specifically parts e. and f. - address the issue of pressure-points and how these give rise to violence. Here, you should discuss how anxiety about parenting, differing expectations, feelings of disappointment or regret, financial difficulties or fears about financial difficulties, limited time, balancing other responsibilities, and a lack of relaxation, time to recharge, and time to invest in the partnership, can lead to conflict and aggression, usually directed by men at women. These tensions can spill over into neglect, abuse, and violence toward the child from either parent. Take care, though, not to minimise the responsibility for violence on the part of the perpetrator (for example by blaming the crying baby), and instead encourage learners to think about whether they feel emotionally equipped to deal with these challenges.



Assessment Ideas

Each learner can be asked to write a personal account of what they learned from the exercise. Learners should focus on the effects that a pregnancy would have in their own lives if it were to occur.



24 HOUR DAY PLANNER

Fill in all the things you would do on a typical Saturday. Include activities like sleeping, eating, bathing, chores, sports and leisure activities.

SAT	Before I have a baby	After I have a baby
1 am		
2am		
3am		
4am		
5am		
6am		
7am		
8am		
9am		
10am		
11am		
12 noon		
1pm		
2pm		
3pm		
4pm		
5pm		
6pm		
7pm		
8pm		
9pm		
10pm		
11pm		
12 midnight		

EXEMPLAR: DAY PLANNER

Exemplar reflecting the reality of having a baby, for learners to compare to their own schedules.

SAT	Before I have a baby	After I have a baby
1 am	Sleep	Sleep
2am	Sleep	Change nappy, feed baby, walk around house
3am	Sleep	trying to get crying baby to sleep
4am	Sleep	Sleep
5am	Sleep	Sleep
6am	Sleep	Sleep
7am	Sleep	Feed baby, change nappy
8am	Sleep	Eat half breakfast while holding baby
9am	Sleep	Put baby to sleep
10am	Eat breakfast while watching tv	Start to shower but as soon as you are wet baby starts to cry
11am	Shower, decide what to wear, style hair	Play with baby
12 noon	Go to shopping mall	Wash bottles and baby clothes, while keeping an eye on the baby
1pm	Window-shop, meet friends,	Feed baby
2pm	Buy lunch/ have a coffee	Put baby to sleep and try to shower again, dress
3pm		Watch TV very softly so that you don't wake the baby
4pm	Go to weekend job	Call your friend to catch up. They can't talk, they are on their way to a movie.
5pm		Feed the baby, change the baby, change clothes after baby vomits on you.
6pm		Eat supper while holding the baby. Give up after baby knocks plate on the floor.
7pm	Have supper, chat with family	Clean up, try to get baby to sleep
8pm	Watch movie (on tv or at the cinema)	Bath baby
9pm		Try to get baby to sleep
10pm		Sleep
11pm	Read magazines/surf the internet	Sleep
12 midnight	Sleep	Walk around house trying to get crying baby to sleep



SEXUAL HEALTH

Chapter 5

In this Chapter: Learners will develop life skills that foster awareness and encourage responsibility about sexual health. The activities in this chapter address issues of abstinence, decision making with regards to having sex and/or dating, sexual rights and responsibility, safer sex, contraception and choice, transactional sex and vulnerability as a means to empower teens against gender-based violence.

Worksheets include:

- 1 *Using Assertiveness To Communicate About Sex*
- 2 *Choosing To Be Abstinent*
- 3 *Help! I Need Advice!*
- 4 *Myth Or Fact? A Sexual Health Quiz*
- 5 *Tough Choices In Tough Times: A Story About Transactional Sex*
- 6 *Sexual Health Game Show*
- 7 *Stop! Or Go! Communication, Consent And Boundaries*
- 8 *Communicating About Safer Sex And Contraception*



Aggressive
 Passive
 Manipulative/manipulation
 Assertive
 Balance of power
 Sex
 Sexual coercion

USING ASSERTIVENESS TO COMMUNICATE ABOUT SEX

- ✓ 1. To build learners communication and conflict resolution skills.
- ✓ 2. To develop learners skills to communicate about, make decisions about and negotiate sex.

🕒 15-20 minutes

★ **Worksheet: 'Communication Scenarios' (provided)**
Teacher Answer Key (provided)

PROCEDURE

- 1 Explain to learners that there are different styles of communication, and that people have different ways of getting others to do what they want, or of responding to this pressure. Explain the following styles:

AGGRESSIVE: Someone is aggressive when they tend to act in a hostile or angry way, especially when they want something or when confronted. When dealing with conflict, someone who is aggressive is not likely to address the problem in a fair and sensitive way, instead they may be more likely to ignore their own role in the problem and become defensive. They may shout, use insults or even become violent. This person may use aggressive behaviour to get their way, even if it hurts others emotionally or physically. This includes taking what you want at the expense of others, threatening or forcing a person to give you something, or saying 'No' in a way that is mean or degrading to another person.

PASSIVE: A personality trait where someone allows things to happen or who accepts what other people do or decide without trying to change anything. This may be because they do not think their needs and ideas are as important as those of others, because they want to avoid conflict, or because they lack self-esteem, feel fearful or intimidated. Passive people may allow others to have their way, say 'Yes' when they don't really want to, in order to be liked or not hurt the other person's feelings, and they may not express if they are uncomfortable or bothered by something, or if they have changed their mind.

MANIPULATIVE: Someone is manipulative when they control or dominate another person for their own benefit and advantages. It usually implies a more subtle control than aggressive behaviour. This includes getting what you want or turning someone down in a dishonest way, making someone feel good so that you can get what you want, or doing something for somebody only so they will give you what you want.

ASSERTIVE: An assertive person sees their needs and feelings as important, and is able to share them in a clear, confident and respectful way. This includes asking for what you want or giving people an honest "no" to things you don't want. Being assertive is not the same as being aggressive, and in conflict situations assertive people do not intentionally hurt others emotionally or physically, but also encourage other people to share their feelings in a respectful way.

- 2 Explain to learners that being **assertive** is the best way to communicate, while being honest and respectful of yourself and others. Instead of **aggressively** demanding control, or **passively** giving it up, assertiveness helps you tell others what you want - honestly - and without hurting others emotionally or physically. These skills are particularly helpful in relationships, when you are faced with situations of potential conflict. Assertiveness helps you respond to those who use the other techniques of communication, and helps you avoid being pushed into what they want, or pushing them into what you want. It is important to be as assertive in saying 'Yes', as in saying 'No', and in communicating both big and smaller decisions.

- 3 Note some of these assertive behaviours on the chalkboard:

- Making 'I' statements (I think ..., I want ...)
- Expressing opinions (I believe ...)
- Saying 'No' firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities ('I can ...')
- Making statements that express aspects of one's identity (culture, sexual orientation, religion) when one chooses to do so
- Paying attention to word choice, tone of voice, and body language so that you sound calm and in control but not angry.

- 4 Give each learner a copy of the 'Communication Scenarios' worksheet (provided).
- 5 Learners should fill in the empty speech bubble in each scenario, by using the skills listed above to create assertive but respectful responses.

6 Ask learners to share their answers. Facilitate a discussion by including questions such as:

- a. What communication strategy (aggression, passiveness, manipulation, assertiveness) is the first speaker in each scenario demonstrating?
- b. How do you feel about this?
- c. In Scenarios 2 and 5, what kinds of communication do the second speakers demonstrate?
- d. Why might this be a problem?
- e. Do individuals who are more **assertive** have a responsibility to ensure that their partners are comfortable speaking to them, and do not feel pressured?
- f. How would you resolve each situation? (Ask learners to share their responses).
- g. Which responses (suggested by learners) might be most effective? Why?

The Teacher Answer Key provides a range of effective possibilities that you could compare to learners' responses. You could also suggest some yourself.

7 Conclude by explaining that it is important to know yourself, as well as your partner, and to understand how best to communicate. Emphasise that the more assertive partner, should take the time to understand what the less assertive partner really wants and that they are not just trying to please. Similarly, if one tends to be more passive, then one should request time to make decisions, and find the right words to communicate that decision to the partner.

8 You could allow learners (in pairs) any remaining time to practice using assertiveness skills.

TEACHER TIPS

General

Learners may act silly, make jokes, mock each other or withdraw because of the overt sexual content in the exercise which adolescents might find amusing or uncomfortable. You can minimise this by preparing the class for the sexual content before the exercise. Tell them that you will be talking about sex, and even though they may find that amusing, the discussion about negotiating **sex**, and **sexual coercion** is really important. For this reason you would like them to focus on the exercise and give the issues their full attention. You may want to re-emphasise this before asking learners to read their responses aloud, and add that it is important to show respect, and to be non-judgemental when listening to other's efforts.

Making the Link with Gender & Violence

The exercise prepares learners with some skills they may need to negotiate sex and hopefully avoid coerced and unsafe sex. This is particularly useful to learners whose personalities, cultures and life experiences may predispose them to different forms of violence.

Assessment Ideas

Learners, in pairs, could be given time to prepare a skit that demonstrates at least one other style of communication; and where they should use assertiveness to resolve a conflict. By practicing assertiveness skills within skits, the teacher can assess whether the learners are familiarising themselves with the concept of assertiveness.

Variation

Learners can also act out the scenarios to make the exercise more interactive.

Learners can be asked to draw their own comic strip where the characters use assertiveness skills in negotiating sex.

Personal reflection on the communication style they most often use, and how they may change this to become more assertive and respectful of themselves and others.



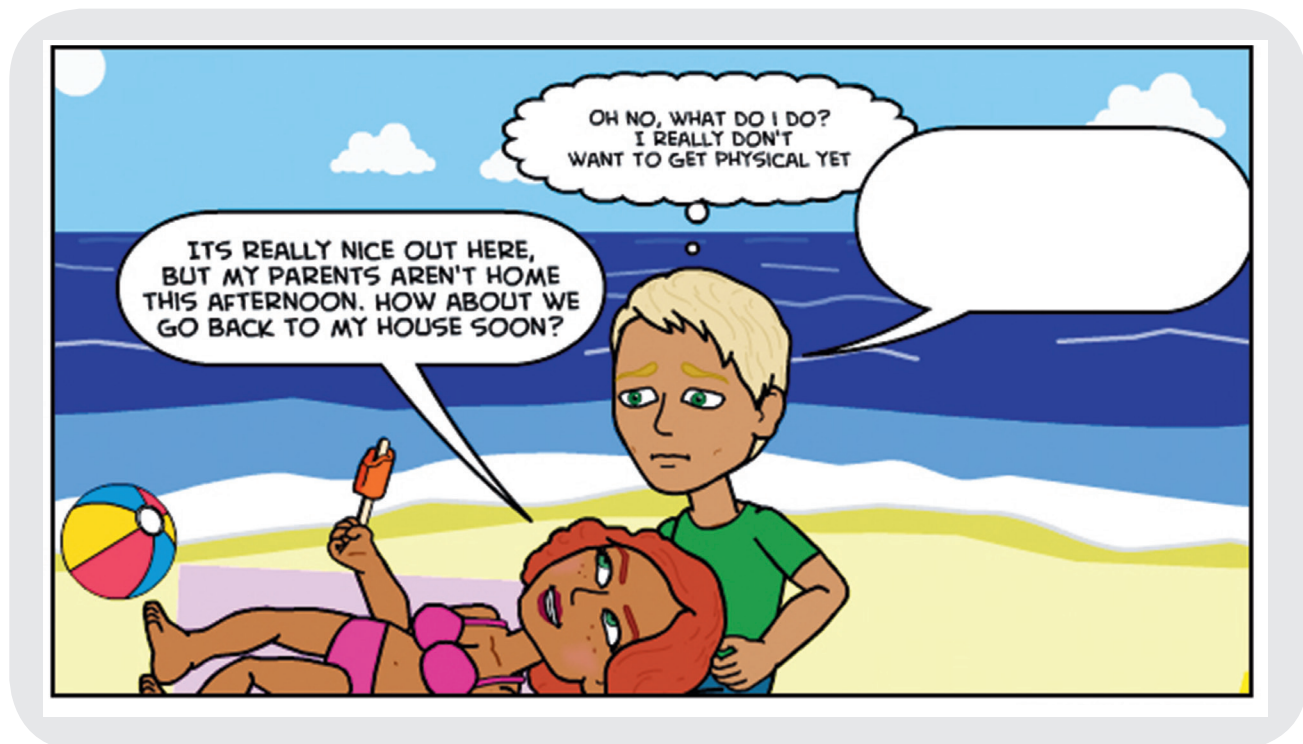
COMMUNICATION SCENARIOS

Fill in the empty speech bubbles using assertive communication.

- SCENARIO 1 -



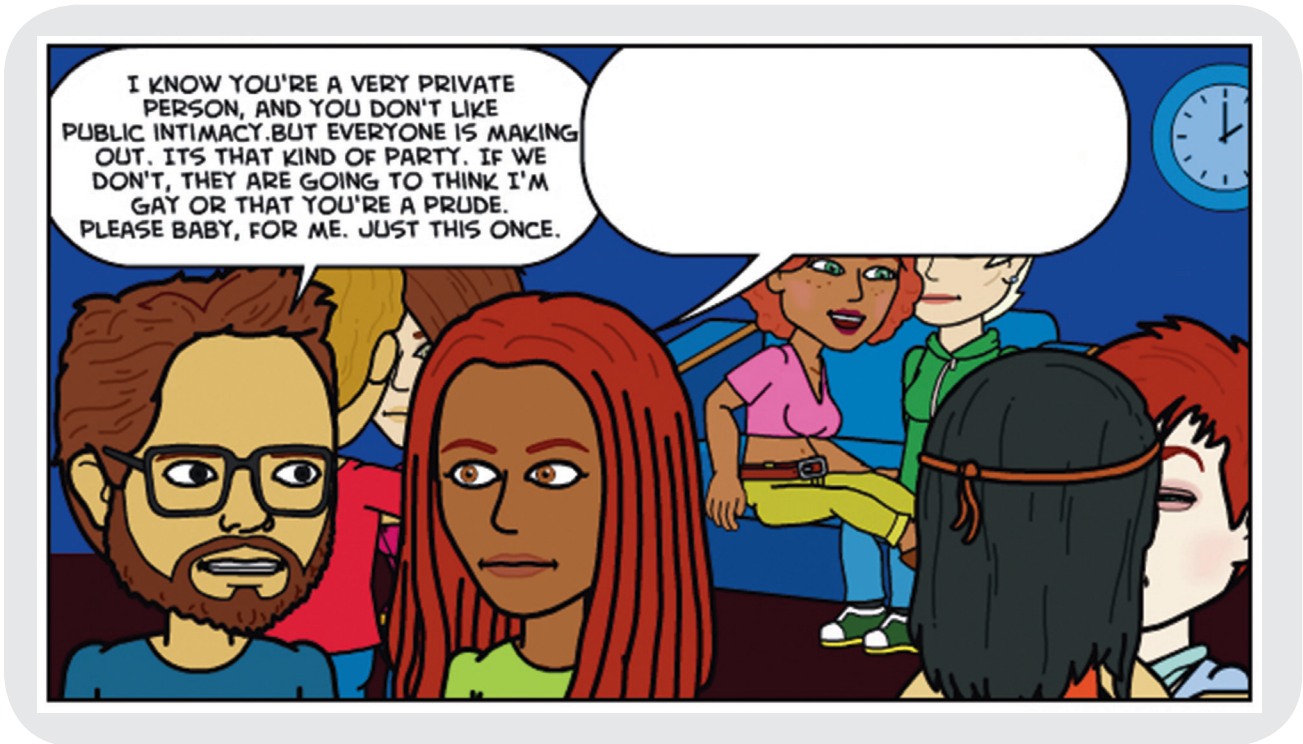
- SCENARIO 2 -



COMMUNICATION SCENARIOS

Fill in the empty speech bubbles using assertive communication.

- SCENARIO 3 -



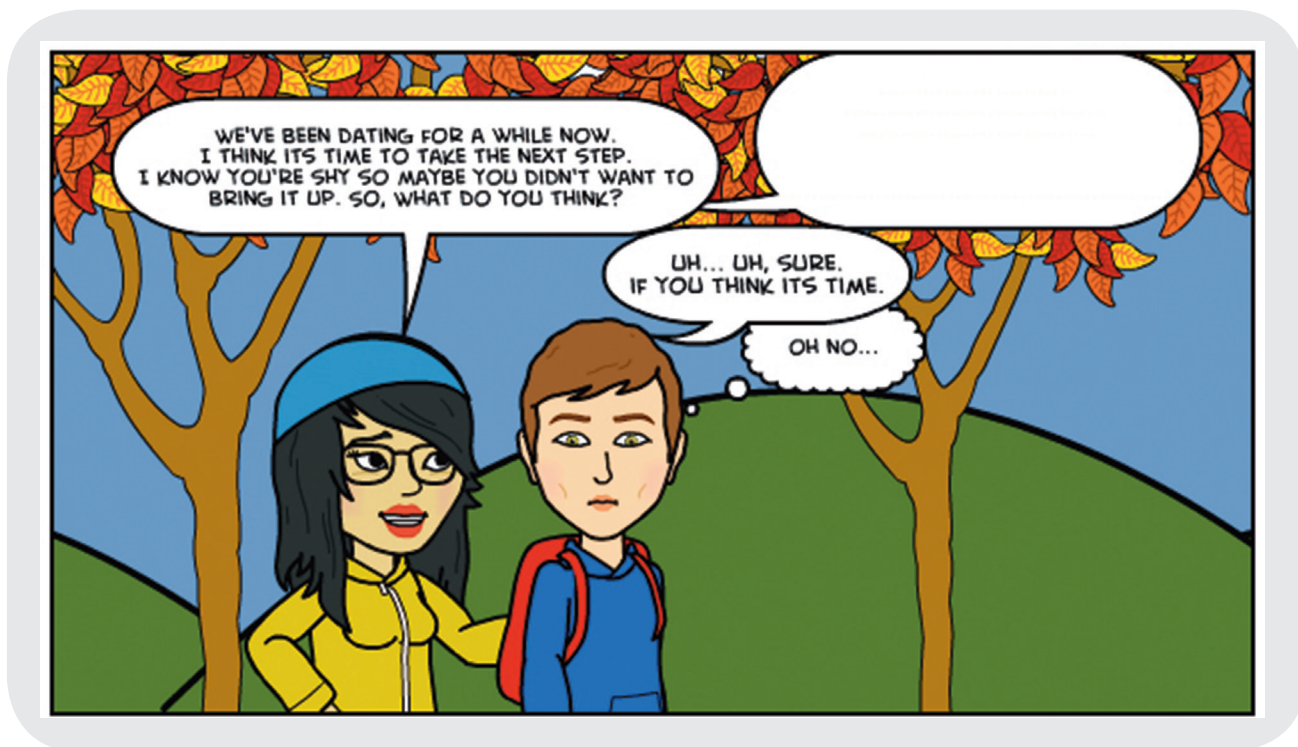
- SCENARIO 4 -



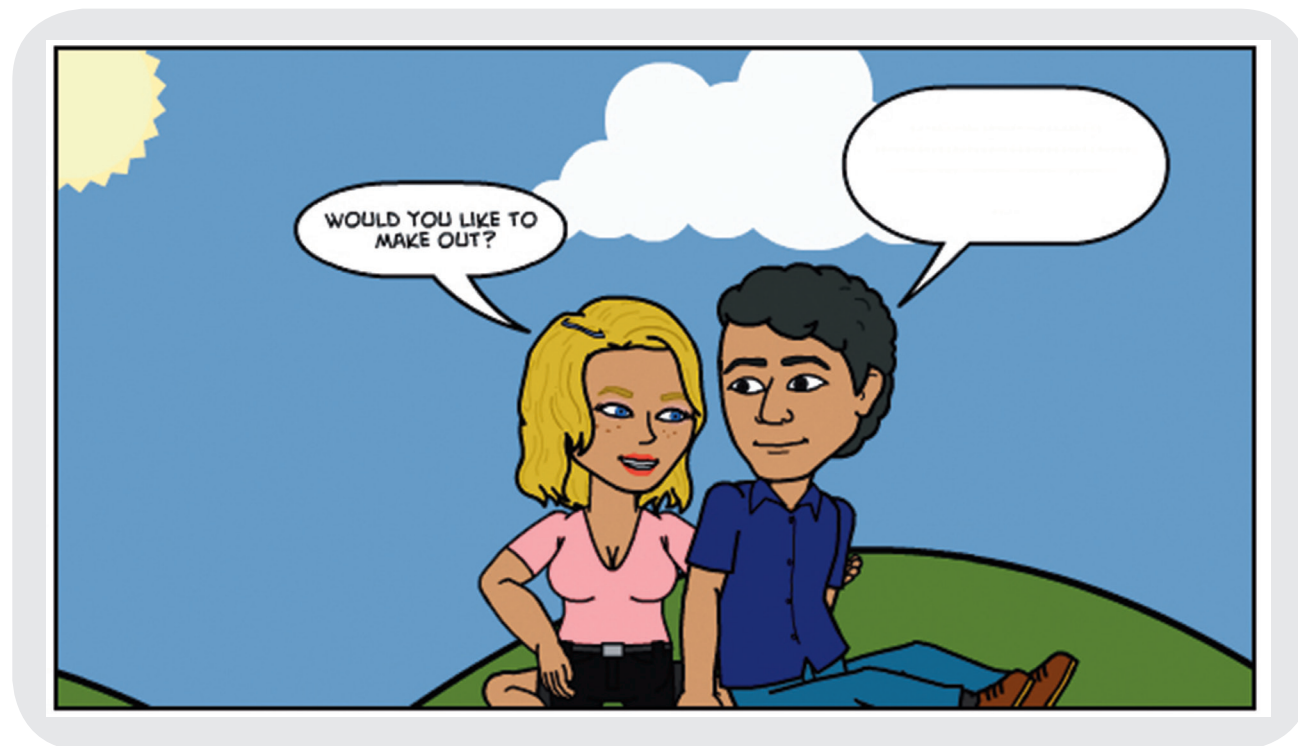
COMMUNICATION SCENARIOS

Fill in the empty speech bubbles using assertive communication.

- SCENARIO 5 -



- SCENARIO 6 -



TEACHER ANSWER KEY

SCENARIO	COMMUNICATION STYLES:	POSSIBLE ASSERTIVE RESPONSES
	SPEAKER 1	SPEAKER 2
1	MANIPULATIVE	<ul style="list-style-type: none"> • This isn't about trust. This is about respect. I want to be with someone who respects me, and themselves, enough to only have safe sex. • Condoms are the safest way to have sex. No condom, no sex. • Please don't ask me that. I do trust you, but safe sex is very important to me, and I need you to understand if we are going to have a relationship. • I do trust you. But I also really value our health and don't want us to take any risks.
2	ASSERTIVE	<ul style="list-style-type: none"> • It's really nice here. Let's just stay here today. I don't think I am ready for that yet. • I need to think about things first. Let's just stay out here today. We can talk about what you would like to do when your parents are away again and make sure we are on the same page. • I really like you so this is hard for me to say, but I am not ready for our relationship to become more physical just yet. • I don't feel ready yet. I hope that is ok, because I think you are great and I really enjoy what we have.
3	MANIPULATIVE	<ul style="list-style-type: none"> • I'm sorry but I just do not feel comfortable with that. If you are not having fun at the party let's just leave? • My stance is still the same. I do not want to do anything in front of all these people. Please respect that. • Please do not pressure me to do something you know I do not want to do. That is not fair and it will not change my mind. • I love you and want you to be happy, but I cannot agree. For this relationship to work you have to care more about my feelings than what other people think.

TEACHER ANSWER KEY

SCENARIO	COMMUNICATION STYLES:	SOME POSSIBLE ASSERTIVE RESPONSES
	SPEAKER 1	SPEAKER 2
4	AGGRESSIVE	<ul style="list-style-type: none"> • I am sorry but I can't do that. It is important to talk about when we want to have sex and not just make sudden decisions. Please respect that. • I'm sorry that you feel like you've had to wait too long. We haven't been dating very long, and I'm not ready. You have to respect that or we cannot continue this relationship. • No, that is not going to happen tonight. I would first like to get to know you better. Let's talk instead. • Please do not pressure me. I will only have sex with someone I trust, and this behaviour does not make me trust you. • I do not want our first time to be at a party like this. Why don't we talk about this more tomorrow and we can make sure that when it happens, we both have the experience that we want. • It is not sexy at all when you are aggressive. I don't want to have sex with you tonight. If you cannot respect that I will call my parents to pick me up.
5	ASSERTIVE	<ul style="list-style-type: none"> • You don't sound sure. Let's talk about this another time once you've had a chance to think about what you really want to do. • I don't think it's time. It is only time when we are both ready. • I only want to take the next steps when you are ready. You don't sound very sure right now, but I can wait. • Let's talk about this again in a few days. Please think about what you want and what you don't want, so we can talk about it then. • You sound uncertain. I don't want to pressure you. I really like you and respect you, so please don't be afraid to say what you really think.
6	ASSERTIVE	<ul style="list-style-type: none"> • I love that you're asking me first. Yes! • It's so great that you take consent as seriously as I do. Yes! • I feel ready. If you are too, then I would love to. • I would really like that. We've both been tested recently so I am ready for our relationship to get physical. • I love that you're asking me first. I feel quite nervous, but you are so considerate I feel much more comfortable. Let's give it a try.



CHOOSING TO BE ABSTINENT

Abstinence
Sexual activity
Assertive
Masturbation
Oral sex
Anal sex
Sex
Values
HIV
STIs
Violence
Gay/lesbian
Heterosexual
Sexual orientation
Empowerment

- ✓ 1. For learners to understand what 'abstinence' from sexual activity means.
- ✓ 2. For learners to understand the challenges of choosing and practicing abstinence; techniques for addressing these challenges.
- ✓ 3. To encourage respectful, assertive communication with partner in abstaining from sexual activity.

🕒 45-50 Minutes

★ Information Sheet: Sexual Behaviours and Risks (provided)

PROCEDURE

- 1 To help frame the exercise and discussion, teachers should begin by asking learners to define 'abstinence' in their own words on a piece of paper. Put all of the definitions into a box and have each learner draw one out - by doing so the original author of the definition is obscured, which makes working with the definitions anonymous and therefore easier.
- 2 Ask volunteers to read out what they think are fitting definitions. Write or stick them up on the board.
- 3 Reflect on the definitions that learners have provided, and compare them to the definitions below:

- **Abstinence means deciding not to do something.** Abstinence doesn't only refer to sexual behaviours, but could describe many other kinds of choices. For example, vegetarians **abstain** from eating meat, and some learners **abstain** from watching TV during the week so that they have more time for their schoolwork.
- **Abstinence can be temporary, or a life-long commitment.** For example, followers of some religions abstain from eating food at certain times during the year. For others, the decision to abstain from drugs, alcohol or cigarettes may last a lifetime.
- **Abstinence can start at any time in one's life.** You can choose to become abstinent after you have already done something (for example, with smokers who stop smoking), or you can abstain without ever having tried it. You can return to abstinence after you have engaged with the behaviour for a while, for example, someone who was sexually active while married, but who returned to abstinence when they divorced.
- **Abstinence is a personal decision, and people's definitions of abstinence are therefore different.** For some people abstinence means not engaging in any sexual activity at all (including things like petting, kissing, and **masturbation**), while for others abstinence means choosing not to have **oral, anal** or **vaginal sex**.
- **Everyone has the right to abstain from sexual activity,** and no-one should pressure anyone into having **sex**.

- 4 Remind learners that even the word 'sex' or **sexual activity** may mean different things from person to person. For the purposes of this activity, sex refers to a range of activities including:
 - Sexual intercourse – in other words, the penetration of the penis into the vagina or anus (anal sex) of another person; or
 - Other behaviours and acts such as **oral sex** or mutual **masturbation**.
- 5 Ask the learners to brainstorm some of the reasons that people may choose to abstain from sexual activity. Point out that people may abstain for a number of different reasons, and that people may also choose to abstain from relationships as well as sex (often for the same reasons).

Expect the class to identify reasons such as:

- Don't feel like they want to have sex at all
- Religious beliefs and values
- Family **values**
- Personal values
- Not ready to have sex/engage in **sexual activity**
- Don't feel comfortable with their bodies
- Don't want to be at risk of **HIV, STIs**, pregnancy
- Focusing on something else right now: school, sports, friends
- Had a previous bad experience
- Want to build relationship based on things other than sex
- Don't feel attracted to anyone
- Waiting for the results of a STI/HIV test

- 6 Ask learners (either as a whole class, or in smaller groups) to brainstorm reasons why it may be hard to abstain from sex after one has made the decision to do so. On the board list some of their answers.

The class may identify some of the following reasons for finding it difficult to remain abstinent:

- ‘Everyone is doing it’
- Fear of saying ‘no’ to a partner
- Fear of **violence** if you say ‘no’ to your partner
- Being rejected or relationship breaks up
- Being teased or humiliated (including in front of others)
- Wanting to experience sexual pleasure and orgasm
- Wanting to experiment sexually
- Being curious about one’s sexual orientation and wanting to experiment
- Thinking that one may be **gay/lesbian**, and wanting to see whether **heterosexual sexual activity** feels as exciting
- Wanting intimacy
- Feeling lonely
- Wanting to show your partner you care about them
- Feeling like you owe it to your partner

- 7 Acknowledge that it is often hard to resist the pressure to have **sex** – whether that pressure comes from your partner, your friends or yourself. Ask learners to think of some of means of overcoming the barriers they have identified.

Learners should identify some of the following:

- Talk to a friend about how you are feeling, and what you could do to resist engaging in sexual activity. Support is important!
- Talk to a trusted adult.
- Find an appropriate friend, counsellor, or NGO service, to ask questions or get support regarding your **sexual orientation**.
- Talk to religious leaders to clarify what your religious **values** and beliefs are about sex. Ask for their help in supporting you in your decisions around **sexual activity**.
- Find activities that you and your partner can do together that will give you time together that is not focused on sexual activity.
- If you are lonely, join a group or club that will introduce you to new people and friends.
- Engage in **sexual activity** that you **do** feel comfortable with (e.g. **masturbation**).

- 8 Wrap up the activity by reminding learners that many **sexual activities** carry a risk of getting a **sexually transmitted infection**. Hand out the information sheet (provided) which lists a range of sexual practices (including alternatives to sexual intercourse), the risks involved, and methods that can be used to prevent transmission of **STIs**. Teachers who feel equipped to do so may discuss these with the class.

TEACHER TIPS

General

It is important to reinforce with learners, that the decision to abstain from sex (or to engage in some sexual activity but not others) is a personal decision that should be based on reliable information and (if applicable) informed discussion with their partner. It is also important to remind learners that these decisions – although personal – are not decisions that they have to make all on their own. There are people and organisations that can help them with information and support in making the right choice.

A key aspect of this exercise is to help learners understand that all people – regardless of their age – make decisions to engage in sexual activity or to abstain. This is critical because it casts abstinence as one of a range of choices someone may make about their sexual health, rather than a choice that is only appropriate for young people. By showing abstinence to be a legitimate choice, at any age, it becomes a personal and empowering choice rather than a marker of youth.

It is important in this lesson not to vilify sexual behaviour. There will be learners who have engaged in sexual activity (some consensually, others not) and it is important that they not be shamed for their experiences and choices.

Making the Link with Gender & Violence

By thinking through their choices around having sex, as well as the barriers they may encounter and ways to work around those barriers, learners are able to exercise their rights, make choices and negotiate sex in such a way that is informed, respectful and consensual.

Assessment Ideas

The exercise forms a good basis for assessment because its emphasis on building assertiveness skills, conceptualisation of sex and abstinence, and reasons for choosing to abstain, are in line with CAPS curriculum. The objectives at the beginning of the exercise can guide an assessment task.

References:

Adapted from:

Seattle and King County Department of Public Health (1988) *FLASH [Family Life and Sexual Health] Lesson 9: Lesson Plan*. Accessed at:

<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx>

Table adapted from:

Muller, A. *Sexual and Reproductive Health for Transgender and Gender Non-Conforming People: Guidelines for Health Care Workers in Primary Care*. Cape Town: Gender Dynamix; 2013



SEXUAL BEHAVIOURS AND RISKS

SEXUAL PRACTICE	HIV AND STI RISK	PREVENTION METHODS
VAGINAL SEX	HIGH RISK FOR HIV HIGH RISK FOR STIs RISK OF PREGNANCY	USE MALE CONDOM (PENIS) USE FEMALE CONDOM (VAGINA)
ANAL SEX	HIGH RISK FOR HIV HIGH RISK FOR STIs HIGH RISK OF INJURY	USE MALE CONDOM (PENIS) USE WATER-BASED LUBRICANT
ORAL SEX	MEDIUM-LOW RISK FOR HIV MEDIUM-LOW RISK FOR STIs (HERPES, GONORRHEA, CHLAMYDIA)	USE MALE CONDOM (PENIS) USE FEMALE CONDOM, OR CLING WRAP (VAGINA)
FINGERING AND HANDJOBS (MUTUAL MASTURBATION)	LOW RISK FOR HIV LOW RISK FOR STIs	WASH YOUR HANDS BEFOREHAND, ENSURE THERE ARE NO CUTS ON YOUR HANDS
RIMMING (LICKING OR SUCKING THE ANUS)	LOW RISK FOR HIV HIGH RISK FOR STIs	WASH THE AREA, USE DENTAL DAMS OR CLING WRAP
RUBBING GENITAL AREA AGAINST PARTNER'S GENITAL AREA WITHOUT INTERCOURSE (ALSO CALLED DRY HUMPING OR SCISSORING)	LOW RISK FOR HIV LOW RISK FOR STIs	WEAR UNDERWEAR USE CLING WRAP
MASTURBATION (SEXUAL STIMULATION OF SELF)	NO RISK FOR HIV OR STIs	NONE
KISSING	LOW RISK FOR STIs	DON'T KISS SOMEONE IF YOU (OR THEY) HAVE AN OUTBREAK OF HERPES (A COLD SORE)
KISSING, TOUCHING BREASTS OR NIPPLES	NO RISK FOR STIs	NONE
PHONE/SKYPE/CHAT SEX	NO RISK FOR HIV OR STIs , BUT THERE IS A SAFETY RISK IF YOU ARE DOING THIS WITH SOMEONE THAT YOU DON'T KNOW. THERE IS ALSO A RISK OF EXPOSURE, FOR EXAMPLE IF THE OTHER PERSON SHOWS OTHERS YOUR PICTURES, POSTS YOUR CHATS	BE SURE THAT YOU KNOW AND CAN TRUST THE OTHER PERSON. THINK CAREFULLY (BE HESITANT) BEFORE SENDING PICTURES OF YOURSELF TO OTHERS - ESPECIALLY SEXY OR REVEALING PICTURES. THINK WHETHER YOU WOULD BE COMFORTABLE WITH OTHERS (NOT THE RECIPIENT) SEEING THE PICTURE. IF NOT, DON'T SEND IT!



Abstinence
Sex
Assertive
Sexual activity
Sexual rights
Sexual health
Intimate partner violence

HELP! I NEED ADVICE!

- ✓ 1. For learners to understand why people may **abstain from sex**.
- ✓ 2. For learners to practice using assertive **communication techniques**.

45-50 Minutes

Comic Strips 'Help! I Need Advice!' (provided)
Teacher notes on Abstinence (provided)

PROCEDURE

- 1 Review with the class what **abstinence** means, and the reasons that someone may decide to be abstinent (see teacher notes).
- 2 Remind learners that communicating one's preferences about abstinence or engaging in sexual activity relies on using respectful, assertive communication skills. An **assertive** person sees their needs and feelings as important, and is able to share them in a clear, confident and respectful way. This includes asking for what you want, or giving an honest 'no' to things you don't want. Being assertive is not the same as being aggressive. In conflict situations assertive people do not intentionally hurt others emotionally or physically, instead they encourage others to share their feelings in a respectful way.
- 3 Explain to learners that their friends and peers may be an important source of information and advice. Friends can be an important support for anyone who needs to communicate a decision around **sexual activity** and abstinence.
- 4 Acknowledge that it is often hard to resist peer pressure, or pressure from a person who wants to have **sex** with you. In high pressure situations it can be hard to know what to say if you haven't practiced doing it before.
- 5 Hand out one worksheet per learner.
- 6 Explain to learners that this exercise provides them with the opportunity to practice how they may give support to their friends via text messaging. This exercise not only encourages learners to think of why someone may choose to be abstinent, but also gives them the opportunity to role-play the dialogue without having to do so face-to-face.
- 7 Remind learners that the messages that they send should be positive messages about relationships, safe sex, **sexual rights** and sexual choices.
- 8 Ask learners to share their text dialogues by reading out their messages with a partner. Discuss with the class what kinds of techniques were used by the characters to explain their decision to be abstinent, and to overcome the obstacles they encountered in sticking to their decision. Ask learners to suggest other alternative scripts that could also be used in each scenario.

TEACHER TIPS

General

This exercise builds upon other exercises on abstinence by moving the discussion forward. This is a more practical exercise that encourages learners to apply assertiveness skills they have learned to communicate their preferences around abstinence. It is useful in that it draws together a number of different topics from the curriculum, for example decisions to have sex, sexual rights and sexual health.

Teachers should circulate and actively supervise while learners are working on their scenarios, to ensure that they stay focused on abstinence-focused messaging. Teachers can also substitute the text in the comic frames with their own texts which may be more context-relevant.

Making the Link with Gender & Violence

This exercise teaches learners to apply acquired skills for negotiating safe sex, and making choices on sexual behaviour. Respectful communication can assist in avoiding intimate partner violence.

Assessment Ideas

Learners could hand in their scripts/scenarios for marking, or could be provided with a blank comic frame to allow them to suggest their own scenario.

Learners could also be tasked to write the script for a talk show, TV episode, or cartoon strip to educate about abstinence - the reasons why people may choose abstinence, and how to communicate their choice to a partner.

Variation

Learners could act out their scenarios rather than using the text message format.

HELP! I NEED ADVICE! PART 1

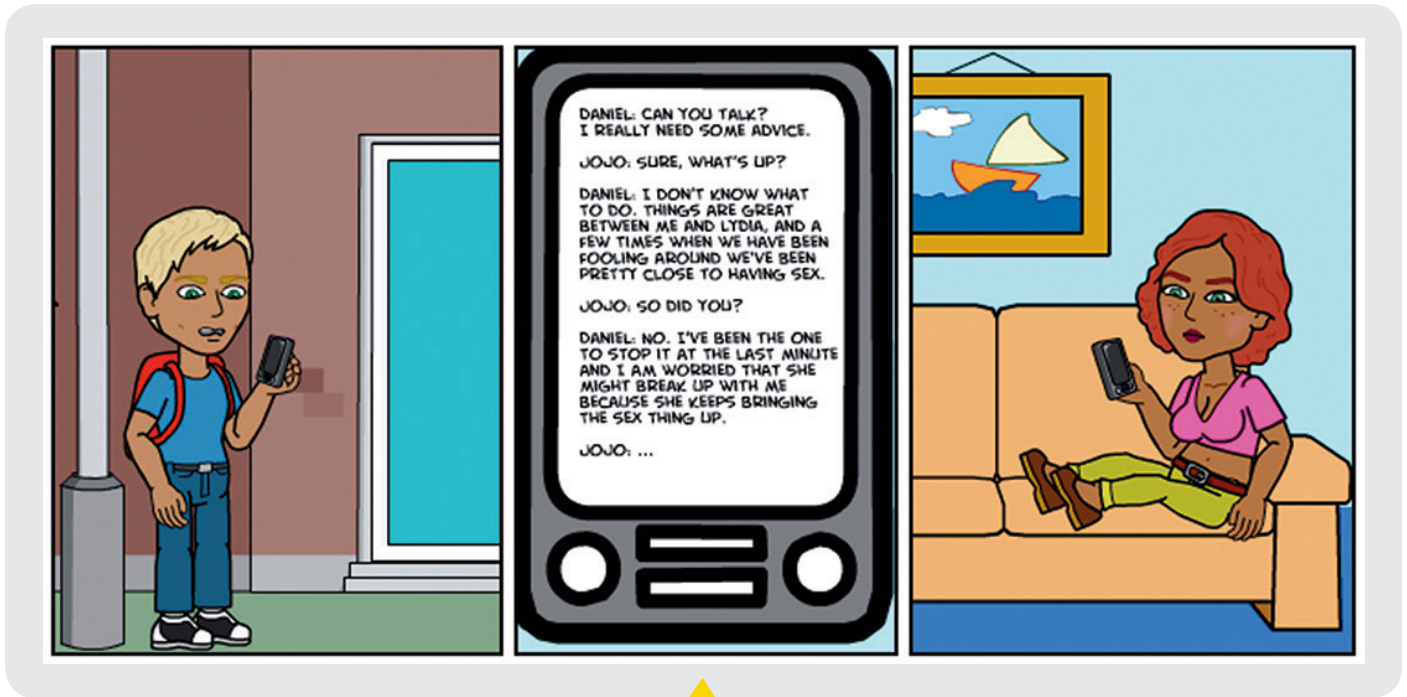
Complete the text messages below.



TSITSI REPLIES:

HELP! I NEED ADVICE! PART 2

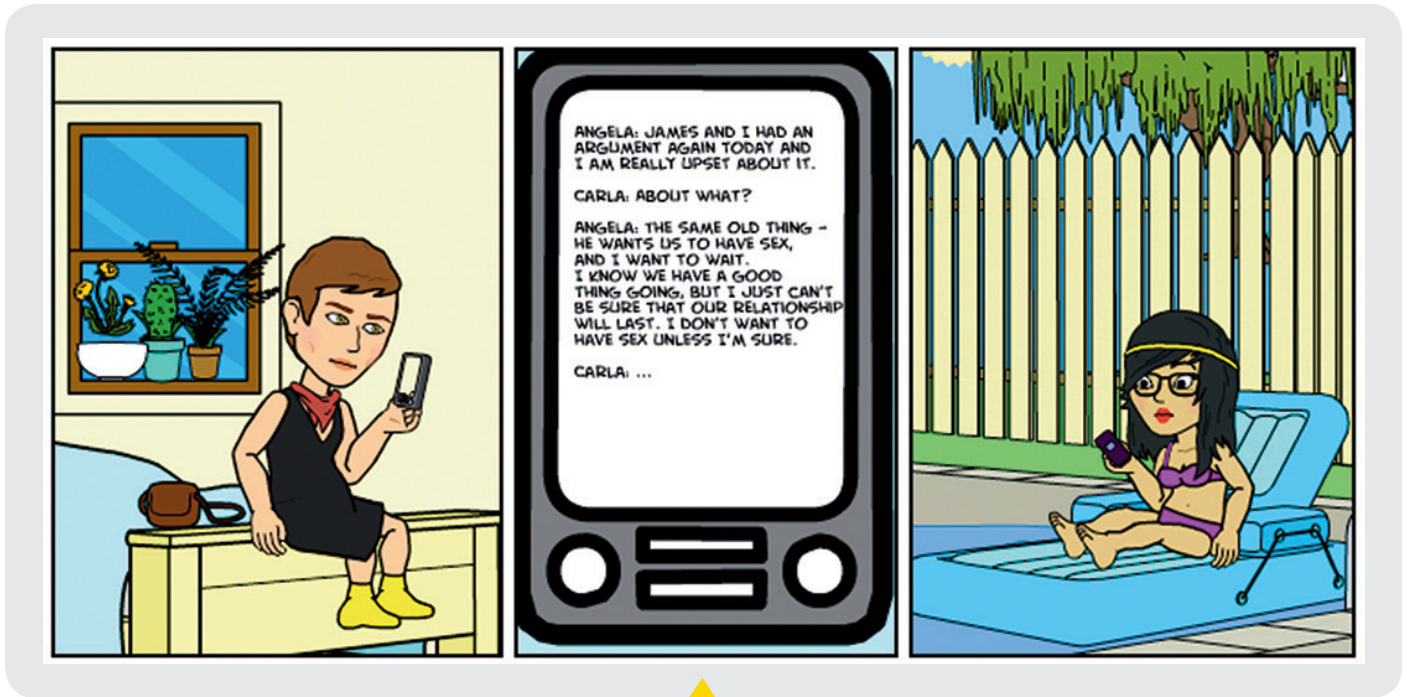
Complete the text messages below.



JOJO REPLIES:

HELP! I NEED ADVICE! PART 3

Complete the text messages below.



CARLA REPLIES:

HELP! I NEED ADVICE! PART 4

Complete the text messages below.



JOHAN REPLIES:

TEACHER NOTES: ABSTINENCE

Concepts that may be useful in this exercise:

ABSTINENCE MEANS CHOOSING NOT TO DO SOMETHING.

Abstinence doesn't only refer to sexual behaviours, but could describe many other kinds of choices. For example, vegetarians abstain from eating meat, and some learners abstain from watching TV during the week so that they have more time for their schoolwork.

ABSTINENCE CAN BE TEMPORARY, OR CAN BE A MORE LONG-TERM DECISION.

For example, followers of some religions abstain from eating food at certain times during the year. For others, the decision to abstain from drugs, alcohol or cigarettes may last a lifetime.

ABSTINENCE CAN START AT ANY TIME IN ONE'S LIFE.

You can choose to become abstinent after you have already done something (for example, smokers who stop smoking), or you can abstain without ever having tried it. You can return to abstinence after you have engaged with the behaviour for a while, for example, someone who was sexually active while married, but who returned to abstinence again when they divorced.

ABSTINENCE IS NOT THE SAME AS CELIBACY. Celibacy is the commitment to abstain for life, from sex (and most often, also marriage) – frequently for moral or religious reasons.

ABSTINENCE IS A PERSONAL DECISION, AND PEOPLE'S DEFINITIONS OF ABSTINENCE ARE THEREFORE DIFFERENT.

For some people abstinence means not engaging in any sexual activity at all (including things like petting, kissing, and masturbation), while for others abstinence means choosing not to have oral, anal or vaginal sex. For some people, practising abstinence means that they abstain from relationships as well as sex, while for others abstinence only refers to sexual activity.

PEOPLE HAVE A RIGHT TO ABSTAIN FROM SEXUAL ACTIVITY. No-one should pressure their partner into having sex if they do not want to.

PEOPLE MAY CHOOSE TO ABSTAIN FOR A NUMBER OF REASONS. More than one of these factors may be part of someone's decision to abstain from sex.

Possible reasons include:

- Don't enjoy having sex
- Religious beliefs and values
- Family values
- Personal values
- Not ready
- Don't feel comfortable with their bodies
- Don't want to be at risk of HIV, STIs, pregnancy
- Focusing on something else right now: school, sports, friends
- Had a previous bad experience
- Want to build relationship based on things other than sex
- Don't feel attracted to anyone



ABSTAINING FROM SEXUAL ACTIVITY - WHAT LEARNERS MAY WANT TO SAY

- MY RELIGION TELLS ME THAT I SHOULDN'T HAVE SEX OUTSIDE OF MARRIAGE.
- I DON'T FEEL READY FOR SEX.
- I'D LIKE TO GET TO KNOW YOU BETTER FIRST.
- I WANT TO WAIT UNTIL I'M MARRIED BEFORE HAVING SEX.
- I WANT THE FIRST TIME TO BE SPECIAL, NOT IN YOUR CAR. I WANT TO WAIT.
- I WANT TO SPEND MORE TIME WITH YOU, HANGING OUT AND GETTING TO KNOW YOU, BEFORE I DECIDE IF I WANT TO HAVE SEX.
- IT DOESN'T MAKE A DIFFERENCE IF YOU CALL ME NAMES, OR WHAT OTHER PEOPLE THINK OF ME. THIS IS MY DECISION.
- I DON'T FEEL READY TO TAKE THAT STEP YET, BUT THERE ARE LOTS OF OTHER THINGS WE CAN DO.

MYTH OR FACT?

A SEXUAL HEALTH QUIZ

- ✓ 1. To dispel common myths about sexual health.
- ✓ 2. To provide accurate information about **sexual health**.
- ✓ 3. To help learners become more comfortable talking and asking questions about sexual health.
- ✓ 4. To consolidate information about sexual health.

🕒 45 Mins

★ Sexual Health Quiz: 'Myth or Fact?' (provided)
Answer key: 'Myth or Fact?' (4 pages provided)

PROCEDURE

- 1 Tell learners that they are going to answer a short quiz about **sexual health**.
- 2 Tell them that the point of the quiz is for them to separate popular myths from the facts about sexual health.
- 3 Tell them that the quiz can be quite tricky, but that they should answer all the questions. They are not going to be graded on their responses.
- 4 Hand out the quiz and give learners 20 – 25 minutes to complete it individually.
- 5 After they have completed the questionnaire, go through the answers item by item, using the Teacher Answer Key (provided).
- 6 Make sure that you explain why the myths are incorrect, and answer any clarification questions.
- 7 Conclude by asking learners where they get their information about sexual health from. Expect learners to say things like: their peers, siblings, and sometimes parents.

Explain that because **sexual health** is quite a complex issue, and even health practitioners and scientists are learning new things all the time, it is not good to rely on just your friends, or even your family. Suggest that they seek accurate information from clinics, and specialist organisations, and websites. You can suggest some that are located in the area/neighbourhood near the school; you could provide leaflets and brochures for them to look at.

TEACHER TIPS

General

If you do not have enough time to go through questions one by one, please ensure that you give copies of the Answer Key: 'Myth or Fact' to learners. It is important that they identify the myths, and that they know why the myths are incorrect.

Making the Link with Gender & Violence

Individuals' exposure to **violence** impacts on their sexual health, as well as on their ability to seek information and make decisions about **sex** and reproduction.

Assessment Ideas

Once learners have done the quiz and you have gone through the correct answers with them, this quiz could be adapted for a class test.



MYTH OR FACT: SEXUAL HEALTH QUIZ

Answer whether the statements below are myth or fact.

SEXUAL HEALTH STATEMENT	MYTH	FACT
1. Once a man is aroused and has an erection, he must ejaculate to avoid harmful physical effects.		
2. You can get pregnant by having oral sex.		
3. You can't catch an STI from a toilet seat.		
4. You should use only one condom at a time.		
5. If a guy pulls out before he ejaculates in a woman, she can still get pregnant.		
6. If you're under 16 and talk to your doctor about contraception they have to tell your parents.		
7. The contraceptive pill makes you put on weight.		
8. You can re-use a condom if you wash it out.		
9. You can't get pregnant if you do it standing up.		
10. You can't get pregnant the first time you have sex.		
11. You can get pregnant when you're having your period.		
12. Most women do not masturbate.		
13. Baby Oil and Vaseline are not good to use as lubricants with condoms.		
14. Men have less sexual control than women, and experience sexual desire more strongly than women.		
17. It is illegal for children between 12 and 16 to experiment sexually with each other.		
18. A doctor can tell if I'm a virgin.		
19. The age of consent for sex in South Africa is 16 years old.		
20. It is ok to have sex with someone who is asleep.		
21. If someone is drunk/drugged they cannot consent to any sexual activity.		
22. I can get contraceptives by myself from 12 years of age.		
23. A girl can only get an abortion once she is 18 years old.		
24. The pill/patch/IUD protects me from all STIs.		
25. Lesbians can't get HIV.		
26. Gay men have a higher prevalence of HIV than straight men.		
27. Only gay men have anal sex.		
28. There are no risks associated with anal sex.		
29. Using lubricant can prevent injury during sex.		
30. Eating healthy can cure HIV.		

ANSWER KEY: MYTH OR FACT

SEXUAL HEALTH STATEMENT	MYTH	FACT
1. Once a man is aroused and has an erection, he must ejaculate to avoid harmful physical effects.	✗	
<p>MYTH: IT IS NOT HARMFUL FOR A MAN – A MAN'S TESTICLES WILL NOT BURST IF HE DOES NOT HAVE AN ORGASM. MEN PRODUCE SPERM ALL THE TIME, AND IF THEY DON'T EJACULATE, THE SPERM IS SIMPLY RE-ABSORBED.</p>		
2. You can get pregnant by having oral sex.	✗	
<p>MYTH: YOU CANNOT GET PREGNANT FROM HAVING ORAL SEX, EVEN IF YOU SWALLOW SPERM. HOWEVER, YOU CAN CATCH STIs SUCH AS HERPES AND CHLAMYDIA. USE A CONDOM ON THE PENIS, AND A DENTAL DAM (VERY SOFT, THIN RUBBER) OVER THE VAGINA TO PROTECT AGAINST TRANSMISSION OF STIs THROUGH ORAL SEX.</p>		
3. You can't catch an STI from a toilet seat.		✗
<p>FACT: YOU CANNOT CATCH AN STI FROM SITTING ON A TOILET SEAT. SEXUALLY TRANSMITTED INFECTIONS ARE PASSED ON THROUGH UNPROTECTED VAGINAL, ANAL OR ORAL SEX, OR SHARING SEX TOYS. THE ONLY WAY TO PROTECT AGAINST STIs IS TO USE A CONDOM EVERY TIME YOU HAVE SEX.</p>		
4. You should use only one condom at a time.		✗
<p>FACT: USING TWO CONDOMS AT THE SAME TIME IS NOT SAFE. IT INCREASES FRICTION AND CAN CAUSE ONE OR BOTH OF THE CONDOMS TO TEAR OR BREAK. CONDOMS ARE EFFECTIVE ONLY IF USED CORRECTLY - CHECK THE INSTRUCTIONS ON THE PACKET. CONDOMS ARE THE ONLY CONTRACEPTIVE METHOD THAT PROTECT AGAINST SEXUALLY TRANSMITTED INFECTIONS AS WELL AS PREGNANCY.</p>		
5. If a guy pulls out before he ejaculates in a woman, she can still get pregnant.		✗
<p>FACT: PULLING OUT BEFORE EJACULATION (COMING) WILL NOT STOP A WOMAN GETTING PREGNANT. A WOMAN CAN GET PREGNANT IF A MAN DOESN'T EJACULATE (COME) IN HER VAGINA, AS SPERM LEAK OUT OF THE PENIS BEFORE EJACULATION. MEN CANNOT STOP SPERM LEAKING FROM THEIR PENIS, NO MATTER HOW CAREFUL THEY ARE. THE ONLY WAY TO AVOID PREGNANCY IS TO USE CONTRACEPTION.</p>		
6. If you're under 16 and talk to your doctor about contraception they have to tell your parents.	✗	
<p>MYTH: YOUR DOCTOR (NURSE / PHARMACIST) WILL NOT TELL YOUR PARENTS OR CARE-GIVERS, AS LONG AS HE OR SHE BELIEVES THAT YOU FULLY UNDERSTAND THE INFORMATION THEY GIVE YOU, AND THAT YOUR DECISIONS ARE INFORMED. THERE ARE STRICT GUIDELINES FOR DOCTORS AND NURSES WORKING WITH YOUNG PEOPLE.</p>		
7. The contraceptive pill makes you put on weight.	✗	
<p>MYTH: THERE IS NO EVIDENCE THAT TAKING THE PILL CAUSES WEIGHT GAIN. SOME WOMEN MAY PUT ON WEIGHT WHETHER THEY TAKE THE PILL OR NOT.</p>		

ANSWER KEY: MYTH OR FACT

SEXUAL HEALTH STATEMENT	MYTH	FACT
<p>8. You can re-use a condom if you wash it out.</p>	✗	
<p>MYTH: YOU SHOULD NEVER USE A CONDOM AGAIN. IT WON'T WORK PROPERLY AND IS LIKELY TO FAIL. YOU NEED TO USE A NEW CONDOM EVERY TIME YOU HAVE SEX TO PROTECT AGAINST STIs AND PREGNANCY. MAKE SURE TO USE GOOD QUALITY CONDOMS (INCLUDING GOVERNMENT ISSUE CONDOMS).</p>		
<p>9. You can't get pregnant if you do it standing up.</p>	✗	
<p>MYTH: YOU CAN GET PREGNANT IF YOU HAVE SEX STANDING UP. YOU CAN GET PREGNANT WHATEVER POSITION YOU ARE IN WHEN HAVING SEX - THERE'S NO SUCH THING AS A 'SAFE' POSITION IF YOU'RE NOT USING A CONDOM OR ANOTHER FORM OF CONTRACEPTION. AND THERE ARE NO 'SAFE' PLACES EITHER, INCLUDING THE BATH OR SHOWER. THE BEST WAY TO PROTECT YOURSELF AND OUR PARTNER AGAINST UNWANTED PREGNANCY AND STIS IS TO USE A CONDOM EVERY TIME YOU HAVE SEX.</p>		
<p>10. You can't get pregnant the first time you have sex.</p>	✗	
<p>MYTH: A GIRL CAN GET PREGNANT THE FIRST TIME SHE HAS SEX. AND A BOY CAN GET A GIRL PREGNANT THE FIRST TIME HE HAS SEX. IT ONLY TAKES ONE SPERM TO MEET AN EGG, AND THIS CAN HAPPEN FROM A SINGLE INSTANCE OF UNPROTECTED SEX. TO AVOID PREGNANCY, ALWAYS USE CONTRACEPTION CORRECTLY, AND USE A CONDOM TO PROTECT AGAINST STIs.</p>		
<p>11. You can get pregnant when you're having your period.</p>		✗
<p>FACT: YOU CAN GET PREGNANT IF YOU HAVE SEX DURING YOUR PERIOD AND YOU DON'T USE CONTRACEPTION OR A CONDOM. HAVING UNPROTECTED SEX AT ANY TIME OF THE MONTH CAN LEAD TO PREGNANCY, SO ALWAYS USE CONTRACEPTION TO PROTECT AGAINST PREGNANCY, AND CONDOMS TO PROTECT AGAINST STIs.</p>		
<p>12. Most women do not masturbate.</p>	✗	
<p>MYTH: SOME WOMEN MASTURBATE AND SOME DON'T. WHATEVER YOU DECIDE IS FINE. THERE'S NOTHING WRONG WITH MASTURBATING, AND IT WON'T HARM YOUR HEALTH. SOME PEOPLE (WOMEN AND MEN) FIND THAT IT HELPS THEM TO KNOW WHAT IS PLEASURABLE WHEN IT COMES TO SEX.</p>		
<p>13. Baby Oil and Vaseline are not good to use as lubricants with condoms.</p>		✗
<p>FACT: OIL-BASED LUBRICANTS (LIKE BABY OIL, VASELINE AND HAND CREAMS) CAN DAMAGE AND TEAR CONDOMS, AND ALLOW STIs TO PASS THROUGH. ONLY WATER-BASED LUBRICANTS, LIKE K-Y JELLY AND MOST CONTRACEPTIVE JELLIES, SHOULD BE USED WITH CONDOMS. ALTERNATIVELY, SALIVA, OR PLAIN WATER IS SAFE TO USE AS LUBRICATION TOO.</p>		
<p>14. Men have less sexual control than women, and experience sexual desire more strongly than women.</p>	✗	
<p>MYTH: BOTH MEN AND WOMEN ARE BIOLOGICALLY DESIGNED TO EXPERIENCE DESIRE. INDIVIDUALS MAY DIFFER IN THE LEVEL OF SEXUAL DESIRE THEY FEEL, BUT THERE IS NO EVIDENCE TO SHOW THAT THERE IS ANY DIFFERENCE BETWEEN MEN AND WOMEN. SIMILARLY, BOTH MEN AND WOMEN ARE CAPABLE OF SEXUAL CONTROL AND ARE FULLY RESPONSIBLE FOR THEIR CHOICES AND ACTIONS.</p>		

ANSWER KEY: MYTH OR FACT

SEXUAL HEALTH STATEMENT	MYTH	FACT
<p>17. It is illegal for children between 12 and 16 to experiment sexually with each other.</p>	✗	
<p>MYTH: THE LAW HAS CHANGED RECENTLY TO DECRIMINALISE CONSENSUAL SEXUAL EXPERIMENTATION BETWEEN 12-16 YEAR OLDS – SO AS LONG AS BOTH INDIVIDUALS HAVE TOGETHER DECIDED TO EXPERIMENT SEXUALLY. HOWEVER, IT IS STILL ILLEGAL FOR A GIRL OR BOY AGED 12-16 TO ENGAGE IN SEXUAL ACTIVITIES WITH A GIRL OR BOY 16 YEARS OR OLDER. FOR EXAMPLE, IT IS ILLEGAL FOR A MAN OF 30 TO HAVE SEX WITH A GIRL OF 15.</p>		
<p>18. A doctor can tell if I'm a virgin.</p>	✗	
<p>MYTH: SOME PEOPLE THINK THAT A DOCTOR, BY LOOKING AT A WOMAN'S VAGINA, CAN TELL IF SHE'S A VIRGIN. THIS IS NOT TRUE – A DOCTOR WILL USUALLY NOT BE ABLE TO TELL FROM A MEDICAL EXAMINATION. IN SOME CASES, SUCH AS IF A WOMAN HAS SYMPTOMS OF AN STI, HAS SEMEN IN HER VAGINA FROM RECENT SEX, OR HAS TORN TISSUE FROM ROUGH SEX, THE DOCTOR CAN DEDUCE THAT SHE IS NOT A VIRGIN. BUT USUALLY, THE DOCTOR ONLY KNOWS IF YOU TELL HIM/HER. REMEMBER THAT THE INFORMATION YOU TELL YOUR DOCTOR IS CONFIDENTIAL – BE HONEST WITH YOUR DOCTOR AND THEY WILL HELP YOU MAKE THE RIGHT DECISIONS TO PROTECT YOUR SEXUAL HEALTH.</p>		
<p>19. The age of consent for sex in South Africa is 16 years old.</p>		✗
<p>FACT: THE AGE OF CONSENT FOR SEX IS 16 YEARS OLD; IT IS ILLEGAL FOR AN ADULT (16 AND OVER) TO HAVE SEX WITH A CHILD (UNDER 16). HOWEVER, IT IS NOT ILLEGAL FOR CHILDREN BETWEEN 12 AND 16 TO EXPERIMENT SEXUALLY WITH ONE ANOTHER, SO LONG AS BOTH INDIVIDUALS ARE IN THIS AGE BRACKET AND HAVE CONSENTED TO DO SO.</p>		
<p>20. It is ok to have sex with someone who is asleep.</p>	✗	
<p>MYTH: IF A PERSON IS ASLEEP, LEGALLY THEY ARE UNABLE TO GIVE CONSENT TO SEX. HAVING NON-CONSENSUAL SEX WITH A PERSON IS RAPE – A CRIMINAL OFFENCE.</p>		
<p>21. If someone is drunk/drugged they cannot consent to any sexual activity.</p>		✗
<p>FACT: IF A PERSON IS UNCONSCIOUS OR THEIR JUDGMENT IS IMPAIRED BY ALCOHOL OR DRUGS, THEY ARE UNABLE TO GIVE CONSENT TO SEX. HAVING NON-CONSENSUAL SEX WITH A PERSON WHO IS INTOXICATED IS RAPE. SOME PEOPLE USE DRINK/DRUGS AS AN EXCUSE TO HAVE SEX WITH SOMEONE BUT THERE IS NO EXCUSE – THIS IS A CRIMINAL OFFENCE.</p>		
<p>22. I can get contraceptives by myself from 12 years old.</p>		✗
<p>FACT: ANYONE AGED 12 AND OLDER CAN ASK FOR CONTRACEPTIVES FROM THEIR HEALTHCARE PROVIDER. YOU CAN DO THIS WITH OR WITHOUT THE INVOLVEMENT OF YOUR PARENTS, AND THIS INFORMATION WILL REMAIN CONFIDENTIAL.</p>		
<p>23. A girl can only get an abortion at once she is 18 years old.</p>	✗	
<p>MYTH: A GIRL OR WOMAN OF ANY AGE CAN GET AN ABORTION IN SOUTH AFRICA, IF SHE IS LESS THAN 13 WEEKS PREGNANT. IF SHE IS BETWEEN 13-20 WEEKS PREGNANT, CERTAIN FACTORS ARE TAKEN INTO ACCOUNT, SUCH AS WHETHER THE WOMAN WAS RAPED, OR WHETHER SHE CAN SUPPORT THE BABY. FROM 20 WEEKS, YOU CAN ONLY GET AN ABORTION IF THE LIFE OF THE MOTHER OR THE FOETUS (PRE-BORN BABY) IS IN DANGER.</p>		

ANSWER KEY: MYTH OR FACT

SEXUAL HEALTH STATEMENT	MYTH	FACT
24. The pill/patch/IUD protects me from all STIs.	✗	
<p>MYTH: UNFORTUNATELY BIRTH CONTROL PILLS, PATCHES AND IUD DO NOT PROTECT FROM STIs – THEY ARE INTENDED TO PROTECT FROM UNWANTED PREGNANCY ONLY. YOU NEED TO TAKE OTHER MEASURES TO PROTECT YOURSELF FROM STIs, SUCH AS USING A MALE OR FEMALE CONDOM. YOU CAN DISCUSS THESE OPTIONS WITH YOUR DOCTOR OR NURSE.</p>		
25. Lesbians can't get HIV.	✗	
<p>MYTH: LESBIANS CAN GET HIV (OR ANY OTHER STI) JUST LIKE ANYONE ELSE. TRANSMISSION OF HIV CAN HAPPEN DURING SEXUAL ACTIVITY THROUGH EXCHANGE OF FEMALE-FEMALE BODILY FLUIDS, OR BY INFECTED NEEDLES OR BLOOD TRANSFUSIONS. HOWEVER, THERE IS EVIDENCE THAT THE RISK OF CONTRACTING HIV DURING SEXUAL ACTIVITY IS LOWER THAN FOR MALE-FEMALE OR MALE-MALE SEXUAL ACTIVITY.</p>		
26. Gay men have a higher prevalence of HIV than straight men.		✗
<p>FACT: WORLDWIDE, IT IS STRAIGHT MEN AND WOMEN WHO ARE BY FAR THE MAJORITY OF PEOPLE INFECTED BY HIV. THERE ARE VARIOUS REASONS THAT INCREASE RISK FOR GAY MEN; INCLUDING THE HIGHER RISK OF TRANSMISSION THROUGH ANAL SEX, ALSO LEGAL AND SOCIAL DISCRIMINATION MAY PREVENT THEM BEING TESTED OR RECEIVING TREATMENT.</p>		
27. Only gay men have anal sex.	✗	
<p>MYTH: ANYONE CAN HAVE ANAL SEX, AND HETEROSEXUAL COUPLES MAY CHOOSE TO DO SO AND TAKE PLEASURE IN THIS. WHETHER OR NOT TO HAVE ANAL SEX IS UP TO YOU AND YOUR PARTNER TO DECIDE.</p>		
28. There are no risks associated with anal sex.	✗	
<p>MYTH: UNPROTECTED ANAL SEX PUTS YOU AT A GREATER RISK OF STIS SUCH AS HIV. THIS IS BECAUSE THE LINING OF THE ANUS IS DELICATE AND DOESN'T PRODUCE NATURAL LUBRICANT – SO IT IS DAMAGED MORE EASILY. BEING ON THE RECEIVING END OF ANAL INTERCOURSE IS EQUALLY RISKY WHETHER YOU'RE A MAN OR A WOMAN. THE RISK HAS BEEN ESTIMATED AT ABOUT 18 TIMES MORE RISKY THAN MALE-TO-FEMALE VAGINAL INTERCOURSE.</p>		
29. Using lubricant can prevent injury during sex.		✗
<p>FACT: LUBRICANTS CAN HELP TO PREVENT SMALL TEARS WHICH CAN HAPPEN DURING VAGINAL OR ANAL SEX. HOWEVER, IF YOU USE A LUBRICANT, BE SURE THAT IT IS A WATER-BASED LUBRICANT SUCH AS KY JELLY. OIL-BASED LUBRICANTS SUCH AS VASELINE, OILS, OR CREAMS CAN DAMAGE CONDOMS AND THEREFORE MAKE SEX MORE RISKY.</p>		
30. Eating healthy can cure HIV.	✗	
<p>MYTH: THERE IS NO 'CURE' FOR HIV, BUT HIV CAN BE TREATED EFFECTIVELY THROUGH MEDICATION IN THE FORM OF ANTIRETROVIRAL DRUGS (ARVS). EATING HEALTHILY IS IMPORTANT FOR EVERYONE, AND PARTICULARLY THOSE WITH HIV, AS IT HELPS STRENGTHEN THE IMMUNE SYSTEM. HOWEVER, EATING HEALTHILY WILL IN NO WAY TREAT OR CURE HIV.</p>		



Sexual health
 Transactional sex
 Intergenerational relationships
 Concurrent partners
 Protected sex
 Risk / at risk
 HIV
 Intimate partner violence
 Sex
 Aggressive
 Gender based violence
 Domestic violence
 Violence
 Women
 Power
 Control

TOUGH CHOICES IN TOUGH TIMES: A STORY ABOUT TRANSACTIONAL SEX

- ✓ 1. To understand **transactional sex** as the product of social and economic inequality.
- ✓ 2. To create awareness and empathy about the gendered nature of social and economic inequality.
- ✓ 3. To understand the risks associated with inter-generational and transactional sex.

🕒 1 Hour

★ Worksheet: 'Tough Choices in Tough Times' (provided)

PROCEDURE

1 Begin the lesson by explaining the following concepts linked to transactional sex from the **Glossary**:

TRANSACTIONAL SEX: Engaging in **sex** (any sexual activities) for financial or other material rewards. Many young girls engage in transactional sex because they lack resources, and the money or material goods they receive in exchange for transactional sex may assist them in meeting their daily needs, or in getting things that they want. Transactional sex is extremely risky, and can make girls and **women** vulnerable to **abuse**, **violence**, and put them **at risk** of pregnancy, **STIs** and **HIV/AIDS**. Also see **sugar daddy**.

INTER-GENERATIONAL RELATIONSHIPS: Relationships between people of different age groups or generations. These relationships are not necessarily sexual (although they can be). Inter-generational relationships tend to have a **power imbalance** where the older person holds more power than the younger person, such as in the relationship between a parent and a child.

CONCURRENT PARTNER: When a man or a **woman** has more than one sexual partner at the same time. In these overlapping sexual partnerships, sex with one partner occurs between two episodes of sex with another partner.

RISK: A factor, situation or course of action involving exposure to danger or hazard. **Unprotected sex**, for example, puts people at risk of contracting **HIV/AIDS** or becoming pregnant.

2 Hand out the worksheet. Ask learners to read the story carefully and then complete the questions. This should take 30 minutes.

3 Once learners have completed the questions ask them to share their answers. Facilitate a discussion about each question. Issues that you should cover under each question should include:

a. Why do you think someone would choose to engage in such a relationship? (What are the benefits?)

Elicit answers like:

- Financial need, family responsibility.
- Emotional needs. Tuto does not have her parents around, and does not have a good relationship with her grandmother. She enjoys the attention and affection of an older person who is interested in her thoughts and feelings.
- Wanting to fit in or look like everyone else. Being different or being seen as disadvantaged can be very hard for young people who want the approval of their peers.

b. Can you identify some of the risks that Tuto faces?

Some answers may include:

- **HIV/AIDS**, because they do not always use a condom, and especially given that Jake has **concurrent relationships** (is married), and is much older than her. Tell them that older men have a much higher prevalence of **HIV** than teenage boys for instance.
- Pregnancy.
- **Intimate partner violence**. Due to the uneven power dynamics caused by their disparate age, Tuto may be more susceptible to being controlled or abused by Jake than if she were dating a boy her own age.



c. What could Tuto do to decrease the risks she is exposed to?

Some answers may include:

- Go to a clinic and ask about her contraceptive options to avoid pregnancy.
- Get free condoms from the clinic and always have them with her when she sees Jake.
- Be clear with Jake that she will not have sex unless they use a condom. She should have this discussion with him at a time when they can talk openly and when they are not kissing or touching, or doing anything sexual. She should talk calmly, and politely, but make clear that it is not negotiable for her.
- Tell Jake that she does not like it when he shouts at her, or talks very close to her face.
- She should make it clear to him that being **aggressive** is not acceptable to her.
- Seek help (counselling) from an organisation that deals with **gender-based violence** or **domestic violence**, or **at-risk** youth. Ask the class to think of what these organisations may be and suggest some yourself.

d. What might help Tuto end the relationship if she wanted to?

Answers may include:

- She could speak to a school counsellor, social worker, teacher, or other responsible adult who can support her emotionally and who can help her make a decision.
- Seek help (counselling) from an organisation that deals with **gender-based violence** or **domestic violence**, or **at-risk** youth. Ask the class to think of what these organisations may be and suggest some yourself.
- She can help her grandmother apply for child support grants so that the family receives more money.



TEACHER TIPS

General

This exercise requires learners to think seriously about social and economic inequality. Many of the issues raised are of the kind that learners may find upsetting, may have strong views about, or may have personally experienced.

It is important that you prepare learners to expect differing and somewhat contentious opinions related to sensitive topics. Emphasise the importance of considering how inequality affects different people, and that in order for this to be a meaningful exercise, everyone should respect each other's opinions and should not make moral judgements. Ask learners to respect each point of view in the discussions, and that there should be no interruptions, no judgements or name-calling, and no teasing or making fun of others.

It is important for you to be aware that the controversial and difficult nature of some of the identities discussed, may be very personal for some learners, especially girls. Learners should be allowed to opt-out of the exercise, or not share their feelings with the class if they so choose. Other learners may disclose that they have had experiences with poverty, **transactional relationships**, **inter-generational relationships**, **domestic violence**, or **HIV**. In such cases discreetly ask them to meet with you one-on-one later so that you can suggest counselling resources.

Some learners may make negative comments about other learners in the class. Remind them that judgement is not acceptable, and facilitate their understanding that people usually try to make the best decisions that they can, given their personal circumstances.

Transactional sex is a controversial topic and many teachers may feel uncomfortable talking about it. As a teacher it is necessary that you create an environment of respect and understanding for all your learners, and that your personal views or religious beliefs do not prevent you from doing this. Remember that discussions about transactional sex are not about moral judgement or religious views, but about creating empathy and critical thinking in your learners, treating people equally and fairly, and respecting other people's right to engage in mutually consensual relationships of their choice.

Remember, it may be unknown that a learner in your class may have engaged in transactional sexual activity, perhaps even with peers or with others in the school environment. Disclosure can stigmatise girls and create further vulnerability and isolation. For this reason be very sure to use inclusive and affirming language. For example, say 'we,' 'all people,' and 'some people,' and do not use 'they' or 'people like them.'

Making the Link with Gender & Violence

This exercise shows how a person's vulnerability to violence is complex, and is affected by the different aspects of their identity. For example, Tuto's age in relation to her partner together with her socio-economic circumstances, expose her to greater risk of **violence**.

Transactional sex is intrinsically linked to **gender-based violence**. Older men use **power** to control younger **women**, and they have higher rates of HIV infection than younger men or adolescent boys.

Assessment Ideas

Because the exercise is in written form, it can be turned in for assessment.

TOUGH CHOICES IN TOUGH TIMES

Read the following story and answer the questions below.

Tuto is a 16 year old girl. She lives in a small wood and iron house with her Gogo (granny), her younger brother and sister. Tuto's father left them six years ago, right after her little sister was born. He used to send them money from time to time, but they have not heard from him in over a year now. Her mother recently died from an AIDS related illness. Gogo is very old, and seems angry that she has to look after children at her age. Tuto misses her mother and feels very lonely. She wishes she could talk to Gogo but Gogo does not like to talk about feelings.

Gogo gets an old-age pension, but this is not enough to take care of Tuto and her siblings. Tuto has tried to find a job, but no one wants to employ her while she is still in school. Although Gogo manages to give them a hot meal every night, she did not have money for school uniforms and shoes this year. Tuto's school shoes are too small and hurt her feet, her big toe is pushing through the front of her shoes and making a hole. Tuto is very embarrassed by this, and wishes she and her siblings had nice new clothes, like the other children at school. The other children at school do not talk to her, and she hears them making fun of her behind her back. She wishes she could be an adult and earn money. She wants to help Gogo take care of the family.

One day, when Tuto is walking home from school with her little brother and sister a big fancy car pulls up on the road alongside her. A man rolls down the driver's window and asks if they want a lift. Tuto knows that she shouldn't get into the car with a strange man, but it is so hot, they still have such a long way to go, and she always ends up carrying her little brother, and the man has such a nice friendly smile. She says yes. The man's name is Jake and his car smells like cologne and new leather. Tuto finds her favourite station on the radio while the man asks many questions about her and her family. Tuto notices that he is taking the long way to her house but she is having such a good time talking to Jake that she doesn't mind. Her little brother and sister are asleep in the backseat by the time they get to their house.

The next day Jake is waiting for them, and again drives them home. This continues for a few weeks, and the drives get longer and longer. He often brings them treats like chips and chocolates. When it is very hot he brings them ice-cream. Sometimes the treats are just for Tuto: a beaded wrist band, flowery smelling hand cream, a small tub of lip gloss, or even R50. Driving home with Jake is Tuto's favourite part of the day. She feels like a rich grown-up woman sitting in the front seat of the car. Jake always asks her about her day at school, and is so nice to her and little brother and sister. It is such a nice change from going straight home to Gogo who is always cross, and tired, and has so many chores for her to do. Little brother told Gogo about Jake and Gogo was angry. One day Jake asked Tuto her shoe size and the next day he brought her new school shoes. Gogo stopped scolding Tuto about the drives after this, but she still looks angry when they come home late from school.

After school one day, Jake drives straight to their house. Tuto is worried that she has done something wrong, but when Jake stops, he says goodbye to little brother and sister, and asks Tuto to stay. Tuto is worried about what Gogo will say if they go inside without her, but she is excited to be alone with Jake. She feels special and important as they pull away from the little wood and iron house, and Jake takes her hand in his. They stop outside the church. The church is closed during the week, and no one is around. Jake gives her a crisp new R200 note, and tells her that he wants Tuto to know how much he values her. Tuto is so happy, she has never had so much money before and she starts to say thank you when Jake kisses her. He is a good kisser and she can tell that he has had lots of practice. After this they go to the church every day after school to kiss and to touch each other. Soon Jake wants to have sex. Tuto is not sure, Jake is nice and has a handsome smile but he is old, and he has beer belly and hairs in his ears. More importantly, Tuto has always wanted to wait until she was in love. Tuto tries to refuse but Jake gets angry. He says that after all he has given her, she should want to do this for him. Tuto feels guilty, she likes all the things that Jake gives her, and he has never asked for anything from her before. She does not want him to stop giving her things; the money has been so helpful to the whole family. She also feels afraid, Jake is very scary when he is angry, and he talks very loudly and very close to her face. Eventually she agrees and they have sex even though Jake does not have a condom. After this Jake stops coming to see her every day, but when he does come he wants to have sex. He often forgets to bring condoms, but this does not stop him.

Gogo does not like Tuto driving around alone with a grown man. She asks many questions about Jake: 'Where is he from?', 'Why does he pick up school girls from the side of the road?', 'Does he have a wife?' Tuto does not answer these questions. She is angry that Gogo is not happy for her, and she also does not know the answer to many of Gogo's questions. Tuto tells Jake about Gogo's questions, and he tells her that he does have a wife, but that she is old, and mean, and he does not love her. Tuto is very upset, but Jake gives her another R200 and tells her to buy something to make herself feel better. The next day Jake has many bags of groceries in the car and carries them into Tuto's house. He talks with Gogo for some time. Gogo does not have any questions after this.

ANSWER THE FOLLOWING QUESTIONS:

- a Why do you think someone would choose to engage in such a relationship? In other words, what are the benefits to each of the characters?
- b Can you identify some risks that face Tuto within this story?
- c What could Tuto do to decrease the risks that she is exposed to?
- d What might help Tuto end the relationship if she wanted to?



Sexual health
Sexual violence
Gender-based violence
Contraception
Sexually transmitted infections (STIs)
HIV / AIDS
Sexuality
Women
Reproductive health

SEXUAL HEALTH GAME SHOW

✓ To assess learners' knowledge of various **sexual health** topics, including **sexual and gender-based violence, contraception, sexually transmitted infections, HIV/AIDS** and reproductive anatomy/physiology.

🕒 45 Mins

★ **Game Grid** (provided)
Teacher's Question & Answer Grid (provided)

PROCEDURE

PRIOR TO CLASS

1 Copy the following Game Grid onto the board.

ANATOMY AND PHYSIOLOGY	CONTRA-CEPTION	SEXUAL AND GENDER-BASED VIOLENCE	STIs	HIV/AIDS
10	10	10	10	10
10	10	10	10	10
20	20	20	20	20
20	20	20	20	20
30	30	30	30	30
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

IN CLASS

- This game (loosely based on the US-based game show *Jeopardy!*) challenges learners to answer questions on **sexual health, sexual and gender-based violence, contraception, sexually transmitted infections, HIV/AIDS** and reproductive anatomy and physiology.
- Explain that the column headings indicate subject areas, and the numbers listed below denote the point value assigned to each question. The questions escalate in difficulty as the point value increases, with the 50-point questions being the most difficult.
- Divide the class into two teams. Explain the rules of the game to the learners as follows:
 - Flip a coin to see which team goes first. The first player on that team selects a topic and question value, for example by saying "I will take Contraception for 10 points".
 - The teacher then reads the corresponding question on the grid, and crosses out the block on the board so that the topic/value cannot be selected again.
 - If the learner gets the answer right, the next player from the same team can select another question to answer. If the team mate gets the answer wrong, play switches to the opposing team, who then select a topic/value to answer.
 - The teacher tallies up the points scored by each team, and the team with the highest score wins. Teachers can offer a small prize for the winning team to incentivise participation.

5 After the game debrief the class with the following questions:

- What questions were the easiest? Which were the most difficult?
- Which topics do you feel you need to know more about?
- What resources may help you in answering the questions you didn't know the answer to?
- Is there any topic area related to sexual health that you would have liked to add?

TEACHER TIPS

👤 General

The teacher can adapt the content and topic area to be appropriate to the context and knowledge level of the learners. The format of this game can be used as a revision tool after completing any module. The game can be used to address a wide range of topics on **sexual health**.

⚡ Making the Link with Gender & Violence

This exercise is useful in reinforcing knowledge that will help learners to make healthy and informed decisions about their sexuality. It also helps learners to engage with substantive information about violence against **women** and girls. The information conveyed by this exercise can be used to empower learners with knowledge about **sexual rights** and **sexual health**.

💡 Assessment Ideas

Learners can be tasked to set their own questions for a new game. To reduce the research burden on learners, a simplified grid (for example with fewer topic areas and with only one row per question value) can be used. This allows learners to assess their own knowledge gaps, to research and craft questions that may fill these.

🗺️ Variations

The format of this game can be used as a revision tool after completing any module.

References:

Adapted from:
PATH Games for adolescent reproductive health: An international handbook. www.path.org

TEACHER'S QUESTION & ANSWER GRID

	ANATOMY AND PHYSIOLOGY	CONTRACEPTION	SEXUAL AND GENDER-BASED VIOLENCE	STIs	HIV/AIDS
10	<p>QUESTION: Name the pear-shaped organ within which a baby develops</p> <p>ANSWER: The Uterus</p>	<p>QUESTION: True or False? A girl can't get pregnant if she douches, takes a bath, or urinates immediately after sex.</p> <p>ANSWER: False</p>	<p>QUESTION: True or False? The Domestic Violence Act in South Africa allows same-sex partners, or people who live together (but are not married) to apply for a protection order against domestic abuse.</p> <p>ANSWER: True</p>	<p>QUESTION: Do the Pill and the patch protect you from sexually transmitted infections?</p> <p>ANSWER: No they do not. They protect against pregnancy, but not against STIs.</p>	<p>QUESTION: Can you get HIV from a mosquito bite?</p> <p>ANSWER: No. Studies have shown that there is no risk of transmission of the HI Virus through any insects.</p>
10	<p>QUESTION: When do boys start producing sperm?</p> <p>ANSWER: At onset of puberty.</p>	<p>QUESTION: Is it possible to get pregnant the first time you have sex?</p> <p>ANSWER: Yes. Every time one has sex (including the first time) there is a chance to become pregnant/ cause a pregnancy.</p>	<p>QUESTION: How old do you have to be to consent to sex under South African law?</p> <p>ANSWER: 16 years old.</p>	<p>QUESTION: True or False? Just like chickenpox or measles, once you have had an STI you can't get it again.</p> <p>ANSWER: False. You can get some STIs more than once, and some (like herpes) stay with you for life.</p>	<p>QUESTION: Can you get HIV from oral sex with an infected person?</p> <p>ANSWER: Yes you can. Although the risk of contracting HIV through oral sex is much lower than through other types of sex, it is still possible. Use a latex barrier when giving/receiving oral sex.</p>
20	<p>QUESTION: What are the names of the two parts of the penis</p> <p>ANSWER: The shaft and the glans</p>	<p>QUESTION: The Emergency Contraceptive Pill (the 'Morning After Pill') works best if taken within ___ of unprotected sex?</p> <p>ANSWER: 72 hours (3 days)</p>	<p>QUESTION: Can someone who has been drinking or taking drugs consent to sex?</p> <p>ANSWER: No. The Sexual Offences Act describes certain conditions under which someone cannot consent to sex. Being under the influence of drugs or alcohol is one of those conditions.</p>	<p>QUESTION: Is it safer to use two condoms than one?</p> <p>ANSWER: No. The friction between them increases the risk that one will slip off, and/or that one or more of them will break.</p>	<p>QUESTION: True or False? You can get medication to prevent HIV from the state for free if you have been raped.</p> <p>ANSWER: True. You don't even need to have opened a case with the police - you just need to report the incident at a health care facility that is equipped to provide you with medication to prevent HIV. It is free of charge.</p>

QUESTION & ANSWER GRID

	ANATOMY AND PHYSIOLOGY	CONTRACEPTION	SEXUAL AND GENDER-BASED VIOLENCE	STIs	HIV/AIDS
20	<p>QUESTION:</p> <p>What term describes the release of a mature egg (ovum) from the ovary?</p> <p>ANSWER:</p> <p>Ovulation</p>	<p>QUESTION:</p> <p>Name one natural contraception method.</p> <p>ANSWER:</p> <p>Coitus Interruptus/ Withdrawal method; Fertility Awareness Method; Abstinence</p>	<p>QUESTION:</p> <p>Does the Domestic Violence Act provide protection from intimate partner violence for people in dating relationships (including teens)?</p> <p>ANSWER:</p> <p>Yes. You do not have to be living together or married to apply for a protection order under DVA conditions.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>There are no risks associated with anal sex.</p> <p>ANSWER:</p> <p>False. Anal sex places you at high risk of injury, STIs and HIV (although there is no risk of pregnancy).</p>	<p>QUESTION:</p> <p>Can you get HIV from vaginal sex with a woman who is infected?</p> <p>ANSWER:</p> <p>Yes. HIV can be present in vaginal fluid and can enter the penis through the urethra (the hole at the tip) or through cuts or abrasions on the skin of the penis.</p>
30	<p>QUESTION:</p> <p>Name the duct in the penis through which semen passes.</p> <p>ANSWER:</p> <p>Urethra</p>	<p>QUESTION:</p> <p>Name one contraceptive method that is used by both sexes.</p> <p>ANSWER:</p> <p>Condom – there is a male condom and a female condom.</p>	<p>QUESTION:</p> <p>Name three types of violence that the Domestic Violence Act protects against.</p> <p>ANSWER:</p> <p>Any of – physical abuse; sexual abuse; emotional/verbal/psychological abuse; financial abuse; harassment; stalking.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>You can get an STI from oral sex.</p> <p>ANSWER:</p> <p>True. During oral sex you can give your partner an STI, and can get one from them.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>If you've only ever had sex with one person, you don't have to worry about HIV.</p> <p>ANSWER:</p> <p>False. You don't know how many people your partner may have been with.</p>
40	<p>QUESTION:</p> <p>What is the cell produced by fertilisation called?</p> <p>ANSWER:</p> <p>Zygote</p>	<p>QUESTION:</p> <p>What is the most effective way of preventing pregnancy?</p> <p>ANSWER:</p> <p>Abstinence. Although there are many reliable methods for preventing pregnancy, none are as effective as not having sex at all.</p>	<p>QUESTION:</p> <p>Name two reasons why someone would be reluctant to report sexual or domestic abuse to the police.</p> <p>ANSWER:</p> <p>The fear of not being believed; being blamed for the abuse; fear of reprisal by the offender; not aware of what constitutes domestic or sexual abuse; too ashamed to tell anyone what has happened; know the abuser well and fear consequences of reporting.</p>	<p>QUESTION:</p> <p>Do you need to get checked for an STI if your partner has it, but you have no symptoms at all?</p> <p>ANSWER:</p> <p>Yes. It is important to get treatment even if you have no symptoms because some STIs (for example, Chlamydia) often do not present symptoms. If you don't get treatment you can pass the infection back and forth between you, with serious consequences.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>If women have sex with other women they are not at risk for HIV?</p> <p>ANSWER:</p> <p>False. No conclusive evidence that HIV cannot be transmitted between women (studies have not focused on this population). These women are at risk of sexual violence and HIV can be passed on in this way.</p>

TEACHER'S QUESTION & ANSWER GRID

40

ANATOMY AND PHYSIOLOGY	CONTRACEPTION	SEXUAL AND GENDER-BASED VIOLENCE	STIs	HIV/AIDS
<p>QUESTION:</p> <p>What is intersex?</p> <p>ANSWER:</p> <p>Intersex is a term for people who have biological sex organs that are not considered standard for either males or females.</p>	<p>QUESTION:</p> <p>Under South African Law, at what age can you get confidential contraception?</p> <p>ANSWER:</p> <p>12 years old</p>	<p>QUESTION:</p> <p>Why is it important to report a rape to the police and/or a healthcare facility as soon as possible after it has happened?</p> <p>ANSWER:</p> <p>There are two critical issues: forensic evidence may be lost by waiting, and the effectiveness of certain medications given after rape to prevent HIV & STIs diminishes significantly after the first 36-72 hours. Survivors should also not bath, shower, eat, drink or change clothes to avoid destroying evidence.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>The HPV (Human Papilloma Virus) is linked to cancer.</p> <p>ANSWER:</p> <p>True. Genital herpes caused by HPV (Human Papilloma Virus) is one of the most common STIs. It has been linked to certain cancers (including cervical cancer). Anyone who has sex is at risk of HPV, though risk can be lowered by using condoms.</p>	<p>QUESTION:</p> <p>Do antiretroviral drugs (ARVs) prevent an infected person from passing the virus on to other people?</p> <p>ANSWER:</p> <p>No. Antiretroviral drugs don't prevent transmission of the virus to others. ARV treatment can keep viral load down, but HIV is still present in the body and can still be transmitted.</p>

50

<p>QUESTION:</p> <p>True or False?</p> <p>A female baby is born with all the eggs (ova) that she will ever have.</p> <p>ANSWER:</p> <p>True. Female babies are born with around one million eggs that will be released or self-destruct over her reproductive lifetime.</p>	<p>QUESTION:</p> <p>Is it possible to become pregnant after having sex during your period?</p> <p>ANSWER:</p> <p>Yes. A woman can become pregnant when she is ovulating (releasing an egg from the ovary). If a woman's menstrual cycle is very short (21 days or less between menstrual periods), she could be ovulating during her period or shortly after. Therefore, having unprotected sex during her period could put a woman at risk of pregnancy.</p>	<p>QUESTION:</p> <p>Is consensual sexual activity among young people aged 12-15 criminalised under South African Law?</p> <p>ANSWER:</p> <p>Not anymore. A Constitutional Court case, decided in October 2013, declared the provisions that criminalised this activity unconstitutional. Whereas previously, children in this age group engaging in penetrative sex and where there was an age gap of more than two years between them could be reported to the police and prosecuted, this can no longer happen. Non-consensual sexual activity and sexual activity between a child and someone older than 16 remains criminalised.</p>	<p>QUESTION:</p> <p>Name three symptoms of an STI.</p> <p>ANSWER:</p> <p>Unusual discharge from the penis/vagina; genital itching; burning sensation when peeing; rash or sores in the genital area; pain during sex; pain or swelling in the genital area; sore throat; swollen glands; fatigue (unexplained); night sweats</p>	<p>QUESTION:</p> <p>Is HIV and AIDS the same thing?</p> <p>ANSWER:</p> <p>No. HIV is the name of the virus – Human Immunodeficiency virus. The term AIDS is short for Acquired Immune Deficiency Syndrome. An HIV-infected person is said to have an AIDS diagnosis when HIV has weakened their immune system to the extent that they either have, or are at high risk of getting, certain diseases that are uncommon in persons with a healthy immune system. Not all HIV-infected persons develop AIDS. Effective HIV treatment can interrupt proliferation of HIV and keep a person from developing AIDS.</p>
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Sexual health
 Consent
 Sexual activity
 Masturbation
 Oral sex
 Alcohol
 Sexual coercion
 Gender-neutral
 Sexual orientation
 Gender
 Rape
 Sexual assault

STOP! OR GO!

COMMUNICATION, CONSENT AND BOUNDARIES

- ✓ 1. To help learners understand the importance of **consent**.
- ✓ 2. To get learners to think about and discuss sexual boundaries, and understand that comfort levels vary greatly from person to person.

45 Mins

Teacher Prompt: Stop!/Go! Statements (provided)
Stop! / Go! Signs (provided)

PROCEDURE

1 Begin the lesson by asking learners what **consent** with regard to sexual activity means to them. You can ask for volunteers to share their opinions.

2 Now give learners the definition of **consent** from the **Glossary** as follows:

CONSENT: The clear, unmistakable and voluntary agreement between people to participate in a **sexual activity** (including fondling, **masturbating** each other or **oral sex**). In terms of South African law, someone cannot consent if they are asleep or under the influence of **alcohol** or drugs.

3 Emphasise how important it is to have consent before proceeding with any sexual activity with a partner.

Remind the class that consent should never be assumed. You cannot assume that someone is consenting based on their behaviour, or appearance. You also cannot assume that someone is consenting because they have consented in the past.

Emphasise that everyone has the right to stop any sexual activity whenever they want, regardless of what has happened up until that point, or in previous sexual encounters.

4 Learners may be anxious about the potential for embarrassment if they ask questions before or during sexual activity. They may also fear being rejected.

Explain that awkwardness is often part of sex (including talking about sex), and the potential for rejection is always there. However, the risks of not asking for consent far outweigh the task of asking for consent. Communicating before, during and after sexual activity is very important, so as to make sure that each person is comfortable with what is happening, and that each feels safe and is consenting. Clear communication is also the best way to ensure that your sexual relationship develops and improves.

5 Give each learner a '**Stop!**' and a '**Go!**' sign.

6 Read the list of statements (provided) which may be spoken by either partner during sexual activity. For each statement, the learners should hold up their cards as follows:

- Hold up the Go! (green) card if they think that the statement indicates that consent was given.
- Hold up the Stop! (red) card if they think that the statement indicates that consent was not given.
- Hold up the Stop! (red) card if they are unsure about whether consent was given, and think that the partners should stop and discuss or clarify what should happen next.

7 After each statement, the teacher should affirm the learners' correct choices. If learners put up the incorrect sign for a certain statement, ask them why they chose that response, and explain why it is incorrect. For example, in statement 4, a learner may feel that silence means Go! You should explain that many people may not communicate how they feel because they are shy, because they do not know how to explain what they do or do not want, because they do not want to upset you, or because they feel scared, or are in shock at what is happening. For this reason, silence is never consent. If someone is being quiet, ask if everything is okay, and if you should stop or keep going.

8 Once the class has gone through all the statements, and discussed them. They will be doing the same thing again, but this time you are going to be reading out longer scenarios (provided) instead of statements.

9 Read each scenario, and after each one, have volunteers reveal their answer. Stimulate debate, by getting all learners to think about reasoning behind their answers for each scenario.

Make it clear which are the correct responses, and make sure that you explain why.

For example if a learner thinks that Scenario 4 illustrated a fair or consensual situation, you can explain that people have different boundaries, comfort levels, and past experiences, and just because one partner is comfortable doing something, it does not mean that the other should also be. Just because someone is okay with receiving oral sex does not mean that they should necessarily be okay with giving it.



Aalia may have had a bad experience in the past, or may not have done it before and wanted to get more information so that she felt more comfortable when she did do it in the future. Point out that if Alex only wanted to give Aalia oral sex if she reciprocated, s/he should have said that from the outset. Communicating expectations is important for any relationship, and is a good way to ensure consent.

- 10 Finally, learners can also come up with their own scenarios. Ask them to break into groups of 4 or 5 and come up with one scenario where consent was given through effective communication between partners, and one scenario where consent was not given due to a lack of communication. Ask learners to focus on situations where consent could be tricky. This should not take longer than 10 minutes.
- 11 Ask for volunteers to share their scenarios, and ask the rest of the class if they agree with whether the scenario was consensual or not. Again, make sure to clarify the correct answer and explain why.
- 12 Explain to learners that these are scenarios where consent, or the lack of consent, can be tricky or unclear. These scenarios show why it is necessary for the person initiating sexual activities to ask for consent before going ahead, whatever the situation.

TEACHER TIPS



General

Learners may act silly or make jokes, mock each other or withdraw because of the overt sexual content in the exercise which adolescents might find amusing or uncomfortable. You can minimise this by preparing the class for the sexual content before the exercise. Tell them that you will be talking about sex, and even though they may find that amusing, the discussion of negotiating sex, and sexual coercion is really important and serious. For this reason you would like them to focus on the exercise and give the issues their full attention. You may want to re-emphasise this before asking learners to read their responses aloud, and add that it is important to show respect, and to be non-judgemental when listening to other's efforts.

Whenever discussing sexual activities with learners, it is important to use the term 'partner' rather than 'boyfriend' or 'girlfriend'. By staying gender-neutral, you ensure that no one in the classroom of a different sexual orientation or gender is alienated, which is especially important when asking learners to discuss touchy topics such as intimacy and sexual boundaries.

If learners ask about the gender of Alex, tell them that Alex is a gender-neutral name and it was specifically chosen so that they did not know if the scenario involved a same-sex or opposite-sex couple. This is because it does not matter! The point of the activity is that all couples and partners, regardless of sexual orientation, need to communicate openly and discuss consent.



Making the Link with Gender & Violence

It is very important for learners to understand how to negotiate consent to promote healthy sexual relationships, and prevent rape and sexual assault. Rape and sexual assault often occur when the victim is under the influence of drugs or alcohol, so it is important to tell learners that legally, consent cannot be given by someone who is under the influence of drugs or alcohol. Learners need to begin talking about consent and communication in relationships from a young age.



Assessment Ideas

Ask learners to write a short reflective paper that defines consent, explains why consent is important in sexual relationships, and provides specific examples of how to ask for consent.

STOP! / GO! STATEMENTS

Read out each of the following statements. Learners should use their cards to indicate whether the correct response is 'Stop! or Go!'

STATEMENT	CORRECT RESPONSE
1. "That hurts"	STOP!
2. "That feels so good!"	GO!
3. "I am so drunk right now"	STOP!
4.Silence.....	STOP!
5. "Keep going, I love that"	GO!
6. "Would you mind doing ..."	GO!
7. The partner is asleep or passed out.	STOP!
8. "No"	STOP!
9. "I don't feel like it"	STOP!
10. "I don't think I want to do this anymore..."	STOP!

STOP! / GO! SCENARIOS

Read out each of the following statements. Learners should use their cards to indicate whether the correct response is 'Stop! or Go!'

SCENARIO	CORRECT RESPONSE
1. Lulu and Jo have been dating for a few months; Lulu would like to remain a virgin until marriage and has told Jo this. One day, when they are making out, both partners touch each other's genitals, and take off each other's clothes. Jo begins to rub his body against Lulu's and she seems to enjoy it. After a while Jo begins to push his penis into Lulu, Lulu goes stiff and does not say anything. He proceeds with intercourse, while Lulu stares up at the ceiling.	STOP!
2. Marco and Pumi have been dating for a few weeks. Pumi is 3 years older than Marco, and they get along very well. When they are making out at Pumi's house one evening, Pumi pushes Marco's hand into her pants. Marco takes his hand out, and tells her to stop because he is not ready to go that far yet. Pumi gets angry. She says she does not want to date a child, and if Marco is a man he would pleasure her. Marco looks embarrassed and apologises. He goes along with what Pumi wants.	STOP!
3. Wesley and his friends are drinking at a friend's house. Wesley gets very drunk and his friend takes him to his room and puts him to bed. They begin talking and Wesley kisses his friend, and they start taking each other's clothes off. After a little while Wesley passes out on the bed naked. His friend proceeds to have sex with him.	STOP!
4. Aalia and Alex are fooling around. Alex asks Aalia if she wants oral sex, and she says ok. Alex gives Aalia oral sex. Then Alex asks Aalia to do the same. Aalia says she has never done it before and does not want to do it right now. Alex gets upset and says that that is unfair, and that Aalia should return the favour. Aalia looks upset but agrees and gives Alex oral sex.	STOP!

STOP! AND GO! SIGNS

Print and cut out a set of signs for each learner.





COMMUNICATING ABOUT SAFER SEX AND CONTRACEPTION

Sex
 Sexual activity
 Abstinence
 Hormonal contraception
 Barrier method
 Contraceptive
 Condoms (male and female)
 The pill (contraceptive pills)
 Intra-uterine device (IUDs)
 Sexually transmitted infections (STIs)
 Dental dams
 Emergency contraception (Morning after Pill)
 Risk
 Unprotected sex
 Heterosexual
 Abuse
 Coitus interruptus (withdrawal)
 Coercion
 Power
 Assertive
 Women
 Psychological abuse
 Manipulation
 Physical violence

- ✓ 1. To build learners' communication and conflict resolution skills.
- ✓ 2. For learners to develop the necessary skills for communicating decisions, negotiating sex, or abstaining if not ready for sex.

🕒 1 hour

★ Cards for role-play (provided)

PROCEDURE

- 1 The decision to engage in **sexual activity** is a significant one. Let learners know that they should think carefully when they want to become sexually active with their first, or (thereafter) a new partner.
- 2 Explain that it is very important for them to become comfortable discussing safer sex and **contraception** if they are going to become sexually active, or if they are already sexually active.
- 3 Suggest that there are several steps that they should take before getting involved with a new sexual partner. Remind and reassure learners that if they are already in a sexual relationship and have not taken precautions, it is not too late to start!

Encourage them to:

- Discuss sexual activity with their partner and make sure that they are clear about what each partner wants to do and does not want to do. (Revisit these 'do's' and 'don'ts' because they are prone to change).
- Get the information they need about the kinds of sexual activities they want to engage in, so that both partners feel confident and comfortable and know the implications of their choices.
- Decide on protective measures in order to minimise the risks. This might include **abstaining** from higher risk activities, using **hormonal contraception**, or **barrier methods**.

- 4 Make sure that learners understand about contraception by referring to the following definitions contained in the **Glossary**:

CONTRACEPTIVES: The various methods used to try to prevent pregnancy. Some examples **include condoms** (male and female), **the pill**, and **Intra uterine devices (IUDs)**. Contraception should not be the responsibility of female partners only, and male partners should also be responsible for taking precautions against unwanted pregnancy and **sexually transmitted infections (STIs)**. Although no method is completely safe, condoms are the most effect form of both prevention of pregnancy and protection against transmission of STIs.

BARRIER METHODS: Methods of protection where there is a physical barrier preventing fluids moving from one partner to another. Barrier methods can protect against pregnancy, and against **STIs**. Examples include **male** and **female condoms (dental dams)**.

HORMONAL CONTRACEPTIVE: Women and female-bodied people may take hormones in the form of tablets (**'the Pill'**), a skin Patch, an implant in the skin, or an injection, to try to prevent pregnancy. Whilst these are quite effective against unwanted pregnancy when taken correctly, they do not protect against **sexually transmitted infections (STIs)**.

EMERGENCY CONTRACEPTION ('Morning-after Pill'): A pill that reduces **the risk** of pregnancy if started within 120 hours (5 days) of **unprotected sexual intercourse**. Preferably, it should be taken within 72 hours (3 days), and it is most effective if taken within the first 24 hours after having sex. Nausea and vomiting is a common side effect of this medication.

- 5 This exercise provides learners with the opportunity, through role-playing, to practice their communication skills in negotiating **contraceptive use**.
- 6 Explain that learners will role-play a negotiation about contraception within a partnership. They will be given a role-play card that describes the stance to take about using contraception.
- 7 Explain to learners that the identity they will be given is not necessarily their own, and that it may include a stance that they see as unacceptable for moral or religious reasons. Remind that the point of the role-paly is to familiarise themselves with other views, and to help them stand their ground with respect to their own values and expectations about sex and protection.
- 8 Let learners break away into pairs. Give each group two different role-play cards (one card per learner).
- 9 Learners should role-play a conversation between two people where they explain why they want to use the **contraceptive** method listed on their card. For learners who have cards that say **barrier method**, or **hormonal contraceptive**, they may choose from the various options. For example they may choose to use **female condom** as a barrier method.

- 10 Learners should make their role-play scenarios as realistic as possible. Ask them to think about how they would talk to their partners, or would like their partners to talk to them.
- 11 It does not matter if a group has only girls, only boys, or both. The group can choose to role-play the characters as men or as women, even if this does not match their gender; or they may choose to use their own gender and role-play same sex couples. Whilst same-sex couples do not have the same risk of pregnancy as **heterosexual** couples, they are at risk of STIs and HIV, and it is as important for them to practice safe sex. If learner pairs drew an inappropriate contraceptive method, they could substitute for one that is appropriate. For example, two girls choosing to role-play in their own genders may choose to use **dental dams** for their barrier method. Alternatively, the teacher could swap their card with another in the pack.
- 12 Once each group has finished their role-play scenarios, ask volunteers to perform theirs for the class.
- 13 After each role-play performance, ask the class to provide feedback and consider other ways of communication that could also have been effective.
- 14 If learners had a role-play that included the cards 'hormonal contraception' and 'no protection', or resolved to use only one of these, even if other cards suggested safer practices, ask the class what risks the pair may be exposed to, and why they might reconsider their stance on contraception.
- 15 Discuss the following questions as a class:
 - a. How did it feel to try to convince a partner to use your method of contraception? How did it feel when your partner was trying to convince you?
 - b. Do you think that these feelings are common for teens who are experimenting with sex? Do you think that negotiating contraception could also be difficult when you are older? Why?
 - c. What are some of the most effective ways to tell a partner that you want to remain **abstinent**? How could you communicate to a partner that you want to use **condoms** or other forms of protection?
 - d. What should someone do if their partner does not agree to practice a particular method of safer sex or contraception?
 - e. Do you think that communication is important in teen relationships? What other conversations related to sex are difficult to have? Why or why not?
 - f. Why do you need to know about protecting yourself against unintended pregnancy and STIs such as HIV?
 - g. How is negotiation of **contraception** different for boys and for girls?
 - h. If someone is in an **abusive** relationship, how does this change their ability to negotiate things such as **abstinence** and **condom** use?
 - i. Where can teens in your community access safe sex methods like **condoms**, **the Pill**, **dental dams** and so on?

TEACHER TIPS



General

Learners may act silly or make jokes, mock each other or withdraw because of the overt sexual content in the exercise which adolescents might find amusing or uncomfortable. You can minimise this by preparing the class for the sexual content, before the exercise. Tell them that you will be talking about **sex** and contraception, and even though they may find that amusing, the discussion of negotiating sex and **contraception** is really important and serious. For this reason you would like them to focus on the exercise and give the issues their full attention. You may want to re-emphasise this before asking learners to read their responses aloud, and add that it is important to show respect, and to be non-judgemental when listening to other's efforts.

Natural methods of **contraception** such as **coitus interruptus** (withdrawal) may come up in discussion. It is important that learners understand that these methods are not effective in preventing pregnancy and do not protect against **STIs**. (With the withdrawal method, sperm often comes out before ejaculation and thus can cause pregnancy).



Making the Link with Gender and Violence

The exercise prepares learners with the skills to negotiate sex and prepare them to prevent **coerced** and **unsafe sex**. This is particularly useful to learners whose personalities, cultures and life experiences may predispose them to all forms of violence.

Specifically, the issue of gender-based violence will come up in the discussion when asking the questions b, g and h in point 15.

When addressing these questions it is important to highlight that negotiation of **contraceptives** and safer sex practices are particularly influenced by **power** in relationships. Teenage girls often find themselves in relationships where their partners refuse to wear **condoms**, thus putting them at a higher risk for contracting **STIs** and becoming pregnant. This is usually because young girls are trained to be less **assertive**, and told they need not know about, or have demands about sex. This is also because condoms are usually worn by men, and hence **women** feel unable to insist that their partners wear condoms. Even older women face this problem. Specifically in **abusive** relationships, women who face **psychological abuse** and **manipulation**, or **physical violence** may not be able to assert their desire for safer sex.



Assessment Ideas

Learners can be asked to submit a written piece where they explain effective ways to communicate with partners about using **contraception**. In their responses, learners should also address the gendered power dynamics that female partners are often subjected to when negotiating contraceptive use.

The teacher can also assign a short research assignment, where each learner chooses a method of contraception to explore. Learners should describe the method and how it works, the advantages and disadvantages, and how effective the method is.



ROLE-PLAY CARDS

Print. Cut out a card for each learner.

**Barrier
Method Only**

(Choose from Condom,
Female Condom/Dental Dam)

**Barrier Method
& Hormonal
Contraception**

(Barrier - Choose from Condom,
Female Condom/Dental Dam)
(Hormonal - Choose from The Pill,
The Patch, Injection, IUD, Implant)

Abstain

**No
Protection**

**Hormonal
Contraception
Only**

(Choose from The Pill, The Patch,
Injection, IUD, Implant)



Chapter 6

POPULAR CULTURE AND MEDIA

In this Chapter: Learners will continue to build on their understanding of gender, gender-based violence, and power by discovering how the media shapes their opinions, attitudes and beliefs regarding gender stereotypes. They will recognise and understand how the gendered messages that we receive in the media reinforce gendered stereotypes and affect how we understand ourselves and those around us. The materials in this chapter also question and challenge the messages and images portrayed in the media, and reflect on the limited and biased representation of gender and race. Cyber-bullying and online harassment are also discussed in this chapter, and support information is provided for learners on these issues.

Worksheets include:

- 1 *Seeing Is Not Always Believing - Words And Images In The Media*
- 2 *Picture Ticks And Mind Games – Digital Alteration Of Images*
- 3 *Sex, Violence And Advertising*
- 4 *Media Representation And The Invisible Majority*
- 5 *My Media Log*
- 6 *Identifying And Preventing Bullying And Cyber-Bullying*
- 7 *Name That Celebrity*

SEEING IS NOT ALWAYS BELIEVING

CRITICALLY INTERPRETING WORDS AND IMAGES IN THE MEDIA

Media
 Stereotypes
 Body image
 Gender based violence
 Gender
 Gender non-conforming
 Trans*
 Violence
 Gender roles
 Self-esteem
 Gender stereotypes
 Sexism
 Violence
 Objectification
 Disability
 Sex (biological)
 Abuse
 Sex (sexual activity)
 Gender norms
 LGBT

- ✓ 1. To recognise how restrictive **media** can be in the use of images and language.
- ✓ 2. To understand that advertisements and magazines use certain images and language to perpetuate gender **stereotypes**.
- ✓ 3. To understand how images and language used by **media** feed into norms and values that influence **body image**, self-esteem and **gender-based violence**.

🕒 1 hour

★ Popular magazines Worksheet: 'Words in the Media'

PROCEDURE

PRIOR TO CLASS

- 1 Ask every learner to bring a magazine to class (it can be an old magazine). You should also bring a few magazines just in case anyone forgets or can't find one to bring.

IN CLASS

PART 1 - LANGUAGE IN THE MEDIA

- 2 Tell learners to look through the advertisements in their magazines and to create a list of the words that are associated with women and women's products in these adverts. Ask them to list these words on the 'Words in the Media Worksheet' and to make a tick every time the word appears in the ads. Ask them to make a similar list of the words that are associated with men and men's products. For example, a learner may find that the word 'silky' appears ten times in their magazine in women's adverts, while the word 'safe' appears twice.
- 3 Ask learners to add up the ticks next to each word and to write the total in the appropriate column next to each word.
- 4 Once they have completed their lists, ask them to discuss as a class:
 - a. Which words appear more prominently or frequently for each gender? What is the most often-used word for each gender?
 - b. What do the words and their frequency in adverts, tell us about how advertisers view each **gender**?
 - c. Are there different messages aimed at young **women** and young men? If so, what are they? Were there any messages/words that imply **gender non-conformity** (not fitting the categories of man or woman)?
 - d. How does this shape the way that (young) men and women see themselves and each other? What about gender non-conforming (or **trans***) people?
 - e. How might these ideas put young people at risk of **violence**?

PART 2 - IMAGES IN THE MEDIA

- 5 Learners should go through their magazines to select an image of a woman and a man, that they think are typical of how the **media** represents women and men in advertisements. Tear out images.
- 6 Ask learners to stick their sample pictures onto the board, with all the pictures of **women** grouped together on one side and all the pictures of men on the other.
- 7 Ask the learners to look at all the images and discuss the following questions:
 - a. What are the main characteristics of the pictures of women, and the pictures of men? Look at size, height, clothing, race, body stance, facial expression, (dis)ability and environment.
 - b. What messages about **gender roles** and male and female body types are the images reinforcing?
 - c. Who is the target audience for these images?
 - d. Do you feel that you or your friends are represented well in the images? Why or why not?
 - e. Does the magazine display images of people that are representative of the general public? Are various body shapes, age groups, dis/abilities, races, gender identities and expressions, and cultures represented?
 - f. Do the images make you feel good about yourself?

- 8 Write the words **body image** and **self-esteem** on the board and ask learners what each means. Once learners seem to have come to a consensus, write the following definitions on the board, and reflect on how their definition differs, if at all:

BODY IMAGE: How one views and feels about one's body, and how attractive one perceives oneself to be. This is influenced very strongly by the **media**, family and school experiences; it is related to **self-esteem**.

SELF-ESTEEM: How one feels about oneself, one's worth and value. People with high self-esteem tend to be confident and **assertive**. People with low self-esteem tend to lack confidence and find it difficult to express themselves.

- 9 To facilitate class discussion, ask the following questions of images, **self-esteem** and **gender stereotypes**:

a. Are the images on the board realistic representations of what men and women look like? Are there any representations of gender non-conforming or trans* people?

b. What do you think allows the people in these pictures to look the way they do?

Guide learners to consider things like:

- Photoshop and digital enhancement of the images
- Lighting and makeup
- Professional stylists
- Personal trainers
- Nutritionists and dieticians
- Wealth
- Health

c. What is the impact of these kinds of images on young people's **body image** and **self-esteem**?

d. How is it different for men and for women? What about gender non-conforming people?

e. If this is a product advert, does it make you want to own the product?

- 10 Wrap up by encouraging learners to be mindful about the images and language that are projected by the **media**, and to recognise that these portray **gender** in a stereotypical and unrealistic way that seldom matches up with what men and **women** look like in reality and completely excludes atypical and gender non-conforming bodies. Their expectations of themselves and their friends should not be focused on the images that they see around them.

TEACHER TIPS

General

Teachers should emphasise that there are many different body types in our society, which are not represented in magazines. It is very important to be aware of language and images in relation to **gender**, as inherent hidden meanings perpetuate stereotypes and expectations. Aside from gender, you can also discuss the representation of race, culture, and age in the media. This will be particularly effective in diverse classrooms.

Making the Link with Gender & Violence

The images of **women** portrayed in magazines often perpetuate an acceptance of **gender-based violence** because of the poses and body positions in which women are placed in advertisements. For example, women may be shown as being subservient, and are often shown in ways that are sexualised, or show them to be 'flighty' and consumerist. This is especially true in fashion magazines and is problematic because it sends the message that women can be seen as sexual objects.

Adverts that use digital enhancing try to create images of 'perfect' women, often for purposes of making them appear sexy. The average person is continuously exposed to advertisements. If magazines repeatedly display sexist images, then **sexism**, **objectification**, and **violence** against women become normalised.

Adverts also create unrealistic expectations of beauty for both **sexes**, especially for young **women**. It is important that learners understand the difficulty, if not impossibility, of attaining the beauty ideals that are presented in the media. They should be aware of how these beauty standards impact their own self-esteem, and how they can impact relationships and social attitudes.

Learners should reflect on how the media may portray **women** as powerless in society. They should understand how by constantly seeing, hearing and internalising that women are sex objects, meant to be attractive, have value only if they are pretty, have value to men only when they are young, have value only as mothers in the home might impact on young women's self-image. Make the comparison between this process and the way that women in **abusive** relationships internalise the views and ideas of the abuser, that they are worthless, ugly, and only useful for **sex**.

In addition the complete absence of images of people who's bodies, identities, and (dis)abilities do not fit the norm makes these groups invisible in society. As a result, they are more difficult to identify with and ultimately more susceptible to violence. It is only through visibility in the media and in society at large that people of all kinds can be understood and accepted.

Assessment Ideas

- 1 This exercise is meant to be discussion-based, but can lend itself to a variety of homework assignments. These might include:

For learners who have access to the internet: Ask them to use two different magazines to make word lists (single gender only) based on the advertising in each magazine. They should use two different genres of magazine, for example, YOU magazine and a fashion/sports magazine. Using Wordle (available at www.wordle.net) make a word cloud for each list, and analyse the differences that they see.

- 2 After seeing how body images are portrayed in the media in current magazines, ask learners to research the portrayal of **body images** and **gender norms** in older advertisements, paying attention also to the words used. Have images become more accurate and representative, or less so? What differences can they see? What does that say about how advertising works today?

- 3 Ask learners to look through the magazines for pictures of families and couples. Throughout the magazine, how many times does an LGBT couple or family appear? Why is this so, and what does it say about our society? When **LGBT** couples are excluded from **media**, what message does this send? Ask them to write a reflection paper on this topic.

- 4 Ask learners to look for images that represent gender non-conformity. How often does it appear? What is the impact on trans* youth? Ask them to write a reflection paper on this topic.



PICTURE TRICKS AND MIND GAMES

DIGITAL ALTERATION OF IMAGES IN THE MEDIA

Media
Stereotypes
Self-image
Women
Body image
Social media
Gender
Gender –based violence
Sexism
Objectification
Abuse
Gender stereotypes

- ✓ 1. For learners to understand that photos in advertisements are often digitally altered.
- ✓ 2. Understanding the impact of **social media** and ideal images on one's perception of beauty.
- ✓ 3. For learners to understand how enhanced media images can affect peoples' perception of reality and self-image.
- ✓ 4. For learners to understand altered images as a means for advertisers to sell products and make money.

🕒 45 Mins

★ A fast internet connection to stream a **video**.
★ A **data projector** and screen (or other suitable facility) to project the video.

PROCEDURE

PRIOR TO CLASS

- 1 Use two or all of the following videos for this activity:
 - Dove's Campaign for Real Beauty Video 'Evolution' (available at <http://www.dove.ca/en/Tips-Topics-And-Tools/Videos/Evolution.aspx>) and
 - Dove's Campaign for Redefine Beauty Video 'Selfie' (available at <http://unlooker.com/selfie/>) and/or
 - Dove's Campaign for Real Beauty Video 'Sketches' (available at <http://realbeautysketches.dove.com/>)

- 2 Set up the video(s) before the class begins to ensure that they have time to download and that they play smoothly.

IN CLASS

- 3 Show the video(s) for the class.
- 4 Ask learners to compare the perceptions of (Photoshopped) beauty as presented in the **media**, with that of real beauty as shown in the 'Sketches' and 'Selfie' videos.
- 5 Encourage learners to share their views on images and **stereotypes** in the media by asking questions like:
 - a. Do you compare your beauty to what is regarded as beauty in magazines and videos?
 - b. Do you think that the standards of beauty you see in the media are realistic and attainable?
 - c. Do you think that the picture in the ad (from the 'Evolution' video), along with other images in magazines and videos, trick people into believing something that is not true?

d. When you see an image in an advertisement, and you are not aware that it has been altered by a computer, how does it affect your **self-image** and the way you would like to look?

e. Do advertisements in the **media** create unrealistic expectations, for men and for women, regarding the way **women** should look? How might these expectations affect intimate and sexual relationships?

f. Do these messages apply to young people?

- 6 Then, ask learners to consider if campaigns, like Dove's 'Real Beauty' campaign, are successful at counteracting these stereotypes. Ask them to discuss the following:

a. Did the 'Dove' videos represent realistic standards and messages about beauty? In other words, how much did their 'real beauties' look like you or me?

b. Did learners see their own community adequately represented in the videos?

c. Did Dove represent race and body size accurately? How about class? Did they stereotype **gender**?

d. What positive messages were the videos trying to send? Are there any critiques we can level at the videos? What are these?

- 7 Wrap up the discussion by encouraging learners to be mindful about the imagery and language used by the media. They should recognise that gender is often portrayed in a stereotypical and unrealistic way that seldom matches up with what real men and **women** look like. Their expectations of themselves and their friends should not be focused on these kind of images.

TEACHER TIPS

General

It is important to draw a connection between selling products and using unrealistic representations of males and (especially) females to sell those products. Encourage learners to take a sceptical view of advertisements – even Dove’s so-called ‘real beauty’ examples. Point out to learners that while these kinds of campaigns can be well regarded and effective, they should consider product advertising within a larger context. For example, the Dove brand is owned by the same company that produces and markets ‘Axe’, which creates sexualised commercials to sell men’s deodorant. Ultimately, most companies will use tactics to gain profit, so learners need to identify why these tactics are unrepresentative and have negative effects on **body image** and social constructs of **gender**.

Learners should also be encouraged to think about the way that ‘selfies’ and **social media** are both a positive and negative platform. On the one hand, they provide a mechanism for young **women** and girls to spread alternative images of beauty, but on the other, they encourage a culture in which women and girls continue to expose themselves to scrutiny and critique.

Making the Link with Gender & Violence

The images of **women** portrayed in magazines may perpetuate an acceptance of **gender-based violence**. For example, women may be shown as being subservient, and are often shown in ways that are sexualised (for example, the poses and body positions in which women are placed in advertisements) or show them to be consumerist. This is problematic because it sends the message that women can be seen as sexual objects.

Adverts that use digital enhancing are trying to create images of ‘perfect’ women, often for the purposes of making them appear sexy. The average person is continuously exposed to advertisements. If images repeatedly display sexist images, sexism and violence against women become normalised. If magazines repeatedly display sexist images, then **sexism**, **objectification**, and **violence** against women become normalised.

Adverts also create unrealistic expectations of beauty for both sexes, especially for young women. It is important that the learners understand the difficulty, if not impossibility, of attaining the beauty ideals they see presented in the media. Learners need to be aware of the impact these beauty standards have on their own self-esteem and how they can impact relationships and social attitudes.

Learners should reflect on how the media may portray **women** as powerless in society. They should understand how by constantly seeing, hearing and internalising that women are sex objects, meant to be attractive, have value only if they are pretty, have value to men only when they are young, have value only as mothers in the home might impact on young women’s self-image. Make the comparison between this process and the way that women in **abusive** relationships internalise the views and ideas of the abuser, that they are worthless, ugly, and only useful for **sex**.

Assessment Ideas

Ask learners to analyse advertisements either in magazines or on TV – noting down how these adverts show idealised or unrealistic representations of **gender**, race, age and the like. Learners’ responses should include what product the company is trying to market, and how representations are used to encourage viewers to buy specific products, paying particular attention to the use of **gender stereotypes**. Learners can present their findings in class once the assessment has been handed in.

Variations

1 If you have access to internet, show the following short video and ask learners to discuss why it is humorous and what message it is trying to send about the way media treats women’s bodies: <http://www.good.is/posts/intermission-what-if-gender-roles-in-advertising-were-reversed/>

2 The following documentary is very thorough in its explanation of problems in advertising today, specifically regarding the expectations for women and the (often violent) sexualisation of **women**: <http://www.thegreatplanet.com/killing-us-softly-4-advertisings-image-of-women/>

Although most of the statistics are from North America, the themes apply to South Africa. Learners can discuss specific examples of **gender stereotypes** in South African advertising. For comprehensive discussion questions for this film, look here: http://www.mediaed.org/assets/products/241/studyguide_241.pdf.

3 This documentary does a great job of showing the difference between media portrayal of men and women in politics: <http://www.movie2k.to/movie-947789-Miss+Representation.html>. It is also US-centred, but can be used to illustrate that problems still exist in countries such as the US, often thought to have more equality in terms of **gender**.





SEX, VIOLENCE AND ADVERTISING

Women
Sexism
Media
Gender
Stereotype
Gender based violence
Objectification
Domestic violence
Rape
Abuse
Sex
Gender stereotype
Sexist

✓ Awareness of the messages conveyed by advertising:
- sexual objectification and stereotyping of women.

🕒 1 Hour

★ Worksheets: 'Popular Advertisements'
and Hand-out: 'Popular Advertisements
- Role Reversal' (provided)

PROCEDURE

- 1 Tell the class that in this activity they will look at print advertisements.
- 2 Stick the Worksheet 'Popular Advertisements' on the board, or distribute a copy to each learner.
- 3 Ask each learner to individually answer the questions on the worksheet. Give them about 20 minutes for this activity.
- 4 Once they have completed their answers, go through each question and ask learners to volunteer their answers. *See the Teacher Answer Key for guidelines on what responses to each question should cover.*
- 5 Now put the 'Role Reversal' Worksheet on the board, or distribute a copy to learners. Tell them that these images are from a video made by students at a Canadian University. Ask them to look through the images, and then facilitate a discussion by asking:
 - a. Are these advertisements more shocking than the originals? If so, why?
 - b. Are they still sexy, in the conventional sense? Why, or why not?
 - c. What do you think the students who made the video were trying to do?
 - d. Do you think this was effective?

TEACHER TIPS

👤 General

This exercise is most effective if used after the activity that introduces the portrayal of women and men in magazines (Ch6 Ex 1).

The 'Xpanda' advertisement (Image 4) is an example of sexist advertising trends in South Africa. This advert portrays **women** as sexualised, and powerless, but also perpetuates negative views about paternal responsibility. Its portrayal of a girl who is pregnant and the wording 'unwanted visitors' suggests that the young woman is unwanted and that 'the bad news' is that she's pregnant after the one-night stand, and the way to evade paternal responsibility is to slam the door. Further, her school girl attire suggests that she may be quite young. This advertisement alone could be used to develop a rich discussion.

⚡ Making the Link with Gender & Violence

The images of men and **women** portrayed in advertisements may perpetuate an acceptance, or normalisation of **gender-based violence**. For example, women may be shown in highly sexualised poses and provocative, sexualised body positions, or shown as being dominated and subservient. This is problematic because it sends the message that women are sexual objects.

Adverts that use digital enhancing are trying to create images of 'perfect' women, often for the purposes of making them appear sexy. The average person is continuously exposed to advertisements. If sexist images are constantly on display, sexism and violence against women become normalised. Sexist advertising, and images of men's control and domination over women may normalise the idea that **objectification, domestic violence, sexual violence**, and even **rape** are okay.




Learners should reflect on how the media may portray **women** as powerless in society. They should understand how by constantly seeing, hearing and internalising that women are sex objects, meant to be attractive, have value only if they are pretty, have value to men only when they are young, have value only as mothers in the home might impact on young women's self-image. Make the comparison between this process and the way that women in **abusive** relationships internalise the views and ideas of the abuser, that they are worthless, ugly, and only useful for **sex**.

 **Assessment Ideas**

- 1 Encourage learners to create their own advertisement which does not use female sexualisation or offensive **gender stereotypes**. Learners should reflect on the images they have chosen, and how they were able to avoid using degrading or gendered images to advertise their products.
- 2 Learners can be tasked to re-do the ads that are **sexist**, and create an advertisement for the same product without the offensive images and language.

Learners can be tasked with finding examples of South African advertisements from magazines, newspapers or online that are sexist and use offensive **gender stereotypes**. Learners should write an analysis of the problems with the advertisement.

- 3 Learners can be tasked with finding examples of South African advertisements from magazines, newspapers or online that are creative and do NOT rely on **stereotypes** of male and female behaviours and characteristics. Learners should write an explanation of why they think the advertisement is not sexist and does not use gender stereotypes.

- 4  **Variations**
If you have time, and a good internet connection, you could show learners the original video made by University of Saskatchewan: <http://www.youtube.com/watch?v=HaB2b1w52yE&feature=youtu.be>

Discussion could still follow the questions listed in 5.

References:

Silverstreak. (2013) Badvertising: Xpanda Makes the Most Racist, Sexist Ads in South Africa. <http://www.2oceansvibe.com/2013/04/23/badvertising-xpanda-makes-the-most-racist-sexist-adverts-in-south-africa-audio-pic/>

Gender Studies, University of Saskatchewan (2013) Representations of Gender in Advertising (video). Available at: <http://www.youtube.com/watch?v=HaB2b1w52yE&feature=youtu.be>



POPULAR ADVERTISEMENTS

Look at the images below and answer the following questions:

- a. What do you see in each advertisement, and what message is the ad trying to send?
- b. What product is the advertisement trying to sell? Who are the viewers?
- c. What method is the advertisement using to sell the product?
- d. Do any of the advertisements show women in a sexual way? Which ads?
- e. Do any of the advertisements objectify women (show women as objects or possessions)? Give reasons for your answers.
- f. Do any of the advertisements show violence against women? Give reasons for your answers.
- g. Do the advertisements show women as weak or submissive? How are men portrayed in these ads, relative to women?
- h. If gender roles are reversed, and men are put in the same positions as women, would companies be effective in selling their products? Why?



IMAGE 1



IMAGE 2



IMAGE 3

POPULAR ADVERTISEMENTS



XPANDA CAPTION:
"A one night stand arrived with a bump and some bad news. You should have had an Xpanda"

IMAGE 4



IMAGE 5



IMAGE 7



IMAGE 6

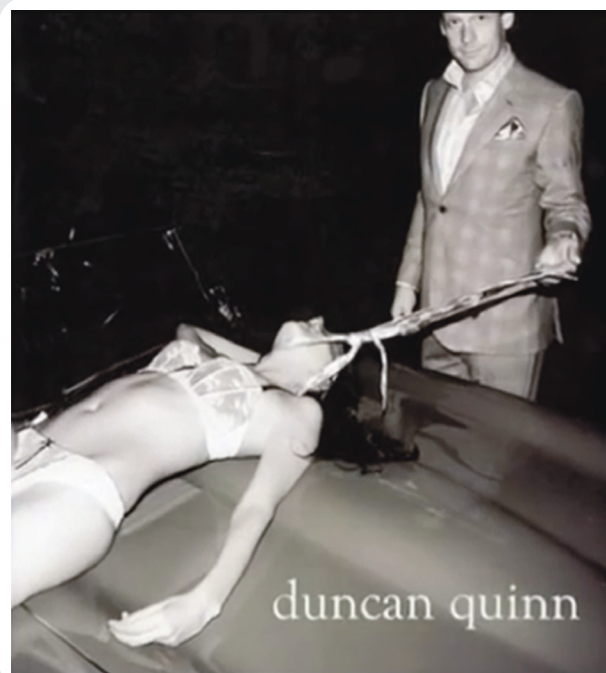


IMAGE 8

ROLE REVERSAL - POPULAR ADVERTISEMENTS

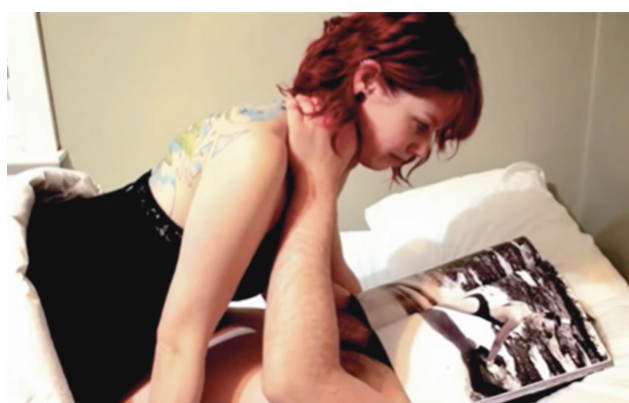
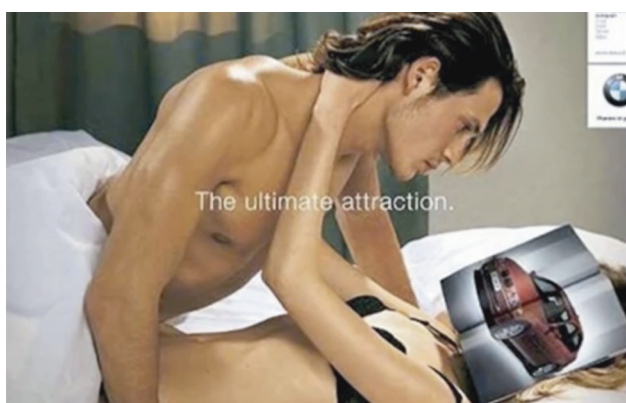
How do these images compare?



You mean a woman can open it?



You mean a man can open it?



References:

Images from a video made by students at University of Saskatchewan.

ROLE REVERSAL - POPULAR ADVERTISEMENTS

How do these images compare?

Keep her where she belongs...



Keep him where he belongs...

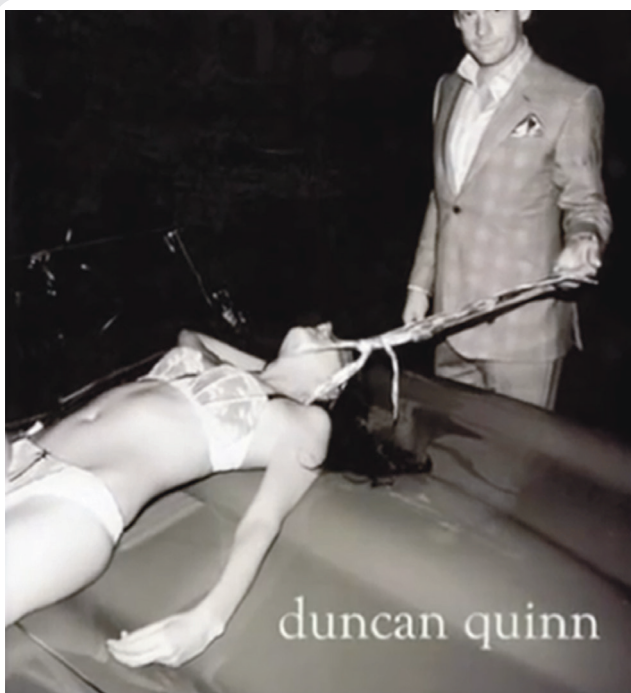


References:

Images from a video made by students at University of Saskatchewan.

ROLE REVERSAL - POPULAR ADVERTISEMENTS

How do these images compare?



References:

Images from a video made by students at University of Saskatchewan.

TEACHER ANSWER KEY: POPULAR ADVERTISEMENTS

The following answers can be used to guide an evaluation of the advertisements.

	QUESTION	ANSWER
A.	WHAT DO YOU SEE IN THE ADVERTISEMENT AND WHAT MESSAGE IS THE ADVERTISEMENT TRYING TO SEND?	<p>LEARNERS SHOULD BE ABLE TO IDENTIFY THAT MOST OF THE ADVERTISEMENTS PORTRAY WOMEN.</p> <p>THE WOMEN IN THESE ADVERTISEMENTS ARE INTENDED TO MAKE THE PRODUCTS SEEM SEXY OR DESIRABLE.</p> <p>THE ADVERTS CONVEY AN IMPLICIT MESSAGE THAT OWNING THE PRODUCT WILL MAKE YOU MORE DESIRABLE TO WOMEN; OR THAT WOMEN WILL BE MORE SEXUALLY AVAILABLE TO YOU; OR THAT YOU CAN MAKE WOMEN DO WHAT YOU WANT.</p>
B.	WHAT PRODUCT IS THE ADVERTISEMENT TRYING TO SELL? WHAT IS THE INTENDED MARKET?	<p>LEARNERS SHOULD LIST THE VARIOUS PRODUCTS (OR BRANDS): TOMATO SAUCE, SHOES, ACCESSORIES, SECURITY GATES, CARS, CLOTHES.</p> <p>THE MARKET IS EVERYONE WHO SEES THE ADVERT. THIS INCLUDES WOMEN AND MEN, GIRLS AND BOYS. THE AUDIENCE FOR THE ADVERT IS SHAPED BY WHERE IT IS PLACED, FOR EXAMPLE, IN CERTAIN KINDS OF MAGAZINES (FASHION MAGAZINES, MEN'S MAGAZINES, WOMEN'S MAGAZINES) OR ON TV.</p>
C.	HOW IS THE ADVERTISEMENT TRYING TO SELL THE PRODUCT?	<p>THESE ADVERTS PLAY ON GENDER STEREOTYPES AND ROLES, OR DESIRES OF CONSUMERS. THE ADVERTS CONVEY AN IMPLICIT MESSAGE THAT OWNING THE PRODUCT WILL MAKE YOU MORE DESIRABLE TO WOMEN; OR THAT WOMEN WILL BE MORE SEXUALLY AVAILABLE TO YOU; OR THAT YOU CAN MAKE WOMEN DO WHAT YOU WANT.</p>
D.	DO ANY OF THE ADVERTISEMENTS SHOW WOMEN IN A SEXUAL WAY? WHICH ADS?	<p>YES, ALL OF THE ADVERTISEMENTS DO. ALL OF THE WOMEN DEPICTED ARE CONVENTIONALLY ATTRACTIVE, AND/OR NAKED OR IN REVEALING CLOTHING.</p>
E.	DO ANY OF THE ADVERTISEMENTS OBJECTIFY WOMEN (SHOW WOMEN AS OBJECTS/POSSESSIONS)?	<p>YES, SOME OF THEM. FOR EXAMPLE, WOMEN ARE SHOWN AS ONE OF (AND SURROUNDED BY) MANY OBJECTS, THEIR FACES MAY BE HIDDEN (WHICH DEPERSONALISES THEM) OR THEIR BODY IS COVERED WITH MEN'S CLOTHING (IMAGE 3), OR THEY ARE EQUATED WITH A CAR (IMAGE 5).</p> <p>MOST OF THE WOMEN ARE SCANTILY CLAD, IN SEXUALLY SUGGESTIVE POSITIONS OR PORTRAYED AS HAVING SEX.</p>

TEACHER ANSWER KEY: POPULAR ADVERTISEMENTS

	QUESTION	ANSWER
F.	DO THE ADVERTISEMENTS SHOW WOMEN AS WEAK OR SUBMISSIVE? HOW ARE MEN PORTRAYED RELATIVE TO THE WOMEN?	ALL THE ADS SHOW WOMEN AS WEAK OR SUBMISSIVE (THEY ARE NAKED, ON THE FLOOR, UNCONSCIOUS, PASSIVE BODY LANGUAGE, BEING DOMINATED OR SUBJECTED TO VIOLENCE BY MEN). MEN ARE PORTRAYED AS THE DOMINANT SEX (ALL THE MEN ARE IN POSITIONS OF POWER AND CONTROL, LOOK PHYSICALLY STRONGER, ARE HOVERING OVER WOMEN, OR STANDING UP WITH DOMINANT BODY LANGUAGE).
G.	DO ANY OF THE ADVERTISEMENTS SHOW VIOLENCE AGAINST WOMEN?	<p>IMAGE 2: THE SHOE BESIDE THE WOMAN ON THE FLOOR, AND THE LANGUAGE USED, SUGGESTS THAT VIOLENCE IS A WAY OF MAINTAINING THE WOMAN'S ASSUMED SUBMISSIVE ROLE.</p> <p>IMAGE 3: THE SHOES ON THE WOMAN'S HEAD, BODY, AND BUTTOCKS, AS WELL AS HER POSITIONING PORTRAY HER SUPPRESSION, EXPECTED SUBMISSION, AND OBJECTIFICATION.</p> <p>IMAGE 4: THE IMAGE AND TEXT ACCOMPANYING THE PREGNANT WOMAN DRESSED IN WHAT APPEARS TO BE A SCHOOL UNIFORM SUGGESTS THAT SHE IS UNDERAGE AND HINTS AT RAPE.</p> <p>IMAGE 6: THE IMAGE OF THE WOMAN IN A SEXUAL POSITION WITH THE 'NOW OPEN' CAPTION PERPETUATES THE BELIEF THAT 'WOMEN ARE EASY' OR THAT 'WOMEN ARE ALWAYS ASKING FOR IT'. THIS MIRRORS THE DISCOURSE OF VICTIM-BLAMING.</p> <p>IMAGE 7: THE WOMAN'S BODY IN THE TRUNK OF THE CAR SUGGESTS THAT SHE IS A VICTIM OF VIOLENCE (AND POSSIBLY ALSO VIOLENT CRIME).</p> <p>IMAGE 8: THE IMAGE OF THE WOMAN IN HER UNDERWEAR AND WITH A NOOSE AROUND HER NECK SUGGESTS THAT THE WOMAN IS A VICTIM OF SEXUAL AND/OR DOMESTIC VIOLENCE.</p>
H.	WHAT DO YOU THINK IS THE EFFECT ON YOUNG WOMEN, OF SEEING THESE IMAGES AS COMMONPLACE? AND THE EFFECT ON YOUNG MEN?	<p>THE ADS ENCOURAGE THE BELIEF THAT WOMEN:</p> <ul style="list-style-type: none"> • ARE WEAK AND SUBMISSIVE. • ARE POSSESSIONS. • CAN ONLY BE VALUED SEXUALLY. • ARE 'EASY' AND 'ASKING FOR IT'. • CAN BE ABUSED WITHOUT CONSEQUENCE. <p>THE ADS ENCOURAGE THE BELIEF THAT MEN:</p> <ul style="list-style-type: none"> • DESIRE TO CONTROL WOMEN AND TO BE IN CHARGE. • HAVE DESIRES WHICH SUPERSEDE THOSE OF WOMEN. • ARE THE DOMINANT SEX. • ARE ONLY INTERESTED IN WOMEN SEXUALLY. • ARE INDIFFERENT TO WOMEN'S OBJECTIFICATION AND SUFFERING.

TEACHER ANSWER KEY: POPULAR ADVERTISEMENTS

	QUESTION	ANSWER
I.	IF THE GENDER ROLES WERE REVERSED AND MEN WERE PUT IN THE SAME POSITIONS AS WOMEN, WOULD THE COMPANY BE AS EFFECTIVE IN SELLING THEIR PRODUCT? WHY?	<p>THE ADS WOULD NOT BE EFFECTIVE. THIS IS BECAUSE THE ADS WOULD NOT BE CONSIDERED AS SEXY – MEN BEING SUBDUED OR VIOLATED LOOKS COMICAL OR RIDICULOUS, AND MAKES ONE UNCOMFORTABLE, WHEREAS SUCH IMAGES OF WOMEN ARE COMMONPLACE.</p> <p>MANY CONSUMERS ARE CONDITIONED TO RESPOND TO THE OBJECTIFICATION OF WOMEN AND WOMEN'S SEXUALITY.</p>



Media
LGBTQIA
Disability
Stereotype
Violence
Discrimination
Abuse

MEDIA REPRESENTATION AND THE INVISIBLE MAJORITY

- ✓ 1. To help learners recognise that many groups are under-represented in the media.
- ✓ 2. To identify media messages about marginalised groups in society.
- ✓ 3. To understand how some messages reinforce problematic stereotypes.

🕒 45 Mins

★ Worksheet: 'Media representation and the Invisible Majority' (provided)

PROCEDURE

- 1 Divide the class into small groups of 3-4 learners, and ask them to think of their favourite TV shows, movies, and books. Each group should come up with a list of their top 3 items for each category (TV, movies, and books) and fill them in on the Worksheet: 'Media Representation and the Invisible Majority' (provided).
- 2 Once learners have filled in their top choices on the worksheet, each group should identify the main characters from their book, TV show, movie choices and write them in the last column.
- 3 Once learners have completed their worksheets in their small groups, facilitate a discussion among the whole class by asking learners to identify by a show of hands:
 - a. Who has listed a character from their favourite shows, movies, and books that is a person of colour (black, mixed race, Coloured, Indian or Asian)?
 - b. Who has listed a **LGBTQIA** character?
 - c. Who has listed a person with a **disability**?
 - d. Who has listed a foreign character or someone who speaks a language other than English?
- 4 Where learners have identified characters fitting the criteria above, ask them to describe characteristics associated with those people.

Expect answers like:

- Black characters are street-smart
- Black men are macho, tough, and violent
- Black men have no respect for women
- Black women are loud, 'ghetto', bossy, slutty
- Black people are either very poor or very rich
- Indian people are shrewd or mean with money
- Coloured people don't have any front teeth
- Coloured men are gangsters
- Coloured women are loud, bossy and matronly
- People of colour are uneducated or have unskilled jobs
- Gay men are flamboyant
- Gay men are promiscuous
- Gay men have HIV
- Lesbian women are butch/masculine
- Trans characters are troubled/depressed/self-harming
- People with disabilities are needy/dependent
- Foreigners/People who speak other languages are exotic/mysterious
- People who speak other languages are funny/comical when they speak English



Ask learners to reflect on the characteristics they have identified as being associated with a particular group.

Ask the following questions:

a. Does the media adequately or accurately represent the diverse groups of society?

Expect learners to identify that:

- These groups are under-represented or unrepresented in the media, or are represented in stereotypical ways.
- The media does not really represent the majority of South Africans, instead a rather idealised norm.

b. Which media does the best job of portraying diversity? Why do you think this is the case?

c. Which media does the worst job? Why?

d. Of the diverse groups we looked at, which were the most under-represented, and which were best represented? Why do you think this is so?

e. Why are these groups represented in **stereotypical** ways?

Get learners to think about:

- The way that media shapes society, and is also shaped by society.
- The way that the media creates and perpetuates stereotypes because these are the simplistic and caricatured representations that people expect, believe exist and want to see. In turn people continually expect, believe and anticipate stereotypes of these groups because that is what the media depicts.
- For some, it is often easier to over-simplify, or make fun of people, languages, cultures, ways of life that they do not understand, than to find out more, or engage with the complex reality of these identities.
- The way that the entertainment industry and the media panders to stereotypical representation. In turn people do not confront the realities of social complexities and diversity.

f. How do you think people who are of colour, **LGBTQIA**, with **disabilities**, foreigners, or who do not speak English as a first language, feel when they see caricatured or stereotypical representations of themselves in the media?

g. Can you think of shows, movies and books that accurately portray diverse groups of people?

h. Would you still enjoy the movies, books, and shows that you watch if the main characters were representative of diversity?

TEACHER TIPS

General

If learners are having trouble agreeing on their favourite TV shows, movies, and books, the teacher can provide a list of films and shows that have recently been popular in South Africa.

For some learners it may be a challenge to think of, or agree on books, and you could either remove the category from the exercise, or ask learners to think about their set works.

Making the Link with Gender & Violence

Those groups of people that fall outside the norm that is portrayed by the media are often targeted for **violence** and **discrimination**, which is in part reinforced by the media's misrepresentation of these groups. Women within these groups may be especially susceptible to violence and **abuse** because of social isolation, or poor socio-economic circumstances.

Assessment Ideas

- 1 Learners could write a reflection paper or research paper about **media** representation of society's diverse groups, under-representation and stereotyping.
- 2 Learners can write letters and emails to South African television networks, explaining the importance of representing the diverse populations of society. These letters should include summary of the findings of the exercise done in class.
- 3 Learners can also propose their own ideas for TV shows, movies, or books that put LGBTQIA, elderly people, or persons with disabilities in leading roles.

References:

Adapted from: <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1251?task=view>.



MEDIA REPRESENTATION AND THE INVISIBLE MAJORITY

Identify your three favourite TV shows, movies and books. Then list the main character from each.

MEDIA	CHOICE	MAIN CHARACTERS
TV SHOWS	1.	
	2.	
	3.	
MOVIES	1.	
	2.	
	3.	
BOOKS	1.	
	2.	
	3.	



MY MEDIA LOG

Media
 Gender roles
 Stereotypes
 Women
 Gender
 Self-image
 Violent
 Gender-based violence
 Domestic Violence
 Sexual Assault
 Trans*
 Genderqueer
 Gender minority
 Sexual minorities
 Gender stereotypes
 Sexism
 Bullying
 Homophobia
 Self-image
 Slut shaming
 Social Media
 Objectification

- ✓ 1. For learners to think critically about the **media** that they use.
- ✓ 2. For learners to understand the role of digital media, and exposure to **gender roles** and **stereotypes** perpetuated through media.

🕒 45 Mins

★ Worksheet 'My Media Log' (provided)

PROCEDURE

PRIOR TO CLASS

- 1 On the Friday before you use this exercise in class, ask learners to keep a detailed log of all their technology/media-related activities over the weekend. 'My Media Log' worksheet is provided.
- 2 Ask learners to bring their logs to class for discussion.

IN CLASS

- 3 Have learners refer to their logs and calculate the amount of time they spend using **media** in an average weekend.
- 4 Have learners refer to their logs to discuss the following:

- a. Were you surprised by how much or how little media you used?
- b. Which types of media did you use most?
- c. Do you tend to do media activities alone, with friends/peers, or with your family?
- d. What do you do more of - consume (watch, listen, read, play, share/re-post) or create (make comics, take pictures, write, post, blog)?
- e. What gender roles did you find were emphasised in the media you used?

For example, how are **women**/girls and men/boys, and the relationships between the two, represented in the images, lyrics, games, photographs and adverts that you see? Are other genders (e.g. **trans*** or **genderqueer** people) represented?

- f. What about the media that you create? How do you depict gender?
- g. Considering your daily exposure to media/technology, how does the portrayal of **gender roles** affect you and your peers? How does it differ for different genders?

Guide the discussion to include:

- How **women** may be represented in the media as being powerless, or as only having power in terms of sex appeal.
- That by constantly seeing, hearing and internalising that women are sex objects, meant to be attractive, have value only if they are pretty, have value to men only when they are young, and have value only in the home or as mothers, it might impact on women's **self-image** (and on men's expectations of them).
- How men are frequently portrayed as tough, aggressive, non-empathetic and even **violent**.
- How some media images of men, and of women may perpetuate an acceptance of **gender-based violence** because of the way that men and women are represented. For example, women may be shown as being subservient in advertisements, and are often shown in ways that are sexualised.
- The objectification of female bodies normalises the idea that women are sexual objects for male gratification, and this normalises **domestic violence** and **sexual assault**.
- There are almost no representations of alternative or non-stereotypical **gender roles** (such as more feminine men or more masculine women), and **trans** and **genderqueer** people are noticeably absent. If they exist, they are often caricatured. This reinforcement of traditional gender roles, isolates and alienates those who are different.



- 5 Next, ask learners if there is anything that they would change about the way they use digital media, or how frequently they use it.
- 6 To wrap up the discussion, ask learners how we can learn to use digital media for enjoyment and communication, while maintaining realistic views about **women** and men, girls and boys, and **gender minorities**. Ask learners how we can avoid letting media negatively influence the way we treat women and **gender minorities** in our own lives.

Answers may include:

- By recognising **gender stereotypes** and sexism in the media that you use.
- By talking with your friends, peers and families and alerting them to gender stereotyping and **sexism** in the media.
- By choosing media that is more diverse and fair in its representation of **gender**.
- By ensuring that your own representations of gender in the media that you create are diverse and fair.
- By standing up to **bullying** on the internet and in **social media**, especially when it has gender connotations (example **trans** or **homophobic bullying, slut shaming**).

TEACHER TIPS

General

This exercise is best done after some initial introduction to **gender** and **media**, so that learners can recognise the media impact on conveying gendered stereotypes.

Making the Link with Gender & Violence

Many learners use various forms of media on a regular basis. This means that they are constantly exposed to the media messages about **gender roles**. **Women** are often sexualised in **violent** ways, so learners must be able to identify these trends and avoid the passive acceptance of **sexist** and violent images and **stereotypes**.

Through **objectification** and **violence**, women are portrayed as sexual objects who are less worthy of respect, and this contributes to the pervasive and permissive attitude to **gender-based violence**.

Similarly, the invisibility and misrepresentation of sexual and **gender minorities** also contributes to their 'othering' and makes them more susceptible to **violence**.

Assessment Ideas

- 1 Learners can be asked to write a paper explaining how the amount of time they spend using digital media, and what they view, can influence their views of **women** and **gender roles** in society.
- 2 Learners can write a reflection paper where they compare and contrast two types of **media** that they use most frequently (for example, watching TV and internet-based **social media**), and comment on how this **media** exposes them to **stereotypes** about **gender roles**.

References:

Adapted from: Common Sense Media. Lesson: My Media (6-8). <http://www.common SenseMedia.org/educators/lesson/my-media-6-8>



MY MEDIA LOG DAY 1

Log your time spent on each of these categories.

SATURDAY							
TIME	Internet (PC/ Cellphone)	Social & Chat Media (PC/ Cellphone)	TV or Movies	Games and Apps (PC/ Cellphone)	Video/ Console Games	Music (Radio/CD/ MP3/TV)	Magazines
1 am							
2am							
3am							
4am							
5am							
6am							
7am							
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
12 midnight							

MY MEDIA LOG DAY 2

Log your time spent on each of these categories.

SUNDAY							
TIME	Internet (PC/ Cellphone)	Social & Chat Media (PC/ Cellphone)	TV or Movies	Games and Apps (PC/ Cellphone)	Video/ Console Games	Music (Radio/CD/ MP3/TV)	Magazines
1 am							
2am							
3am							
4am							
5am							
6am							
7am							
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
12 midnight							



IDENTIFYING AND PREVENTING CYBER-BULLYING

Cyber-bullying
Harassment
Bullying
Aggressive
Power imbalance
Social media
Bystander
Gender-based violence
Victim
LGBTQ /LGBTQI
Abuse
Women
Gender roles
Sexual harassment
Slut shaming
Victim blaming
Heteronormativity
Homophobia
Risk
Perpetrator
Victim
Sexual orientation

- ✓ 1. To help learners identify **cyber-bullying** and online **harassment**.
- ✓ 2. To identify what is acceptable and what is unacceptable behaviour.
- ✓ 3. To help learners know what to do when experiencing **bullying**, **cyber-bullying** or **harassment**; and helping others who may be victimised.

🕒 45 Mins

Blackboard and chalk / markers and paper
Teacher Prompt: **Scenarios and Answer Key** (provided)
★ **Worksheet: 'OK/ Bullying/Cyber-bullying' Cards** (provided)
Information Sheet: Bullying Behaviours

PROCEDURE

PRIOR TO CLASS

- 1 Print a set of three cards '**OK| Bullying | Cyber-Bullying**' (provided) for each learner. If resources are an issue at your school, you could also simply have learners draw a set of icons on a piece of paper.
- 2 Draw three vertical columns on the board and label them with each of the three options on the cards. You will total up how many learners vote for each kind of face in response to the scenarios.

IN CLASS

- 3 Begin the exercise by reading out the following scenarios and asking learners if the stories are true or false:
 - a. A boy in Soshanguve (near Pretoria) committed suicide in 2012 after being attacked by four bullies.
 - b. In 2012, 96 schoolchildren in the Eastern Cape committed suicide, and **bullying** was a contributing factor in their suicides.
 - c. In 2012, a child in Durban stopped going to school for two weeks because he was bullied.
 - d. A few years ago a 16 year old learner in Cape Town was hospitalised because a bully threw coffee in his face.
 - e. The mother of a 16 year old boy in Cape Town said her son would repeatedly come home with bruises on his face inflicted by bullies.
 - f. Gay and lesbian teens are 2-3 times more likely to commit suicide than other teens, often due to bullying.
 - g. In 2012, a 15-year-old Krugersdorp schoolgirl was attacked with a glass bottle by a schoolmate, after a series of online attacks by the girl and her friends.

Tell the learners that all of these statements are true, and that they all happened in South Africa. Explain to the class that today's activity looks at bullying and cyber-bullying behaviours, and the ways that learners can stand up for themselves, prevent **bullying** and **cyber-bullying** and maintain a healthy online lifestyle.

- 4 As a class, or in small groups, come up with a definition of bullying, and one for **cyber-bullying**. After some discussion, read out or write the following definitions on the board:

BULLYING: Unwanted, **aggressive** behaviour, often but not only among children, that involves a **power imbalance**. Bullying is often directed at children who are smaller in size, or are seen to be different.

CYBER-BULLYING: **Bullying** that occurs using electronic technology, such as cell phones, the internet, and **social media** (such as Facebook). This includes texting, e-mailing or posting on the internet, to or about someone, anything that may make them feel bad, humiliated or afraid, or any information that is private.

- 5 Ask the class what a **bystander** is. Suggest:

BYSTANDER: Someone who witnesses or has knowledge of someone being victimised (abused or violated). For example, if someone is being bullied at school and other learners see this happen, those other learners are bystanders.

- 6 Remind learners that bystanders have a responsibility to speak out against abuses such as **bullying** or **gender-based violence**.

Tell them that you will read out scenarios to the class that will be examples of things that are ok to do, things that are **bullying**, and things that are **cyber-bullying**. They will have to identify which kind of behaviour it is.

Chapter 6: Popular Culture and Media | Exercise 6

7 Hand out a set of the 'OK | Bullying | Cyber-bullying' Cards to each learner.

8 Tell learners that once you have read out a scenario from the sheet (provided) they will 'vote' for whether they think the behaviour in question is acceptable (OK) behaviour, **bullying** or **cyber-bullying** behaviour. They will vote by holding up the relevant card.

9 For each of the scenarios, note down on the board in the relevant columns how many learners voted for each type of behaviour. The correct answers are provided in the Answer Key. After you have noted down the votes on each scenario, encourage discussion on:

a. How the learners decided on a category for each scenario.

b. Differences between how learners voted on a single scenario.

c. What criteria they applied in making their decision.

10 After hearing the scenarios, ask the learners the following questions:

a. Why do people bully others? How does it make the bully/victim feel?

b. Who are the targets of **cyber-bullying**?

c. What methods can be used to perpetrate cyber-bullying?

d. What is different about bullying by use of digital media versus **bullying** in person?

If learners are struggling, you can suggest answers like:

- **Cyber-bullying** can happen outside of school.
- Cyber-bullying can happen any/many hours a day. Information, images and rumours can get around faster and spread further using social media than by passing from person to person.
- More people can be targeted for **bullying** more quickly using technology.
- It is more difficult to escape from cyber-bullies.
- It is more difficult for parents and teachers to recognise and monitor cyber-bullying.
- Cyber-bullying can affect all aspects of your life, and is not just limited to school time or time with peers.
- Cyber-bullying can be even more devastating for the victim because it can seem so completely present in their lives and hard to escape.

e. Why do you think that victims of bullying often do not tell adults?

Answers may include:

- They are scared to be bullied even more for telling someone.
- **Victims** don't want people to think that they are weak.
- They feel alone and isolated.
- They fear being physically hurt.

f. As a **bystander**, what would prevent you from sticking up for

11 someone or telling an adult about **cyber-bullying**? How can you stand up for your peers who have been bullied or cyber-bullied?

Ask learners what they would do in cases of bullying or cyber-bullying? Who could they turn to for help?

Some ideas to share with learners include:

BULLYING:

- Ask for help from a trusted friend, teacher, parent, religious leader, or other responsible adult.
- Tell your school principal or guidance counsellor.
- Avoid the bully.
- Do not argue with the bully.
- Walk with a buddy at all times.
- Walk away if the bully tries to taunt you.
- Tell the bully to stop in a clear calm voice.
- Stay away from places where bullying happens.
- Stay near adults since most bullying happens when adults aren't around.

CYBER-BULLYING:

- Always keep your personal information private.
- Keep records (text messages, Facebook posts, emails) of cyber-bullying activities as evidence to stop the bully.
- Do not reply to bullying calls or messages.
- Ask for help from a trusted friend, teacher, parent, religious leader, or other responsible adult.
- Report the bully.
- Block the bully from contacting you.
- Contact the police.
- Change your contact information.

12 Wrap up the discussion by telling learners that it is always a good idea to ask people before you share their information, stories, pictures or videos on **social media**. Never share anything that you think will hurt someone's feelings, embarrass them or get them into trouble. Remind learners that it is a crime to share any information, stories, pictures or videos about minors (people under 18 years old) that has any sexual content. If you see someone doing this tell a teacher, parent or other adult you trust.

Provide learners with copies of the **Bullying Behaviours Info Sheet** (provided) for their reference, or put a copy up in the classroom.

Provide learners with the link to <http://cybercrime.org.za/> for more information regarding **cyber-bullying** and the law in South Africa, as well as helpful resources.



TEACHER TIPS



General

It is important to emphasise that **cyber-bullying** can happen 24 hours a day, making it almost impossible for teens to avoid it by going home (as they may be able to do with in-person bullying). Also discuss the vulnerability of **LGBTQ** populations to cyber-bullying. It is important to stress the severity of the problem without making it seem impossible for learners to resolve.

If you know of specific examples of **cyber-bullying** that have happened among your learners, avoid specifics and name-calling, but encourage learners to discuss their experiences with you after class if they are feeling like they need to talk to someone. Since cyber-bullying in South Africa happens predominantly with cell phones, focus on this modality during discussion.



Making the Link with Gender & Violence

Cyber-bullying is a widespread problem that seems intractable to **victims** since they can't escape through traditional methods (such as changing schools). Because of this, cyber-bullying is a serious form of **abuse** and can lead to suicide in the most extreme cases.

Women and minority groups may be at special risk of cyber-bullying. Because **gender roles** in society often depict women as objects, cyber bullying often perpetuates sexism via digital technology, and can include **sexual harassment**, **slut shaming**, and **victim blaming**. Furthermore, because the internet is a social space, it also perpetuates **heteronormativity** and **homophobia**, putting **LGBTQ** teens at special risk.

Do not try and take on the role of counsellor to learners during the class. If a learner discloses that they have been the **victim**, or perpetrator, of **bullying/cyber-bullying**, acknowledge their disclosure (by saying something like 'It was very brave of you to tell us that') and ask them to come to you after class so that you can provide them with more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services that they could contact for assistance.



1 Assessment Ideas

Since there are several important definitions and distinctions that are made in this lesson, learners can be quizzed on these definitions. One way to do this would be to ask them to provide examples of how a **perpetrator**, **victim** and **bystander** may act and feel in a **cyber-bullying** situation.

2 Ask learners to provide an article from the news about a case of **cyber-bullying** (this can be a local or an international example). They should then do a written assignment about the article where they define who the bully, target, and **bystander(s)** are, how the situation could have been prevented (if at all), and how the situation could have been resolved in a healthy manner.

3 Require learners to make posters about prevention of **bullying** or **cyber-bullying**, and how targets of (cyber)bullies can protect themselves. These can then be displayed in or near the classroom for other learners to see.

4 If your learners have access to fast internet connections, ask them to watch this video from the 'It Gets Better South Africa' Campaign: <http://www.youtube.com/watch?v=1MsDEevkbc>

Ask them to write a reaction paper to the video, arguing whether they agree or disagree with the message that the video is sending. Ask learners to reflect on how they can create a healthier and more accepting classroom for different **sexual orientations**, races, ethnicities, nationalities, religions, body types, etc.

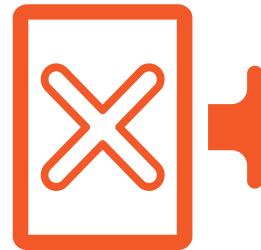


CARDS:OK|BULLYING|CYBER-BULLYING

Print. Cut out one set of cards for each learner.



BULLYING



**CYBER-
BULLYING**

SCENARIOS AND ANSWER KEY

Read each scenario and ask learners to vote on whether they are ‘OK’ or ‘bullying’ or ‘cyber-bullying’ behaviours. The answers are listed in the column to the right.

SCENARIO	ANSWER
1. You create a fake email address for the new kid in school, and use it to send love emails to other people in the class.	CYBER-BULLYING
2. You take the diary out of someone's bag and read it together with other learners in the class.	BULLYING
3. On your way to school each day, someone grabs your bag from you and throws it on the ground.	BULLYING
4. You and a few of your friends are going to the mall after school to play games, but you don't invite one of your friends.	OK
5. You and a few of your friends spread rumours that a girl in your class has kissed (or hooked up with) all the boys in the grade above you.	BULLYING
6. Someone creates a website about another learner that criticises the way she looks, and many people in the class post mean comments about her on the website.	CYBER-BULLYING
7. After someone in your class comes out as gay, you begin sending him mean text messages, making fun of him for his sexual orientation.	CYBER-BULLYING
8. You send your girlfriend naked pictures of yourself and after you two break up she forwards it to your classmates.	CYBER-BULLYING
9. You are playing a game and one of your friends is rude and bossy during the game. It really annoys you.	OK
10. Someone finds a picture of you on Facebook, anonymously prints it out, and posts it around the school with the word 'whore' written below it.	CYBER-BULLYING
11. You tease a classmate all the time about having ugly and worn out clothing.	BULLYING
12. You send anonymous text messages to someone, pretending to be their crush.	CYBER-BULLYING
13. You intimidate one of the shy girls in your class to do your homework by saying that you will tell everyone she is gay if she doesn't do your work.	BULLYING
14. You tease your best friend about an ex-boyfriend, but she is not hurt and she also laughs with you.	OK
15. You take a goofy picture of yourself and send it to your girlfriend as a funny way of saying hi.	OK
16. Your friend continuously phones a classmate to make sexually offensive comments, and you laugh without doing anything to stop her.	CYBER-BULLYING
17. You have been receiving mean text messages from several classmates making fun of you. You know some of the bullies but you don't report them because they said they would beat you up if you did.	CYBER-BULLYING

BULLYING BEHAVIOURS INFO SHEET

VERBAL BULLYING	SOCIAL BULLYING	PHYSICAL BULLYING	CYBER-BULLYING
TEASING	TELLING OTHER CHILDREN NOT TO BE FRIENDS WITH SOMEONE	PHYSICALLY ATTACKING SOMEONE INCLUDING HITTING, KICKING, PINCHING	PRETENDING YOU ARE ANOTHER PERSON ONLINE TO TRICK SOMEONE
NAME-CALLING			
UNWANTED SEXUAL COMMENTS	SPREADING RUMOURS ABOUT SOMEONE	SPITTING AT SOMEONE	TRICK PEOPLE ONLINE INTO REVEALING PERSONAL INFORMATION
TAUNTING	SLUT-SHAMING	TRIPPING/PUSHING SOMEONE	
SLUT-SHAMING	SHARING SOMEONE ELSE'S PERSONAL INFORMATION IN A SOCIAL FORUM	THROWING THINGS AT SOMEONE	SPREADING RUMOURS ABOUT SOMEONE VIA THE INTERNET, SOCIAL MEDIA OR CHAT
THREATENING TO CAUSE PHYSICAL HARM	EMBARRASSING SOMEONE IN PUBLIC	TAKING, HIDING OR INTENTIONALLY DAMAGING SOMEONE'S BELONGINGS	POSTING OR SHARING SOMEONE ELSE'S PERSONAL INFORMATION ONLINE
THREATENING TO EXPOSE SOMEONE'S PERSONAL INFORMATION OR TO PUBLICALLY EMBARRASS THEM	MAKING FUN OF OR LEAVING SOMEONE OUT BECAUSE OF THEIR WEIGHT, BODY, SEXUAL ORIENTATION, GENDER, RACE, NATIONALITY, LANGUAGE, ABILITY OR ANY OTHER PERSONAL CHARACTERISTIC	MAKING MEAN, RUDE OR SEXUAL HAND GESTURES AT SOMEONE	POSTING OR SHARING PICTURES OF SOMEONE ELSE ONLINE, IN SOCIAL MEDIA OR VIA CHAT WITHOUT THEIR CONSENT
VERBAL ATTACK ABOUT SOMEONE'S WEIGHT, BODY, SEXUAL ORIENTATION, GENDER, RACE, NATIONALITY, LANGUAGE, ABILITY OR ANY OTHER PERSONAL CHARACTERISTIC			
MAKING SEXUAL OR RUDE SOUNDS AT SOMEONE			SEND OR FORWARD MEAN TEXT MESSAGES

NAME THAT CELEBRITY!

Gender-based violence
Objectification
Popular culture
Masculinity
Misogyny
Abuse
Victim blaming
Gender
Domestic violence
Sex (sexual activity)
Rape
Masculinity
Women

- ✓ 1. To challenge the pervasiveness of **gender-based violence** and sexual **objectification** as portrayed in **popular culture**.
- ✓ 2. To encourage critical thinking about notions of **masculinity** within celebrity culture.
- ✓ 3. To interrogate the way that **misogyny** and **gender-based violence** is glossed over in popular culture.

🕒 1 hour – 1.5 hours

★ Worksheet: **Name That Celebrity!** (provided)
Teacher Answer Key (provided)

PROCEDURE

- 1 Give each learner a copy of the 'Name That Celebrity!' worksheet, and ask them to match the names of the celebrities listed on the left hand side of the sheet with their career accomplishments, listed on the right.
- 2 Give them 5-10 minutes to match the list, and then review the correct answers with the class using the Teacher Answer Key (provided).
- 3 After the correct answers have been reviewed, ask the learners to match the same celebrities listed on the left hand side with the incidences of **gender-based violence**, **misogyny**, and sexual **objectification** listed on the right side.
- 4 Give them another 5-10 minutes, and then review the correct answers with the class using the Teacher Answer Key (provided).
- 5 Now ask the class how many learners got all of the answers correct, 80% correct, 60% correct and so forth. Then, ask the class how difficult it was to match the celebrities, first with their accomplishments, and secondly, with their acts of sexual **objectification**, **gender-based violence**, and/or **misogyny**. To stimulate discussion, you can ask the following:
 - a. Was it difficult to match the **abusive** act because of how famous or talented the celebrity was?
 - b. Did learners have difficulty attributing the acts to the celebrity based on how well-liked he was in general?
 - c. Which of the celebrities were most difficult to match with the act and why?
 - d. Which were they most surprised about? Why?
 - e. Was the learner less likely to believe the story based on his/her liking of the celebrity?

Important points to raise here include:

- Instances of **victim-blaming**.
- Double standards in who is more likely to be believed in such cases (the male/female perpetrator versus the male/female victim; the celebrity versus the non-famous victim)
- Misconceptions about who can be a perpetrator - (assumptions about wealth, status, class, race, **gender** and religion).



Chapter 6: Popular Culture and Media | Exercise 7

6 To engage learners in further discussion, ask them which of the following statements are true, and note their answers down on the board:

a. Following rapper 50 Cent's charges for **domestic violence**, he sent out several tweets making light of the situations, including a tweet that said, "I'm not in jail I'm in my strip club," and "I'm not in jail I'm on my Gucci couch," accompanied with pictures of him lounging in his house.

b. Even though there was a big media backlash against Chris Brown in 2009 after news of his assault on then-girlfriend Rihanna, the star bounced back two years later when his album, *F.A.M.E.* debuted at #1 on the charts.

c. In the aftermath of his sex scandal involving underage girls, R. Kelly released his fifth studio album, 'Chocolate Factory', that debuted on the *Billboard 200* at number 1 and went on to sell over 3 million copies worldwide.

d. Despite losing close to \$22 million in endorsements following his **sex scandal**, Tiger Woods continues to be the highest paid athlete in the world, with \$63 million in endorsements for Nike, Rolex among others.

e. After being paroled from prison following his sentence for rape, Mike Tyson's first 'comeback' fight grossed over \$96 million.

f. Despite allegations of domestic **abuse** by Michael Fassbender's ex-girlfriend, the star was recently nominated for an Oscar for Best Supporting Actor from his role in 'Twelve Years a Slave'.

g. In a 2009 poll conducted by the Boston Public Health Commission's 'Start Strong Initiative', close to 50% of teens surveyed believed that Rihanna was responsible for Chris Brown assaulting her.

h. Last year Kenny Kunene tweeted, "I get gang **raped** by women ... I'm not a rapist ... I'm a victim of rape n I love it ..." before appearing on SABC's 3Talk, where he attributed his popularity with women to his belief that "women are easy".

i. Following Roman Polanski's 2009 arrest in Switzerland on an outstanding US warrant for his statutory rape of a minor, A-list directors, including Woody Allen, Martin Scorsese, and Harvey Weinstein, along with several movie stars including Tilda Swinton and Monica Bellucci, started a petition demanding the director's release.

j. After Charlie Sheen's 2009 arrest for assaulting his wife, to which he later pleaded guilty, he continued to make millions off of his starring role in 'Two and a Half Men'. In 2010, he set two Guinness World Records for the 'Fastest Time to Reach 1 Million Followers' on Twitter and for the 'Highest Paid TV Actor Per Episode'.

7 Once you have gone through the list you can tell learners that they are all true, and compare their answers.

8 Facilitate a discussion by asking:

a. What do you think about celebrities' continued fame, despite the fact that they had committed these kinds of acts?

b. What are the attitudes that are promoted within popular culture regarding **masculinity**, **gender-based violence**, **misogyny**, and sexual **objectification**? How do these align with our views on these abusive celebrities?

c. What attitudes, in popular culture and within our society in general, allow for these celebrities' continued success despite their abhorrent actions? What message does it send when celebrities like these continue to reap financial rewards after engaging in these kinds of acts?

d. Are there different standards for celebrities when compared to the man on the street? Should there be?

9 Close off the activity by asking learners to reflect on:

a. What actions or attitudes should be adopted to foster respect for girls and **women**?

b. What is the prevalence of **gender-based violence**, **misogyny** and **sexual objectification** in popular culture? What are general perceptions of these issues?

TEACHER TIPS

General

This exercise examines the extent of gender-based violence, misogyny, and sexual objectification in popular culture and challenges the learners' understanding of these issues. In particular it challenges learners to think about who may be abusers, and problematises notions of masculinity surrounding celebrity culture, including what behaviours are acceptable for male celebrities.

This exercise can be facilitated as an individual task, in small groups or as a whole class as is appropriate for the setting.

Making the Link with Gender & Violence

This exercise shows that gender-based violence, misogyny, and sexual objectification are prevalent in every level of society, including within popular culture, and can be perpetrated by anyone. The exercise also challenges notions of masculinity that are prevalent in celebrity culture in order to foster awareness about gender-based violence.

Assessment Ideas

Ask learners to write a paper in which they focus on a male celebrity who has a dual identity as a star (sports, movies etc.) and as an abuser. Instruct them to analyse how the celebrity in question has managed his identity as an abuser, and whether his behaviour has carried significant consequences.



NAME THAT CELEBRITY! 1/2

CELEBRITY'S NAME	CLAIM TO FAME
	Known as 'Mr. Sushi' this South African club tycoon and self-made business man is building a fledging career in politics.
	Known for his shameless tongue, this Nigerian comedian recently hosted 'Comedy Central Presents...Live at Parkers' here in South Africa.
	As one of the most prominent figures in Hollywood, he directed Oscar winning movies including 'Tess', 'Chinatown', 'Rosemary's Baby', and 'The Pianist'.
	Known for his 'Winning!' catchphrase, this actor used to be the highest paid actor in Hollywood for his starring role in 'Two and a Half Men'. He also starred in hit movies including 'Wall Street', 'Major League', and two of the 'Scary Movie' franchises.
	This former boxer is considered one of the best heavyweight champions of all time and the youngest boxer to win the heavyweight titles in 3 international boxing organisations. He most recently featured in the box-office hits 'The Hangover' and 'The Hangover 2' as himself.
	Often called 'Bladerunner', this former Olympic athlete was the first amputee to win a medal against able-bodied sprinters at the 2011 World Championships in Athletics. He went on to participate in the 2012 Summer Olympics, as well as the 2012 Summer Paralympics games, where he won 2 gold medals and 1 silver medal, setting records in each of those races.
	He is a World #1 Golfer and has held that position for 667 weeks. He was also named Forbes 2013 highest paid athlete in the world and continues to rank among the most successful athletes of all time.
	This budding actor has played leading roles in blockbuster hits including 'Twelve Years a Slave' (for which he recently earned an Oscar nomination), 'Inglorious Bastards', '300', 'X Men: First Class', and 'Prometheus'.
	He is one of the most successful artists of our time. This RnB singer is famous for his smash hits 'I Believe I Can Fly', 'Gotham City', 'I Wish', 'Bump n' Grind', for his 'Trapped in the Closet' music video series, and has won numerous awards.
	This South African rugby star is a businessman and owns a series of restaurants, including Café Caprice in Camp's Bay. He played for the Springboks and was the lead try scorer during the 1996 Super 12 Season.
	This award winning RnB superstar has sold millions of records with chart toppers like 'Run It', 'Forever', 'No Air', 'I Can Transform Ya', and 'Look at Me Now'. He also starred in the hit movies 'Stomp the Yard', 'Think Like a Man' and 'This Christmas'.
	This Kwaito star shot to fame with hits like 'Sweety My Baby', 'Left Right' and 'Injabilo'. He is also the winner of four South Africa Music Awards, one for Best Newcomer, and three for Best Kwaito Album.
	This rapper started out as Eminem's protégé when he released his debut album 'Get Rich or Die Tryin' and has since built a career worth more than \$500 million, ranking as the #5 wealthiest hip-hop artist in the world.

- 50 CENT
- SIPHO "BRICKZ" NDLOVU
- CHRIS BROWN
- R. KELLY

- OSCAR PISTORIUS
- TIGER WOODS
- MIKE TYSON
- MICHAEL FASSBENDER
- JAMES SMALL

- KENNY KUNENE
- ROMAN POLANSKI
- CHARLIE SHEEN
- BASKETMOUTH

NAME THAT CELEBRITY! 2/2

CELEBRITY'S NAME	CLAIM TO FAME
	In November 2009, following a much publicised car accident outside his home, more than a dozen women come forward to reveal their affairs with the sports star, resulting in the end of multiple endorsement deals for him as well as divorce.
	In 2001, the athlete admitted to physically abusing his then-girlfriend, fashion model Christina Storm, during their four-year relationship, but was seeking help to resolve his bad temper.
	In 2013, the rapper was charged for domestic violence after he kicked his then-girlfriend during a fight and damaged her property.
	In 2010, his ex-girlfriend filed a restraining order against the actor alleging that he pushed her over a chair and broke her nose, dragged her alongside their car causing an ovarian cyst to burst, a twisted left ankle, and an injured knee cap. The charges were later dropped.
	His first relationship with megastar Rihanna ended when he was arrested for assault during a fight over text messages she found on his phone.
	In November 2013, he was arrested for the rape of a minor and is awaiting trial.
	Over the course of this star's successful career, about a dozen girls, many of whom were underage at the time, filed lawsuits against him for sexual abuse and/or misconduct, including one incident in which he urinated in the underage girl's mouth.
	For his 40th birthday party, he had sushi served on scantily-clad women as part of the festivities. His justification was that he "just wanted to change the plates to see how the sushi tastes from one plate to the other" but that he respected women and just wanted to throw a "spectacular" party.
	In 2010, this actor pleaded guilty to misdemeanour assault for attacking his now ex-wife, Brooke Mueller.
	He recently tweeted a joke about the difference between dating a Caucasian and an African woman. The punch line was that for 8 dates the African woman had resisted sex, so he would have to rape her on the 9th date.
	His first wife, actress Robin Givens, accused him of beating her and described living with him as "torture" and "living hell." In 1992, he was convicted for raping a young woman and sentenced to 6 years in jail.
	In 2013, he was charged with the murder of his model girlfriend, Reeva Steenkamp, and is currently awaiting trial set for March, 2014.
	In 1977, he pleaded guilty to the rape of a 13 year old girl but fled the country before he could be sentenced. There is an outstanding warrant for his arrest should he ever return to the United States.

- 50 CENT
- SIPHO "BRICKZ" NDLOVU
- CHRIS BROWN
- R. KELLY
- OSCAR PISTORIUS
- TIGER WOODS
- MIKE TYSON
- MICHAEL FASSBENDER
- JAMES SMALL
- KENNY KUNENE
- ROMAN POLANSKI
- CHARLIE SHEEN
- BASKETMOUTH

TEACHER ANSWER KEY 1/2

CELEBRITY'S NAME	CLAIM TO FAME	EXPLANATION
KENNY KUNENE	Known as "Mr. Sushi," this South African club tycoon and self-made business man is building a fledging career in politics.	For his 40th birthday party, he had sushi served on scantily-clad women as part of the festivities. His justification was that he "just wanted to change the plates to see how the sushi tastes from one plate to the other," but that he respected women and just wanted to throw a "spectacular" party.
BASKETMOUTH	Known for his shameless tongue, this Nigerian comedian recently hosted "Comedy Central Presents...Live at Parkers" here in South Africa.	He recently tweeted a joke about the difference between dating a white and an African woman. The punch line was that for 8 dates the African woman resisted sex, so he would have to rape her on the 9th date.
MIKE TYSON	This former boxer is considered one of the best heavyweight champions of all time and the youngest boxer to win the heavyweight titles in 3 international boxing organizations. He was most recently featured in the box-office hits "The Hangover" and "The Hangover 2" as himself.	His first wife, actress Robin Givens, accused him of beating her and described living with him as "torture" and "living hell". In 1992, he was convicted for raping a young woman and sentenced to 6 years in jail.
ROMAN POLANSKI	As one of the most prominent figures in Hollywood, he directed Oscar winning movies including "Tess," "Chinatown," "Rosemary's Baby," and "The Pianist."	In 1977, he pleaded guilty to the rape of a 13 year old girl but fled the country before he could be sentenced. There is an outstanding warrant for his arrest should he ever return to the United States.
OSCAR PISTORIUS	Often called "The Bladerunner," this former Olympic athlete was the first amputee to win a medal against able-bodied sprinters at the 2011 World Championships in Athletics. He went on to participate in the 2012 Summer Olympics, as well as the 2012 Summer Paralympics games, where he won 2 gold medals and 1 silver medal, setting records in each of those races.	In 2013, he was charged with the murder of his model girlfriend, Reeva Steenkamp. He is currently awaiting trial set for March, 2014.
TIGER WOODS	He is currently the World #1 Golfer and has held that position for 667 weeks. He was also named Forbes 2013 highest paid athlete in the world and continues to rank among the most successful athletes of all time.	In November 2009, following a much publicised car accident outside his home, more than a dozen women come forward to reveal their affairs with the sports star, resulting in the end of multiple endorsement deals for him, as well as a divorce.
CHARLIE SHEEN	Known for his "Winning!" catchphrase, this actor used to be the highest paid actor in Hollywood for his starring role in "Two and a Half Men." He also starred in hit movies including "Wall Street," "Major League," and two of the "Scary Movie" franchises.	In 2010, this actor pleaded guilty to misdemeanour assault for attacking his now ex-wife, Brooke Mueller.

TEACHER ANSWER KEY 2/2

CELEBRITY'S NAME	CLAIM TO FAME	EXPLANATION
MICHAEL FASSBENDER	This budding actor has played leading roles in blockbuster hits including 'Twelve Years a Slave' (for which he recently earned an Oscar nomination), 'Inglorious Bastards', '300', 'X Men: First Class' and 'Prometheus'.	In 2010, his ex-girlfriend filed a restraining order against the actor alleging that he pushed her and broke her nose, dragged her alongside their car causing an ovarian cyst to burst, a twisted left ankle and injuring a knee. The charges were later dropped.
R. KELLY	He is one of the most successful artists of our time. This RnB singer is famous for his smash hits "I Believe I Can Fly," "Gotham City," "I Wish," "Bump n' Grind," and his "Trapped in the Closet" music video series, and has won numerous awards for his talent.	Over the course of this star's successful career, about a dozen girls, many of whom were underage at the time, filed lawsuits against him for sexual abuse and/or misconduct, including one incident in which he urinated in the underage girl's mouth.
JAMES SMALL	This South African rugby star is also a businessman and owns a series of restaurants, including Café Caprice in Camp's Bay. He played for the South Africa National Rugby team and was the lead try scorer during the 1996 Super 12 Season.	In 2001, the athlete admitted to physically abusing his then-girlfriend, fashion model Christina Storm, during their four-year relationship, but said he was seeking help to resolve his bad temper.
CHRIS BROWN	This award winning RnB superstar has sold millions of records with chart toppers like "Run It," "Forever," "No Air," "I Can Transform Ya," and "Look at Me Now." He also starred in the hit movies "Stomp the Yard," "Think Like a Man," and "This Christmas."	His first relationship with megastar Rihanna ended when he was arrested for assaulting her during a fight over text messages she found on his phone.
SIPHO "BRICKZ" NDLOVU	This Kwaito star shot to fame with hits like "Sweety My Baby," "Left Right," and "Injabilo." He is also the winner of four South Africa Music Awards, one for Best Newcomer, and three for Best Kwaito Album.	In November 2013, he was arrested for the rape of a minor and is awaiting trial.
50 CENT	This rapper started out as Eminem's protégé when he released his debut album, Get Rich or Die Tryin' and has since built a career worth more than \$500 million, ranking as the #5 wealthiest hip-hop artist in the world.	In 2013, the rapper was charged for domestic violence after he kicked his then-girlfriend during a fight, and damaged her property.



Chapter 7

SEXUAL ORIENTATION

In this Chapter: Learners will comprehensively cover aspects of sexuality, sexual identity, sexual orientation and identity-based stigma, discrimination, and violence with the goal of creating awareness and providing support for LGBT adolescents. The exercises in this chapter build on and extend material presented previously on topics such as gender and power, family relationships, teen dating and relationships and sexual health.

Worksheets include:

- 1 *Imagine This!*
- 2 *The Heterosexual Questionnaire*
- 3 *Take A Stance: Values Clarification*
- 4 *The Complexity Of Sexual Orientation*
- 5 *'Coming Out' Snakes And Ladders*
- 6 *How Does Identity Shape Our Lives?*
- 7 *'Use Another Word'*




IMAGINE THIS!

Gay
Lesbian
Bisexual
Sexual orientation
LGBT / LGBTQ
Coming out
Homosexuality
Homophobia
Heteronormativity
Sex
Bias
Discrimination
Violence
Media
Values

- ✓ 1. To encourage understanding of those who are different.
- ✓ 2. To create awareness among learners about the effects of discrimination and **homophobia**.
- ✓ 3. To promote acceptance and respect for all people irrespective of their **sexual orientation**.

 45 minutes

 **Imagine This!** Guided Imagery (provided)

PROCEDURE

- 1 Tell learners that you will talk them through what is known as 'guided imagery' or fantasy. Do not tell them anything more nor reveal the topic of the activity.
- 2 Ask them to get comfortable in their seats and to close their eyes. They can rest their heads on their desk if they want to.
- 3 Tell them that they will be asked to imagine a world quite different from the one they know. Ask them to pay attention to their reactions (thoughts, images, emotions, or physical sensations). Ask them to allow these feelings to pass, without trying to change them or suppress them.
- 4 Begin the Guided Imagery: 'Imagine this!'
- 5 After you have finished, pause for a least 20-30 seconds to allow learners to digest what they have heard. Then ask them to open their eyes.
- 6 Ask them to pair up or form small groups of no more than 3-4 persons and answer this question: 'What are you experiencing?'
- 7 Ask each participant to turn to the person next to her/him and take a few minutes to talk about how they are feeling. Specifically:
 - a. How do they feel after listening to the guided imagery?
 - b. What would it feel like to live in such a world?
 - c. What it would feel like if they had to keep so many secrets about themselves?
 - d. What might those feelings lead them to do if this were a real situation?
- 8 Then ask the class for volunteers who are willing to share their thoughts and feelings. Write their responses on the board. Add checkmarks when other participants offer the same or similar responses.

Expect to hear answers like:

- Feeling angry, sad, and isolated
- Staying home from school to avoid people/bullying
- Dropping out of school
- Using alcohol and other drugs to feel better
- Breaking the rules because you feel angry/upset
- Feeling depressed.

- 9 If learners do not suggest these responses, then suggest them yourself.

Facilitate a discussion by asking:

- a. On a day-to-day basis, how might people who are gay, lesbian, or bisexual experience society?

If learners are struggling here, explain that while the situation is fictional, it is similar to the real experiences of many **LGBT** people who are isolated and feel rejected by mainstream society, often even the people they are close to. LGBT people, especially youth, are understandably afraid to '**come out**' (reveal their sexual orientation) to others.

Explain that sometimes keeping so many secrets can be very difficult and can affect the rest of people's lives, it can lead to their dropping out of school, staying home from school, using alcohol and other drugs, risky sexual practices, running away, breaking the law etc.

Explain that whilst most LGBT people find ways to come out to those who are important to them, the struggle to decide who is safe to tell continues throughout their lives, because there is so much ignorance and fear about **homosexuality** in our society.

- b. Ask learners if they know what **homophobia** is. What about **heterosexism**?

Provide the following definitions from the **Glossary**:

HETEROSEXISM is an attitude which assumes that **heterosexuality** is the norm, and believes that heterosexuality is superior to other **sexual orientations**. Heterosexism causes people who do not identify as heterosexual to be marginalised and 'othered'.

HOMOPHOBIA is an irrational dislike and fear of sexual minorities (**LGBTQ** people). Homophobia can be institutionalised in anti-gay laws, policies, and the formal opinions of church and state. Homophobia results in people being excluded from social spaces. Homophobia is used as an excuse for perpetuating verbal abuse, physical violence and even murder.

- c. What do you remember about first learning of **homosexuality**? Do you remember learning anything from your family? Friends? Community of faith? Was what you learned positive or negative?

- d. What movie or television character have you watched who you recently learned is **homosexual**? How has that affected your thinking?

- e. How many of you have been in relationships (heterosexual or homosexual) with someone whom your family or friends do not approve? What was that like?

- f. If **homophobia** were eliminated, how might this benefit heterosexuals?

Learners may struggle to articulate benefits of ending **homophobia**.

You could suggest some examples such as:

- Allowing more emotionally intimate relationships with members of one's own sex, without fear of people thinking that you're gay (because being gay won't have negative associations anyway).
- Freedom to learn about life and experience new perspectives by sharing experiences with sexual / gender minorities.
- Freedom from rigid gender roles and stereotypes.
- Increasing self-awareness and self-understanding.

g. How has this exercise helped you to understand the daily experience of **lesbians, gay** men, and **bisexual** women and men?

h. What do you think lesbians, gay men, and bisexual people might need from you?

i. How can we challenge **heteronormativity** and **homophobia**?

TEACHER TIPS



General

An exercise like this works best if it is carried out before learners are introduced to the concept of sexual orientation and homophobia. It allows them to 'organically' identify and challenge their own biases.

Sexual orientation is a controversial topic and some teachers may feel uncomfortable talking about it. As a teacher it is important that you create an environment of respect and understanding for all your learners, and that your personal views or religious beliefs do not prevent you from doing this. Remember that discussions about sexual orientation are not about moral judgement, or religious views, but

about treating people equally and fairly, and respecting other people's right to engage in mutually consensual relationships of their choice, as afforded to them by the law.

Teaching learners about sexual orientation may help them be more empathetic to other people who they see as different. Remember that young people need accurate information and an opportunity to discuss an issue that may be difficult for them. They should be encouraged to share their feelings, but reminded that discrimination, hate and violence are always wrong.

As you lead this activity, remember that there are probably gay, lesbian, bisexual, and teens questioning their orientation in your group. It does not matter that this exercise is focused at learners who identify as straight. For LGBT learners, the guided imagery may represent their daily lived experiences, and may be affirming.

It is important that you make LGBT learners (whether they have 'come out' or not) feel acknowledged and understood. You will not know the sexual orientation of every participant, so be very sure to use inclusive and affirming language. For example, say 'we,' 'all people,' and 'some people,' not 'they' or 'people like them.'

Never ask learners to disclose their sexual orientation in class.



Making the Link with Gender and Violence

Alert your learners to the fact that those who are seen as different, are often more vulnerable to violence. Remind them how media objectifies women making it easier for men to perpetrate violence against them. Similarly, seeing LGBT people as 'others' or abnormal, makes them easier targets for violence. In order to curb violence against all vulnerable groups, we need to focus on what we have in common, and how we each have value, and how no person is less than another.



Assessment Ideas

This is not a good exercise for assessment as it is intended to solicit learners' feelings about difference, stigmatisation and isolation as the basis for further discussion.



IMAGINE THIS! (GUIDED IMAGERY)

Imagine... a world where everyone dates, has relationships with, and marries people of the same sex. Only 10-12% of the entire population is heterosexual. It is world in which everyone is gay, but you are not. In this world, almost all of the teachers and learners in your school are gay. All of your friends and family members are gay, and so is everyone else you know.

Most of the doctors, judges, politicians and world leaders are gay. All the characters in books and on television and the radio are gay, all movie stars and celebrities are gay, as are all of the religious and traditional leaders. In this world, all of the books are about gay characters.

Every day of your life, you notice the invisibility of heterosexuals, and feel the constant presence of gays and lesbians, they are everywhere. Think about how much value is put on being gay and lesbian in society.

There have been just a handful of openly heterosexual celebrities who have 'come out'. It is only after they have been harassed in the media about their sexual orientation, and after a lot of public speculation that they have chosen to end the controversy.

Heterosexual sex is seen as promiscuous, perverted and filthy. Sexual activity of heterosexuals is seen as irresponsible and risky and could lead to the spread of diseases. Not to mention the immorality of the act. How disgusting. Everyone feels contempt for heterosexuality, and all who engage in this abomination become outcasts. They are called: Breeders! Sickos! Freaks! Even just being called straight is bad enough.

These words are used as insults throughout society, even schoolchildren say 'That's so straight!' or 'You're such a breeder!' to tease their peers. These terms mean you are different, unacceptable, an outcast. In school when you have sex education you learn that it is normal to feel physically and emotionally attracted to people of your own sex. No one talks about being attracted to someone of the opposite sex. You are sure that what you are feeling cannot be normal and that no one can help you.

And so you learn that you must prevent anyone from learning your terrible secret, the most horrible secret of all: you are attracted to a person of the opposite sex. You feel completely alone.

You don't understand why this happened. You did everything right, you learned gay and lesbian social behaviour: who asks who out, taking someone of the same

sex to school dances, putting posters up of celebrities of your gender, participating in conversations about who the hottest person in your sports team is. You desperately wanted to appear normal, so you tried very hard to fit in. You have even kissed someone of the same sex to prove you were 'normal'. But you know you are different. You wish you had a crush on someone of your own sex, but you don't! It's people of the opposite sex that attract you. What can you do?

More than anything in the world, you want your parents to love and accept you. You know they will never understand if you tell them you are straight. Your mothers have been happily married for years. Your sister has a crush on a famous actress. None of them are like you. You want to tell them, but the thought of telling them, or anyone else makes you feel sick with fear and anxiety. You spend hours thinking about how to approach the subject. You remember hearing your mom tell nasty jokes about straights at the dinner table and everyone laughed. Your family is religious and you remember your family's religious leader telling the congregation that being straight is unnatural and immoral and the whole congregation, including your family, nodded in agreement. What if they are disgusted by you? What if they do not love you anymore? Who can you turn to?

Things have been even worse for you lately. You used to believe you were the only heterosexual in the world and it was so lonely. But then you met someone else like you. You got to know each other, you really like them, it may even be love. You want to tell everyone, especially your family, how happy you are. But you can't. Now your secret seems even bigger. This makes you feel even worse- angry and afraid. What if people find out? What if you make a mistake, slip up, walk too close, touch, hold hands on the street? You could be attacked. You have heard on the news of heterosexuals being assaulted.

The saddest thing is that you can never invite your partner home, or introduce them to your family and friends, and share the joy of your relationship with them.

All of this makes you feel really alone and afraid. You are unsure what to do. Where can you turn? Who can you talk to? You feel unsafe; you don't trust your family or friends to support you. Having this secret is all you can think about, and there is no way to let it out. You feel disgusted and disappointed in yourself, you feel isolated from everyone you know. You feel angry at yourself, why can't you just be normal? You start to hate yourself, wish that you had never met your partner, never had feelings for them, never been attracted to anyone of the opposite sex, wish that you didn't exist.



THE HETEROSEXUAL QUESTIONNAIRE

Heteronormativity
Straight
LGBT
Sexual orientation
Heterosexual
Heterophobia
Bias
Sexuality
Discrimination
Violence
Gay
Lesbian
Bisexual
Coming out
Gender
Media

- ✓ 1. To give learners some insight into how subjective (different from person to person) **sexual orientation** is.
- ✓ 2. To help learners understand heteronormativity, and how oppressive and discriminatory a 'straight' frame of reference can be to LGBT people.
- ✓ 3. To help learners be more sensitive and empathetic to those who are different.
- ✓ 4. To promote acceptance for all people irrespective of their sexual orientation.

🕒 45 minutes

★ **The Heterosexual Questionnaire** (provided)

PROCEDURE

- 1 Tell learners that you would like them to answer a questionnaire about being heterosexual. Tell them that it is ok if they are not heterosexual, but that they should answer it anyway. They do not have to disclose their sexual orientation to anyone to answer this questionnaire.
- 2 Tell them that the questionnaire is quite difficult, but that they should try to answer all questions. They will not be graded on their responses.
- 3 Hand a questionnaire to each learner. Allow 15-20 minutes to answer it.
- 4 After completion of the questionnaire lead a discussion by asking:

a. How did you feel about answering the questionnaire?

Expect answers such as:

- 'I felt like I was being interrogated'
- 'Angry, that I had to explain myself'
- 'Confused about why I was being asked this personal information'
- 'Confused about what I was supposed to answer'
- 'Irritated that I was being asked such silly questions'

b. Was it easy or difficult to fill out? Why?

c. Which questions were the most difficult? Why?

d. Did any of the questions sound familiar? Why? Where have you heard them before?

e. What do you think the point of the questionnaire was?

- 5 Now explain that this questionnaire was designed to help non-LGBT (straight) people understand the experiences of LGBT people, by exposing them to heterophobia, an (imagined) bias or fear of straight people. It shows up some of the misconceptions (incorrect ideas) and biases against LGBT people that exist in our society. Because heterosexuality is taken as the norm, most LGBT people frequently face such questions, or have to explain or defend their sexuality to straight

people. This places a considerable strain on their interactions with people, including meeting new people, seeking healthcare and other services, or any interaction where someone may ask them about their sexuality, or where they may have to disclose their sexuality.

- 6 Conclude by asking them to reflect and share what they have learned from the activity.



TEACHER TIPS



General

An exercise like this works best if it is carried out before learners are introduced to sexual orientation and homophobia. It allows them to 'organically' identify and challenge their own biases.

Sexual orientation is a controversial topic and some teachers may feel uncomfortable talking about it. As a teacher it is important that you create an environment of respect and understanding for all your learners, and that your personal views or religious beliefs do not prevent you from doing this. Remember that discussions about sexual orientation are not about moral judgement, or religious views, but about treating people equally and fairly, and respecting other people's right to engage in mutually consensual relationships of their choice, as afforded to them by the law.

Teaching learners about sexual orientation may help them be more empathetic to other people who they may see as different. Remember that young people need accurate information and an opportunity to discuss an issue that may be difficult for them. They should be encouraged to share their feelings, but reminded that discrimination, hate and violence are always wrong.

As you lead this activity, remember that there are probably gay, lesbian, bisexual, and teens who are questioning their orientation, in your group. It does not matter that this exercise is focused at learners who identify as straight.

It is important that you make LGBT learners feel acknowledged and understood (whether they have 'come out' or not). You will not know the sexual orientation of every participant, so be very sure to use inclusive and affirming language. For example, say 'we,' 'all people,' and 'some people,' not 'they' or 'people like them.'

Never ask learners to disclose their sexual orientation in class.



Making the link with Gender and Violence

Alert your learners to the fact that those who are seen as 'different', are often more vulnerable to violence. Remind them how media objectifies women making it easier for men to perpetrate violence against them. Similarly, seeing LGBT people as 'others' or abnormal, makes them easier targets for violence. In order to curb violence against all vulnerable groups, we need to focus on what we have in common, and how we each have value, and how no person is less than another.



Assessment Ideas

This is not a good exercise for assessment as it is intended to solicit learner's feelings about difference, stigmatisation and isolation, as the basis for further discussion.



Alternative Exercise

Guided Imagery: Imagine this!



Questionnaire adapted from:

Rochlin, M (1995) 'The Language of Sex: The Heterosexual Questionnaire', in *Gender in the 1990s: Images, Realities, and Issues*, ed. Nelson, E.D. and Robinson, B. W. Nelson Canada: Toronto. Pp. 38-39.

THE HETEROSEXUAL QUESTIONNAIRE

1. What do you think caused you to be heterosexual?

2. When and how did you first decide you were a heterosexual?

3. Is it possible that your heterosexuality is just a phase you will out-grow?

4. Is it possible that your heterosexuality stems from bad experiences with people of the same sex?

5. If you've never been sexually or romantically involved with a person of the same sex, is it possible that all you need is a good same-sex partner?

6. Do your parents know that you are straight? Do your friends know? How did they react?

7. Why do you heterosexuals insist on flaunting your heterosexuality? Can't you just be what you are and keep it quiet? Is it really necessary to see heterosexuals on TV and in the media?

8. Why do you heterosexuals feel compelled to recruit others into their lifestyle?

9. Why do heterosexuals place so much emphasis on sex?

10. A disproportionate majority of child molesters are heterosexuals. Do you consider it safe to expose children to heterosexual teachers?

11. Just what do men and women do together in bed?

12. Even with all the societal support marriage receives, the divorce rate is spiralling. Why are there so few stable relationships among heterosexuals?

13. Considering the global problem of overpopulation, why are heterosexuals so careless about having children?

14. How can you become a whole person if you limit yourself to heterosexuality and fail to develop your natural, healthy homosexual potential?

15. Statistics show that heterosexuals are most affected by STIs, and that lesbians have the lowest incidence of STIs. Is it really safe for a woman to have a heterosexual lifestyle and run the risk of disease and pregnancy?

16. There seem to be very few happy heterosexuals. Techniques have been developed that might enable you to change if you really want to. Have you considered trying therapy?

17. Would you want your children to be heterosexual, knowing the problems they'd face?



Values
Sexual orientation
Homophobia
Violence
Gay
Lesbian
Bisexual
Gender-based violence
LGBTI
Bullying
Questioning

TAKE A STANCE: VALUES CLARIFICATION

- ✓ 1. To help learners clarify core values, and understand their own values.
- ✓ 2. For learners to become comfortable listening to ideas and views different from their own.

🕒 1 hour – 1hr 15min

★ Teacher Prompt: Value Statements (provided)
Sign cards: 'AGREE / DISAGREE / UNSURE' (provided)
Hand-out: South African Bill of Rights (provided)

PROCEDURE

- 1 Print out the three signs (provided), or use cardboard and markers to make your own signs. One will say AGREE; the second will say UNSURE; and the third will say DISAGREE. Tack the signs to the wall in three different parts of the classroom.
- 2 Explain to the class that this activity is about **values**, and they will be asked to express their feelings about particular values. Emphasise that no one is going to judge them, and that they should be as honest as possible. At the same time, they should not judge others, and should respect everyone's input.
- 3 Show learners where you have posted the three signs. Tell them that you will read several value statements. After each statement is read, they should think very carefully about how they feel about it and move to the sign in the room that matches their personal beliefs and feelings about that value statement.
- 4 Tell them that you will ask for volunteers to describe how they feel about each statement. Remind them that they can say anything so long as they do so respectfully. Everyone has a right to express an opinion, and no one will be put down for having an opinion different from others. Be sure to mention that participants have the right to pass if they would rather not explain their stance on a particular value statement. However, passing is not the same as being unsure.
- 5 Also say that they are free to change their stance and move to another sign in the room at any time. For example, someone may change their mind after hearing another learner's argument for a particular value.
- 6 Read out the value statements one by one. After each one, ask for a volunteer or choose someone to explain their choice. Allow learners to pass if they feel uncomfortable, but encourage them to speak as much as possible. You should try to:
 - a. Hear from at least one learner who agrees, and from one who disagrees. Every now and again, also ask a third learner who is unsure.
 - b. Point out conflicting values. Choose learners, if possible, who seem to have conflicting values. For example: "Shane, in the last round you agreed that the most important thing in any relationship is love and respect, but now you disagree that a LGBT learner should be able to take a same sex partner to a school dance. Can you explain why you feel this way?"
 - c. Always affirm core, or Constitutional values, such as equality across race, class, gender, sexual orientation. Refer to the Bill of Rights (provided). Do not tell learners who do not choose this, that they are wrong, but if conflict emerges, or someone expresses support for these views, mention that this is what is in our Constitution, or show support by standing closer to them, or putting a hand on their shoulder.

d. If all learners disagree with a core/Constitutional value it is especially important for the teacher to problematise this. Ask learners why they disagree, ask them how this may conflict with any values they have demonstrated previously. Again remind them that everyone enjoys constitutional protection, and the Constitutional values are the ones that govern our society. It may be helpful to tack the Bill of Rights to the board or elsewhere in the classroom for ease of reference.

- 7 Ask the class to go back to their seats and reflect on the exercise for 5 minutes.
- 8 Conclude with the discussion questions below.
 - a. What do you think was the point of this exercise?
 - b. What did you learn about yourself?
 - c. Was it hard to choose a stance because you were not sure? When was this? Why? Did you eventually pick one or did you choose 'unsure'?
 - d. Was it difficult to express disagreement with another person's values? Why or why not?
 - e. Were there times when you felt uncomfortable or unsafe? Was this because of the answer that you chose?
 - f. Were there any times when you felt unable to stand for your values? Why do you think that was so?
 - g. Can you think of situations in school or elsewhere where you have felt unable to express your values or opinions? Why was this?



Chapter 7: Sexual Orientation | Exercise 3

h. Do you think that you live in a community where unpopular values or ways of life are dismissed, ignored or silenced? Why?

i. What can you do to ensure people feel comfortable enough to share their values at school and elsewhere?

j. Are there times when you think it is better that people do not speak out about what they believe in? When? Why?

k. Do you think the size of the groupings affected the choices individuals made? Are people more or less likely to be honest about their values in large or small groups? When they feel that they are being watched or when they are alone?

l. How might a person's values/choices make them vulnerable to violence?

m. What can we do about this? How can we protect people and prevent violence? How can we intervene in a safe way?

TEACHER TIPS



General

An exercise like this works best if learners have already had some introduction to the idea of **values**, or if they have studied the South African Constitution and Bill of Rights. Depending on the class some prior discussion of **sexual orientation** and **homophobia** may also be necessary.

If learners seem uncomfortable, or anxious, do not focus attention on them. Remind everyone that if they really do not want to they can decline to answer questions, or can pass on clarifying a value. Remember that the more comfortable and at ease you seem with a topic, the more comfortable learners will be.

Sexual orientation is a controversial topic and some teachers may feel uncomfortable talking about it. As a teacher it is important that you create an environment of respect and understanding for all your learners, and that your personal views or religious beliefs do not prevent you from doing this. Remember that discussions about sexual orientation are not about moral judgement, or religious views, but about treating people equally and fairly, and respecting other people's right to engage in mutually consensual relationships of their choice, as afforded to them by the law. In this regard the Constitution is a particularly helpful benchmark.

You may refer to core values, or Constitutional values enshrined in the Bill of rights, such as:

- Everyone has equal worth.
- Everyone is equal before the law.
- Discrimination is always wrong.
- Everyone has the right to be free from **violence**.
- **Violence** is always wrong.
- No one should ever be forced to do or say something against their will.

Teaching learners about **sexual orientation** may help them be more empathetic to other people who they see as different. Remember that young people need accurate information and an opportunity to discuss an issue that may be difficult for them. They should be encouraged to share their feelings, but reminded that discrimination, hate and violence are always wrong.

If debates get heated, emphasise that **values** differ from individual to individual, and that so long as no one advocates harm to themselves or others there is no right answer.

Everyone does not have to agree so long as they are respectful. Emphasise that listening to different points of views is important to help one think critically about one's own views, develop own values and make better decisions.

Encourage learners to listen and try to understand each other without judgement.

Explain that standing up for one's values is important but it is not the same as forcing others to listen, or judging others, and demeaning others.

It is important for teachers to remain non-judgemental. If a learner expresses an opinion that is prejudicial, such as a **homophobic** view, ask how that view might make others feel, or how it may hurt others. Emphasise that the most important values are ones that promote caring, empathy, and freedom for individuals. So for example, they may think that being **gay** is wrong, but they should be able to understand that, even though they choose not to have a same-sex partner themselves, others are free to choose for themselves and the law allows them to love and be in relationships with whomever they choose. Other people having homosexual relationships does not impact them in any way.

Learners may ask about your own values. With a controversial topic like sexual orientation you should avoid this. You are an important figure for learners and your views will shape the discussion, and possibly their own views. If asked for your opinion on a contentious issue, or asked to take a side in a debate you could defer to the law by saying something like: 'The Constitution is the highest law in the land and it says that people can love whomever they want'. Do not support discrimination of any kind.

As you lead this activity, remember that there are probably **gay, lesbian, bisexual**, and teens who are questioning their orientation, in your group. An important part of this exercise is to make them feel acknowledged and understood. You will not know the **sexual orientation** of every participant, so be very sure to use inclusive and affirming language. For example, say 'we,' 'all people,' and 'some people,' not 'they' or 'people like them.'



Making the Link with Gender and Violence

Once the class has worked through the first five discussion points, they should be able to see how important values are to an individual, and how they may conflict with the values of others. Here it is important to stress that everyone has the right to their values, so long as no harm is done. No one should force their values or beliefs on others. This is a good opportunity to link with **gender-based violence**. Ask, them the last two discussion questions:

- How might a person's values/choices make them vulnerable to violence?

Ask them to think about bullying of **LGBTI** people who they may know or have experienced in the media; or about **bullying** girls because of how they dress. Has this ever made them feel afraid for the person being bullied? Did this escalate into **violence**, or was there the potential for violence?

- What can we do about discrimination? How can we protect people and prevent **violence**? How can we intervene in a safe way?

Again, relate the question to their own experiences. In situations as mentioned above, do they think that intervening by telling the bullies to 'stop' or explaining that it is wrong, would help? How can we change attitudes, and promote an environment for accommodating other viewpoints?



Assessment Ideas

This is not a good exercise for assessment as it is intended to help learners clarify their own values, and to solicit their feelings about difference, as the basis for further discussion.

References:

Adapted from: <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/241?task=view>

VALUE STATEMENTS

If you have only one hour, pick six or seven statements that you think will be most important for the group to discuss.

- Deliberately hurting someone is never okay.
- Using 'put downs' like 'that's so gay' is okay because everyone does it.
- Treating people differently because of whom they love, is wrong.
- The most important things in any relationship are love and respect.
- Everyone should have the same rights irrespective of sex, race, ethnicity, language, (dis) ability, religion, sexual orientation, or gender identity.
- Lesbian, Gay, Bisexual and Transgender (LGBT) learners should be able to take a date of the same sex to the matric dance.
- If LGBT people are in the 'wrong place' at the 'wrong time', they deserve whatever might happen to them.
- Violence is never the victim's fault.
- Our Constitution is the highest law in our country and we should all uphold its values.
- It's okay for religious and political leaders to say things against LGBT people because it's just their own opinion.
- People in positions of power should set an example by upholding the values of our constitution.
- It is good that our law allows same-sex couples to marry or have a civil union.
- If I see or hear someone harassing one of my LGBT peers, it is my responsibility to step in and stop it.

AGREE

UNSURE

DISAGREE

THE SOUTH AFRICAN BILL OF RIGHTS

EQUALITY

Everyone is equal before the law and may not be unfairly discriminated against on any grounds including their race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

HUMAN DIGNITY

Everyone has inherent human dignity which must be respected.

LIFE

Everyone has the right to life.

FREEDOM AND SECURITY OF THE PERSON

You have a right to be free from all forms of violence, and to have control over and make decisions about your body.

SLAVERY, SERVITUDE AND FORCED LABOUR

You may not be subjected to slavery or forced labour.

PRIVACY

Your right to privacy includes your body, home and possessions.

FREEDOM OF RELIGION, BELIEF AND OPINION

You have the right to think, believe and worship as you choose.

FREEDOM OF EXPRESSION

You have the right to say, read and study whatever you choose but hate speech – any action that tells people to commit violence, or advocates for hatred or harm of anyone based on their race, ethnicity, gender or religion – is not allowed.

ASSEMBLY, DEMONSTRATION, PICKET AND PETITION

You have the right to peacefully assemble, demonstrate and protest.

FREEDOM OF ASSOCIATION

You have the right to associate with anyone.

POLITICAL RIGHTS

You may form a political party, run for office and vote for any party in free and fair elections.

CITIZENSHIP

No citizen may be deprived of citizenship.

FREEDOM OF MOVEMENT AND RESIDENCE

You have the right to enter and leave South Africa at will.

FREEDOM OF TRADE, OCCUPATION AND PROFESSION

You have the right to choose any legal trade or occupation freely.

LABOUR RELATIONS

Every worker and employer has the right to organise and negotiate to further their aims.

ENVIRONMENT

You have the right to live in a protected, healthy environment.

PROPERTY

No-one may be deprived of property, except in terms of law of general application.

HOUSING

You have the right to have access to adequate housing.

HEALTH CARE, FOOD, WATER AND SOCIAL SECURITY

You have the right to have access to health care, adequate food and water and social security.

CHILDREN

Every child has the right to a name, nationality, adequate care and protection from abuse and exploitation.

EDUCATION

You have the right to receive basic education in the official language of your choice where that education is reasonable practicable.

LANGUAGE AND CULTURE

You have the right to use the language of your choice and practise your own culture.

CULTURAL, RELIGIOUS AND LINGUISTIC COMMUNITIES

You have the right to form, join and maintain cultural, linguistic and religious grouping of your own choice.

ACCESS TO INFORMATION

You may access any information held by the state for the protection of your rights.

JUST ADMINISTRATIVE ACTION

You have the right to administrative action that is lawful, reasonable and procedurally fair.

ACCESS TO COURTS

You have the right to resolve your legal disputes in a court or another impartial tribunal.

ARRESTED, DETAINED AND ACCUSED PERSONS

When arrested for allegedly committed an offence, you have the right to remain silent, to be brought before a court within 48 hours and the right to legal representation.

LIMITATION OF RIGHTS

Everyone's rights may be limited. The limitation should apply to everyone to the extent that it is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom.

RESPONSIBILITIES


All citizens are equally subject to the duties and responsibilities of citizenship.




Sexual orientation
Social Norms
Sexuality
Homophobia
Biases
Discrimination
Violence
Gay
Lesbian
Bisexual
LGBT / LGBTI
Asexual

THE COMPLEXITY OF SEXUAL ORIENTATION

- ✓ 1. To show sexual orientation as more complex and varied than the available categories.
- ✓ 2. To show sexual orientation as fluid and subjective.

 45 min - 1 hour

 Worksheet: 'Sexual Orientation Identification' (provided).

PROCEDURE

- 1 Tell learners that they are going to answer a questionnaire about identifying **sexual orientation** in other people.
- 2 Tell them that the questionnaire is quite difficult, but that they should try to answer all the questions. They will not be graded on their responses.
- 3 Distribute copies of the **Sexual Orientation Identification** sheet, one per learner. Allow 10 minutes to complete the questionnaire silently.
- 4 Once learners have had a chance to answer all questions, ask them to call out the answers to each question one by one. In smaller classes you may ask learners to call out their answers, but in bigger classes you can ask for a show of hands.
- 5 Whilst they will probably agree about the first item, disagreements should emerge quite quickly thereafter.
- 6 Continue item by item, highlighting different views and opinions amongst learners. These differences should focus on whether **sexual orientation** should be defined by behaviour, desire, self-identification, or some combination of the three. If this does not emerge, you may want to pose these questions yourself.
- 7 Conclude by saying that these questions are also difficult for people whose identification, identity, or desires do not match traditional **norms** as well as people who study **sexuality**.

TEACHER TIPS

General

An exercise like this works best if it is carried out before learners are introduced to sexual orientation and homophobia. It allows them to 'organically' identify and challenge their own biases.

Sexual orientation is a controversial topic and some teachers may feel uncomfortable talking about it. As a teacher it is important that you create an environment of respect and understanding for all your learners, and that your personal views or religious beliefs do not prevent you from doing this. Remember that discussions about sexual orientation are not about moral judgement, or religious views, but about treating people equally and fairly, and respecting other people's right to engage in mutually consensual relationships of their choice, as afforded to them by the law.

Teaching about sexual orientation may help learners be more empathetic to other people who they see as 'different'. Remember that young people need accurate information and opportunity to discuss issues that may be difficult for them. They should be encouraged to share their feelings, but reminded that discrimination, hate and violence are always wrong.

As you lead this activity, remember that there are probably gay, lesbian, bisexual, and teens questioning their orientation, in your class. It is important that you make LGBT learners (whether they have 'come out' or not) feel acknowledged and understood. You will not know the sexual orientation of every participant, so be very sure to use inclusive and affirming language. For example, say 'we,' 'all people,' and 'some people,' not 'they' or 'people like them.'

Never ask learners to disclose their sexual orientation.

Here are some tips to facilitate discussion:

- If learners argue that sexual orientation is defined only by behaviour, ask whether virgins have a sexual orientation. What about people who are not attracted to anyone (asexual)?
- If learners argue that sexual experimentation should not be considered, ask how much experimentation is permitted before it 'counts'?



Making the Link with Gender and Violence

Alert your learners to the fact that those who are seen as 'different', are often more vulnerable to violence. Remind them how media objectifies women making it easier for men to perpetrate violence against them. Similarly, seeing LGBT people as 'others' or abnormal, makes them easier targets for violence. In order to curb violence against all vulnerable groups, we need to focus on what we have in common, and how we each have value, and how no person is less than another.



Assessment Ideas

This is not a good exercise for assessment as it is intended to solicit learner's feelings about sexuality, difference, and normativity as the basis for further discussion.

References:

Adapted from: Plous, S (2013) *The Complexity of Sexual Orientation* <http://www.understandingprejudice.org/teach/activity/orient.htm>

SEXUAL ORIENTATION IDENTIFICATION

For each statement, check the box corresponding to whether the person is heterosexual (H), lesbian (L), gay (G), bisexual (B), or asexual (A).

1. A woman who has had a number of romantic relationships with women and who is not interested in pursuing relationships with men.

.H .L .G .B .A

2. A man who has had several romantic relationships with women and men, though he strongly prefers relationships with men.

.H .L .G .B .A

3. A man who is more attracted to men than women although all of his sexual relationships have been with women.

.H .L .G .B .A

4. A man who has self-identified as gay since his teens but who has twice had sexual encounters with women.

.H .L .G .B .A

5. A woman who has self-identified as heterosexual all her life but finds herself sexually attracted to a new female co-worker.

.H .L .G .B .A

6. A man who married a bisexual woman one year after his male partner died.

.H .L .G .B .A

7. A woman who self-identifies as a lesbian, is active in the gay rights movement, but has a sexually monogamous relationship with her husband.

.H .L .G .B .A

8. A woman who had a sexual relationship with her college roommate a decade ago but has since then had sexual relationships only with men.

.H .L .G .B .A

9. A woman who psychologically, emotionally, and socially prefers the company of women but whose sexual experiences have been exclusively with men.

.H .L .G .B .A

10. A man who has never felt sexually attracted to anyone or had a sexual relationship.

.H .L .G .B .A



Gay
Lesbian
Bisexual
Sexual orientation
LGBT / LGBTQ
Coming out
Violence
Value
Questioning

'COMING OUT' SNAKES AND LADDERS

- ✓ 1. To sensitise learners to issues faced by gay, lesbian, bisexual, and questioning people.
- ✓ 2. To promote acceptance and respect for all people irrespective of their sexual orientation
- ✓ 3. To create empathy and support for LGBTQ or questioning youth.

🕒 45 min - 1 hour

Game Board: 'Snakes and Ladders' (provided)

- ★ Game Cards (provided)
- Dice template/spinner (provided)
- Handout: 'Coming Out'

PROCEDURE

- 1 Print one 'snakes and ladders' board for every 3-5 learners in the class. Printing or copying the boards onto stiff paper will make them sturdier and more durable, but ordinary paper will also work.
- 2 Divide learners into groups of 3-5 and have them make a small circle with their desks. Hand out a board to each group.
- 3 Ask each learner to find a small object (coin, eraser) to use as their game piece.
- 4 Explain that the game is about '**coming out**'. All of the participants are to imagine that they are **LGBT**, and have known about their **sexual orientation** for some time, but have kept it secret until now. Now, they are going to 'come out' and share that information with others.
- 5 Explain the rules of the game as follows:
 - a. Going around the circle, each player takes a turn by rolling the dice and moving the designated number of blocks on the 'snakes and ladders' board.
 - b. When learners land on a space that has a ladder, they can climb up the ladder and skip the intervening blocks. Where learners land on snakes, they have to slide backwards as indicated.
 - c. When someone lands on the squares marked with a question mark they should draw a card and follow the instructions provided (for example, how many spaces to move ahead or backwards or skip a turn).
 - d. The object of the game is to reach the end of the trail on the board.
- 6 Once learners have finished playing the game, debrief the activity with the entire class using the following questions
 - a. How did you feel when you received negative reactions?
 - b. How realistic is this activity?
 - c. What kind of support do **LGBT** people need in order to 'come out'?
 - d. How do you think **LGBT** people feel when they lose the support of those they love and care about?
 - e. Where can support come from?

- 7 At the end of the lesson it is important to emphasise that 'coming out' is a difficult and personal decision that may create anxiety or concern for **LGBT** youth. There are some considerations that may make this process easier:

Coming out suggestions:

- First consider the possible implications of coming out to different people. If you think that coming out may threaten your safety in any way then wait until you are older, or have better support systems.
- Decide who you want to come out to. You do not have to tell everyone, or everyone in your family, or all your friends. Start with people who are likely to be supportive and accepting.
- If you have a boyfriend or girlfriend, and if it is ok with them, refer to that person by name and let people know that you care about them. Consider having your family or friends meet your 'close friend' before you come out. This may help people associate your coming out with someone that they are already familiar with and that they know is important to you. This makes the idea seem less abstract.
- Get in touch with a local organisation for information and support, and where you can refer your friends and family once you have come out to them.
- If you do decide to come out, set up a time and place where you will feel comfortable and safe.
- Come out when you are feeling positive and good about yourself.
- Prepare for a whole range of responses. Reactions can range from anger, shock, and denial to acceptance and celebration. Do not be too upset if the first reaction is negative, many people take some time to process new information and may come around later.
- If possible, try to have a family member, friend or local organisation ready to support you after you come out.

This list of suggestions is provided at the end of this exercise. It can be discussed with the class, printed and put up in the classroom. By doing this, you make the information available to all learners in the class.

There is also information provided at the end of the lesson about what to do if someone 'comes out' to you. This may be useful to all learners, and could be put up in the classroom.

TEACHER TIPS



General

This exercise provides the opportunity for learners to empathise or identify with the feelings of **LGBT** youth who choose to come out to friends and family. It is important therefore to spend some time eliciting their feelings about the exercise.

Sexual orientation is a controversial topic and some teachers may feel uncomfortable talking about it. As a teacher it is important that you create an environment of respect and understanding for all your learners, and that your personal views or religious beliefs do not prevent you from doing this. Remember that discussions about sexual orientation are not about moral judgement, or religious views, but about treating people equally and fairly, and respecting other people's right to engage in mutually consensual relationships of their choice, as afforded to them by the law.

Teaching about sexual orientation may help learners be more empathetic to other people who they see as 'different'. Remember that young people need accurate information and opportunity to discuss issues that may be difficult for them. They should be encouraged to share their feelings, but reminded that discrimination, hate and violence are always wrong.

As you lead this activity, remember that there are probably **gay**, **lesbian**, **bisexual**, and teens **questioning** their orientation, in your class. It is important that you make LGBT learners (whether they have **come out** or not) feel acknowledged and understood. You will not know the **sexual orientation** of every participant, so be very sure to use inclusive and affirming language. For example, say 'we,' 'all people,' and 'some people,' not 'they' or 'people like them.'

Should a learner come out to you, the information provided at the end of the lesson will be useful.

Never ask learners to disclose their sexual orientation.



Making the Link with Gender and Violence

Alert your learners to the fact that those who are seen as different are often more vulnerable to **violence**. Seeing **LGBT** people as 'other' or abnormal, makes them easier targets for violence. In order to curb violence against all vulnerable groups, we need to focus on what we have in common, and how we each have **value**, and how no person is less than another.



Assessment Ideas

Coming out and **sexual orientation** are difficult personal issues. We encourage discussion and do not recommend assessments based on this topic.



IDENTITY CARDS

Print and cut out. Cards are drawn when reaching blocks on the board that are designated as ‘?’

You decide to tell a friend, who has no problem with your news. He thanks you for being honest and acts no differently towards you, accepting you for who you are.

MOVE FORWARD 2 SQUARES

You decide to tell your cousin. She asks you how this could have happened, but after a long discussion she becomes a bit more at ease with your news.

STAY WHERE YOU ARE

You tell people in your class about being gay. You receive a mixed response. Some people accept you. Some don't know what to think. You remain a part of the class community and, with time, you will fit in as you once did.

STAY WHERE YOU ARE

You tell a close friend, who is hesitant and annoyed you've waited so long to tell her. You argue, and she says she doesn't know who you really are.

MOVE BACK 2 SQUARES

You tell your parents and your father completely rejects the thought of being related to a person who is LGBT. Much like some of your friends, your father says he is disgusted.

SKIP A TURN

Someone tells your church community that you are gay. The community reacts with hatred. They tell you that someone like you does not belong in the church. Those who had supported you no longer speak to you or acknowledge you.

MOVE BACK 5 SQUARES

You tell a friend who says that she has to run to class. You are confident that he will eventually accept you and understand that being LGBT is a part of who you are.

STAY WHERE YOU ARE

You tell your best friend, who has always been your confidante. She tells you that being LGBT is wrong and that she cannot associate with anyone like that.

SKIP A TURN

Your co-workers at the restaurant where you are a waiter begin to approach you and let you know that they have heard the rumours and that they do not care, they will support you.

MOVE FORWARD 1 SQUARE

You tell your brother, and he says that is proud that you have decided to come out and tells you that he will always be there to support you.

MOVE FORWARD 4 SQUARES

Your family throws you out of the house for being gay, and you join the 20 - 40% of homeless youth who identify as LGBT.

GO BACK TO THE START

Your boss reacts supportively to your news, letting you know that you do good work and that's all that matters.

STAY WHERE YOU ARE

You tell your mom, but the conversation does not go exactly as you had planned. She cries, and says that she doesn't know where she went wrong.

MOVE BACK 2 SQUARES

You tell the other players on your soccer team. They accept your identity, and say that you are a welcome member of the team, regardless of your sexual orientation.

MOVE FORWARD 3 SQUARES

At school, rumours have started to spread among people you're not friends with. Everyone appears to think you are LGBT, even though you have not confirmed the rumours. Some people speak to you less than they did before, but nothing changes drastically.

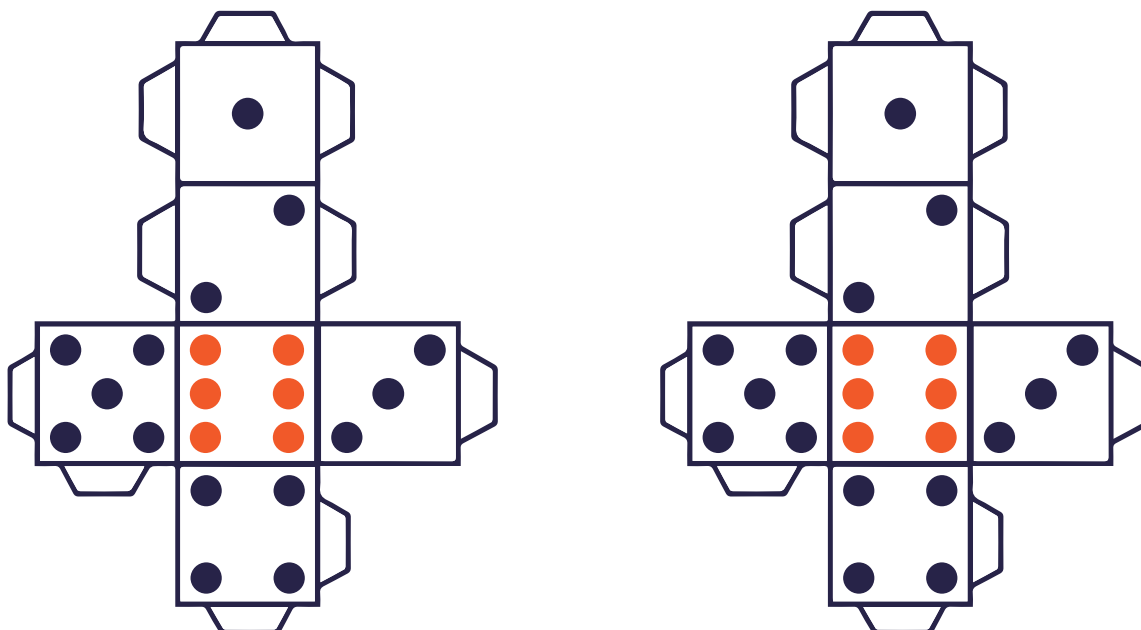
STAY WHERE YOU ARE

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Dice for Snakes and Ladders

THE DICE

If you need dice, print and cut out the shapes below. One is a cube dice, which you can cut out and glue into the correct shape. The other is a spinner. Cut it out and stick a match or a pin through it so it spins. You can also cut a cube from an eraser and use a pencil to draw the numbers on the dice.



'COMING OUT'

WHAT TO DO IF YOU'RE THINKING ABOUT 'COMING OUT':

- **Consider the possible implications** of coming out to different people. If you think that coming out may threaten your safety in any way then wait until you are older, or have better support systems.
- **Decide who you want to come out to.** You do not have to tell everyone, or everyone in your family, or all your friends. Start with people who are likely to be supportive and accepting.
- **If you have a boyfriend or girlfriend, refer to that person by name and let people know that you care about them.** Consider having your family or friends meet your 'close friend' before you come out.

This may help people associate your coming out with someone that they are already familiar with and that they know is important to you. This makes the idea seem less abstract.

- **Get in touch with a local LGBTQ organisation** for information and support, and who you can refer your friends and family to once you have come out to them.
- If you do decide to come out, **set up a time and place where you will feel comfortable and safe.**
- **Come out when you are feeling positive and good about yourself.**
- **Prepare for a whole range of responses.** Reactions can range from anger, shock, and denial to acceptance and celebration. Do not be too upset if the first reaction is negative, many people take some time to process new information and may come around later.
- **Have a family member, friend or local organisation ready to support you after** you come out, if possible

WHAT TO DO IF SOMEONE 'COMES OUT' TO YOU:

- **Listen to what they say.** Be respectful, and allow them to set the tone of the conversation. Comfort them if they are upset. Thank them for trusting you.
- **Don't make assumptions about what they are trying to tell you.** Let them tell you in their own words, and at their own pace.
- **Ask questions that are appropriate to your level of familiarity with the person.** Remember that they may not want to, or be in a position to answer all of your questions. Don't make them feel interrogated, uncomfortable or self-conscious.
- **Don't ask questions about the person's sex life.** Even if you're very close or have discussed your sex lives before, don't talk about this during their coming out conversation.
- **Don't use slang or offensive language.** Wait for them to indicate how they would like to identify (e.g. gay, dyke, lesbian).
- **Don't point out that you suspected they may be gay all along.** This may be hurtful or make them feel ashamed.
- Ask them who they are telling. Everyone's process of coming out is different, and some people like to tell only selected people, while others are much more open. If this person isn't going public with the information, you want to be sure to know that.
- **Respect their privacy.** Just because they have come out to you doesn't mean that they want to discuss every detail of their relationships and history with you.
- **Don't assume that your friend is automatically attracted to you.** Your friend is coming out to you because he/she values your friendship, and not because they have feelings for you.
- **Don't offer advice or be judgmental.** The person who is coming out has likely struggled with the decision to do so, and being judgmental or offering unsolicited advice is disrespectful and may hurt them.
- **Treat them the same as you did before they came out.** Your friend is still the same person you knew before their disclosure. Assure your friend that nothing changes between you.



Oppression
Privilege
Sexual orientation
Gender
Disability
Violence
Coming out
LGBT
Out of the closet
Harassment
HIV

HOW IDENTITY CAN SHAPE OUR LIVES

- ✓ 1. For learners to understand how different and interacting elements make up one's identity.
- ✓ 2. For learners to understand how **oppression** and **privilege** relate to identity, **gender** and **sexuality**.
- ✓ 3. For learners to understand how different factors interact to determine 'double and triple oppressions' of individuals or groups.

🕒 1 hour

★ Identity cards (provided)
Teacher Prompts (provided)

PROCEDURE

PRIOR TO CLASS

- 1 • Photocopy the identity cards (provided).
- A fairly large open space is needed which may necessitate moving furniture, using a hall or going outside.
- A group of about 15-20 participants is ideal; the activity is also suitable for smaller or larger groups.
- For larger classes, it may be best to conduct the exercise outdoors.

IN CLASS

- 2 Explain to the class that this activity is about **oppression** and **privilege**, and that they will be asked to engage with difficult issues.
- 3 Explain that participants will be given an identity card and will have to use their imagination, and also what they know about society, to take on that identity in the game. Tell them that they will be asked to move forward one or two steps when answering a series of questions.
- 4 Tell learners that everyone will be taking the same amount of risk in playing the game. Explain that the identity they are given is not necessarily their own, and that it may include features that they see as unacceptable for moral or religious reasons. Instead of passing a judgement on the identity they are given, learners should try to imagine what it would be like to experience life as a young person with that particular identity. They should think about the problems they might face at home, at school and in their community. If a learner finds it hard to imagine experiences in their own family, school or community, encourage them to think about what the 'new identity' might experience in South Africa generally.
- 5 Hand out identity cards to each participant. Instruct them not to show their cards to others. You may need to help some participants individually if they have questions about their identity card.
- 6 Have participants line up against a wall. This may be easiest to do out of doors or in a hall.
- 7 Read the 'Teacher's Prompts' (provided).
- 8 Read out the questions which pertain to social and economic **privileges**. Those who have traditionally privileged identities move forward, whilst those who are disadvantaged in society stay where they are or move back.
- 9 After reading out all the questions have participants sit in their resulting positions.

- 10 Learners are encouraged to discuss, but let them know that everyone must be respectful, that there should be no interruptions, no judgements or name-calling, and no teasing or making fun of others.
- 11 Ask each learner in turn to read out their identity and discuss what the experience was like for her/him. You are actually debriefing each participant, but others will usually join in the discussion as this process continues. Be sure to have each and every learner discuss what the experience was like for her/him, to ensure that they can make sense of what they experienced.
- 12 After each learner has shared, discuss how **privilege** works and how those with it can be successful, while those without it find themselves falling behind in our society.
- 13 Talk about intersectionality. This is when a person has a number of intersecting identities (e.g. colour, gender and sexual orientation) affecting their situation.
- 14 Discuss the reason this happens in our society. Ask questions like:
 - a. Why are groups oppressed?
 - b. What is the purpose of oppressing a group of people?
 - c. Whose interests does oppression serve?
 - d. Is it acceptable? Legal? Fair? Ethical?
 - e. What can we do to change oppression? How can we do it?
 - f. Who is responsible for what is happening in our society?
 - g. What did we learn from this discussion on privilege and oppression?



TEACHER TIPS

General

This exercise requires learners to think seriously about identity, privilege and oppression. Many of the issues raised may evoke strong personal opinions or religious beliefs with your learners. In order for this to be a meaningful exercise, it is important that everyone is respectful of other opinions and that no-one makes moral judgements the views of others.

It is important that from the beginning, you prepare learners that they will be confronting differing and somewhat contentious opinions related to sensitive topics. Tell learners that they are encouraged to discuss, but that everyone should be respectful. There should be no interruptions, no judgements or name-calling, and no teasing or making fun of others.

It is important to be aware that the controversial and difficult nature of some of the identities discussed may be very personal for some learners. Learners should be allowed to opt out of the exercise or to not share their feelings if they so choose. In such cases discretely ask them to meet with you one-on-one later to debrief. However, as learners are asked to take on an imagined identity or role-play, this should not have any adverse effects, or trigger personal experiences.

Some learners may make negative comments about the assumed identity of others. Remind them that the identity cards are not intended to reflect a participant's own identity, but rather to get them to think about different forms of oppression that people may, and do, face. Remind them that judgement is unacceptable.

Sexual orientation is a controversial topic and some teachers may feel uncomfortable talking about it. As a teacher it is important to create an environment of respect and understanding for all your learners, and that your personal views or religious beliefs do not prevent you from doing this. Remember that discussions about sexual orientation are not about moral judgement, or religious views, but about treating people equally and fairly, and respecting other people's right to engage in mutually consensual relationships of their choice, as afforded to them by the law.

Teaching learners about sexual orientation could help them be more empathetic to other people who they see as 'different'. Remember that young people need accurate information and opportunity to discuss issues which may be difficult for them. They should be encouraged to share their feelings, but reminded that discrimination, hate and violence are always wrong.

As you lead this activity, remember that there are probably gay, lesbian, bisexual, and questioning teens in your class. It is important that you make LGBT learners (whether they have 'come out' or not) feel acknowledged and understood. You will not know the sexual orientation of every participant, so be very sure to use inclusive and affirming language. For example, say 'we,' 'all people,' and 'some people,' not 'they' or 'people like them.'

Never ask learners to disclose their sexual orientation.



Making the Link with Gender and Violence

Remind learners that people who are seen as 'different' are often discriminated against and are at increased risk of violence. This exercise shows how a person's vulnerability to violence is complex and is affected by the different aspects of their identity. For example, being a woman, or an LGBT individual, may contribute to an increased risk of experiencing violence. There are many ways in which different women and LGBT individuals experience oppression and violence.



Assessment Ideas

- 1 Have the learners write a reflection about their own intersecting identities (race, class, ability, gender, sexual orientation) and about the ways their identity gives them privileges.
- 2 Share some historical examples of oppression, such as Apartheid and the continuing oppression of LGBT people. Have them research a group of people (or a specific person) and the oppression they suffered. Have them present their findings to the class.



IDENTITY CARDS

18 year old, black disabled female, using a wheel chair.

16 year old female who is a refugee from the DRC. She works at a bakery to help her family. She has been raised catholic. Her mom speaks very little English.

17 year old white female who is living on the street. She is addicted to tik. She has also been beaten up by her dealer recently.

14 year old, Indian South African lesbian high school learner, 'out' only to her best friend.

16 year old gay male who is 'in the closet'. He dates girls and plays sports. He recently met a guy he likes.

19 year old female, who is a training to be a sangoma. She thinks she is attracted to women.

17 year old white heterosexual learner, who is good at cricket.

19 year old white heterosexual female who is in a relationship with an older black man.

15 year old white male who skips school most days and hangs out at the mall. He has started to do drugs.

16 year old, high school learner who is bisexual and deaf. She has a girlfriend at school, but the school does not approve. She uses sign language to communicate.

16 year old white male who lives with his mom. She has drug problems and needs help from him daily. He does all the cooking and cleaning at home.

17 year old white lesbian mom of a young child, living off child support grant and waitressing. She is completing high school by distance education.

16 year old Cape Malay female learner going out with a white male who is not religious. She is a practicing Muslim and her parents do not believe in dating before marriage.

17 year old coloured female with a one-year-old baby, living at home. She is trying to finish her last year at high school.

19 year old female vegetarian, in lesbian relationship. Her parents are supportive of her relationship. Considers herself bisexual.

IDENTITY CARDS

Grade 10 female learner who cares about the environment and hassles others about eating meat.

18 year old heterosexual coloured male who secretly enjoys dressing as a woman occasionally.

19 year old coloured heterosexual female. She is the head of the household, caring for her two younger siblings. Her parents have both passed away.

16 year old male Rasta. He is frequently stopped and searched by the police.

17 year old heterosexual coloured female. She has a relationship with an older man who gives her money. She has recently tested positive for HIV.

16 year old black male. Walks with difficulty because of a taxi accident. Earns money for his single mother and sister by weeding gardens on the weekends.

Grade 12 learner who is transgendered, male to female. Wishes she could wear dresses and make-up to school and use the female washroom, but the school code of conduct does not allow it.

15 year old white heterosexual female who was raised by a lesbian couple.

17 year old black heterosexual female. She is a devout Muslim and wears a headscarf.

16 year old black lesbian learner who has been dating a classmate for 2 months in secret. Her family view homosexuality as going against their Christian beliefs.

16 year old black male who is extremely good at athletics and soccer. He has not told anyone that he is bisexual.

17 year old heterosexual black female who is academically gifted and hopes to be a leader in her church.

TEACHER'S PROMPTS

The following questions can be asked:

1. If you are free to be open about your sexual orientation with those close to you (in other words, you are 'out of the closet' in most situations), take two steps forward.
2. If you can speak openly and easily about your sexual orientation and/or gender identity at school without fear of harassment or negative consequences, take one step forward.
3. If you can expect to use public transport easily and safely, take a step forward.
4. If you can walk by a group of male teenagers without fear of insults or harassment, take a step forward.
5. If there is something about you that would make the police suspicious, or make them treat you differently, take a step back.
6. If you have experienced interpersonal violence or harassment, take two steps back.
7. If you have a lot of caregiving responsibilities at home (e.g. looking after a parent, a child, someone who is sick, other siblings), take two steps back.
8. If you have financial responsibilities or a job that is financially important for you or your family to sustain itself, take a step back.
9. If your preferred way of dressing is in conflict with social ideas of what is normal, take a step back.
10. If it is easy for you to move around at school and participate in physical education (PE), take a step forward.
11. If there are several options for you at the school tuck-shop, when you go out, and at friends' homes without you having to worry about whether or not the food fits your religious or moral rules, take a step forward.
12. If you are comfortable bringing your partner to the school dance, take one step forward.
13. If it would be difficult for you to introduce your partner to your family, take a step back.
14. If you are comfortable holding hands with your partner in public, take two steps forward.
15. If you became HIV positive and people would react by saying that you deserved it, take two steps back.
16. If you can expect to have serious health problems, take a step back.
17. If you can expect to be a religious leader in your community, take a step forward.




Homophobic
Homophobia
Discrimination
Heterosexism
LGBTQ
Social norms
Values
Bullying
Stereotypes
Violence
Sexual identities

‘USE ANOTHER WORD’

- ✓ 1. To identify the harmful effects of using homophobic slurs.
- ✓ 2. To empower learners to act against homophobia in their own lives and in school.

 1 hour

 Hand-out: ‘Use Another Word’ article (provided)

PROCEDURE

- 1 Give learners copies of the ‘Use Another Word’ article. Ask them to read it carefully and underline or highlight the main points and arguments of the story.
- 2 Discuss the article with the class. These questions may be useful in guiding the discussion:
 - a. How did the ‘Use Another Word’ campaign start?
 - b. Do you think that the campaign was successful?
 - c. Who drove the campaign to ensure that it happened? What does this say about the ability of learners to empower themselves and create change?
 - d. Do you think that homophobic and discriminatory language is a problem at your school? If you were to take a survey at your school on usage of this type of discriminatory language, what do you think you would find?
 - e. What happens when no one speaks out against discriminatory and homophobic language? What happened when the learners in this article spoke out?
 - f. What is heterosexism? In what way was it relevant to the article?

HETEROSEXISM: is an attitude that assumes that heterosexuality is the norm and believes that heterosexuality is superior to other sexual orientations. Heterosexism means people who do not identify as heterosexual are marginalised and ‘othered’.

- g. What is homophobia? What examples of homophobia were presented in the article?

HOMOPHOBIA: is an irrational fear and hatred of sexual minorities (LGBTQ people). Homophobia can be institutionalised in anti-gay laws, policies, and by the formal opinions of church and state. Homophobia results in people being excluded from social spaces. Homophobia is used as an excuse for verbal abuse, physical violence and even murder.

- h. How can heterosexism, through the use of homophobic comments, affect LGBT learners in school? How can it affect LGBT people in society as a whole?

Explain that LGBT teens are marginalised and bullied through derogatory language, name-calling, and teasing, which can lead further to violence against LGBT people. Bullying can be verbal or physical, and LGBT teens are beaten up very regularly in and outside of school. Many LGBT people are isolated and rejected by mainstream society, often even by

the people to whom they are closest. LGBT people, especially youth, are understandably afraid to ‘come out’ (reveal their sexual orientation) to others.

- i. Can you give examples of discrimination and heterosexism, other than the use of discriminatory language, that occur in schools and communities? Can learner campaigns work to change these trends?
- j. Do you think that awareness campaigns can have positive effects on changing social norms and cultural values? Why or why not?
- k. This article was written in 2007. What is the situation in your school: do you think that learners use far too much offensive language, or have they become more sensitised?
- l. Can you think of any examples in South Africa where learners started similar campaigns in their high schools?
- m. What would you need to start a campaign like this in your school?

TEACHER TIPS



General

Teachers should make sure that learners clearly understand the meaning of heterosexism and its effects within schools and communities. When learners are creating their own campaign ideas, push them to reflect on the particular problems that they see in their own school or classrooms.



Making the Link with Gender and Violence

LGBT teens are marginalised and bullied through use of derogatory language, name-calling, and teasing, which can lead further to violence against LGBT people. Bullying can be verbal or physical, and LGBT teens are beaten up very regularly in and outside of school. Learner-led campaigns against bullying and homophobic language can work towards breaking down stereotypes and creating a less hostile and violent atmosphere for LGBTQ learners, (who might then ultimately be comfortable and open about their sexual identities).



Assessment Ideas

Learners can be tasked to design a campaign which can be implemented in school to address harmful homophobic slurs that are commonly used. The campaign ideas should be clearly written and explained, and should detail what they would like to accomplish, how they will accomplish it, and the resources that they would need to implement the campaign.

USE ANOTHER WORD

by Nancy Meltzoff
Spring 2007

www.safeschoolscoalition.org

At Springfield High School, the bell between third and fourth period rings and 1,450 learners pour into crowded hallways. The learners congregate, joke, and jostle with one another. Michael, a sophomore wearing headphones and a blue sweatshirt, knocks into Chris's backpack, and Chris calls out, "Watch it, fag!" An English teacher standing in the doorway overhears the disrespectful language. She sighs, thinks about interrupting the banter, and then smiles as she realises she doesn't need to say anything. A third boy, uninvolved, hears what happened. "Hey, Michael," he says, "use another word, please, OK?" A typical response? Hardly. It occurs at Springfield High School, in Springfield, Oregon where the "Use Another Word" campaign is in its second year.

How 'Use Another Word' Started

"Use Another Word" is a learner-led initiative to decrease the use of disrespectful language on this diverse, suburban campus. Approximately 27 percent of the learners identify as learners of colour, mostly Latino, in a county that is predominantly white. In 2004-5, nearly 50 percent of the learners qualified for free or reduced lunch. The campaign has its origins in an incident in September 2005. Joey Palermo-Silence, then a sophomore, was sitting in math class and a boy behind him said, "This is gay." Joey, who had long been bothered by such remarks, turned and said, "Use another word, please." Other learners in the class chimed in, "Yeah, use another word!" The boy responded, "My bad. Sorry if I offended anybody." Later that week, Joey was in the office of Carmen Gelman, the assistant principal, as part of a Learner Advisory Committee formed during the summer. Gelman, the first Latino administrator in the district and a strong advocate of a school culture respecting all learners, had told the 15 or so learners present that the committee was to give learners a voice in what happened at school. The message was, "If you don't like what is going on, you have to find solutions, not just complain." At the meeting, junior Adam Davis, who self-identifies as European and homosexual, said, "I'm so tired of hearing kids say things like, 'That's so gay... 'faggot'... and racist comments." Joey, who describes himself as white and Native American, told the story of his interaction in math class. It was like a tiny rock thrown into a still pond. Learners wanted to expand on Joey's initiative and talked about a schoolwide campaign. The principal supported the idea and the learners decided to do some preliminary research. That November, members of the Learner Advisory Committee fanned out into the hallways, classrooms, and outside around the school with clipboards. For two weeks, they tallied the kinds of disrespectful language they heard. The learners separated the tallies into five categories that they had previously identified: racist, sexist, homophobic, able-ist, and foul language. (Some learners did not understand the term able-ist, which the committee then defined as derogatory comments about mental or physical disabilities.) Those taking tallies were a racially diverse group of freshmen, sophomores,

and juniors, both male and female, who self-identified as biracial, Caucasian, Asian-American, and African-American. During the tallying, learners noted 80-90 racist comments; 30-40 sexist comments; 30-40 able-ist comments; and 50-60 homophobic comments. They tallied only about 20 instances of foul language, but Adam noted that they hadn't really focused on foul language, as they were more interested in discriminatory or derogatory language. After the tallying, the Learner Advisory Committee agreed to start a campaign, which turned into their biggest project of the 2005-6 school year. First, they came up with their kick-off plan. Adam took leadership, ordering buttons, and Jennifer Lam designed a poster. Sylvan Edmonson came up with a pledge for learners and teachers to sign. Her idea was: if you want a button, you have to sign the pledge.

I _____ am signing this pledge to stop the use of language that is racist, sexist, able-ist, homophobic, or is offensive and derogatory to any other learner, teacher, staff member, or administrator at Springfield High School. I will accomplish this goal by wearing my "Use Another Word" button and encouraging other learners to sign the pledge and become aware, like I have, that the words I choose do affect other people and the overall environment in the school. I will also consider becoming involved in the Learner Advisory Committee and help to make SHS a safe and diverse place.

Signed: _____.

Assistant Principal Gelman held an all-staff meeting so the learners could tell the teachers how they could support the campaign. "We hear these things in the school, and a lot of times no one says anything," explained one learner. They showed the teachers the tallies and Adam Davis said, "From now on, if you hear disrespectful language, we'd like you to say, 'Use another word, please.'" While the Learner Advisory Committee discussed listing words learners could use instead of disrespectful put-downs, they decided not to do so because they didn't want their peers making up new discriminatory words. They wanted to give a simple and clear message: If you're being disrespectful, you're acting the fool. The campaign started with a kick-off day in January. During the next week, members of the Learner Advisory Committee staffed a table in the courtyard where learners could sign the pledge and get buttons. Word spread quickly; Adam had ordered 400 buttons and the committee gave out most of them that first day.

The learners also plastered the campus with colourful posters that read, "Use Another Word" in large letters, followed by "Help Prevent Discrimination" and the text, "When you hear a degrading word from another person, just react with the simple phrase, 'Please use another word!'"

Responses to ‘Use Another Word’

What was the response? Some learners supported the campaign, even describing it as cool. But there was also initial resistance and backlash. Joey estimated that about 40 percent of learners were supportive and 60 percent were resistant. Some, for example, claimed the program constituted “school censorship of language.” Others said, “This is dumb.” Some substituted a different disrespectful word — for instance, if a learner used the word “gay” and someone said, “Use another word please,” the offending learner might respond, “OK, fag.” Other learners emphasized the foul language aspect of the pledge, saying, “I can’t get a button because I know I’m going to cuss and I can’t stick to it.” Others cussed more to see what would happen. The learner-leaders were prepared for this. “A lot of what I’m trying to do is get people to use more intelligent words to express their emotions,” Adam said. “...Not just say ‘Use another word’ — say ‘Use another word’ and say why. Have a little conversation with them. A lot of hatred comes from un-education.” For example, Adam recalled a conversation with a fellow learner:

“That’s so gay.”

“Use another word, please. Is it gay?”

“No, but it’s stupid.”

“Then you think that homosexuality is stupid?”

“Homosexuality isn’t stupid — just this assignment.”

“Well, then, it’s not gay, you need to say what you mean.”

Joey remembered that he received a lot of ridicule at first. Guys on his athletic team regularly used words like gay, Jew, and retarded in a derogatory manner. But the members of the Learner Advisory Committee kept exerting positive pressure and repeating that disrespectful commentary was not welcome in the school. Some learners claimed that due to freedom of speech, they had the right to use any words they wanted. Members of the Learner Advisory Committee, especially those who had taken government class, countered that the U.S. Supreme Court had ruled that offensive or derogatory words directed towards a minority group are considered fighting words; at a school, fighting words create a hostile environment and are thus not constitutionally protected free speech. Many learners supported the campaign, especially in the area of racist, sexist, homophobic, and able-ist comments. Some responded, “Oh, sorry,” or began to use the generic — and less offensive — jerk or stupid. The learner leaders met and decided that even though they thought stupid could be considered able-ist, they would let it slide in the interest of cooperation. As time went on, most of the learners who had been resistant toned down their outward criticism of the program. Although they might not have visibly supported the program by wearing buttons, they kept quiet and didn’t push the issue.

The Impact of ‘Use Another Word’

The ability to say, “Use another word, please” gave power and support to learners who were offended by derogatory put-downs but who may not have wanted to say anything out of fear of repercussions. Because of the campaign,

a critical mass of support formed at the school, which made it safe to speak up. It turned out that “there were lots of kids who were bothered by this,” Gelman said. The campaign has also given learners a positive experience in social activism. A group of young people, with the support of the adults around them, tried to change things and their actions had a visible impact. “There is a discussion about racial remarks and the fact that it’s happening among the kids is wonderful,” Gelman said. “I know that many times the discussion doesn’t even happen among adults. It’s not always pleasant — sometimes it’s painful.” Teacher James Mattiace said he has noticed a decrease in the number of fights at the school, and that learners are being nicer to each other. District data supports this conclusion: Suspensions went from 318 during 2004-5 to 142 in 2005-6. Suspensions for fighting dropped from 86 to 38, and suspensions for defiance from 176 to 11. “It works,” Mattiace said of the campaign. “We’re giving kids tools so when they’re offended they can clearly express the fact that they’re not happy with what was said.” While learners initiated and led the campaign, the support of Gelman has been important. The daughter of a Mexican mother and Russian-Romanian-Jewish father, Gelman has “street credibility” with the learners. Following a troubled adolescence, she went on to get a college degree, and worked in human services and juvenile corrections before becoming a school administrator.

Reaching into the Future

When learners launched their “Use Another Word” campaign in the fall of 2006, Joey noticed that the incoming learners were very supportive. “We set up a table during freshman orientation,” he said, “and the freshmen really took it in, which is really good. They would ask me about the buttons and I would tell them about it and they’d say, ‘That sounds pretty cool’ and then they’d go get a button.” At the end of September, the Learner Advisory Committee held another promotional week for “Use Another Word.” For three days, members of the SAC sat in the booth, encouraging learners to take the pledge and wear the buttons. Adam observed that about every fifth person in the hallways had on a button, and every classroom had a poster. Joey commented that, “I haven’t heard the words being thrown around as much.” The SAC is planning more promotions this year to keep the campaign alive, and this year’s juniors have promised to provide leadership next year. “Use Another Word” continues to be successful due to the enthusiasm of the entire school community, from learners to teachers, staff, administrators, school board members and parents. More important, the young people spearheading the campaign have learned an essential lesson about the importance of social activism. They have become that “small group of thoughtful, committed people” that Margaret Mead said can “change the world.”



Chapter 8

HIV, STIGMA, RISK AND VIOLENCE

In this Chapter: Learners explore decision making with regards to sexual activity, the levels of risk for acquiring or transmitting HIV and others STIs, negotiating sex, as well as HIV-related stigma and discrimination. The exercises in this chapter place special emphasis on gendered HIV-related stigma.

Worksheets include:

- 1 *Oops! You Caught Me With Condoms!*
- 2 *Straight Talk Youth Radio*
- 3 *Understanding Sexual Health And Risk*
- 4 *Choosing To Be Abstinent*
- 5 *Sexual Health Game Show*
- 6 *Communicating About Safer Sex And Contraception*



Access
Condom
Gender
Gender-based Violence
HIV
Protected sex
Risk
Sexual Activity
Social norms
STI
Stigma
Barrier methods
Hormonal contraception

OOPS, YOU CAUGHT ME WITH CONDOMS!

- ✓ 1. To help learners recognise the **stigma** associated with condoms.
- ✓ 2. To help learners understand how stigma increases vulnerability to HIV and **risky** behaviours.
- ✓ 3. For learners to think about how to challenge **stigma** related to condoms.
- ✓ 4. For learners recognise how stigma is gendered and affects boys and girls differently.

🕒 1 hour

★ **Scenario Cards : 'Oops, You Caught me with Condoms!' (provided)**

PROCEDURE

PRIOR TO CLASS

- 1 Print the 'Oops, You Caught me with Condoms!' Scenario cards (provided) onto paper or card. (Printing them onto card will make them more durable). Cut out and distribute scenario cards to learners.

IN CLASS

- 2 Tell learners that the decision to engage in **sexual activity** is a significant one, and that they should think carefully when they want to become sexually active with their first, or a new partner.
- 3 Explain that it is very important to discuss their options for **protected sex**. They should have this discussion if they are to become sexually active, or even if they are already sexually active.
- 4 Suggest to learners that there are several steps that they should take before becoming involved with a new sexual partner. Remind and reassure them that if they are already in a sexual relationship, and they have not done these things, it is not too late to start! Encourage them to:
 - Discuss **sexual activity** with their partner and make sure that they are clear about what each partner wants to do and does not want to do. These do's and don'ts should be revisited regularly, as people's feelings change.
 - Get information about the kinds of sexual acts they want to engage in, so that both partners feel confident and comfortable and know the implications of their choices.
 - Decide on what protective measures to use to minimise the risks of STIs and pregnancy. These include condoms or other **barrier methods** and **hormonal contraception**.
- 5 Explain that there is still **stigma** around using condoms, even though they are the safest and most accessible form of protection against **STIs** and pregnancy. Explain that this exercise is to help them become more comfortable talking about safer sex and condoms, as well as to think about how they may react in different potentially awkward or embarrassing situations involving condoms.
- 6 Remind them that even though they may find some of the content funny, or awkward, this is a serious issue, and they should engage as best as they can, and remain focused on the exercise.
- 7 Explain to the class that they will do some role playing and divide the class into groups of 3 or 4. Hand out one of the scenarios from the sheet to each group for them to role play.
- 8 Ask learners to prepare a short role play using the scenario. The scenarios usually involve two people, but the others in the group should take on the roles of helpful or unhelpful bystanders. These may include friends, family members or interested onlookers.

- 9 Give learners 10 minutes to prepare, during which time you should circulate among the groups and give suggestions or help keep the activity focused and on track.
- 10 Then ask learners to perform the role plays, group by group. While a role play is being performed the rest of the class should make notes about the scenario, including how realistic it was, how the person resolved the tension (confrontation and/or assertiveness, or backing down and/or avoidance), and what they themselves would have done.
- 11 Once everyone has performed their role play, ask the class to reflect on their notes and facilitate a class discussion by asking:
 - a. What was the source of stigma in each of the role plays?
 - b. How did the characters react?
 - c. How could they have reacted differently to reduce stigma in the situation?
 - d. Are there different **social norms** about sex for girls and boys that create different stigmas for each about condoms? What are the gendered expectations for boys, and girls? How are they the same, or different? Why?
 - e. Whose responsibility is it to get, carry, and facilitate the use of condoms?
 - f. How can we challenge the stigma associated with condoms.
 - g. How does stigma make girls and women more vulnerable to HIV, STIs and **gender-based violence**?
- 12 Conclude by reminding them that, even though **social norms** may make it difficult or uncomfortable to **access** condoms or to initiate discussion about using condoms, confronting this discomfort is necessary as condoms are important for safer sexual activity.



TEACHER TIPS



General

Learners may act silly or make jokes, mock each other or withdraw because of the overt sexual content in the exercise which adolescents might find amusing or uncomfortable. You can minimise this by preparing the class for the sexual content before the exercise. Tell them that you will be talking about sex and condoms, and even though they may find that amusing, this is a really important issue that they need to engage with in a mature and serious way. For this reason you would like them to focus on the exercise and give the issues their full attention.



Making the Link with Gender and Violence

This exercise explores stigma, gender and protected sex; how boys and girls face different challenges in negotiating safer sex. The exercise also introduces skills that learners may need to challenge stigma, negotiate sex, and prevent **coerced** and unsafe **sex**. This is particularly useful to young people whose personalities, cultures and life experiences may make them shy or unwilling to engage with issues of sex, gender and sexuality, and which may predispose them to violence.

Specifically, the issue of gender discrimination and gender-based violence will come up in discussion when asking questions d, e, and g in point 11. When addressing these questions it is important to highlight that negotiation of **contraceptives** and safer sex practices are heavily influenced by **power** in relationships. Teenage girls often find themselves in relationships where their partners refuse to wear **condoms**, thus putting them at a higher risk for contracting **STIs** and becoming pregnant. This happens in male dominated circumstances, especially because young girls are trained to be less **assertive**, and told that there is no need for them to know about sex, and that they do not have rights to demand safe sex. Because condoms are usually worn by men, **women** feel unable to insist that their partners wear condoms. Even older women face this problem. Specifically in **abusive** relationships, where women who face **violence** and **manipulation**, may not be able to assert their desire for safer sex.

Emphasise that safer sex is the responsibility of both partners, irrespective of gender. Both partners should feel empowered to make decisions about their sexual health.



Assessment Ideas

Design a poster, advertisement or campaign that demonstrates that the responsibility for condoms should be shared by both partners. The campaign should clearly indicate how the stigma around gender and protected sex can be challenged.



OOPS, YOU CAUGHT ME WITH CONDOMS! ROLE PLAY SCENARIOS

Print and cut out the following scenarios for role-play.

Scenario 1.

Jana and Willie have decided they are ready to have sex. They are talking about who should go to the shop to buy the condoms ...

Scenario 6.

Jason and his younger brother Nico (age 10) are play-wrestling on the floor, and a condom falls out of Jason's pocket. Nico asks him what it is ...

Scenario 2.

Kholiswa confronts her boyfriend Edward. She says she knows he is sleeping with other girls. She tells him that she wants them to use a condom ...

Scenario 7.

Lilly is buying condoms at the store and her aunty happens to walk in just as she's getting ready to pay at the counter ...

Scenario 3.

Tim's mother is doing the laundry and is checking the pockets of his pants to make sure they are empty. She finds a condom in his pocket. She turns to confront him ...

Scenario 8.

Thabo is going to get condoms from the clinic, and his aunty is there waiting to see the doctor. She asks him why he's there ...

Scenario 4.

Thuli asks her mother to pass her homework book to her from her school bag. Her mother pulls out the book, and a condom falls out of her bag...

Scenario 9:

Gabi is having lunch with a group of girl and boy friends, when Imran notices a condom sticking out of her bag. He starts to tease her about it ...

Scenario 5.

Mark and Thembi want to have sex. Thembi takes out a condom from her purse ...

Scenario 10:

Sylvi and Lindy are walking home when Sylvi says she wants to stop at the clinic for some condoms. Lindy is horrified and tells Sylvi she thought she was a 'good girl', and that she is disappointed in her ...



HIV
Social norms
Stigma
Prejudice

STRAIGHT TALK YOUTH RADIO

 1 hour

- ✓ 1. To explore stigmatisation associated with HIV.
- ✓ 2. To help learners challenge stigma related to HIV.
- ✓ 3. To acknowledge the complexities of a person living with HIV.

- ★ **Role Play Cards: 'Straight Talk Youth Radio'** (provided)
- ★ **Teacher's Answer Key** (provided)
- ★ **Hand-out: 'Things to Consider before Disclosing that you are HIVPositive'** (provided)

PROCEDURE

- 1 Explain to the class that they will role-play a radio show.
- 2 Tell them that this radio show is called 'Straight Talk', and gives young people advice. Today's topic is **HIV** and **stigma**.
- 3 Explain the format of the radio show as follows:
 - a. The host briefly introduces the topic as 'HIV and stigma'.
 - b. The host then takes calls from young people who ask advice about issues relating to HIV and stigma.
 - c. After every call the host then invites input from other listeners.
 - d. Other listeners call in one by one with their own input on the query and offer advice.
 - e. Finally the host summarises the best advice (or if no one could help, gives advice her/himself).
 - f. Once the issue has been resolved, the host will take the next call from a listener asking for advice.
- 4 Explain that you (the teacher) will be the radio show 'host', and you will take the 'call for advice' (from learners with role play cards), and will manage calls from the other 'listeners' (other learners in the class).
- 5 Hand out the 'Caller Role Play' Cards at random to different learners in the class and explain that they will be calling the radio. Once the 'host' opens up the lines, Caller 1 should call and read their card. Once input from other listeners has been taken and the host has summarised, the lines will be opened for new questions. Caller 2 will then call, and so on.
- 6 Tell the rest of the class that when the lines are open for 'other listeners', those who have ideas should raise their hands to 'call' and the host will select which call to take.

The 'show' might proceed like this:

Host: This is the Low Down, your straight talking youth radio show. Today we are addressing HIV and stigma. We have a few callers waiting on the line. Caller number one is Johan. Johan, how can we help you today?

Johan: Hi there, I am a bit confused ...

Host: Johan, that is an issue that I am sure our listeners can help you with. Let's see if there are any experts out there who want to help us out ...

(Learners raise their hands and the host selects one, after the other)

Sophia: Hi, my name is Sophia and I think Johan should ...

Presenter: Sophia, thank you very much for your suggestions. Are there any other listeners that have some advice for Johan? Who do we have on the line? (Take next call...)

Host: So Johan, based on that great advice I think the best thing for you to do is...

Now for our next caller. Who do we have on the line?

- 7 Once you have gone through all the callers and concluded the radio show, lead a discussion with the following questions:
 - a. What was the source of stigma in each of the calls?
 - b. How can we challenge the stigma associated with HIV?
 - c. Can anyone think of other problems that young people may have? How might they resolve these issues?
- 8 Conclude by reminding them that **social norms, prejudice, misinformation** and **fear** are core reasons for stigma about HIV. Although there are barriers for those living with, or associated with, HIV which may make people secretive about their HIV status, it is vital to inform sexual partners. Remind learners that finding the right time and the right way to tell their partners about their status is critical for ensuring their safety and the sexual health of their partner.

Give learners the Handout: 'What To Do If You Are Thinking About Telling People That You Are Hiv Positive' (provided).



TEACHER TIPS



General

This exercise requires strong facilitation and the role of the 'host' is integral. It is important to encourage participation and let learners give opinions and suggestions, however the correct answers should be emphasised or provided by you if they do not emerge from the class. In order to encourage participation do not tolerate learners making fun of the role players. You should also be quick to stem any hateful or stigmatising views.

If you would rather not participate as host, and believe that there is a learner in the class who would be able to manage this role well, you could delegate this role to them.

It is important however for you to intervene if things get out of hand, if the 'host' gives incorrect or problematic advice, or if the 'host' and other 'listeners' do not challenge problematic advice from others. You could do this without disrupting the role play by calling in as a 'listener' yourself.



Making the Link with Gender and Violence

This exercise explores stigma related to HIV. The scenarios illustrate some common experiences of stigma as well as some misconceptions

that lead to stigmatisation. Some scenarios also demonstrate how stigma and discrimination are gendered. The exercise prepares learners with insights necessary to challenge stigmatisation.

Because of the prevalence of misinformation, prejudice and fear, people living with HIV, or associated with HIV, still experience discrimination and violence. This is also true for young people who often do not have, or know how to get, accurate information, nor do they know adults on whom to model behaviour. This makes them vulnerable to stigmatisation and related violence; or to discriminating against others.



Assessment Ideas

Ask learners to select one of the scenarios from the exercise and develop a package of information, addressing the queries of the person asking for advice. Find leaflets/brochures, places that they can go for information, places for support etc.



Variation

In smaller classes you can organise learners in a semicircle around the host. Tell the group that you will be the host for the first call but that once you have dealt with the first call you will stand up and select a learner with whom you will swap seats. The learner now at the centre will take on the role of the host. Once they are done, they will select a new host to take the next caller and so on.



CALLER ROLE PLAY CARDS: STRAIGHT TALK YOUTH RADIO

Print and cut out. Hand out a scenario card to a learner who will role play.

Caller 1:

My name is Felicity. I am HIV positive and I haven't told any of my friends at school. I really would like to tell my best friend. What do you think?

Caller 4:

My name is Naledi. I am 14 years old and my mom recently left our house. Since she left, I have lost a lot of weight. Now there is a rumour in the school that my mom died of HIV and that I am infected too. What can I do?

Caller 2:

My name is Paul. My uncle is HIV positive, and has moved into our house so that my mom can take care of him. We only have one bathroom and people have told me that you can catch HIV from the toilet seat. What should I do?

Caller 5:

My name is Sizwe. I am 15 years old and I love playing soccer. A new boy just joined our team and he told us that he is HIV positive. I am too scared to go to practice now because my brother says that HIV is transmitted by bodily fluids. What if his sweat gets onto me?

Caller 3:

My name is Jacob. I am HIV positive and have just met a girl who I really like. I think our relationship may be going somewhere, and I think I need to tell her about my status. When is the right time for me to do that? I am scared she will leave me when she finds out.

Caller 6:

My name is Sam. The priest at our church gave a sermon on Sunday about how it is a sin to be gay and that gay people get HIV and go to Hell. I have feelings for another boy, and now I am worried that I am going to get HIV. What should I do?

TEACHERS ANSWER KEY

This will help you guide the role-play and focus on accurate information.

CALLER	DISCUSSION
<p>My name is Felicity. I am HIV positive and I haven't told any of my friends at school. I really would like to tell my best friend. What do you think?</p>	<p>Disclosing your HIV status is your choice. Telling people that you are HIV positive is not easy and people may behave in unpredictable or unkind ways to your disclosure. For this reason many people living with HIV may choose not to disclose for fear of rejection, discrimination, or violence, as well as the loss of privacy and confidentiality. However, telling your loved ones, family and friends may be very rewarding. People may react with love and support, and it may make dealing with the illness much easier for you.</p> <p>As there is no way of knowing how they will react, it is important that you consider the decision carefully. Look for more information about people who are thinking of disclosing their status.</p>
<p>My name is Paul. My uncle is HIV positive, and has moved into our house so that my mom can take care of him. We only have one bathroom and people have told me that you can catch HIV from the toilet seat. What should I do?</p>	<p>HIV can't be transmitted by sharing the bathroom with an infected person.</p> <p>Ways that you can be infected by HIV are:</p> <ul style="list-style-type: none"> - Having unprotected sex with a HIV positive person - Sharing needles with a HIV positive person - Mother-to-Child Transmission (pregnancy, delivery, breastfeeding) if mother is HIV positive - Being in contact with infected blood <p>Ways that you can NOT get infected by HIV are:</p> <ul style="list-style-type: none"> - Hugging and kissing - Shaking hands - Using the same toilet - Sharing bed sheets - Drinking or eating from the same glasses or plates - Sneezing or coughing - Through saliva, tears, faeces or urine - Through mosquitoes or other blood sucking insects
<p>My name is Jacob. I am HIV positive and have just met a girl who I really like. I think our relationship may be going somewhere, and I think I need to tell her about my status. When is the right time for me to do that? I am scared she will leave me when she finds out.</p>	<p>Disclosing your HIV status is your choice. Telling people that you are HIV positive is not easy and people may behave in unpredictable or unkind ways in response to your disclosure. For this reason many people living with HIV may choose not to disclose for fear of rejection, discrimination, or violence, as well as the loss of privacy and confidentiality. However, telling your loved ones, family and friends may be very rewarding. People may react with love and support, and it may make dealing with the illness much easier for you.</p> <p>Disclosing your status to a romantic partner can be difficult but it is a challenge that it is not going to go away. You can decide when is best for you to disclose it, but you should disclose it before you become sexually intimate.</p> <p>You may not be thinking about it at the moment, but if in the future you and your partner expect to have a sexual relationship you should disclose your status, even though you plan to use protective measures (condoms).</p> <p>It is important that you consider the decision carefully. Look for information about people who are thinking of disclosing their status.</p>

TEACHERS ANSWER KEY: STRAIGHT TALK YOUTH RADIO

This will help you guide the role-play and focus on accurate information.

CALLER	DISCUSSION
<p>My name is Naledi. I am 14 years old and my mom recently left our house. Since she left, I have lost a lot of weight. Now there is a rumour in the school that my mom died of HIV and that I am infected too. What can I do?</p>	<p>You do not have to tell anyone about your HIV status, whether you are HIV positive or negative. Your HIV status is personal information and disclosing it is your choice.</p> <p>You can tell people that the way you look doesn't have anything to do with who you are or your HIV status. If your classmates are teasing and bullying you, you can talk to the school counsellor or teacher about this. If there are people you can trust, including friends, family, teachers or peers, talk to them about how you are feeling. Reaching out to others can be helpful in difficult times.</p> <p>You could also contact a social worker or school counsellor if you are not receiving care and supervision from an adult at home.</p>
<p>My name is Sizwe. I am 15 years old and I love playing soccer. A new boy just joined our team and he told us that he is HIV positive. I am too scared to go to practice now because my brother says that HIV is transmitted by bodily fluids. What if his sweat gets onto me?</p>	<p>HIV can not be transmitted by sweat.</p> <p>The body fluids that can transmit HIV are: Blood, Semen (or pre-ejaculate), vaginal fluid, anal fluid and breast milk.</p> <p>Ways that you can be infected by HIV are:</p> <ul style="list-style-type: none"> - Having unprotected sex with a HIV positive person - Sharing needles with a HIV positive person - Being in contact with infected blood. <p>If someone is injured and is bleeding on the sports field, play should stop until they have left the field and or until their injury has been covered and sealed with a band-aid or bandage.</p>
<p>My name is Sam. The priest at our church gave a sermon on Sunday about how it is a sin to be gay and that gay people get HIV and go to Hell. I have feelings for another boy, and now I am worried that I am going to get HIV. What should I do?</p>	<p>Being gay doesn't mean that you will get HIV. Even though there is associated stigma with being gay and HIV, this is because of homophobia. In fact, the majority of people worldwide living with HIV are heterosexual.</p> <p>The ways that you can be infected by HIV are:</p> <ul style="list-style-type: none"> - Having unprotected sex with a HIV positive person, whether same, or different sex from you. - Being in contact with infected blood. - If you are a drug user - sharing needles with HIV positive person <p>Everybody has the right to be attracted to and have relationships with people of their choosing. This has nothing to do with your faith, and there are many churches that are accepting of gay people, and that have gay religious leaders.</p> <p>If you want more information get in contact with an LGBT organisation in your area; they may also have information about accepting churches in your area.</p>

THINGS TO CONSIDER BEFORE DISCLOSING THAT YOU ARE HIV POSITIVE

Disclosure is a process. Do not be too upset if you do not get the reactions that you had hoped for after you disclose. People's feelings change over time, and many people take longer to come to terms with difficult news.

Consider the implications of your disclosure. Consider the various reactions that you may get **and be prepared for anything**. Be sure you want to disclose.

Is the person you want to disclose to trustworthy? Would they keep the information confidential if you wanted them to? It is your choice to disclose, but you cannot know what the other person is going to do with your information.

Don't feel pressure to disclose. Plan how you are going to do it, and do it when you feel ready.

If you have decided to disclose your status, **be ready to educate people**. You might want to provide information regarding HIV to help others understand.

If you have decided to disclose to someone, it may be a good idea that **you let them know who else already knows** so that they can get support, or talk about it, with that person. This news can be difficult for loved ones too.

Disclose your status to sexual partners, even if you are taking protective measures (condoms). They have a right to know! Together you can make decisions about the sexual relationship with all the information available.



HIV
Sexual Health
STIs
AIDS
Semen
Violence
HIV transmission
Sexual activities

UNDERSTANDING SEXUAL HEALTH AND RISK.

- ✓ To understand the different modes of transmission of HIV.
- ✓ To understand risk of HIV transmission associated with various sexual activities.

 25 minutes

- ★ 1. Information sheet: 'Sexual Behaviours and Risk' (provided).
- 2. Cards: 'Sexual Behaviours' (provided).
- 3. Board and markers/chalk; Sticky tape or magnets.

PROCEDURE

PRIOR TO CLASS

- 1 Print and cut out the risky behaviour cards.
- 2 Draw a continuum on the board marked 'No Risk' on the far left-hand side to 'Most Risk' on the far right-hand side. This continuum should be as long as possible, because you will need space to order and re-order the 'risky behaviour' cards based on feedback from the learners.

PROCEDURE

- 1 Prior to beginning the exercise ask learners to define what the word 'risk' means. Learners should come up with a definition that addresses exposure to danger, harm or damage.
- 2 Then, tell learners that you will be playing a game in which they will be asked to assess the level of risk of transmission of **HIV** (and other **STIs**) that is associated with different kinds of sexual activities.
- 3 As preparation for the activity, ask learners to name the five bodily fluids by which HIV can be transmitted. Learners should identify:
 - a. Blood
 - b. Semen
 - c. Vaginal Fluid
 - d. Breast Milk
 - e. Anal FluidLearners may also mention fluids like saliva, tears, urine and sweat. Remind them that these fluids cannot transmit HIV.
- 4 Hand out a 'risky behaviour' card to each learner. Randomly select one learner to read out the behaviour that they have been given. Ask each participant to place the activity (behaviour) at the appropriate point on the continuum.
- 5 As the activity continues, learners will (by consensus) be able to shift and re-order their risky behaviour cards. There should be lively discussion about the levels of risk for each behaviour. The aim is to get a consensus continuum that is ordered from those behaviours that carry least risk of transmission of HIV and STIs to those that carry most risk.
- 6 Guide and encourage learners to come to consensus by asking questions such as:
 - a. How many people are involved in the activity?
 - b. What body fluids are involved?

- c. Can they transmit HIV?
- d. How severe is the STI in question (longevity, treatment, impact)?

- 7 Afterwards, debrief with the class and let them know if there are any behaviours placed incorrectly on the continuum of risk.
- 8 Understanding risk, respectfully discussing options with a partner, consensual exploration, and protecting against transmission of HIV (and STIs) is the foundation of healthy, informed sexual behaviour. Remind learners that assessing risk of transmitting or contracting HIV based on faulty or incomplete information can have life-long consequences for health of an individual and their partner(s).



References:

Table adapted from:
Muller, A. *Sexual and Reproductive Health for Transgender and Gender Non-Conforming People: Guidelines for Health Care Workers in Primary Care*. Cape Town: Gender Dynamix; 2013

TEACHER TIPS



General

This activity discusses explicit sexual behaviours, so teachers can expect learners to giggle and laugh at first. However once the complexity of the activity sinks in, learners should engage actively with the content, and debate the risks involved.

This exercise requires that teachers are comfortable talking about sexual practices. Teachers should carefully monitor learners' reaction to terms used, and be prepared to explain those that are unfamiliar (for example, dental dams).

This exercise is useful because it introduces learners to evaluating risks of sexual activity without arguing against sexual experimentation. The format of the activity also introduces learners to sexual activities that they may not be familiar with, but about which they have been curious or had questions. With guiding questions and discussion from the teacher, learners may get answers without having to ask their (perhaps embarrassing) questions out loud.

Teachers can adapt or select risky sexual behaviours from the list provided as appropriate to the size of the class and the level of maturity of the learners. The exercise works best if the list of behaviours is

relatively comprehensive and complex, since peer-to-peer learning depends on lively debate on where to place the behaviours on the risk continuum.

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Making the Link with Gender and Violence

An individual's exposure to violence impacts their sexual health and risk of HIV exposure, as well as their ability to seek information and make decisions about sex and reproduction. For example, women who are in violent relationships are seldom able to negotiate condom use albeit they may be aware of the risks. Many of the myths around HIV transmission (for example, that having sex with a virgin will cure someone of HIV/AIDS) give rise to gender-based violence.



Assessment Ideas

For each activity that is listed as high risk for transmission of HIV and STIs, learners should suggest methods that can be used to reduce the risk involved. In their answers, learners should explain why the changes they propose will reduce or negate risk.



CARDS: 'SEXUAL BEHAVIOURS'

Print out the following worksheet. Cut along the dotted lines to create individual cards.

Masturbation
(alone)

Mutual Masturbation
(touching each other's genitals)

Mutual Masturbation
(touching your own genitals in the presence of your partner)

Phone/Skype/Online Sex

Touching breasts

Kissing breasts/nipples

Kissing

Fingering
(bare handed)

Fingering
(with glove)

Hand jobs

Oral sex without a barrier

‘RISKY BEHAVIOURS’ CARDS

Print out the following worksheet. Cut along the dotted lines to create individual cards.

Oral sex with a barrier

Sharing a toilet

Sharing a cup/plate/fork/knife

Sharing a razor

Rubbing genitals against each other
(no penetration)

Using a public toilet

Anal sex with a condom

Anal sex without a condom

Vaginal sex with a condom

Vaginal sex without a condom

Vaginal sex with two condoms

'RISKY BEHAVIOURS' CARDS

Print out the following worksheet. Cut along the dotted lines to create individual cards.

Vaginal sex, but where the boy withdraws before ejaculating

Showering together

Bathing together

Swimming together

Licking skin/biting

Ejaculating on someone's skin

Rimming without a dental dam

Rimming with a dental dam

Vaginal sex using a condom and Vaseline as lubricant

SEXUAL BEHAVIOURS AND RISKS

SEXUAL PRACTICE	HIV AND STI RISK	PREVENTION METHODS
VAGINAL SEX	HIGH RISK FOR HIV HIGH RISK FOR STIs RISK OF PREGNANCY	USE MALE CONDOMS (PENIS) USE FEMALE CONDOMS (VAGINA)
ANAL SEX	HIGH RISK FOR HIV HIGH RISK FOR STIs HIGH RISK OF INJURY	USE MALE CONDOMS (PENIS) USE WATER-BASED LUBRICANT
ORAL SEX	MEDIUM-LOW RISK FOR HIV MEDIUM-LOW RISK FOR STIs (HERPES, GONORRHEA, CHLAMYDIA)	USE CONDOMS (FOR PENIS) USE DENTAL DAMS, OR NON-MICROWAVEABLE CLING WRAP (FOR VAGINAS)
FINGERING AND HANDJOBS (MUTUAL MASTURBATION)	LOW RISK FOR HIV LOW RISK FOR STIs	WASH YOUR HANDS. ENSURE THERE ARE NO CUTS ON YOUR HANDS.
RIMMING (LICKING OR SUCKING THE ANUS)	LOW RISK FOR HIV HIGH RISK FOR SOME STIs	WASH THE AREA, USE DENTAL DAMS.
RUBBING GENITAL AREAS AGAINST EACH OTHER WITHOUT INTERCOURSE (ALSO CALLED DRY HUMPING OR SCISSORING)	LOW RISK FOR HIV LOW RISK FOR STIs	WEAR UNDERWEAR
MASTURBATION (SEXUALLY STIMULATION OF SELF)	NO RISK FOR HIV OR STIs	NONE
KISSING	LOW RISK FOR STIs	DON'T KISS SOMEONE IF YOU (OR THEY) SUSPECT THEY MIGHT HAVE AN OUTBREAK OF HERPES (A COLD SORE)
KISSING/TOUCHING BREASTS OR NIPPLES	NO RISK FOR STIs	NONE
PHONE/SKYPE/CHAT SEX	NO RISK FOR HIV OR STIs , THERE IS A SAFETY RISK IF YOU ARE DOING THIS WITH SOMEONE THAT YOU DON'T KNOW. THERE IS ALSO A RISK OF EXPOSURE, FOR EXAMPLE IF THE OTHER PERSON SHOWS OTHERS YOUR PICTURES OR POSTS YOUR CHATS.	ASSESS WHETHER YOU CAN TRUST THE OTHER PERSON. THINK CAREFULLY BEFORE SENDING PICTURES OF YOURSELF TO OTHERS – ESPECIALLY SEXY OR REVEALING PICTURES. THINK WHETHER YOU WOULD BE COMFORTABLE WITH OTHERS (NOT THE RECIPIENT) SEEING THE PICTURE. IF NOT, DON'T SEND IT!




CHOOSING TO BE ABSTINENT

Abstinence
Sexual activity
Assertive
Masturbation
Oral sex
Anal sex
Sex
Values
HIV
STIs
Violence
Gay/lesbian
Heterosexual
Sexual orientation
Empowerment

- ✓ 1. For learners to understand what 'abstinence' from sexual activity means.
- ✓ 2. For learners to understand the challenges of choosing and practicing abstinence; techniques for addressing these challenges.
- ✓ 3. To encourage respectful, assertive communication with partners in abstaining from sexual activity.

 45-50 Minutes

 **Information Sheet: Sexual Behaviours and Risks (provided)**

PROCEDURE

- 1 To help frame the exercise and discussion, teachers should begin by asking learners to define 'abstinence' in their own words on a piece of paper. Put all of the definitions into a box and have each learner draw one out - by doing so the original author of the definition is obscured, which makes working with the definitions anonymous and therefore easier.
- 2 Ask volunteers to read out what they think are fitting definitions. Write or stick them up on the board.
- 3 Reflect on the definitions that learners have provided, and compare them to the definitions below:

- **Abstinence means deciding not to do something.** Abstinence doesn't only refer to sexual behaviours, but could describe many other kinds of choices. For example, vegetarians **abstain** from eating meat, and some learners **abstain** from watching TV during the week so that they have more time for their schoolwork.
- **Abstinence can be temporary, or a life-long commitment.** For example, followers of some religions abstain from eating food at certain times during the year. For others, the decision to abstain from drugs, alcohol or cigarettes may last a lifetime.
- **Abstinence can start at any time in one's life.** You can choose to become abstinent after you have already done something (for example, with smokers who stop smoking), or you can abstain without ever having tried it. You can return to abstinence after you have engaged with the behaviour for a while, for example, someone who was sexually active while married, but who returned to abstinence when they divorced.
- **Abstinence is a personal decision, and people's definitions of abstinence are therefore different.** For some people abstinence means not engaging in any sexual activity at all (including things like petting, kissing, and **masturbation**), while for others abstinence means choosing not to have **oral, anal** or **vaginal sex**.
- **Everyone has the right to abstain from sexual activity,** and no-one should pressure anyone into having **sex**.

- 4 Remind learners that even the word 'sex' or **sexual activity** may mean different things from person to person. For the purposes of this activity, sex refers to a range of activities including:

- Sexual intercourse – in other words, the penetration of the penis into the vagina or anus (anal sex) of another person; or
- Other behaviours and acts such as **oral sex** or mutual **masturbation**.

- 5 Ask the learners to brainstorm some of the reasons that people may choose to abstain from sexual activity. Point out that people may abstain for a number of different reasons, and that people may also choose to abstain from relationships as well as sex (often for the same reasons).

Expect the class to identify reasons such as:

- Don't feel like they want to have sex at all
- Religious beliefs and values
- Family **values**
- Personal values
- Not ready to have sex/engage in **sexual activity**
- Don't feel comfortable with their bodies
- Don't want to be at risk of **HIV, STIs**, pregnancy
- Focusing on something else right now: school, sports, friends
- Had a previous bad experience
- Want to build relationship based on things other than sex
- Don't feel attracted to anyone
- Waiting for the results of a STI/HIV test

- 6 Ask learners (either as a whole class, or in smaller groups) to brainstorm reasons why it may be hard to abstain from sex after one has made the decision to do so. On the board list some of their answers.

The class may identify some of the following reasons for finding it difficult to remain abstinent:

- ‘Everyone is doing it’
- Fear of saying ‘no’ to a partner
- Fear of **violence** if you say ‘no’ to your partner
- Being rejected or relationship breaks up
- Being teased or humiliated (including in front of others)
- Wanting to experience sexual pleasure and orgasm
- Wanting to experiment sexually
- Being curious about one’s sexual orientation and wanting to experiment
- Thinking that one may be **gay/lesbian**, and wanting to see whether **heterosexual sexual activity** feels as exciting
- Wanting intimacy
- Feeling lonely
- Wanting to show your partner you care about them
- Feeling like you owe it to your partner

- 7 Acknowledge that it is often hard to resist the pressure to have **sex** – whether that pressure comes from your partner, your friends or yourself. Ask learners to think of some of means of overcoming the barriers they have identified.

Learners should identify some of the following:

- Talk to a friend about how you are feeling, and what you could do to resist engaging in sexual activity. Support is important!
- Talk to a trusted adult.
- Find an appropriate friend, counsellor, or NGO service, to ask questions or get support regarding your **sexual orientation**.
- Talk to religious leaders to clarify what your religious **values** and beliefs are about sex. Ask for their help in supporting you in your decisions around **sexual activity**.
- Find activities that you and your partner can do together that will give you time together that is not focused on sexual activity.
- If you are lonely, join a group or club that will introduce you to new people and friends.
- Engage in **sexual activity** that you **do** feel comfortable with (e.g. **masturbation**).

- 8 Wrap up the activity by reminding learners that many **sexual activities** carry a risk of getting a **sexually transmitted infection**. Hand out the information sheet (provided) which lists a range of sexual practices (including alternatives to sexual intercourse), the risks involved, and methods that can be used to prevent transmission of **STIs**. Teachers who feel equipped to do so may discuss these with the class.

TEACHER TIPS

General

It is important to reinforce with learners, that the decision to abstain from sex (or to engage in some sexual activity but not others) is a personal decision that should be based on reliable information and (if applicable) informed discussion with their partner. It is also important to remind learners that these decisions – although personal – are not decisions that they have to make all on their own. There are people and organisations that can help them with information and support in making the right choice.

A key aspect of this exercise is to help learners understand that all people – regardless of their age – make decisions to engage in sexual activity or to abstain. This is critical because it casts abstinence as one of a range of choices someone may make about their sexual health, rather than a choice that is only appropriate for young people. By showing abstinence to be a legitimate choice, at any age, it becomes a personal and empowering choice rather than a marker of youth.

It is important in this lesson not to vilify sexual behaviour. There will be learners who have engaged in sexual activity (some consensually, others not) and it is important that they not be shamed for their experiences and choices.

Making the Link with Gender & Violence

By thinking through their choices around having sex, as well as the barriers they may encounter and ways to work around those barriers, learners are able to exercise their rights, make choices and negotiate sex in such a way that is informed, respectful and consensual.

Assessment Ideas

The exercise forms a good basis for assessment because its emphasis on building assertiveness skills, conceptualisation of sex and abstinence, and reasons for choosing to abstain, are in line with CAPS curriculum. The objectives at the beginning of the exercise can guide an assessment task.

References:

Adapted from:

Seattle and King County Department of Public Health (1988) *FLASH [Family Life and Sexual Health] Lesson 9: Lesson Plan*. Accessed at:

<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx>

Table adapted from:

Muller, A. *Sexual and Reproductive Health for Transgender and Gender Non-Conforming People: Guidelines for Health Care Workers in Primary Care*. Cape Town: Gender Dynamix; 2013



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Sexual health
Sexual violence
Gender-based violence
Contraception
Sexually transmitted infections (STIs)
HIV / AIDS
Sexuality
Women
Reproductive health

SEXUAL HEALTH GAME SHOW

✓ To assess learners' knowledge of **sexual health, sexual and gender-based violence, contraception, sexually transmitted infections, HIV/AIDS** and reproductive anatomy/physiology.

🕒 45 Mins

★ **Game Grid**
Teacher's Question & Answer Grid

PROCEDURE

PRIOR TO CLASS

1 Copy the following Game Grid onto the board.

ANATOMY AND PHYSIOLOGY	CONTRA-CEPTION	SEXUAL AND GENDER-BASED VIOLENCE	STIs	HIV/AIDS
10	10	10	10	10
10	10	10	10	10
20	20	20	20	20
20	20	20	20	20
30	30	30	30	30
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

IN CLASS

2 This game (loosely based on the US-based game show *Jeopardy!*) challenges learners to answer questions on **sexual health, sexual and gender-based violence, contraception, sexually transmitted infections, HIV/AIDS** and reproductive anatomy and physiology.

3 Explain that the column headings indicate subject areas, and the numbers listed below denote the point value assigned to each question. The questions escalate in difficulty as the point value increases, with the 50-point questions being the most difficult.

4 Divide the class into two teams. Explain the rules of the game to the learners as follows:

a. Flip a coin to see which team goes first. The first player on that team selects a topic and question value, for example by saying "I will take Contraception for 10 points".

b. The teacher then reads the corresponding question on the grid, and crosses out the block on the board so that the topic/value cannot be selected again.

c. If the learner gets the answer right, the next player from the same team can select another question to answer. If the team mate gets the answer wrong, play switches to the opposing team, who then select a topic/value to answer.

d. The teacher tallies up the points scored by each team, and the team with the highest score wins. Teachers can offer a small prize for

5 the winning team to incentivise participation.

After the game debrief the class with the following questions:

a. What questions were the easiest? Which were the most difficult?

b. Which topics do you feel you need to know more about?

c. What resources may help you in answering the questions you didn't know the answer to?

d. Is there any topic area related to sexual health that you would have liked to add?

TEACHER TIPS

👤 General

The teacher can adapt the content and topic area to be appropriate to the context and knowledge level of the learners. The format of this game can be used as a revision tool after completing any module. The game can be used to address a wide range of topics on **sexual health**.

⚡ Making the Link with Gender & Violence

This exercise is useful in reinforcing knowledge that will help learners to make healthy and informed decisions about their sexuality. It also helps learners to engage with substantive information about violence against **women** and girls. The information conveyed by this exercise can be used to empower learners with knowledge about **sexual rights** and **sexual health**.

💡 Assessment Ideas

Learners can be tasked to set their own questions for a new game. To reduce the research burden on learners, a simplified grid (for example with fewer topic areas and with only one row per question value) can be used. This allows learners to assess their own knowledge gaps, to research and craft questions that may fill these.

🗺 Variations

The format of this game can be used as a revision tool after completing any module.

References:

Adapted from:
PATH Games for adolescent reproductive health: An international handbook. www.path.org

TEACHER'S QUESTION & ANSWER GRID

	ANATOMY AND PHYSIOLOGY	CONTRACEPTION	SEXUAL AND GENDER-BASED VIOLENCE	STIs	HIV/AIDS
10	<p>QUESTION: Name the pear-shaped organ within which a baby develops</p> <p>ANSWER: The Uterus</p>	<p>QUESTION: True or False? A girl can't get pregnant if she douches, takes a bath, or urinates immediately after sex.</p> <p>ANSWER: False</p>	<p>QUESTION: True or False? The Domestic Violence Act in South Africa allows same-sex partners, or people who live together (but are not married) to apply for a protection order against domestic abuse.</p> <p>ANSWER: True</p>	<p>QUESTION: Do the Pill and the patch protect you from sexually transmitted infections?</p> <p>ANSWER: No they do not. They protect against pregnancy, but not against STIs.</p>	<p>QUESTION: Can you get HIV from a mosquito bite?</p> <p>ANSWER: No. Studies have shown that there is no risk of transmission of the HI Virus through any insects.</p>
10	<p>QUESTION: When do boys start producing sperm?</p> <p>ANSWER: At onset of puberty.</p>	<p>QUESTION: Is it possible to get pregnant the first time you have sex?</p> <p>ANSWER: Yes. Every time one has sex (including the first time) there is a chance to become pregnant/ cause a pregnancy.</p>	<p>QUESTION: How old do you have to be to consent to sex under South African law?</p> <p>ANSWER: 16 years old.</p>	<p>QUESTION: True or False? Just like chickenpox or measles, once you have had an STI you can't get it again.</p> <p>ANSWER: False. You can get some STIs more than once, and some (like herpes) stay with you for life.</p>	<p>QUESTION: Can you get HIV from oral sex with an infected person?</p> <p>ANSWER: Yes you can. Although the risk of contracting HIV through oral sex is much lower than through other types of sex, it is still possible. Use a latex barrier when giving/receiving oral sex.</p>
20	<p>QUESTION: What are the names of the two parts of the penis</p> <p>ANSWER: The shaft and the glans</p>	<p>QUESTION: The Emergency Contraceptive Pill (the 'Morning After Pill') works best if taken within ___ of unprotected sex?</p> <p>ANSWER: 72 hours (3 days)</p>	<p>QUESTION: Can someone who has been drinking or taking drugs consent to sex?</p> <p>ANSWER: No. The Sexual Offences Act describes certain conditions under which someone cannot consent to sex. Being under the influence of drugs or alcohol is one of those conditions.</p>	<p>QUESTION: Is it safer to use two condoms than one?</p> <p>ANSWER: No. The friction between them increases the risk that one will slip off, and/or that one or more of them will break.</p>	<p>QUESTION: True or False? You can get medication to prevent HIV from the state for free if you have been raped.</p> <p>ANSWER: True. You don't even need to have opened a case with the police - you just need to report the incident at a health care facility that is equipped to provide you with medication to prevent HIV. It is free of charge.</p>

TEACHER'S QUESTION & ANSWER GRID

	ANATOMY AND PHYSIOLOGY	CONTRACEPTION	SEXUAL AND GENDER-BASED VIOLENCE	STIs	HIV/AIDS
20	<p>QUESTION:</p> <p>What term describes the release of a mature egg (ovum) from the ovary?</p> <p>ANSWER:</p> <p>Ovulation</p>	<p>QUESTION:</p> <p>Name one natural contraception method.</p> <p>ANSWER:</p> <p>Coitus Interruptus/ Withdrawal method; Fertility Awareness Method; Abstinence</p>	<p>QUESTION:</p> <p>Does the Domestic Violence Act provide protection from intimate partner violence for people in dating relationships (including teens)?</p> <p>ANSWER:</p> <p>Yes. You do not have to be living together or married to apply for a protection order under DVA conditions.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>There are no risks associated with anal sex.</p> <p>ANSWER:</p> <p>False. Anal sex places you at high risk of injury, STIs and HIV (although there is no risk of pregnancy).</p>	<p>QUESTION:</p> <p>Can you get HIV from vaginal sex with a woman who is infected?</p> <p>ANSWER:</p> <p>Yes. HIV can be present in vaginal fluid and can enter the penis through the urethra (the hole at the tip) or through cuts or abrasions on the skin of the penis.</p>
30	<p>QUESTION:</p> <p>Name the duct in the penis through which semen passes.</p> <p>ANSWER:</p> <p>Urethra</p>	<p>QUESTION:</p> <p>Name one contraceptive method that is used by both sexes.</p> <p>ANSWER:</p> <p>Condom – there is a male condom and a female condom.</p>	<p>QUESTION:</p> <p>Name three types of violence that the Domestic Violence Act protects against.</p> <p>ANSWER:</p> <p>Any of – physical abuse; sexual abuse; emotional/verbal/psychological abuse; financial abuse; harassment; stalking.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>You can get an STI from oral sex.</p> <p>ANSWER:</p> <p>True. During oral sex you can give your partner an STI, and can get one from them.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>If you've only ever had sex with one person, you don't have to worry about HIV?</p> <p>ANSWER:</p> <p>False. You don't know how many people your partner may have been with.</p>
40	<p>QUESTION:</p> <p>What is the cell produced by fertilisation called?</p> <p>ANSWER:</p> <p>Zygote</p>	<p>QUESTION:</p> <p>What is the most effective way of preventing pregnancy?</p> <p>ANSWER:</p> <p>Abstinence. Although there are many reliable methods for preventing pregnancy, none are as effective as not having sex at all.</p>	<p>QUESTION:</p> <p>Name two reasons why someone would be reluctant to report sexual or domestic abuse to the police.</p> <p>ANSWER:</p> <p>The fear of not being believed; being blamed for the abuse; fear of reprisal by the offender; not aware of what constitutes domestic or sexual abuse; too ashamed to tell anyone what has happened; know the abuser well and fear consequences of reporting.</p>	<p>QUESTION:</p> <p>Do you need to get checked for an STI if your partner has it, but you have no symptoms at all?</p> <p>ANSWER:</p> <p>Yes. It is important to get treatment even if you have no symptoms because some STIs (for example, Chlamydia) often do not present symptoms. If you don't get treatment you can pass the infection back and forth between you, with serious consequences.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>If women have sex with other women they are not at risk for HIV?</p> <p>ANSWER:</p> <p>False. No conclusive evidence that HIV cannot be transmitted between women (studies have not focused on this population). These women are at risk of sexual violence and HIV can be passed on in this way.</p>

TEACHER'S QUESTION & ANSWER GRID

	ANATOMY AND PHYSIOLOGY	CONTRACEPTION	SEXUAL AND GENDER-BASED VIOLENCE	STIs	HIV/AIDS
40	<p>QUESTION:</p> <p>What is intersex?</p> <p>ANSWER:</p> <p>Intersex is a term for people who have biological sex organs that are not considered standard for either males or females.</p>	<p>QUESTION:</p> <p>Under South African Law, at what age can you get confidential contraception?</p> <p>ANSWER:</p> <p>12 years old</p>	<p>QUESTION:</p> <p>Why is it important to report a rape to the police and/or a healthcare facility as soon as possible after it has happened?</p> <p>ANSWER:</p> <p>There are two critical issues: forensic evidence may be lost by waiting, and the effectiveness of certain medications given after rape to prevent HIV & STIs diminishes significantly after the first 36-72 hours. Survivors should also not bath, shower, eat, drink or change clothes to avoid destroying evidence.</p>	<p>QUESTION:</p> <p>True or False?</p> <p>The HPV (Human Papilloma Virus) is linked to cancer.</p> <p>ANSWER:</p> <p>True. Genital herpes caused by HPV (Human Papilloma Virus) is one of the most common STIs. It has been linked to certain cancers (including cervical cancer). Anyone who has sex is at risk of HPV, though risk can be lowered by using condoms.</p>	<p>QUESTION:</p> <p>Do antiretroviral drugs (ARVs) prevent an infected person from passing the virus on to other people?</p> <p>ANSWER:</p> <p>No. Antiretroviral drugs don't prevent transmission of the virus to others. ARV treatment can keep viral load down, but HIV is still present in the body and can still be transmitted.</p>
50	<p>QUESTION:</p> <p>True or False?</p> <p>A female baby is born with all the eggs (ova) that she will ever have.</p> <p>ANSWER:</p> <p>True. Female babies are born with around one million eggs that will be released or self-destruct over her reproductive lifetime.</p>	<p>QUESTION:</p> <p>Is it possible to become pregnant after having sex during your period?</p> <p>ANSWER:</p> <p>Yes. A woman can become pregnant when she is ovulating (releasing an egg from the ovary). If a woman's menstrual cycle is very short (21 days or less between menstrual periods), she could be ovulating during her period or shortly after. Therefore, having unprotected sex during her period could put a woman at risk of pregnancy.</p>	<p>QUESTION:</p> <p>Is consensual sexual activity among young people aged 12-15 criminalised under South African Law?</p> <p>ANSWER:</p> <p>Not anymore. A Constitutional Court case, decided in October 2013, declared the provisions that criminalised this activity unconstitutional. Whereas previously, children in this age group engaging in penetrative sex and where there was an age gap of more than two years between them could be reported to the police and prosecuted, this can no longer happen. Non-consensual sexual activity and sexual activity between a child and someone older than 16 remains criminalised.</p>	<p>QUESTION:</p> <p>Name three symptoms of an STI.</p> <p>ANSWER:</p> <p>Unusual discharge from the penis/vagina; genital itching; burning sensation when peeing; rash or sores in the genital area; pain during sex; pain or swelling in the genital area; sore throat; swollen glands; fatigue (unexplained); night sweats</p>	<p>QUESTION:</p> <p>Is HIV and AIDS the same thing?</p> <p>ANSWER:</p> <p>No. HIV is the name of the virus – Human Immunodeficiency virus. The term AIDS is short for Acquired Immune Deficiency Syndrome. An HIV-infected person is said to have an AIDS diagnosis when HIV has weakened their immune system to the extent that they either have, or are at high risk of getting, certain diseases that are uncommon in persons with a healthy immune system. Not all HIV-infected persons develop AIDS. Effective HIV treatment can interrupt proliferation of HIV and keep a person from developing AIDS.</p>



COMMUNICATING ABOUT SAFER SEX AND CONTRACEPTION

Sex
Sexual activity
Abstinence
Hormonal
contraception
Barrier method
Contraceptive
Condoms (male and
female)
The pill (contraceptive
pills)
Intra-uterine device
(IUDs)
Sexually transmitted
infections (STIs)
Dental dams
Emergency
contraception
(Morning after Pill)
Risk
Unprotected sex
Heterosexual
Abuse
Coitus interruptus
(withdrawal)
Coercion
Power
Assertive
Women
Psychological abuse
Manipulation
Physical violence

- ✓ 1. To build communication and conflict resolution skills.
- ✓ 2. To develop the necessary skills for communicating decisions, negotiating sex, or abstaining if not ready for sex.

🕒 1 hour

★ Cards for role-play (provided)

PROCEDURE

- 1 The decision to engage in **sexual activity** is a significant one. Let learners know that they should think carefully when they want to become sexually active with their first, or (thereafter) a new partner.
- 2 Explain that it is very important for them to become comfortable discussing safer sex and **contraception** if they are going to become sexually active, or if they are already sexually active.
- 3 Suggest that there are several steps that they should take before getting involved with a new sexual partner. Remind and reassure learners that if they are already in a sexual relationship and have not taken precautions, it is not too late to start!

Encourage them to:

- Discuss sexual activity with their partner and make sure that they are clear about what each partner wants to do and does not want to do. (Revisit these 'do's' and 'don'ts' because they are prone to change).
- Get the information they need about the kinds of sexual activities they want to engage in, so that both partners feel confident and comfortable and know the implications of their choices.
- Decide on protective measures in order to minimise the risks. This might include **abstaining** from higher risk activities, using **hormonal contraception**, or **barrier methods**.

- 4 Make sure that learners understand about contraception by referring to the following definitions contained in the **Glossary**:

CONTRACEPTIVES: The various methods used to try to prevent pregnancy. Some examples **include condoms** (male and female), **the pill**, and **Intra uterine devices (IUDs)**. Contraception should not be the responsibility of female partners only, and male partners should also be responsible for taking precautions against unwanted pregnancy and **sexually transmitted infections (STIs)**. Although no method is completely safe, condoms are the most effect form of both prevention of pregnancy and protection against transmission of STIs.

BARRIER METHODS: Methods of protection where there is a physical barrier preventing fluids moving from one partner to another. Barrier methods can protect against pregnancy, and against **STIs**. Examples include **male** and **female condoms (dental dams)**.

HORMONAL CONTRACEPTIVE: Women and female-bodied people may take hormones in the form of tablets (**'the Pill'**), a skin Patch, an implant in the skin, or an injection, to try to prevent pregnancy. Whilst these are quite effective against unwanted pregnancy when taken correctly, they do not protect against **sexually transmitted infections (STIs)**.

EMERGENCY CONTRACEPTION ('Morning-after Pill'): A pill that reduces **the risk** of pregnancy if started within 120 hours (5 days) of **unprotected sexual intercourse**. Preferably, it should be taken within 72 hours (3 days), and it is most effective if taken within the first 24 hours after having sex. Nausea and vomiting is a common side effect of this medication.

- 5 This exercise provides learners with the opportunity, through role-playing, to practice their communication skills in negotiating **contraceptive use**.
- 6 Explain that learners will role-play a negotiation about contraception within a partnership. They will be given a role-play card that describes the stance to take about using contraception.
- 7 Explain to learners that the identity they will be given is not necessarily their own, and that it may include a stance that they see as unacceptable for moral or religious reasons. Remind that the point of the role-paly is to familiarise themselves with other views, and to help them stand their ground with respect to their own values and expectations about sex and protection.
- 8 Let learners break away into pairs. Give each group two different role-play cards (one card per learner).
- 9 Learners should role-play a conversation between two people where they explain why they want to use the **contraceptive** method listed on their card. For learners who have cards that say **barrier method**, or **hormonal contraceptive**, they may choose from the various options. For example they may choose to use **female condom** as a barrier method.

- 10 Learners should make their role-play scenarios as realistic as possible. Ask them to think about how they would talk to their partners, or would like their partners to talk to them.
- 11 It does not matter if a group has only girls, only boys, or both. The group can choose to role-play the characters as men or as women, even if this does not match their gender; or they may choose to use their own gender and role-play same sex couples. Whilst same-sex couples do not have the same risk of pregnancy as **heterosexual** couples, they are at risk of STIs and HIV, and it is as important for them to practice safe sex. If learner pairs drew an inappropriate contraceptive method, they could substitute for one that is appropriate. For example, two girls choosing to role-play in their own genders may choose to use **dental dams** for their barrier method. Alternatively, the teacher could swap their card with another in the pack.
- 12 Once each group has finished their role-play scenarios, ask volunteers to perform theirs for the class.
- 13 After each role-play performance, ask the class to provide feedback and consider other ways of communication that could also have been effective.
- 14 If learners had a role-play that included the cards 'hormonal contraception' and 'no protection', or resolved to use only one of these, even if other cards suggested safer practices, ask the class what risks the pair may be exposed to, and why they might reconsider their stance on contraception.
- 15 Discuss the following questions as a class:
- How did it feel to try to convince a partner to use your method of contraception? How did it feel when your partner was trying to convince you?
 - Do you think that these feelings are common for teens who are experimenting with sex? Do you think that negotiating contraception could also be difficult when you are older? Why?
 - What are some of the most effective ways to tell a partner that you want to remain **abstinent**? How could you communicate to a partner that you want to use **condoms** or other forms of protection?
 - What should someone do if their partner does not agree to practice a particular method of safer sex or contraception?
 - Do you think that communication is important in teen relationships? What other conversations related to sex are difficult to have? Why or why not?
 - Why do you need to know about protecting yourself against unintended pregnancy and STIs such as HIV?
 - How is negotiation of **contraception** different for boys and for girls?
 - If someone is in an **abusive** relationship, how does this change their ability to negotiate things such as **abstinence** and **condom** use?
 - Where can teens in your community access safe sex methods like **condoms**, **the Pill**, **dental dams** and so on?

TEACHER TIPS



General

Learners may act silly or make jokes, mock each other or withdraw because of the overt sexual content in the exercise which adolescents might find amusing or uncomfortable. You can minimise this by preparing the class for the sexual content, before the exercise. Tell them that you will be talking about **sex** and contraception, and even though they may find that amusing, the discussion of negotiating sex and **contraception** is really important and serious. For this reason you would like them to focus on the exercise and give the issues their full attention. You may want to re-emphasise this before asking learners to read their responses aloud, and add that it is important to show respect, and to be non-judgemental when listening to other's efforts.

Natural methods of **contraception** such as **coitus interruptus** (withdrawal) may come up in discussion. It is important that learners understand that these methods are not effective in preventing pregnancy and do not protect against **STIs**. (With the withdrawal method, sperm often comes out before ejaculation and thus can cause pregnancy).



Making the Link with Gender and Violence

The exercise prepares learners with the skills to negotiate sex and prepare them to prevent **coerced** and **unsafe sex**. This is particularly useful to learners whose personalities, cultures and life experiences may predispose them to all forms of violence.

Specifically, the issue of gender-based violence will come up in the discussion when asking the questions b, g and h in point 15.

When addressing these questions it is important to highlight that negotiation of **contraceptives** and safer sex practices are particularly influenced by **power** in relationships. Teenage girls often find themselves in relationships where their partners refuse to wear **condoms**, thus putting them at a higher risk for contracting **STIs** and becoming pregnant. This is usually because young girls are trained to be less **assertive**, and told they need not know about, or have demands about sex. This is also because condoms are usually worn by men, and hence **women** feel unable to insist that their partners wear condoms. Even older women face this problem. Specifically in **abusive** relationships, women who face **psychological abuse** and **manipulation**, or **physical violence** may not be able to assert their desire for safer sex.



Assessment Ideas

Learners can be asked to submit a written piece where they explain effective ways to communicate with partners about using **contraception**. In their responses, learners should also address the gendered power dynamics that female partners are often subjected to when negotiating contraceptive use.

The teacher can also assign a short research assignment, where each learner chooses a method of contraception to explore. Learners should describe the method and how it works, the advantages and disadvantages, and how effective the method is.



ROLE-PLAY CARDS

Print. Cut out a card for each learner.

**Barrier
Method Only**

(Choose from Condom,
Female Condom/Dental Dam)

**Barrier Method
& Hormonal
Contraception**

(Barrier - Choose from Condom,
Female Condom/Dental Dam)
(Hormonal - Choose from The Pill,
The Patch, Injection, IUD, Implant)

Abstain

**No
Protection**

**Hormonal
Contraception
Only**

(Choose from The Pill, The Patch,
Injection, IUD, Implant)



Chapter 9

DOMESTIC VIOLENCE

In this Chapter: Learners will be introduced to the Domestic Violence Act, and will engage with myths and misconceptions about domestic violence. Exercises in this chapter help learners to know what behaviours constitute domestic violence, help them to understand the complexities of leaving an abusive relationship, foster empathy and support for victims, and introduce learners to resources for ending an abusive relationship safety planning and the criminal justice process.

Worksheets include:

- 1 *Translating Legalese: What Does The Domestic Violence Act Mean?*
- 2 *Myth Or Matter Of Fact? What Do You Know About DV?*
- 3 *Planning For Safety*
- 4 *The String Exercise - Understanding Bystander Response*
- 5 *Protection Order Snakes And Ladders*

TRANSLATING LEGALESE: WHAT DOES THE DOMESTIC VIOLENCE ACT MEAN?

- ✓ 1. Enable learners to define **domestic violence**.
- ✓ 2. Enable learners to recognise the behaviours that constitutes **domestic violence** under South African law.
- ✓ 3. Enable learners to understand how domestic violence differs from stranger/non-intimate partner violence.
- ✓ 4. Allow learners to understand domestic violence as a human rights violation.

🕒 45 minutes

★ Copies of the **Translating Legalese: What Does the Domestic Violence Act Mean?** Worksheet for each learner

PROCEDURE

- 1 Write the word 'domestic' on the board and ask learners to come up with a definition. They may suggest a definition such as:

DOMESTIC: Relating to the home or family relations.

- 2 Then write the word 'violence' on the board, and ask them to come up with a definition.

VIOLENCE: Extreme aggression that can include physical acts like hitting, punching, kicking, biting or hair pulling.

- 3 Now, break the class into small groups/pairs, and ask learners to come up with a definition of **domestic violence**. Get the learners to write these on sheets of paper, and stick these up on the board. You will return to these definitions later in the lesson.

- 4 Point out to learners that coming up with a definition of domestic violence is not as simple as putting the definitions of 'domestic' and 'violence' together, but that domestic violence encompasses much more than just physical violence that happens in the home.

- 5 Ask learners whether they know of any law in South Africa that deals with domestic violence. Ask them to name the law and to briefly describe what it does. Some learners may be able to identify that we have a Domestic Violence Act, and some may suggest that you can get a protection order (often also referred to as an 'interdict') under the law.

- 6 Tell learners that we do have a law against domestic violence – the Domestic Violence Act, which was passed in 1998. Tell learners our law is considered one of the best laws on domestic violence because it offers protection to a wide range of types of partners and against a large number of abuses. Tell them that they will now do an exercise to help them understand what the law says.

- 7 Give each learner a copy of the **Translating Legalese: What Does the Domestic Violence Act Mean?** Worksheet. Ask learners to identify (either individually or in small groups):

- Whether each couple is covered under the Act, and why (e.g. are husband and wife).
- What types of abuse are happening (as defined by the Act).

Debrief the activity by asking learners to share their responses in the class and debate the different answers. Refer to the Teacher's Answer Key (below) for suggestions.



8 To wrap up the discussion remind learners that:

- **Domestic violence** is a pattern of abusive and threatening behaviours inside of a family, a household or within a romantic, sexual or dating relationship, including marriage.
- Domestic violence takes a number of forms, including physical, emotional, verbal, financial and sexual abuse.
- Domestic violence is a serious problem that happens in every culture, socio-economic and social group
- Domestic violence has devastating physical, emotional, financial and social effects on women, children, families and communities around the world.
- An abuser uses domestic abuse to hold **power and control** over the other person.
- Domestic violence is most often used by men against their **intimate partners**.
- **Perpetrators** and **victims** of domestic violence come from all cultural, socio-economic, religious and educational backgrounds.
- Children in abusive households or families are victims of domestic violence too, even when they don't physically witness the violence, or aren't attacked themselves.
- Children are NOT responsible for the violence, and can NOT stop it.

TEACHER TIPS

General

Teaching about **domestic violence** is an extremely difficult topic for both learners and teachers. In every class and school there are likely to be **perpetrators** and **victims** of domestic violence. It is important for teachers to be mindful of this fact, and to make sure that the discussion doesn't single out individuals or vilify people (for example, 'fathers'). It is much more helpful to focus on the abusers' behaviours, by saying things like 'it is wrong when someone verbally abuses someone else' rather than saying 'your dad is wrong to abuse your mother'.

Different people in the class may have different opinions on what constitutes **domestic violence**, and what is acceptable behaviour. Do not entertain long debates on this topic, but rather refer to the definitions provided by the **Domestic Violence Act**.

Do not try and take on the role of counsellor to learners during the class. If a learner discloses that they live in an abusive house, acknowledge their disclosure (by saying something like 'It was very brave of you to tell us that') and ask them to come to you after class so that you can provide them with more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services that they could contact for assistance.

Making the link with Gender & Violence

This lesson is directly focused on dispelling popular myths on **domestic violence**, and provides learners with the correct information. Learners who live in abusive households or who are in abusive relationships may not realise that they, too, are victims of domestic violence, and may not know what they can do to protect themselves.

Assessment Ideas

Learners can be asked to identify a book, movie or television series which features a relationship that they consider to be abusive. Ask them to write a paper in which they decide whether the couple in question would qualify for protection under the **Domestic Violence Act**, and decide which terms of protection they may be able to ask for.



TRANSLATING LEGALESE: WHAT DOES THE DOMESTIC VIOLENCE ACT MEAN?

WHO IS COVERED?

The Domestic Violence Act (116 of 1998) says in Section 1 that:

'Domestic relationship' means a relationship between a complainant and a respondent in any of the following ways:

- a.** They are or were married to each other, including marriage according to any law, custom or religion
- b.** They (whether they are of the same or of the opposite sex) live or lived together in a relationship in the nature of marriage, although they are not, or were not, married to each other, or are not able to be married to each other;
- c.** They are the parents of a child or are persons who have or had parental responsibility for that child (whether or not at the same time);
- d.** They are family members related by consanguinity (blood relation), affinity (someone like a mother or father-in-law, or someone who has grown up in your house like a brother, but who is not) or adoption;
- e.** They are or were in an engagement, dating or customary relationship, including an actual or perceived romantic, intimate or sexual relationship of any duration; or
- f.** They share or recently shared the same residence

WHAT IS COVERED?

The Domestic Violence Act (116 of 1998) says in Section 1 that:

'Domestic violence' means:

a. Physical abuse -

- Any act or threatened act of physical violence toward a complainant

b. Sexual abuse -

- Any conduct that abuses, humiliates, degrades or otherwise violates the sexual integrity of the complainant.

c. Emotional, verbal and psychological abuse -

- A pattern of degrading or humiliating conduct towards a complainant including repeated insults, ridicule, name calling.

- Repeated threats to cause emotional pain.
- The repeated exhibition of obsessive possessiveness or jealousy, which is such as to constitute a serious invasion of the complainant's privacy, liberty, integrity or security.

d. Economic abuse -

- The unreasonable deprivation of economic or financial resources to which a complainant is entitled under law or which the complainant requires out of necessity, including household necessities for the complainant, and mortgage bond repayments or payment of rent in respect of the shared residence.
- The unreasonable disposal of household effects or other property in which the complainant has an interest.

e. Intimidation -

- Means uttering or conveying a threat, or causing a complainant to receive a threat which induces fear.

f. Harassment -

- Means engaging in a pattern of conduct that induces the fear of harm to a complainant including repeatedly watching, or loitering outside of or near the building or place where the complainant resides, works, carries on business, studies or happens to be.
- Repeatedly making telephone calls or inducing another person to make telephone calls to the complainant, whether or not conversation ensues.
- Repeatedly sending, delivering or causing the delivery of letters, telegrams, packages, facsimiles, electronic mail or other objects to the complainant.

g. Stalking -

- Repeatedly following, pursuing or accosting the complainant.

h. Damage to property

- The wilful damaging or destruction of property belonging to a complainant or in which the complainant has a vested interest.

- i.** Entry into the complainant's residence without consent, where the parties do not share the same residence; or

- j.** Any other controlling or abusive behaviour towards a complainant where such conduct harms, or may cause imminent harm to, the safety, health or wellbeing of the complainant.

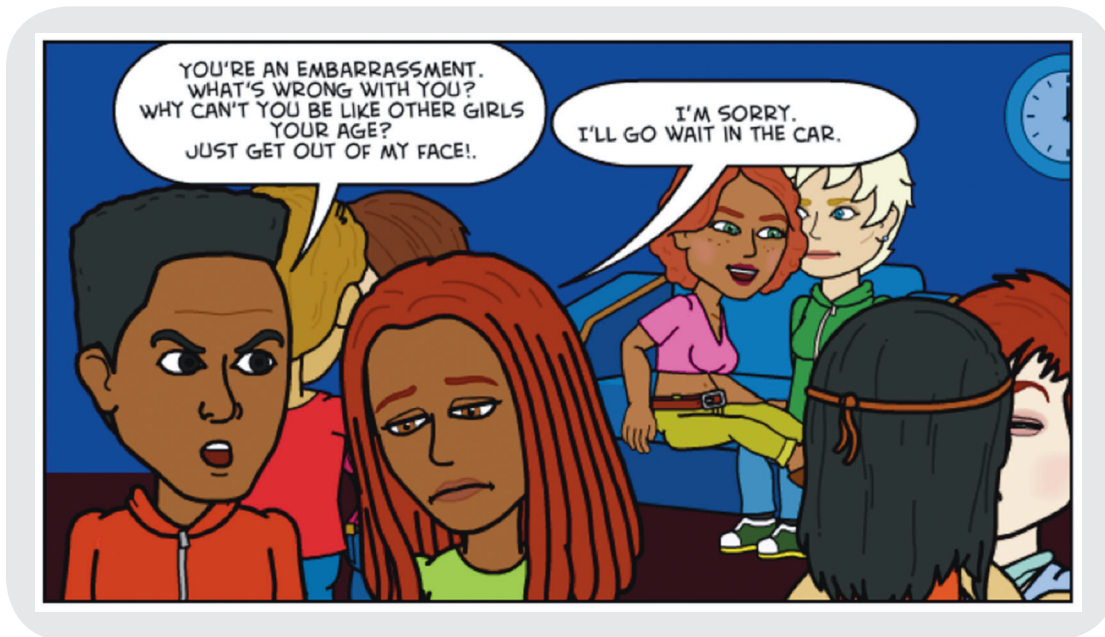
COMMUNICATION SCENARIOS

For each of the following scenarios, identify:

- 1 Whether each couple is covered under the Act, and why (e.g. are husband and wife).
- 2 What types of abuse are happening (as defined by the Act).

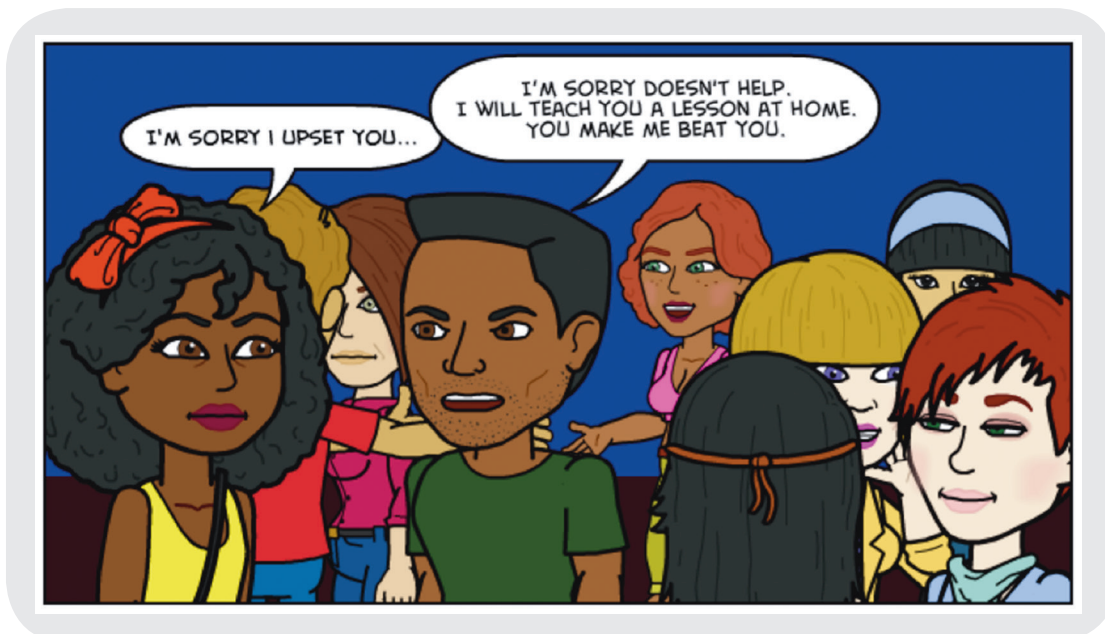
SCENARIO 1 -

Lulu and her fiancée Thando are invited to a party. Lulu feels self-conscious because she doesn't know anyone at the party.



SCENARIO 2 -

Alfred and Noma have lived together for 2 years.



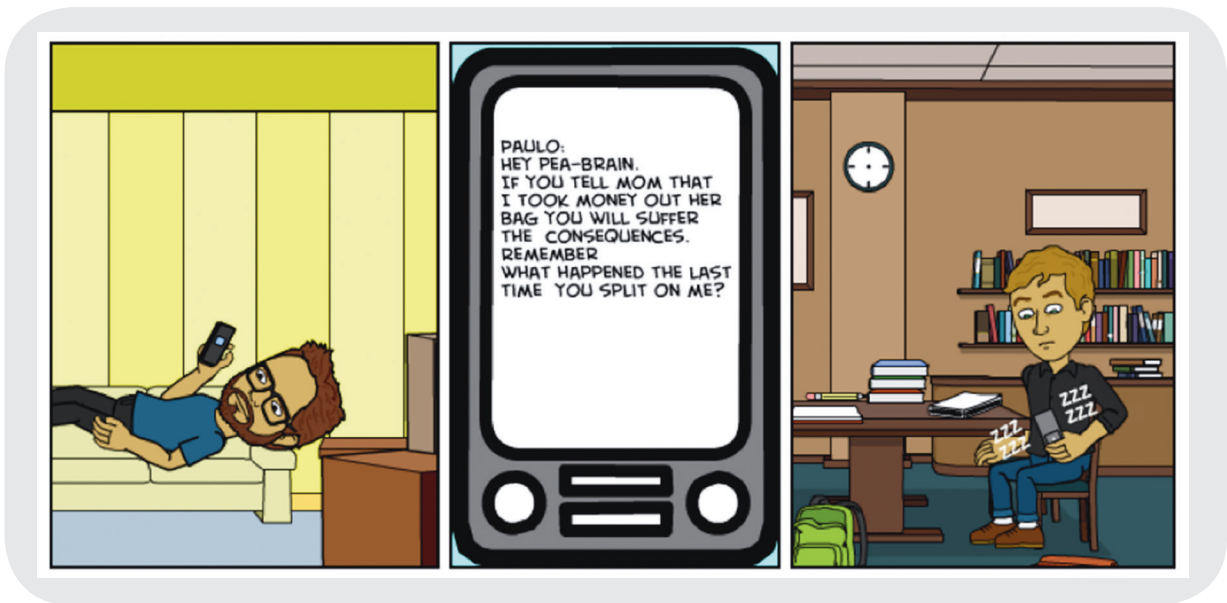
COMMUNICATION SCENARIOS

For each of the following scenarios, identify:

- 1 Whether each couple is covered under the Act, and why (e.g. are husband and wife).
- 2 What types of abuse are happening (as defined by the Act).

SCENARIO 3 -

Paulo saw his adopted brother take money from his mother's bag yesterday ...



SCENARIO 4 -

Jenny and Fabio have been married for 12 years.



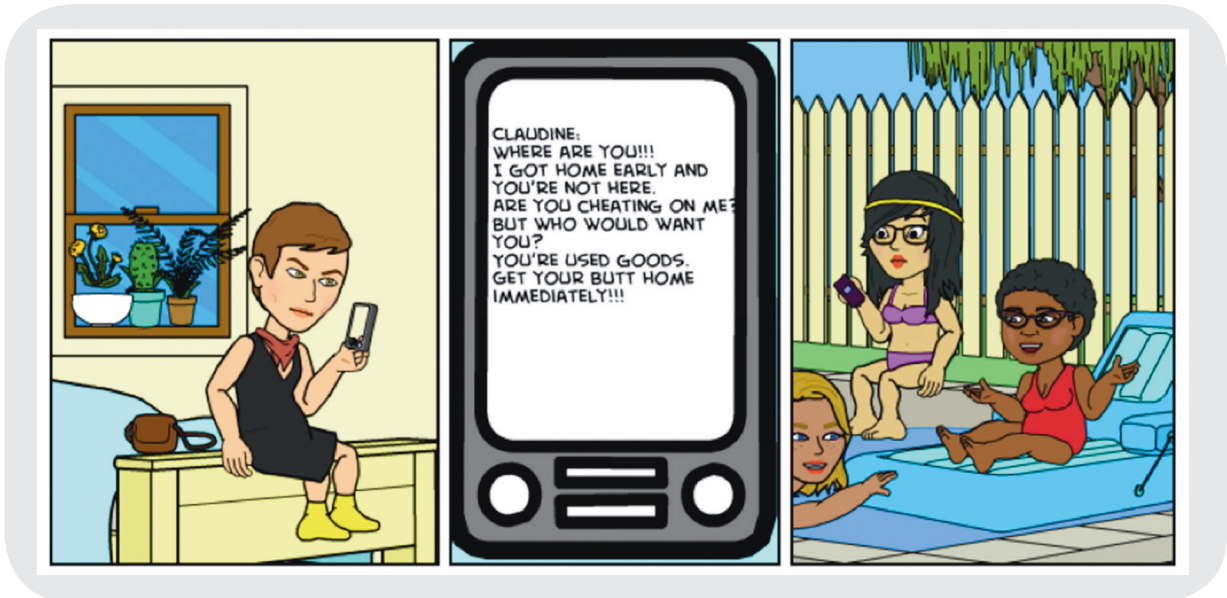
COMMUNICATION SCENARIOS

For each of the following scenarios, identify:

- 1 Whether each couple is covered under the Act, and why (e.g. are husband and wife).
- 2 What types of abuse are happening (as defined by the Act).

SCENARIO 5 -

Claudine and Jackie have lived together for 5 years. Although they aren't married, they tell everyone they are.



SCENARIO 6 -

Olivia kicked her room-mate Juju out when he was violent. Now he keeps texting her...



COMMUNICATION SCENARIOS

For each of the following scenarios, identify:

- 1 Whether each couple is covered under the Act, and why (e.g. are husband and wife).
- 2 What types of abuse are happening (as defined by the Act).

SCENARIO 7 -

Anna believes she is in a relationship with Vuyo, even though he says that they aren't.



SCENARIO 8 -

Zsasi and her girlfriend Lizzie lived together for 9 months. Zsasi broke up with Lizzie a month ago.



COMMUNICATION SCENARIOS

For each of the following scenarios, identify:

- 1 Whether each couple is covered under the Act, and why (e.g. are husband and wife).
- 2 What types of abuse are happening (as defined by the Act).

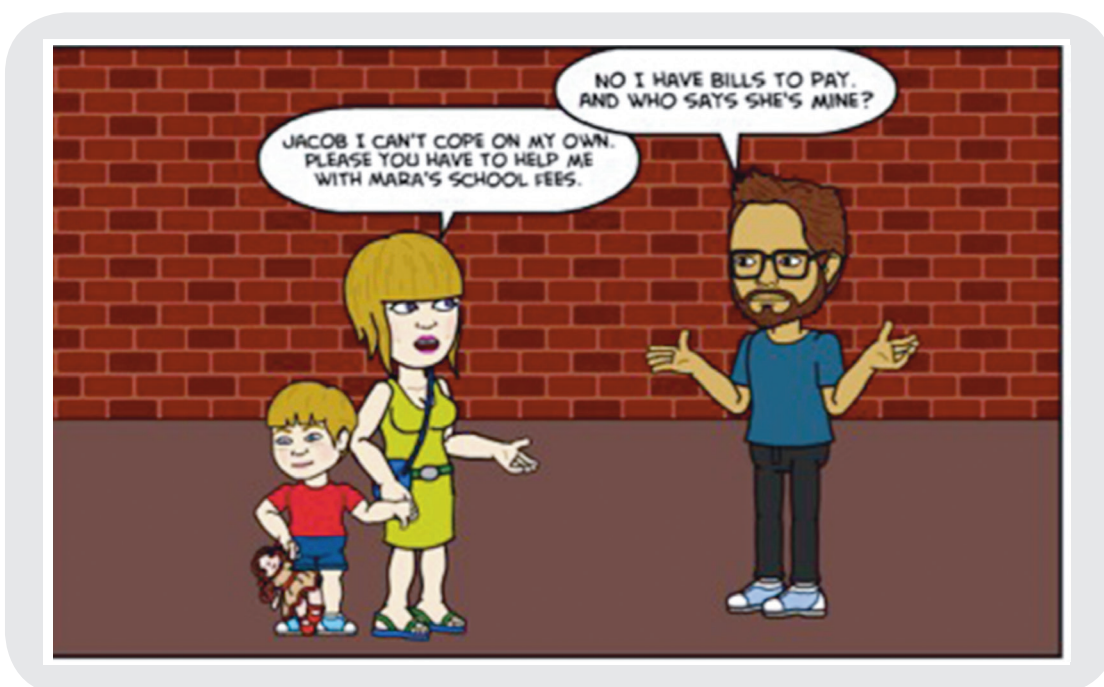
SCENARIO 9 -

Jenna and Adi who have been together for 2 months. After a night out with 'the boys', Adi kissed someone in a club.



SCENARIO 10 -

Didi and Jacob were briefly together and have a child.



WORKSHEET ANSWER KEY

SCENARIO	WHY DO THEY QUALIFY UNDER THE ACT?	ABUSIVE BEHAVIOUR
<p>1 Lulu and her fiancée Thando are invited to a party. Lulu feels self-conscious because she doesn't know anyone at the party. Thando gets angry because she wants to go home.</p>	<p>They are in an engagement relationship.</p>	<p>EMOTIONAL AND VERBAL ABUSE</p>
<p>2 Alfred and Noma have lived together for 2 years. Alfred always gets aggressive with Noma when he sees her speak to other men.</p>	<p>Couple of the opposite sex live together.</p>	<p>PHYSICAL ABUSE</p>
<p>3 Paulo and his adopted brother Jack. Jack saw Paulo take money from his mother's bag. He is too scared to say anything because Paulo will beat him up again.</p>	<p>They are family members related by adoption.</p>	<p>PHYSICAL ABUSE AND INTIMIDATION</p>
<p>4 Jenny and Fabio have been married for 12 years. Sometimes Fabio forces himself on Jenny and has sex with her when she doesn't want to.</p>	<p>Are married to one another.</p>	<p>SEXUAL ABUSE</p>
<p>5 Claudine and Jackie have lived together for 5 years. Although they aren't married, they tell everyone they are. Claudine gets home early and Jackie went for a swim at a friend's house.</p>	<p>Same sex lived together in a relationship in the nature of marriage.</p>	<p>EMOTIONAL ABUSE</p>

WORKSHEET ANSWER KEY

SCENARIO	WHY DO THEY QUALIFY UNDER THE ACT?	ABUSIVE BEHAVIOUR
6 Olivia and her room-mate Juju, who she kicked out when he was violent. Olivia has been receiving threatening text messages from Juju and she is very scared.	Recently shared same residence.	INTIMIDATION
7 Anna, who believes she is in a relationship with Vuyo, even though he says that they aren't. She follows him around. This make Vuyo fee uncomfortable.	Perceived romantic relationship.	STALKING
8 Sasi and her girlfriend Lizzie lived together for 9 months. Zsasi broke up with Lizzie a month ago. For the past 3 months Lizzie calls and texts Zsasi while watching Zsasi from a park opposite her house.	Were in dating relationship.	HARASSMENT
9 Jenna and Adi who have been together for 2 months. After a night out with 'the boys', Adi kissed someone in a club. When Jenna found out she smashed his car windows.	In an actual intimate relationship.	DAMAGE TO PROPERTY
10 Didi and Jacob who were briefly together and have a child together. After they broke up Jacob refused to pay their daughter Mara's school fees.	They are parents of a child.	ECONOMIC ABUSE

MYTH OR MATTER OF FACT?

WHAT DO YOU KNOW ABOUT DOMESTIC VIOLENCE?

- ✓ 1. To dispel common myths about domestic violence.
- ✓ 2. To encourage learners to obtain accurate information about domestic violence.
- ✓ 3. To help learners become more comfortable talking and asking questions about domestic violence, and what they can do to get help.

45 Mins

★ Copies of **Myth or Matter of Fact? What Do You Know about Domestic Violence Quiz** (provided below)
Myth or Matter of Fact? What Do You Know about Domestic Violence Answer Key (provided below) for the teacher

PROCEDURE

- 1 Tell learners that they are going to answer a short quiz about domestic violence. The point of the quiz is for them to separate popular myths from the facts about domestic violence.
- 2 Tell them that the quiz can be quite tricky, but that they should answer all the questions. They are not going to be graded on their responses.
- 3 Hand out the quiz and give learners 20 – 25 minutes to complete it individually.
- 4 After they have completed the questionnaire, go through the answers item by item. Discuss the correct answers provided in the Teacher Answer Key (below). Make sure that you explain why the myths are incorrect, and answer any clarification questions.
- 5 Conclude by asking learners where they get their information about domestic violence. Expect learners to say things like: their peers, siblings, parents, books/movies/TV shows and the like.

Remind learners that South Africa's **Domestic Violence Act** clearly defines what domestic violence is, who can apply for protection from violence from the criminal justice system, and makes it a priority for the police and the courts to respond.

Suggest that they seek accurate information from places like the police and courts, and specialist NGOs and websites. You can suggest some of these that are located in the area/neighbourhood near the school, and even provide leaflets and brochures for them to look at.

things like 'it is wrong when someone verbally abuses someone else' rather than saying 'your dad is wrong to abuse your mother'.

Different people in the class may have different opinions on what constitutes domestic violence, and what is acceptable behaviour. Do not entertain long debates on this topic, but rather refer to the definitions provided by the Domestic Violence Act.

Do not try and take on the role of counsellor to learners during the class. If a learner discloses that they live in an abusive house, acknowledge their disclosure (by saying something like 'It was very brave of you to tell us that') and ask them to come to you after class so that you can provide them with more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services that they could contact for assistance.



Making the Link with Gender & Violence

This lesson is directly focused on dispelling popular myths on domestic violence, and provides learners with the correct information. Learners who live in abusive households or who are in abusive relationships may not realise that they, too, are victims of domestic violence, and may not know what they can do to protect themselves.



Assessment Ideas

This quiz could be used as it is, or adapted to be a class test.

TEACHER TIPS



General

If you do not have enough time to go through questions one by one, please ensure that you give copies of the Answer Key (provided below) to learners. It is vital that they not only know what statements are myths, but that they know why the myths are incorrect.

Teaching about domestic violence is an extremely difficult topic for both learners and teachers. In every class and school there are likely to be perpetrators and victims of domestic violence. It is important for teachers to be mindful of this fact, and to make sure that the discussion doesn't single out individuals or vilify people (for example, 'fathers'). It is much more helpful to focus on the abusers' behaviours, by saying



MYTH OR MATTER OF FACT: WHAT DO YOU KNOW ABOUT DOMESTIC VIOLENCE?

Answer whether the statements below are myth or matter of fact:

SEXUAL HEALTH STATEMENT	MYTH	FACT
1. There are many legitimate reasons that a victim may choose to stay in an abusive relationship.		
2. Someone in an abusive relationship is immediately safer when they have left.		
3. Victims of domestic violence often try to leave many times.		
4. Men are victims of domestic violence as often as women are.		
5. Domestic violence occurs because men can't control their anger and frustration.		
6. Domestic violence is a problem in poorer communities.		
7. Alcohol and drugs are a major cause of domestic violence.		
8. Domestic Violence is almost never just a single episode.		
9. You need to have bruises or other physical evidence to show the court that you have been a victim of domestic violence		
10. You can get a protection order against people other than your intimate partner under the Domestic Violence Act.		
11. You can only apply for a protection order if you are an adult.		
12. People who are victims of dating violence can't apply for a protection order under the DVA because they seldom live together.		
13. In situations of domestic violence, everyone in the family has a role to play in stopping the violence		
14. Victims of domestic violence must like it or they would leave.		
15. Men have a right to discipline their female partners.		
16. People in same sex relationships do not suffer domestic violence.		
17. A man cannot sexually abuse his wife.		
18. Women ask for it. They deserve what they get.		
19. Pregnancy increases your risk of domestic violence.		
20. It is sometimes harder for middle-class women to get help when they leave an abusive relationship.		
21. Victims of domestic violence grew up in abusive families themselves.		
22. Abusers are losers who lack the resources to cope with the world.		
23. Abusers can be very loving partners.		
24. Abuse will get better after you are married.		
25. The police can't help you with domestic violence cases, you need to go to the court.		








MYTH OR MATTER OF FACT: WHAT DO YOU KNOW ABOUT DOMESTIC VIOLENCE?

SEXUAL HEALTH STATEMENT	MYTH	FACT
<p>1. There are many legitimate reasons that a victim may choose to stay in an abusive relationship.</p>		✗
<p>FACT: THERE ARE MANY SOCIAL, ECONOMIC AND CULTURAL REASONS A WOMAN MIGHT CHOOSE TO STAY IN AN ABUSIVE RELATIONSHIP, FOR EXAMPLE, SHE MAY NOT HAVE A WAY TO SUPPORT HERSELF OR HER CHILDREN IF SHE LEAVES, FEEL EMBARRASSED OR HUMILIATED ABOUT THE ABUSE, OR FEAR THAT HER FRIENDS, FAMILY AND COMMUNITY WILL BLAME HER FOR THE ABUSE. SHE MAY BE RELUCTANT TO LEAVE FOR EMOTIONAL OR RELIGIOUS REASONS. SHE MAY FEAR THAT THE ABUSER WILL CARRY OUT THREATS TO HARM HER, HIMSELF THE CHILDREN, FRIENDS OR FAMILY. SHE MAY EVEN LOVE HER ABUSER.</p>		
<p>2. Someone in an abusive relationship is immediately safer when they have left.</p>	✗	
<p>MYTH: BATTERED WOMEN ARE OFTEN IN THE GREATEST DANGER OF SEVERE OR EVEN LETHAL VIOLENCE WHEN THEY ATTEMPT TO LEAVE THEIR ABUSER.</p>		
<p>3. Victims of domestic violence often try to leave many times.</p>		✗
<p>FACT: TRUE. ALTHOUGH WE OFTEN THINK OF DOMESTIC VIOLENCE VICTIMS AS HELPLESS, MOST WOMEN SURVIVING IN ABUSIVE RELATIONSHIPS LEAVE MANY TIMES AND DO THINGS TO TRY TO PROTECT THEIR CHILDREN AND MINIMISE THE ABUSE.</p>		
<p>4. Men are victims of domestic violence as often as women are.</p>	✗	
<p>MYTH: ALTHOUGH THERE ARE MALE VICTIMS OF DOMESTIC VIOLENCE, AND OUR LAW PROVIDES THAT THEY CAN APPLY FOR PROTECTION FROM THE STATE JUST AS WOMEN CAN, WE KNOW THAT THE MAJORITY OF VICTIMS OF DOMESTIC VIOLENCE ARE WOMEN, AND ABUSERS ARE MALE.</p>		
<p>5. Domestic violence occurs because men can't control their anger and frustration.</p>	✗	
<p>MYTH: DOMESTIC VIOLENCE IS A PATTERN OF INTENTIONAL COERCION AND CONTROL. ABUSERS ARE NOT OUT OF CONTROL – THEIR VIOLENCE IS CAREFULLY TARGETED AGAINST CERTAIN PEOPLE AND THEY CHOOSE THEIR TACTICS CAREFULLY. MANY OF THEM SEEM PERFECTLY 'NORMAL' ON THE OUTSIDE, AND AREN'T AGGRESSIVE TO THEIR BOSSES OR PEOPLE ON THE STREET, NO MATTER HOW ANGRY THEY MAY BE.</p>		
<p>6. Domestic violence is a problem in poorer communities.</p>	✗	
<p>MYTH: DOMESTIC VIOLENCE IS COMMON THROUGHOUT ALL LEVELS OF SOCIETY, WHETHER RICH OR POOR. HOWEVER, IN RICHER COMMUNITIES, IT IS OFTEN EASIER TO KEEP THE VIOLENCE HIDDEN, OR PEOPLE ARE LESS LIKELY TO THINK SOMEONE MAY BE ABUSIVE BECAUSE THEY HAVE A GOOD JOB, STATUS, MONEY AND IMPORTANT FRIENDS. THEY MAY STILL BE ABUSIVE.</p>		
<p>7. Alcohol and drugs are a major cause of domestic violence</p>	✗	
<p>MYTH: ALTHOUGH ALCOHOL AND DRUGS ARE OFTEN ASSOCIATED WITH DOMESTIC VIOLENCE, THEY DO NOT CAUSE THE VIOLENCE. MANY MEN WHO BEAT THEIR WIVES DO NOT DRINK. AN ABUSER MAY USE ALCOHOL AS AN EXCUSE FOR THE VIOLENCE, BUT ALCOHOL IS NOT THE CAUSE.</p>		

MYTH OR MATTER OF FACT: WHAT DO YOU KNOW ABOUT DOMESTIC VIOLENCE?

SEXUAL HEALTH STATEMENT	MYTH	FACT
8. Domestic Violence is almost never just a single episode.		✗
<p>FACT: BATTERING IS A PATTERN OF COERCION AND CONTROL THAT ONE PERSON EXERTS OVER ANOTHER. IT INCLUDES THE REPEATED USE OF A NUMBER OF TACTICS, INCLUDING INTIMIDATION, THREATS, ECONOMIC DEPRIVATION, ISOLATION AND PSYCHOLOGICAL AND SEXUAL ABUSE.</p>		
9. You need to have bruises or other physical evidence to show the court that you have been a	✗	
<p>MYTH: OUR LAW RECOGNISES MANY TYPES OF ABUSE OTHER THAN PHYSICAL VIOLENCE: EMOTIONAL, VERBAL AND PSYCHOLOGICAL ABUSE; ECONOMIC ABUSE AND SEXUAL ABUSE AS WELL AS INTIMIDATION, HARASSMENT, STALKING, COERCION, ENTRY INTO THE VICTIM'S RESIDENCE WITHOUT CONSENT, DAMAGE TO PROPERTY AND ANY OTHER CONTROLLING BEHAVIOUR WHICH CAUSES HARM TO THE VICTIM. TO GET ASSISTANCE FROM THE COURT YOU NEED TO SHOW EVIDENCE OF ABUSE, AND NOT NECESSARILY EVIDENCE OF PHYSICAL ABUSE.</p>		
10. You can get a protection order against people other than your intimate partner under the Domestic Violence Act.		✗
<p>FACT: UNDER THE DOMESTIC VIOLENCE ACT, ANYONE WHO IS OR HAS BEEN IN A DOMESTIC RELATIONSHIP WITH THEIR ABUSER CAN APPLY FOR A PROTECTION ORDER, INCLUDING: PEOPLE WHO ARE OR WERE MARRIED (UNDER CUSTOM, RELIGIOUS OR CIVIL MARRIAGE), SAME-SEX PARTNERS, PEOPLE WHO LIVED TOGETHER, PARENTS OF A CHILD, FAMILY MEMBERS, PEOPLE WHO WERE ENGAGED, DATING OR IN A SEXUAL RELATIONSHIP (OF ANY DURATION), OR PEOPLE WHO SHARED THE SAME RESIDENCE (SUCH AS HOUSEMATES). BOTH ADULTS AND CHILDREN CAN APPLY FOR A PROTECTION ORDER.</p>		
11. You can only apply for a protection order if you are an adult.	✗	
<p>MYTH: UNDER THE DOMESTIC VIOLENCE ACT BOTH ADULTS AND CHILDREN CAN APPLY FOR A PROTECTION ORDER.</p>		
12. People who are victims of dating violence can't apply for a protection order under the DVA because they seldom live together.	✗	
<p>MYTH: UNDER THE DOMESTIC VIOLENCE ACT, ANYONE WHO IS OR HAS BEEN IN A DOMESTIC RELATIONSHIP WITH THEIR ABUSER CAN APPLY FOR A PROTECTION ORDER, INCLUDING PEOPLE WHO WERE ENGAGED, DATING OR IN A SEXUAL RELATIONSHIP (OF ANY DURATION).</p>		
13. In situations of domestic violence, everyone in the family has a role to play in stopping the violence	✗	
<p>MYTH: ONLY THE ABUSER HAS THE ABILITY TO STOP THE VIOLENCE. CHANGES IN OTHERS' BEHAVIOUR WILL NOT STOP THE ABUSER'S VIOLENCE.</p>		
14. Victims of domestic violence must like it or they would leave.	✗	
<p>MYTH: VICTIMS OF DOMESTIC VIOLENCE OFTEN TRY MANY TIMES TO LEAVE. SOME FACTORS WHICH INHIBIT A VICTIM'S ABILITY TO LEAVE INCLUDE INCREASED VIOLENCE ON THE PART OF THE ABUSER, ECONOMIC DEPENDENCE, FEW VIABLE OPTIONS FOR HOUSING AND SUPPORT, UNHELPFUL RESPONSES FROM THE CRIMINAL JUSTICE SYSTEM OR OTHER AGENCIES, SOCIAL ISOLATION, CULTURAL OR RELIGIOUS CONSTRAINTS, A COMMITMENT TO THE ABUSER AND THE RELATIONSHIP AND FEAR OF FURTHER VIOLENCE.</p>		

MYTH OR MATTER OF FACT: WHAT DO YOU KNOW ABOUT DOMESTIC VIOLENCE?

SEXUAL HEALTH STATEMENT	MYTH	FACT
<p>15. Men have a right to discipline their female partners.</p>		
<p>MYTH: THE DOMESTIC VIOLENCE ACT RECOGNISES THAT VIOLENCE AGAINST WOMEN IS A SERIOUS CRIME, AND INCLUDES ANY PHYSICAL VIOLENCE TOWARD AN INTIMATE PARTNER.</p>		
<p>16. People in same sex relationships do not suffer domestic violence.</p>		
<p>MYTH: DOMESTIC ABUSE IN SAME-SEX RELATIONSHIPS IS JUST AS PREVALENT AS IT IS IN HETEROSEXUAL RELATIONSHIPS. WHILST, DOMESTIC ABUSE IN HETEROSEXUAL RELATIONSHIPS IS WELL RESEARCHED AND THERE IS SOME PUBLIC AWARENESS, DOMESTIC VIOLENCE IN SAME-SEX RELATIONSHIPS IS OFTEN HIDDEN. DUE TO SOCIETAL HOMOPHOBIA, PEOPLE IN SAME-SEX RELATIONSHIPS ARE LESS LIKELY TO COME FORWARD FOR HELP WHEN EXPERIENCING ABUSE, BECAUSE DOMESTIC VIOLENCE RESOURCES ARE LARGELY TARGETED AT STRAIGHT PEOPLE, AND BECAUSE OF PAST OR POTENTIAL EXPERIENCES OF HOMOPHOBIA FROM SERVICE PROVIDERS.</p>		
<p>17. A man cannot sexually abuse his wife.</p>		
<p>MYTH: MARRIAGE DOES NOT ENTITLE ANYONE TO SEXUAL ACTIVITY WITH THEIR PARTNER. THE LAW SAYS THAT ANY PERSON FORCING ANOTHER PERSON TO HAVE SEX OR PARTICIPATE IN SEXUAL ACTS, EVEN IN MARRIAGE, IS GUILTY OF A SEXUAL OFFENCE. THE DOMESTIC VIOLENCE ACT SPECIFICALLY DEFINES SEXUAL ABUSE AS PART OF DOMESTIC VIOLENCE.</p>		
<p>18. Women ask for it. They deserve what they get.</p>		
<p>MYTH: WOMEN ARE OFTEN VICTIMISED BY THEIR PARTNER FOR NO APPARENT REASON. EVEN IF A WOMAN HAS BEHAVED APPALLINGLY, SHE DOES NOT DESERVE TO BE BEATEN. VIOLENCE AND INTIMIDATION ARE NOT ACCEPTABLE WAYS TO SOLVE CONFLICT IN A RELATIONSHIP.</p>		
<p>19. Pregnancy increases your risk of domestic violence.</p>		
<p>FACT: RESEARCH SHOWS THAT PREGNANT WOMEN OFTEN EXPERIENCE DOMESTIC VIOLENCE.</p>		
<p>20. It is sometimes harder for middle-class women to get help when they leave an abusive relationship.</p>		
<p>FACT: MIDDLE-CLASS WOMEN OFTEN FACE BARRIERS TO GETTING GOVERNMENT ASSISTANCE WHEN THEY DECIDE TO LEAVE BECAUSE OF THEIR FAMILY'S APPARENTLY HEALTHY FINANCIAL STATUS. IRONICALLY, THOUGH, WOMEN WHO ARE VICTIMS OF DOMESTIC VIOLENCE ARE OFTEN FINANCIALLY ISOLATED TO INCREASE THE ABUSER'S CONTROL. SHE MAY WELL LOOK FINANCIALLY WELL-OFF ON PAPER, BUT MAY IN FACT HAVE ACCESS TO NO MONEY AT ALL.</p>		
<p>21. Victims of domestic violence grew up in abusive families themselves.</p>		
<p>MYTH: ALTHOUGH MANY ABUSERS LEARNED VIOLENT BEHAVIOUR GROWING UP IN AN ABUSIVE FAMILY, THERE ARE AS MANY ABUSERS WHO DID NOT GROW UP IN VIOLENT HOUSEHOLDS.</p>		

MYTH OR MATTER OF FACT: WHAT DO YOU KNOW ABOUT DOMESTIC VIOLENCE?

SEXUAL HEALTH STATEMENT	MYTH	FACT
<p>22. Abusers are losers who lack the resources to cope with the world.</p>	✗	
<p>MYTH: ABUSERS COME FROM ALL WALKS OF LIFE. THEY ABUSE THEIR PARTNERS BECAUSE THEY WANT TO CONTROL THEM. ALTHOUGH OUTSIDE STRESSORS CAN ESCALATE ABUSIVE BEHAVIOUR, THEY ARE RARELY THE CAUSE, AND THE ABUSE MOST OFTEN PREDATES THE STRESSFUL SITUATION.</p>		
<p>23. Abusers can be very loving partners.</p>		✗
<p>FACT: ABUSERS WILL OFTEN GO THROUGH PERIODS WHERE THEY ARE VERY LOVING AND ATTENTIVE. THIS IS CALLED THE 'HONEYMOON PHASE' AND OFTEN COMES AFTER A VIOLENT EPISODE. THESE PERIODS RARELY LAST, THOUGH, AND ABUSERS INEVITABLY BECOME VIOLENT AGAIN.</p>		
<p>24. Abuse will get better after you are married.</p>	✗	
<p>MYTH: UNFORTUNATELY ABUSERS OFTEN BECOME MORE SUSPICIOUS AND POSSESSIVE AFTER MARRIAGE, AND ATTACKS BECOME MORE FREQUENT AND SEVERE.</p>		
<p>25. The police can't help you with domestic violence cases, you need to go to the court.</p>	✗	
<p>MYTH: WHILE IT IS TRUE THAT ONLY A COURT CAN ISSUE A PROTECTION ORDER, A VICTIM OF DOMESTIC VIOLENCE CAN ALSO LAY A CHARGE AGAINST THE ABUSER WITH THE POLICE (FOR EXAMPLE OF ASSAULT, ATTEMPTED MURDER ETC.) IF YOU ALREADY HAVE A PROTECTION ORDER, THE POLICE MUST ARREST THE ABUSER IF HE HAS BROKEN THE TERMS OF THE ORDER.</p>		





Control
Domestic violence
Intimate partner
Perpetrator
Power
Safety plan
Victim

PLANNING FOR SAFETY

- ✓ 1. To help learners recognise the importance of a safety plan for someone who lives in a violent home.
- ✓ 2. For learners to think about how to assisting someone who is in a violent home.
- ✓ 3. To understand the complexities of domestic violence.

🕒 45 minutes

★ Safety Plan Worksheet (provided)

PROCEDURE

1 Begin the class with a discussion of domestic violence. Remind learners that:

a. Domestic violence is a pattern of abusive and threatening behaviours inside of a family, a household, or within a romantic, sexual or dating relationship, including marriage.

b. Domestic violence takes a number of forms, including physical, emotional, verbal, financial and sexual abuse.

c. An abuser uses domestic abuse to hold power and control over the other person.

d. Domestic violence is most often used by men against their intimate partners.

e. Perpetrators and victims of domestic violence come from all cultural, socio-economic, religious and educational backgrounds.

f. Children within abusive households are victims of domestic violence too, even when they don't witness the violence, or aren't attacked themselves.

g. Children are NOT responsible for the violence, and can NOT stop it.

2 Explain that children are often in physical and emotional danger when they live in an abusive household. It is therefore important to teach them how they can be safe. A safety plan is an important tool for ensuring children's safety because it can help them know where they should go if they are in danger and need help.

3 Ask learners to brainstorm things that a child might want to know if they are in a violent situation.

EXPECT ANSWERS LIKE:

- The telephone number for SAPS (10111).
- Who they can phone for help.
- Whether they can phone family members for help.
- The phone number of an aunt/older sibling.
- Who is the closest person they can go to for help.
- Where they can go so that their mother/caregiver will be able to find them again.

4 A critical aspect of developing a safety plan is to recognise what the child is actually capable of doing, and then making a plan based on that. A five-year-old child may not be able to dial a phone, or unlock a door to escape.

5 Remind learners that it is also essential to take the situation at home into account. There is no use in planning for a child to phone for help if the only phone in the home is kept by the victim or the perpetrator, if that phone usually doesn't have any airtime, or if the house has only one room and the perpetrator would hear the child making the call. One can also not expect a young child to stay in his/her room for hours while the violent incident plays out. Understanding the environment is critical.

6 Ask learners to brainstorm some of the things a child can do as part of a safety plan if they find themselves in a violent situation.

EXPECT ANSWERS LIKE:

- Go to their room.
- Leave the house and go somewhere safe, for example, a friend, neighbour or relative's house.
- Stay out of the way or hide.
- Call the police for help if there is a phone that they can use without the abuser seeing.

7 Hand out the Safety Plan Worksheet (provided). Ask learners to take 10 minutes and to come up with a safety plan for themselves. As they work, you may want to give them some guidance on each section. This is contained in the teacher notes.

Remind learners that completing this activity in class does not mean that any one person is a victim of domestic violence, or that only learners who have experienced domestic violence should complete the task. Safety planning is useful for all teens, and knowledge of how to make a safety plan could be used to help a friend, peer or family member who is in danger.

Also remind learners that if they are in a domestic violence situation, they may choose to keep their safety plan in a secret hiding place (such as a book) or at school or with a friend. They may want to memorise the important phone numbers they have listed on their safety plan so that they can use them even if they don't have the plan in front of them.

8 Wrap up the exercise by reminding learners that they should never try to stop the violence themselves, but should rather call for help. Also remind them that a safety plan doesn't always work, and that it isn't their fault if it doesn't. Also remind them that only the perpetrator can stop the violence.

TEACHER TIPS

General

Domestic violence is a difficult topic for both learners and teachers. In every class and school there are likely to be perpetrators and victims of domestic violence. It is important for teachers to be mindful of this fact and to make sure that the discussion doesn't single out individuals or vilify people. It is more helpful to focus on the abusers' behaviours, by saying things like 'it is wrong when someone verbally abuses someone else' rather than saying 'your dad is wrong to abuse your mother'.

This exercise requires learners to engage with the issue of domestic violence and it focuses attention on what learners can do to keep themselves safe, which should be empowering for victims.

Different people in the class may have different opinions on what constitutes domestic violence, and what is acceptable behaviour. Do not entertain long debates on this topic, rather refer to the definitions provided by the Domestic Violence Act.

Do not take on the role of counsellor during the class. If a learner discloses that they live in an abusive house, acknowledge their disclosure (by saying something like 'It was very brave of you to tell

us that') and asking them to come to you after class so that you can provide them with more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services that could be of assistance.

Making the link with Gender & Violence

This lesson is directly focused on domestic violence, and provides learners with practical safety planning ideas that they can use for their own safety, or to assist others. Learners who live in abusive households may not realise that they too, are victims of domestic violence, and may not know what they can do to protect themselves. Domestic violence is often overlooked, and children in this kind of environment may be in need of assistance.

Assessment Ideas

Have learners discuss their safety plan with a parent or responsible adult. Ask the adult to sign off on the safety plan, ensuring that it is realistic and executable.



MAKE A SAFETY PLAN

Make a safety plan for yourself. You can use this set of questions to help someone else make a safety plan.

If you experience domestic violence you may choose to keep your safety plan in a secret hiding place (such as in a book or with a friend). You may want to memorise the important phone numbers you have listed here.

This is a Safety Plan For _____

I am going to use this safety plan when: _____

The people I trust who can help me be safe when there is violence in our home are:

Name: _____ Number: _____

Name: _____ Number: _____

Name: _____ Number: _____

What should I say if I have to phone one of those people for help?

Where is a safe place for me to go when there is violence in our house?

Is there anything I must remember to take with me?

If I can't leave the house, where is the safest place for me to hide?

If I can call the police (10111) what should I say to them?

SAFETY PLANNING: TEACHER NOTES

This is a Safety Plan For _____

I am going to use this safety plan when:

Tell learners to identify situations that are serious enough for them to activate their safety plan. Examples may include things like 'Mom and Dad are arguing' or 'Dad breaks something in the house' or 'Mom and Dad have been drinking/taking drugs and are fighting'.

The people I trust who can help me be safe when there is violence in our home are:

Remind learners that the people they list here should be people who they trust, and who are able to help them. They should not be people who are usually not contactable, or who live far away.

What should I say if I have to phone one of those people for help?

This is where learners should make a plan for what will happen if they need to call for help. For example, they may want to ask the adult to call the police for them, or they may simply want to ask if they can come and stay at their house so that they can be safe.

Where is a safe place for me to go when there is violence in our house?

Examples could be the neighbour's house, a friend's house, a family member's house. This house should be close by and easy to get to.

Is there anything I must remember to take with me?

Here learners want to think about things like school clothes for the following day, medication, their cell phone etc.

If I can't leave the house, where is the safest place for me to hide?

Stay out of the kitchen and bathroom where there may be implements that could be used to harm you. If possible find a room where there is a phone.

If I can call the police (10111) what should I say to them?

This is where learners can write what they will say to the police. They may want to write the address of their house here, for example.

Domestic violence
Victim
Abuse
Victim blaming
Access
Violence
Stigmatized
LGBT
HIV/AIDS
Lesbian
Homophobia
Heteronormativity

THE STRING EXERCISE

UNDERSTANDING BYSTANDER RESPONSE TO DOMESTIC VIOLENCE

- ✓ 1. Learners should be able to identify and address negative attitudes and beliefs that society at large and learners themselves tend to hold about victims of domestic violence.
- ✓ 2. Learners should be able to understand the obstacles that victims of domestic violence face when trying to seek help.

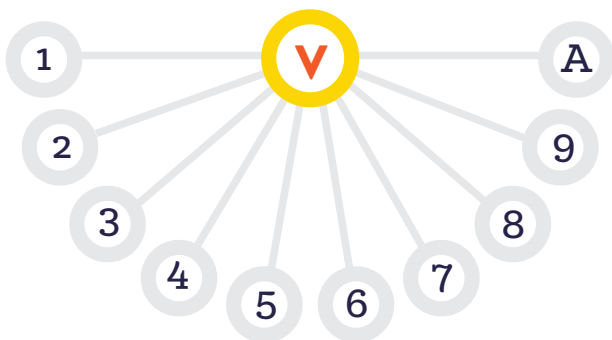
🕒 45 mins - 1 hour

★ Identity cards (provided below)
String, and scissors

PROCEDURE

- 1 The teacher should cut out and fold the identity cards provided below to create ten separate characters.
- 2 Ask for ten learners to volunteer as 'actors' in a scenario. Explain to them that the activity is a role play, and doesn't represent anyone's own behaviour or identity. The role play is intended to illustrate the experiences of many victims the world over.
- 3 Give each volunteer one of the identity cards. Ask them to stand in a semi-circle around the person playing the victim. Hand out a piece of string to each person and ask the victim to hold the other end of each piece of string together in her hands. The victim should be connected to each person, including the abuser, by a length of string.

The abuser should be the last person in the semi-circle as follows:



- 4 Ask the victim to read her identity card and statement. She then turns to the person on her right, who announces his/her own identity and reads their line, creating a dialogue between the two. When the responder (eg. parent, friend etc.) has finished their lines, the teacher then cuts the string connecting the two.
- 5 The victim then turns to the next person and repeats her line: "My boyfriend just beat me, can you help me?". In turn each person in the semi-circle reads their line and the teacher cuts the string connecting the two.

- 6 This continues until the only remaining connection that the victim has is to the abuser. The abuser then announces his or her identity and reads his line: "I told you no one would believe you or help you. I'm the only one who you can rely on."
- 7 Debrief the activity by asking the victim how she felt (in her role as victim) as each of the people she turned to for help rejected her and blamed her for the abuse. The victim will likely report feeling hurt, anxiety, anger, shame, and isolation. If learners struggle to identify these feelings, or seem apathetic, ask them prompting questions such as:
 - a. Did you feel like this person understood what you had experienced?
 - b. Did you feel like you could get help?
 - c. Did you feel like anyone blamed you for what happened to you?
 - d. Did you feel like anyone held the abuser responsible for his actions?
- 8 Wrap up the exercise by emphasising that domestic violence is a social problem and not a personal problem confined to the private sphere. Emphasise that we often engage in victim blaming in the way that we respond to victims, which discourages them from seeking help, and creates the impression that we don't believe the victim. In blaming the victim, we are taking responsibility away from the abuser, and creating the social perception that domestic violence is acceptable. Emphasise that each person, as part of the community has a role in helping and supporting victims of abuse.



TEACHER TIPS

General

This exercise carries a high impact, so be sure to emphasise the ways that we as a community can help and support victims of abuse and point to resources for those who find themselves in that situation. Ensure that learners leave feeling hopeful about their role in enacting positive change.

Making the Link with Gender & Violence

This exercise deals with domestic abuse, which is an extremely important issue for learners to understand. The exercise is also helpful in enabling learners to understand how many of the barriers to **accessing** help which victims of violence face are heavily gendered. Each line spoken by the characters in the exercise represents an obstacle to getting help. Most comments indirectly blame the victim, others are simply judgmental and discount her experience, and some explicitly deny help because of social or traditional values that privilege men, and that define domestic violence as an adult problem.

Assessment Ideas

This exercise should not be assessed because it is intended to help learners reflect personally on their role in responding to a pervasive but difficult social problem. It is intended to build empathy and underscore individual responsibility in assisting victims of **violence**.

Variations

This exercise can be altered in many different ways by changing the identity of the **victim** to any victim of **domestic violence** whose behaviour or identity has been **stigmatized** would be appropriate, or anyone who is uniquely vulnerable. For example, a pregnant teenager, a **LGBT** victim or a victim who is **HIV** positive might face similar obstacles to the victim in the original exercise

In addition to the issue of domestic violence, the stigma of that minority or vulnerable identity serves as an additional obstacle to accessing help. So, for example, a **lesbian victim**, would experience **homophobia** and **heteronormativity** in the responses by the people she turns to, in addition to their judgments about her **domestic violence** victimization.



IDENTITY CARDS

Cut these out along the dotted line and fold.



A yellow identity card with a blue outline of a person's head and shoulders on the left. To the right of the icon, the word "VICTIM" is written in blue, underlined. A vertical dotted line runs down the center of the card. To the right of the dotted line, the text "MY BOYFRIEND JUST BEAT ME! CAN YOU HELP ME?" is written in red.

VICTIM

**"MY BOYFRIEND
JUST BEAT ME!
CAN YOU HELP ME?"**



A grey identity card with an orange icon of two people on the left. To the right of the icon, the word "PARENT" is written in orange. A vertical dotted line runs down the center of the card. To the right of the dotted line, the text "I TOLD YOU THAT YOU'RE TOO YOUNG TO HAVE A BOYFRIEND. IF YOU HADN'T IGNORED MY ADVICE, NONE OF THIS WOULD HAVE EVER HAPPENED!" is written in black.

PARENT


**"I TOLD YOU THAT YOU'RE
TOO YOUNG TO HAVE A
BOYFRIEND. IF YOU HADN'T
IGNORED MY ADVICE, NONE
OF THIS WOULD HAVE EVER
HAPPENED!"**



A grey identity card with an orange icon of a person's head and shoulders on the left. To the right of the icon, the words "FRIEND/PEER" are written in orange. A vertical dotted line runs down the center of the card. To the right of the dotted line, the text "BUT HE'S THE CAPTAIN OF THE SOCCER TEAM! HE'S SUCH A NICE GUY ... SURELY YOU'RE OVERREACTING." is written in black.

FRIEND/PEER

**"BUT HE'S THE CAPTAIN
OF THE SOCCER TEAM!
HE'S SUCH A NICE
GUY ... SURELY YOU'RE
OVERREACTING."**



A grey identity card with an orange icon of a person's head and shoulders on the left. To the right of the icon, the words "SCHOOL COUNSELLOR" are written in orange. A vertical dotted line runs down the center of the card. To the right of the dotted line, the text "ARE YOU SURE ABOUT THIS? THIS COULD BE VERY BAD FOR THE IMAGE OF THE SCHOOL. WE WILL HAVE TO TAKE THIS TO THE HEADMASTER TO DECIDE." is written in black.

**SCHOOL
COUNSELLOR**

**"ARE YOU SURE ABOUT
THIS? THIS COULD BE VERY
BAD FOR THE IMAGE OF
THE SCHOOL. WE WILL
HAVE TO TAKE THIS TO THE
HEADMASTER TO DECIDE."**



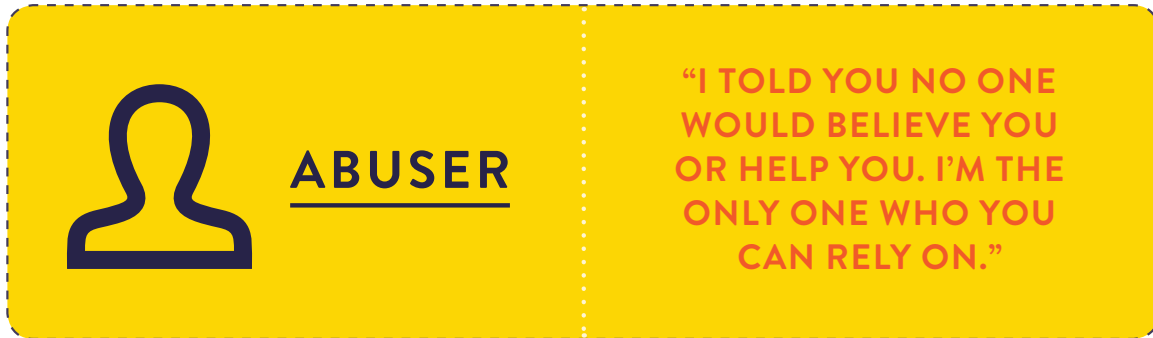
A grey identity card with an orange icon of a person's head and shoulders on the left. To the right of the icon, the words "RELIGIOUS LEADER" are written in orange. A vertical dotted line runs down the center of the card. To the right of the dotted line, the text "THE MAN IS THE HEAD OF THE RELATIONSHIP. I'M SURE HE WAS JUST TRYING TO HELP YOU UNDERSTAND YOUR PLACE." is written in black.


**RELIGIOUS
LEADER**

**"THE MAN IS THE HEAD OF
THE RELATIONSHIP. I'M
SURE HE WAS JUST TRYING
TO HELP YOU UNDERSTAND
YOUR PLACE."**

IDENTITY CARDS

Cut these out along the dotted line and fold.



 **ABUSER**

“I TOLD YOU NO ONE WOULD BELIEVE YOU OR HELP YOU. I’M THE ONLY ONE WHO YOU CAN RELY ON.”



 **CLINIC SISTER**

“YOU SHOULDN’T BE INVOLVED IN A RELATIONSHIP. YOU’RE GOING TO LAND UP PREGNANT AND STILL IN SCHOOL. WHO WILL TAKE CARE OF THE BABY THEN?”



 **SOCIAL WORKER**

“IT CAN’T BE THAT SERIOUS, YOU TWO SHOULD BE ABLE TO SORT THIS OUT. WHY DON’T YOU TWO COME IN TOGETHER AND WE CAN TALK IT OVER.”



 **POLICE OFFICER**

“I’M SURE THIS IS JUST A MISUNDERSTANDING ... YOU TWO PROBABLY JUST HAD A LITTLE FIGHT THAT’S BEEN BLOWN OUT OF PROPORTION. ARE YOU SURE YOU WANT TO REPORT THIS – HE COULD GET A CRIMINAL RECORD IF YOU DO SO.”



 **SHELTER WORKER**

“I TOLD YOU NO ONE WOULD BELIEVE YOU OR HELP YOU. I’M THE ONLY ONE WHO YOU CAN RELY ON.”



Domestic violence
Domestic Violence Act
Protection order
Victim
Violence

PROTECTION ORDER SNAKES AND LADDERS

- ✓ 1. To sensitise learners to the difficulties of deciding to apply for a protection order and following the criminal justice process to completion.
- ✓ 2. To promote empathy and support for people who try to access protection from abusive relationships.

Game Board: 'Snakes and Ladders'
Game Cards

- ★ Dice and spinner
- Information Sheet: 'Domestic Violence and Protection Orders'

PROCEDURE

PRIOR TO CLASS

- 1 Print snakes and ladders game boards (provided). You will need one board for every 3-5 learners in the class. Printing the boards onto heavy paper/card will make them sturdier and more durable, but ordinary paper will also work.

IN CLASS

- 2 Divide learners into groups of 3-5 and have them sit in small circles around central desks. Hand out a board to each group.
- 3 Ask each learner to find a small object (coin, eraser) that they can use as their game piece.
- 4 Explain to learners that the game is about the process of applying for a protection order for domestic violence. Learners should imagine that they are victims of intimate partner violence, and have decided to go to the court to apply for a protection order.
- 5 Explain the rules of the game to the learners as follows:

a. Going in a circle, each player takes a turn by throwing the dice and moving the designated number of blocks on the board.

b. When landing on a space that has a ladder, the participant can climb up the ladder and in this way skip the intervening blocks. When landing on a snake, participants slide backwards as indicated.

c. When landing on the squares marked with '?' (a question mark), participants should draw a card from the question pile, and follow the instructions provided on it (that is, how many spaces to move ahead or backwards or skip a turn).

d. The object of the game is to reach the end of board.

- 6 Once learners have finished playing the game, debrief the activity with the entire class using the following questions

a. How did you feel when you received negative reactions from people who you asked for assistance?

b. How realistic is this activity?

c. What kind of support do victims of domestic violence need from friends, family and from the state?

d. How do you think victims of domestic violence feel when they do not have the support of those they love and care about?

e. Where can this support come from?

- 7 At the end of the lesson it is important to emphasise that reporting abuse and trying to get services from the state is a difficult and personal decision. Making the decision to report violence, may create anxiety for victims. Frequently, domestic violence victims are concerned not only for their own safety and well-being, but also for the safety of their children who are affected by the violence. There are a number of reasons why victims of domestic violence are reluctant to report, or may withdraw from the process once initiated. These include:

- They fear that they will not be believed by criminal justice agents.
- They fear an escalation in the violence – often because of past experiences.
- Their partner has made threats to harm or kill them, their children, or their pets.
- They worry that their partners will harm themselves or not be able to survive alone.
- They fear that they will lose their children.
- They may not have the financial resources to get to court to apply for the order.
- They may not have childcare to be able to attend court.
- They may not be able to take time off work to complete all the steps of the process.
- They may not have anywhere to go if they leave the house.
- They may not be able to find temporary housing at a shelter – for example because the shelters are full, or because they have an older male child.
- They may not feel that they have the support of key family members.
- They may not be ready to face the reality that the relationship is over.
- They live in hope that the abuser will change.
- The abuser has promised that he will change his behaviour.
- They may suffer from anxiety, depression, guilt and shame as a result of their abuse.

Chapter 9: Domestic Violence | Exercise 5

- 8 Close off the lesson by reminding learners that South Africa has one of the most progressive laws against domestic violence in the world. It gives protection to a wide range of complainants, and uses a comprehensive definition of domestic violence. Remind learners that the Domestic Violence Act also includes protection for victims of dating violence. There are a number of excellent sources of help and support for victims of domestic violence. Hand out a copy of the information sheet (provided).

Please provide learners with the following link for more information on domestic violence and the process of obtaining a Protection Order:

<http://www.mosaic.org.za/>

Mosaic provides resources, information, and support for victims of domestic violence. Their comprehensive booklet called 'It's an Order!' is available in print and online in English, Afrikaans and Xhosa.

TEACHER TIPS

General

Teaching about domestic violence is a difficult topic for both learners and teachers. In every class and school there are likely to be perpetrators and victims of domestic violence. It is important for teachers to be mindful of this and to make sure that the discussion doesn't single out individuals or vilify people. It is more helpful to focus on the abusers' behaviours, by saying things like 'it is wrong when someone verbally abuses someone else' rather than saying 'your dad is wrong to abuse your mother'.

Different people in the class may have different opinions on what constitutes domestic violence, and what is acceptable behaviour. Do not entertain long debates on this topic, rather refer to the definitions provided by the Domestic Violence Act.

Do not take on the role of counsellor during the class. If a learner discloses that they live in an abusive house, acknowledge their disclosure (by saying something like 'It was very brave of you to tell us that') and asking them to come to you after class so that you can provide more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services that they could contact for assistance.

Making the Link with Gender and Violence

Although this exercise requires learners to engage with the issue of domestic violence and problems encountered by victims wanting protection from the courts and police, it is also useful in addressing common myths and misconceptions about getting a protection order. It highlights the practical issues that many victims face in getting assistance, which counteracts a commonly-held belief that victims of domestic violence stay in abusive relationships because they are too weak to leave.

Assessment Ideas

Learners can be required to research the process of obtaining a protection order. They can be tasked with creating a brochure, infographic or poster that explains the process to other people.

Learners can be required to collect a dossier of materials from NGOs which could be of use to a victim of domestic violence who wants to get a protection order.

Learners can be tasked with producing a brochure, poster, or public-service announcement. This should carry information of the myths or stereotypes about victims of domestic violence, and about the obstacles they face in accessing protection from the state.



CARDS

Print and cut out. Cards to be drawn when reaching a block on the board designated as ‘?’

You decide to tell a close friend about the abuse, who says that she has suspected something for a long time. She is thankful that you are being honest with her and acts no differently towards you.

MOVE FORWARD 1 SQUARES

You ask a friend what you can do about the abuse. She says that maybe you need to go to family counselling together. You have tried that before and it just made things worse.

MOVE BACK 2 SQUARES

You tell a friend about the abuse who says that she has to run to pick her children up from school. You are confident that she will eventually see your partner as the abusive person he is.

STAY WHERE YOU ARE

You tell your brother, and he says that is proud that you have decided to tell the truth about what's happening to you. He tells you that he will always be there to support you.

MOVE FORWARD 4 SQUARES

You tell your mom, but the conversation does not go exactly as you had planned. She says that you must have done something to infuriate your partner, and that you really should try to be a better wife in future.

MOVE BACK 2 SQUARES

You decide to tell your cousin. He says that if you were married to him this wouldn't be happening to you.

STAY WHERE YOU ARE

Your partner gets very abusive on a Friday night, and you decide to call the police. They tell you that there's nothing they can do, you need to go to the court.

SKIP A TURN

You go to court on Monday, but the queue is very long. You wait all day but you don't get to see the clerk to help you with your application.

SKIP A TURN

Your partner has locked you and the children out of the house in a fit of rage. You try to stay at your friend's house but she doesn't have space for all of you. You don't know what to do.

GO 1 SQUARE BACK

You go to the court and you get to speak to a wonderful lady from an NGO who gives you some counselling, and helps you with your application. You turn in your application and wait to hear what the outcome is.

MOVE FORWARD 3 SQUARES

You can't return to court to collect your protection order because you don't have anyone to look after your youngest child, who is sick. You just stay at home.

STAY WHERE YOU ARE

Someone tells your church leader that you are experiencing abuse. He reacts by telling you that you should be submissive to the wishes of your partner, and that you bring the violence upon yourself.

MOVE 2 SQUARES BACK

You need to go back to court to see the judge and get your protection order finalised. You can't get the day off work, and so you miss going to court. The case gets struck off the role.

GO BACK TO THE START

Someone tells your boss about your struggles, and she reacts supportively to your news, letting you know that you do good work and that's all that matters.

MOVE 1 SQUARE FORWARD

You go back to court on the return date and you find out that the police never served the Interim Protection Order papers on your partner. Your case can't go forward, and you have to wait for another court date.

STAY WHERE YOU ARE

You speak to the clerk about your application, and he tells you that the judge isn't going to issue a Protection Order unless you have proof of physical injuries. You don't have any because your partner always beats you where it doesn't show.

GO BACK 3 SQUARES

You have to flee from your house because you are worried about your safety and that of your children. You go to a shelter, but they don't have any space.

GO BACK 1 SQUARE

You go back to the shelter to see if they have space for you and your children. They luckily have space now, but they can't take you because you have a teenage son, and they don't allow teenage boys to stay in the shelter because of the risks to other abused women.

GO BACK 2 SQUARES

CARDS

Print and cut out. Cards to be drawn when reaching a block on the board designated as ‘?’

Your partner beats you severely on Friday night after he has been drinking with his friends. You call the police, and you want him arrested. They tell you they can't arrest people for domestic violence.

GO BACK 5 SQUARES

You go to an NGO that provides counselling and court support services who help you through the process of getting a Protection Order.

GO FORWARD 3 SQUARES

Your partner tears up your copy of the Interim Protection Order when you tell him you're going to phone the police.

GO BACK 1 SQUARE

Your partner has left the house after your last big fight, and he hasn't paid you any money for the household. You're down to your last R10, and you have no idea where he is.

STAY WHERE YOU ARE

Your partner has moved out, and you don't know where he is staying. He refuses to tell you, and he isn't working anywhere. The court tells you that without a contact address they can't serve the Protection Order papers on him, and the order isn't in force until that happens.

SKIP A TURN

You go to the police station after your partner's latest violent incident, and you speak to a wonderful police officer, who takes you to a special waiting room and explains all of your options to you. She tells you that you can lay a charge of assault against your partner, and they can arrest him if he breaches the protection order.

MOVE 4 SQUARES FORWARD

Your partner was arrested on Friday night for assaulting you, and he has spent the weekend in jail. You are worried that he isn't going to show up for work on Monday, and that he will be fired from his job. If that happens, you will lose your housing, which is provided by his work. You withdraw the case.

MOVE BACK 4 SQUARES

Your partner doesn't show up to the court date to finalise the Protection Order. You are present, and the papers are served on him. The judge confirms the order.

MOVE 5 SQUARES FORWARD

Your partner has gone to another court and gotten a Protection Order against you by telling the judge that you verbally abuse him. You are very upset, but you decide to wait until the return date to tell the judge the truth. You are going to take your neighbour with you as a witness.

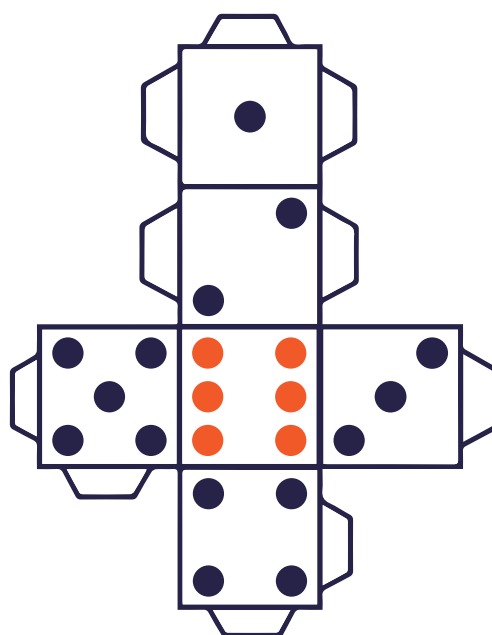
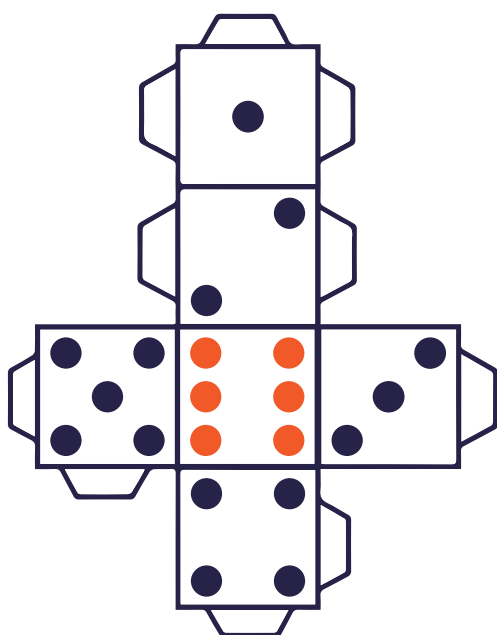
MOVE FORWARD 1 SQUARE

100	99	98	97	96	95	94	93	92	91
?	?		?			?			
81	82	83	84	85	86	87	88	89	90
		?		?					
70	79	78	77	76	75	74	73	72	71
						?			
61	62	63	64	65	66	67	68	69	70
		?							
60	59	58	57	56	55	54	53	52	51
?							?		
41	42	43	44	45	46	47	48	49	50
		?		?					
40	39	38	37	36	35	34	33	32	31
		?				?			
21	22	23	24	25	26	27	28	29	30
					?				?
20	19	18	17	16	15	14	13	12	11
	?			?			?		
1	2	3	4	5	6	7	8	9	10
		?					?		

DICE

THE DICE

If you need dice, print and cut out the shapes below. One is a cube dice, which you cut out and glue into the correct shape. The other is a spinner - you cut it out and stick a match or pin through it so it spins. You can also cut a cube from an eraser, using a pencil to draw the numbers on it.



INFORMATION SHEET: DOMESTIC VIOLENCE AND PROTECTION ORDERS

The process of applying for a protection order is as follows:

1. You will apply for the order at your nearest magistrate's court.

- Go to the magistrate's court and fill out an Application for Protection Order form. Write out a statement (Affidavit) about the abuse. At some courts, there are volunteers to help you do this.
- The clerk will sign and accept your Application form and open a file for you.
- The Application will be given to a Magistrate, who will read your it together with your affidavit, and decide if you qualify for an Interim Protection Order.

2. The court will decide on the application and issue you with an Interim (temporary) Protection Order.

- The clerk will tell you whether you were given an Interim Protection Order or not.
- If you were granted an Interim Order, the clerk will give you copies of the documents.
- The court will set a return date, at which both you and the respondent can state your case to the Magistrate.

3. The Interim Protection Order will be served on the abuser (called the respondent).

- If you can afford to do so, you should have the Sherriff of the Court serve the order on the respondent.
- If you can't afford to pay for service, the police will serve the order for you.
- Whoever serves the order will have to take the Return of Service (proof that the respondent received the papers) back to the court. The clerk will add it to your file.

4. At the return date, the Magistrate will ask you and your abuser questions about the allegations of abuse that were in your original application. You can take a witness with you to support your allegations. The Magistrate will decide what to do based on the original affidavit, and the testimony from you, your abuser and any witnesses. The Magistrate can:

- Finalise the order with the same conditions that were in the Interim Protection Order.
- Vary (change) the conditions of the Protection Order.
- Set the Protection Order aside (cancel it).

5. If your Order is finalised, you will receive a copy of the Order, as well as a Suspended Warrant of Arrest that authorises the police to arrest the abuser if he breaches (breaks) the terms of the order.

6. When your Protection Order is finalised, it remains in force forever, unless you make an application to change it or set it aside (cancel it). The court will keep a copy of the order on file, so that if it is ever lost or destroyed you can ask for another copy.

INFORMATION SHEET: DOMESTIC VIOLENCE AND PROTECTION ORDERS

Some important things to remember:

- 1.** Teens can apply to the court for a Protection Order for a dating relationship. You do not need your parents to assist you (although it may be good to have them, or another trusted adult for support).
- 2.** It does not cost anything to apply to the court for a Protection Order.
- 3.** Your Interim Protection Order is not in force until the police/Sherriff has served the order on the abuser. Make sure that you have information on the best address to find the abuser so that these papers can be served as soon as possible.
- 4.** If you were abused again after you get your Protection Order, go to the police with your Protection Order and the Warrant of Arrest that goes with it. Tell the police you are in danger. You will have to write an affidavit (statement) about what has happened, and the police can then arrest the abuser for breaching (breaking) the terms of the Order.
- 5.** In addition to having the abuser arrested for breaching the Order, you can also lay a criminal charge (for example, assault) against him/her with the police.
- 6.** If the police don't want to help you, ask to speak to the Station Commissioner.
- 7.** If you can't attend court on the return date, make sure to phone the clerk and ask them to postpone the date of the hearing. If the abuser is there, and you are not, the court may well postpone the hearing, or cancel the temporary order.



Chapter 10

SEXUAL OFFENCES

In this Chapter: Learners will learn about rape, sexual assault and consent as defined under the law. The exercises in this chapter address the myths, misconceptions and stereotypes about sexual offences, its victims and perpetrators, and also explore victim-blaming and its impact on the well-being of the survivors and society in general.

Worksheets include:

- 1 *Truths And Myths About Victims Of Sexual Violence*
- 2 *Who's To Blame?*
- 3 *Consenting Or Not? What The Law Says*



Abuse
Gender-based violence
Sexual abuse
Sexual assault
Sexual violence
Rape culture
Perpetrator
Victim
Victim blaming
Violence

TRUTHS AND MYTHS ABOUT VICTIMS OF SEXUAL VIOLENCE

45 minutes

- 1. To recognise stereotyping of victims or perpetrators of sexual violence.
- 2. To consider the myths about how and where sexual offences happen.

Instruction cards: 'Picture this!' (provided)
Information Sheet: 'Truths and Myths about Sexual Violence' (provided)
Large sheets of paper
Marker pens

PROCEDURE

- 1** Begin by dividing the class into three groups, and give each group a large sheet of paper and marker pens.
- 2** Tell learners that the exercise is a silent exercise. What that means is that all learners in the group should work collectively on producing the drawing, but they are not allowed to communicate with one another through words or gestures – they should not write words or instructions to one another, and cannot signal to one another.
- 3** Give each team an instruction card. Ask them to make a drawing to convey as much information as possible. The three teams will draw pictures of:
 - A survivor of sexual violence.
 - A perpetrator of sexual violence.
 - The setting in which sexual violence occurs.
- 4** Allow 15-20 minutes for completion of the exercise, and then reconvene as a class.
- 5** Ask learners to stick their pictures up on the board. Ask each group to describe their image, and why they included the items that they did in their picture.
- 6** Once all three groups have described their pictures, facilitate a discussion with the class about how much their drawings depict **stereotypes** about victims, perpetrators and the settings in which sexual offences happen. Ask learners the following questions:
 - How accurate are the depictions of a survivor, a perpetrator and the scene of a sexual offence?
 - Is the survivor a woman and if so why did the group draw a woman? Are women the only victims of sexual offences?
 - Are the survivor and the perpetrator of a specific race? Are they of the same race? How accurate is that?
 - What kind of clothing was the victim wearing? Why was that clothing selected?
 - Is the perpetrator drawn as a man? Are perpetrators usually men? What about same-sex relationships (both men and women).

- Does the picture of the perpetrator emphasise what he is wearing? Why or why not?
 - Is the perpetrator someone who the victim knows, or does he come across in the drawing as someone who is a stranger? How accurate do you think that is?
 - Where have you drawn the offence taking place? How closely does that resemble the reality of sexual offences in South Africa? What does it say about the way we present the 'dangers' of sexual offences? What does the location that was drawn say about how we blame victims of sexual violence for what happened to them?
- 7** Hand out the Information Sheet: 'Truths and Myths about Sexual Violence' (provided). Ask learners whether (and how) they would change the pictures that they drew, having read this new information.
 - 8** Remind learners that stereotypes and generalisations about victims, perpetrators and the setting of sexual offences is often based on poor or faulty information. Unfortunately, though, these myths and stereotypes can have a great deal of impact on survivors of sexual violence, and the way we as a society respond to them. Stereotypes and myths often create a situation of **victim-blaming** and can contribute to the normalisation of **rape culture**. Furthermore they can also result in:
 - Increasing the trauma experienced by the survivor.
 - Discouraging victims from reporting the offence.
 - Allowing police, medical practitioners and other service providers to disbelieve or undermine the victim.
 - Denying the support and assistance that survivors need to heal from the experience.
 - Hampering society's understanding of how sexual offences happen.
 - Hampering our understanding of the severity of the experience for survivors.
 - Providing a basis from which defence lawyers can help offenders to escape conviction or get reduced sentences.
 - Hampering our understanding of the severity of the experience for survivors.
 - Providing a basis from which defence lawyers can help offenders to escape conviction or get reduced sentences.

- 9 Wrap up the discussion by underlining that victims of sexual violence are NEVER at fault, and are NOT RESPONSIBLE and NOT to blame for failing to prevent a **sexual assault**. The perpetrator is ALWAYS responsible for the offence, regardless of what the victim was wearing, where it took place, whether alcohol or drugs were involved.

TEACHER TIPS



General

Learners should understand the definitions of victim, perpetrator and survivor before starting this exercise. If they have not yet been introduced to these concepts, write the definitions as laid out in the GLOSSARY as follows:

VICTIM: A person who has been harmed or killed, or has suffered as a result of the actions of another person or as the result of an accident, such as someone who has experienced **sexual assault** or **sexual abuse**.

PERPETRATOR: The person who commits a crime, or harmful or **abusive** behaviour. In the case of rape, the rapist is referred to as the perpetrator.

SURVIVOR: Someone who has survived **sexual assault** or **abuse**. This term is often used instead of **victim** in order to focus on the person's ability to recover from the **violence**, and to continue to live their lives

Questions to stimulate discussion should be guided by the images that the learners produce. The teacher should take care to facilitate the discussion so that it targets and addresses common myths around sexual violence. A list of these myths is provided to assist the teacher with this discussion. Teachers can discuss myths by contrasting what the learners have drawn with what society's common (mis)perceptions are.



Making the Link with Gender and Violence

Myths surrounding sexual assault have negative consequences for victims of sexual violence because they perpetuate stereotypes, such as the idea that a victim can 'ask' to be sexually assaulted by being too drunk, being out late at night, or wearing revealing clothing. Understanding the realities of sexual violence is a vital component in the fight against sexual assault and rape in South Africa.



Assessment Ideas

- 1 Learners can write a reflection that explains how their ideas of sexual assault have or have not changed after completing this activity. They should describe the specific myths they learned about in the lesson, explain where these myths arise from, what a stereotype is, and who is responsible for preventing sexual assault.
- 2 Learners can be tasked to bring in a recent newspaper or magazine article that discusses a sexual offence. They should analyse how the reporter and the reporting style plays to any of the popular myths and stereotypes about rape, and discuss how what is reported may have affected the victim of the offence.



INSTRUCTION CARDS: PICTURE THIS!

Give one instruction card to each group:

SURVIVOR

Your group must draw a picture of a survivor (victim) of a sexual offence.

Be as detailed as possible in the drawing so that you can convey all of this person's characteristics. Some things you may want to think about are:

Age, Clothing, Appearance etc.

You can also include information about where it happened.

PERPETRATOR

Your group must draw a picture of the perpetrator of a sexual offence.

Be as detailed as possible so that you can convey all of this person's characteristics, as well as their relationship to the victim.

Some things you may want to think about are:

Age, Clothing, Appearance etc.

You can also include information about where it happened.

SETTING

Your group must draw a picture of the place where a sexual offence takes place.

Be as detailed as possible so that you can convey as much information about where this has happened, and how the victim and perpetrator may have landed up there.

References:

Adapted from *Aids Community Care Montreal* ERC 2: *Myths about Sexual Violence*. *Sexuality Education Toolkit*.

INFORMATION SHEET: TRUTH AND MYTHS ABOUT SEXUAL VIOLENCE (DATA SOURCE)

MYTH	FACT
<p>Women who wear provocative or revealing clothing are 'asking for it'.</p>	<p>Rape happens to all kinds of people, regardless of what they were wearing, how old they are, or what they look like. While there are many men who are aroused by women's clothing or appearance, in fact very few of those men rape. Rape is the fault of the perpetrator alone.</p>
<p>Rape is a crime of passion.</p>	<p>Rape is not a crime of passion, it is a crime of violence. It is often well-planned, and is used to humiliate and hurt the victim, and to make the perpetrator feel more powerful.</p>
<p>Women/girls report rape when they 'change their minds' afterwards, when their parent catch them having sex, or when they want to 'get even' with a man.</p>	<p>Rape is the only crime where we routinely blame the victim for what happened to them. Cases which are seen as so-called 'false reports' are more likely cases where the victim no longer wanted to participate in the legal process or where the victim was being threatened or intimidated to withdraw the case. Cases are withdrawn by the state where there is not enough physical evidence or where there are inconsistencies in reports/evidence. This is not the same as false reporting – it simply means that the prosecution was not confident in their ability to secure a conviction.</p>
<p>Women who are drunk are willing to engage in any kind of sexual activity.</p>	<p>The fact that a woman has been drinking does not imply consent. Under our law, people who are under the influence of alcohol and drugs cannot consent. Some perpetrators use alcohol to render potential victims helpless. They often prey on people who are already drunk. Alcohol is not a cause of rape; it is only one of many tools that perpetrators use.</p>
<p>Only women get raped.</p>	<p>This is not true. While we know that the majority of victims in South Africa are women, there are a sizeable number of men who are victims of sexual violence. Men who get raped are also not necessarily gay men.</p>
<p>People with disabilities don't get raped.</p>	<p>People with disabilities are often abused by people who are in a position of trust, such as caregivers.</p>
<p>Most rapists are strangers.</p>	<p>Most survivors of a sexual offence know, or are at least acquainted with, the perpetrators. Most perpetrators are friends, friends of friends, family members, partners, community members, and the like.</p>
<p>Most rapes are inter-racial (e.g. black men who rape women of other races).</p>	<p>Most rapes in South Africa involve persons of the same race.</p>
<p>Most sexual offences occur at night in strange and unfamiliar places.</p>	<p>Most rapes are committed by people that are known to the survivor, and often take place in the home, at a party or in a car.</p>

INFORMATION SHEET: TRUTH AND MYTHS ABOUT SEXUAL VIOLENCE (DATA SOURCE)

MYTH	FACT
Sex workers can't be raped.	Sex workers have the same right as any other person to refuse sexual activity.
If the survivor was really raped, then there will be injuries.	A woman need not be physically hurt in order for her to have been raped. Most men are physically stronger than most women and need not use violence to coerce a woman into doing what she is told to do.
Gang rape is rare.	In fact, roughly 40% of rapes in South Africa are perpetrated by more than one person.
Women falsely accuse or cry rape when they regret having had sex.	False reports are very rare. Although many cases are dropped for lack of evidence, this is not the same thing as false reporting.
A husband can't rape his wife.	When someone does not consent to sex it is rape, regardless of the relationship that exists between them.
You can't be raped if you were drinking or had taken drugs.	The law in South Africa says that if you have been drinking or are under the influence of drugs you cannot consent to sex. Some perpetrators use alcohol/drugs to render potential victims helpless. They often prey on people who are already drunk/high. Alcohol/drugs are not a cause of rape; they are tools that perpetrators use.
Rape is just a case of sex that went a little too far.	Rape is a premeditated act of violence, not a spontaneous act of passion.
Rape is mostly just an isolated incident.	Most rape is not an isolated incident, but is instead perpetrated many times by the same perpetrator.
Most women have a secret desire to be raped.	No woman fantasises about being raped. Sexual assault is a brutal attack, it is humiliating and sometimes victims are badly hurt. No person wants or enjoys sexual assault.
Once a man is sexually aroused he is unable to control himself.	Every person – regardless of how sexually excited they are – can choose to stop what they are doing and wait for the feeling to subside. Sexual offenders choose not to do so, but rather choose to exert power and control over their victim by sexually violating them. Most men become sexually aroused, and do not commit rape or other acts of sexual violence. Most men respect their partner's boundaries.
Women say 'no' when they mean 'yes'.	When a woman says "NO" she means, NO. If a sexual partner does not stop at the time a person says "No", this is a sexual offence.

INFORMATION SHEET: TRUTH AND MYTHS ABOUT SEXUAL VIOLENCE (DATA SOURCE)


MYTH	FACT
<p>If she didn't want to have sex then she shouldn't have gone home with him.</p>	<p>Rape is a terrifying, violent and humiliating experience that no woman wants or asks for. Legally a person has the right to change their mind about having sex at any point of sexual contact. If a sexual partner does not stop at the time a person says "No", this is sexual assault.</p>
<p>Real rape is when a woman is surprised and raped by a man she doesn't know.</p>	<p>Most rapes occur either in the victim's home or the home of the perpetrator. Often victims have met the offender or they are well known to the victim and were in relationships that one would normally assume trust, i.e. intimate partner, friend, acquaintance or family member.</p>
<p>Most 'real' rapes are reported.</p>	<p>Rape is the most underreported crime. Victims often feel shame, humiliation, or embarrassment, fear retaliation from the perpetrator, fear that people won't believe them, fear upsetting people if they have an existing relationship with the perpetrator (for example, if he is a friend, or a parent etc.) Some survivors don't know that what happened to them is rape because of all the myths and stereotypes about rape, or if they were unconscious or intoxicated at the time of the offence.</p>




Victim blaming
Gender-based violence
Sexual violence
Sexual assault
Victim
Perpetrator

WHO'S TO BLAME?

- ✓ 1. To challenge prejudice and blame directed at victims of sexual and gender-based violence.
- ✓ 2. To create an awareness of rightful responsibility in incidents of sexual violence.

 45min – 1hour

 **Signs: Percentage (provided)**
Teacher Notes: Scenario Sheet: 'Who's to Blame?' (provided)

PROCEDURE

- 1 To begin, tell the class that you're going to do an exercise about responsibility and accountability in selected scenarios. Without telling them that the lesson is about victim-blaming, say that there are six stories. Learners will be required to determine the level of responsibility for each of the characters in the story by holding up one of the percentage signs as follows:
 - a. If they feel that the character in the scenario bears complete responsibility for what happened, they should hold up the card marked 100%.
 - b. If they feel that the character bears most, but not all responsibility, they should hold up the sign marked 75%.
 - c. If the characters share equal responsibility they should hold up the 50% sign.
 - d. If there are two characters in the story, the learners should apportion blame to each. The total should add up to 100%. For example, if one character is give 25% of the blame, the other must have 75%.
- 2 After you have explained the game, read out each of the scenarios listed on the 'Who's to Blame?' Scenario Sheet (provided). Expect that learners will ask clarification questions, and may also want extra detail to the story. Use your discretion in whether to provide extra detail or not – doing so can derail the exercise, or take up a lot of time.
- 3 After you have read each of the scenarios, ask learners to hold up the 'Percentage Signs' that correspond to each character's amount of blame for what happened in the story. You may want to mark down the consensus percentage of blame on the board so that learners can reflect back on their choices.
- 4 Then, ask the following questions (additional prompt questions are included on the scenario sheet):
 - a. Why did learners make the assessments that they made? How did they arrive at the percentage they selected?
 - b. Does the 'villain' in the story have a right to behave in such a manner? How do we justify their actions? Why do we justify their actions?
 - c. What message do we send to our community/ society in the way we apportion blame and responsibility? Is the message accurate?
 - d. Where does responsibility for honesty, and for self-control, fit in?

e. Is it reasonable to expect victims to be held accountable for someone else's (the perpetrator) actions?

f. What about other people in the story or bystanders (for example, parents, friends): Do they have responsibility? Why, or why not?

g. Do we expect people who have responsibility in the story to carry the corresponding amount of punishment? For example, if we give each party 50% of the blame, do we expect each of them to serve 50% of the prison sentence? Why or why not?

As the discussion progresses, be sure to remind learners of the way they reasoned previously. For example, if Nku and Anna from the earlier stories got the blame they deserved, shouldn't others (especially in scenario 3) be held responsible in the same way? Why or why not?

- 5 After the discussion, draw attention to how they may have engaged in victim-blaming in this exercise. Point out how common it has become in our society to blame the victim, and as a result how normalised it has become for the victim to blame herself/himself. If learners were prone to victim-blaming in respect of the examples with violence against women (scenarios 4 and 5), point out how our society routinely but wrongly blames the victim in this kind of violence.
- 6 Point out that there are many sources of support if a learner is a victim of any violence – parents, friends, peers, teachers, the police, school counsellors and NGOs may help them. Remind learners that the first step in addressing violence as a victim is to understand that it is NEVER your fault.
- 7 Remind learners that victims of gender-based violence face many obstacles in reporting, so it may not be a simple task. Some of the reasons that victims of gender-based violence do not report include:
 - They fear that they will not be believed.
 - They fear an escalation in the violence – often because of past experiences.
 - The perpetrator has threatened to harm or kill them, or people they love.
 - They fear that they will lose their families (including children) if people know what happened to them.
 - They may not feel that they have the support of key family members.
 - They may not be ready to face the reality of what has happened to them.

Chapter 10: Sexual Offences | Exercise 2

- They fear stigma, shame and discrimination.
- They fear that the criminal justice process will let them down.
- They experience discrimination at the hands of health care workers who should be there to help them.

Provide learners with the following resources for domestic violence and sexual offences:

Rape Crisis Cape Town: www.rapecrisis.org.za

Rape Crisis provides counselling, support, training, awareness raising and advocacy services for victims of sexual violence.

<http://www.mosaic.org.za>

Mosaic provides resources, information, and support for victims of gender-based violence.

TEACHER TIPS



General

This exercise provides a safe space to identify and challenge pervasive views about victim-blaming, especially in incidences of sexual violence. Such prejudices are detrimental not only to the victims involved, but also to the community involved and broader society.

The exercise doesn't ask about personal experiences, and so should not carry a risk of triggering adverse reactions from learners who may have been or are victims of gender-based or sexual violence. Any discussion of these topics require sensitivity on the part of the teacher.

Remember that in every class and school there are likely to be perpetrators and victims of gender-based or sexual violence, and some teens may be coming to terms of their victimhood as a result of this exercise. It is important for teachers to be mindful of this, and to make sure that the discussion doesn't single out individuals or vilify anyone.



Making the Link with Gender and Violence

This exercise helps learners reflect on the pervasiveness of victim-blaming. The tasks challenge our understanding of who is responsible and who is accountable for violence, particularly gender-based and sexual violence. It also allows the opportunity for personal reflection on victimhood and those who wrongly taking responsibility for acts of violence perpetrated against them. Learners who are, or have been, victims of gender-based or sexual violence may not realise that they are victims and may not know what they can do to protect themselves. Learners who have perpetrated such violence may also not have identified their own responsibility in the acts. This exercise is therefore a non-confrontational way of raising these issues with the learners.

The exercise is useful because it challenges assumptions and prejudices against victims of gender-based or sexual violence.



Assessment Ideas

Ask learners to identify other cases in which the victim is more likely to be blamed. Learners can be assessed on their ability to understand and apply the concepts discussed in this exercise to scenarios in their everyday life.

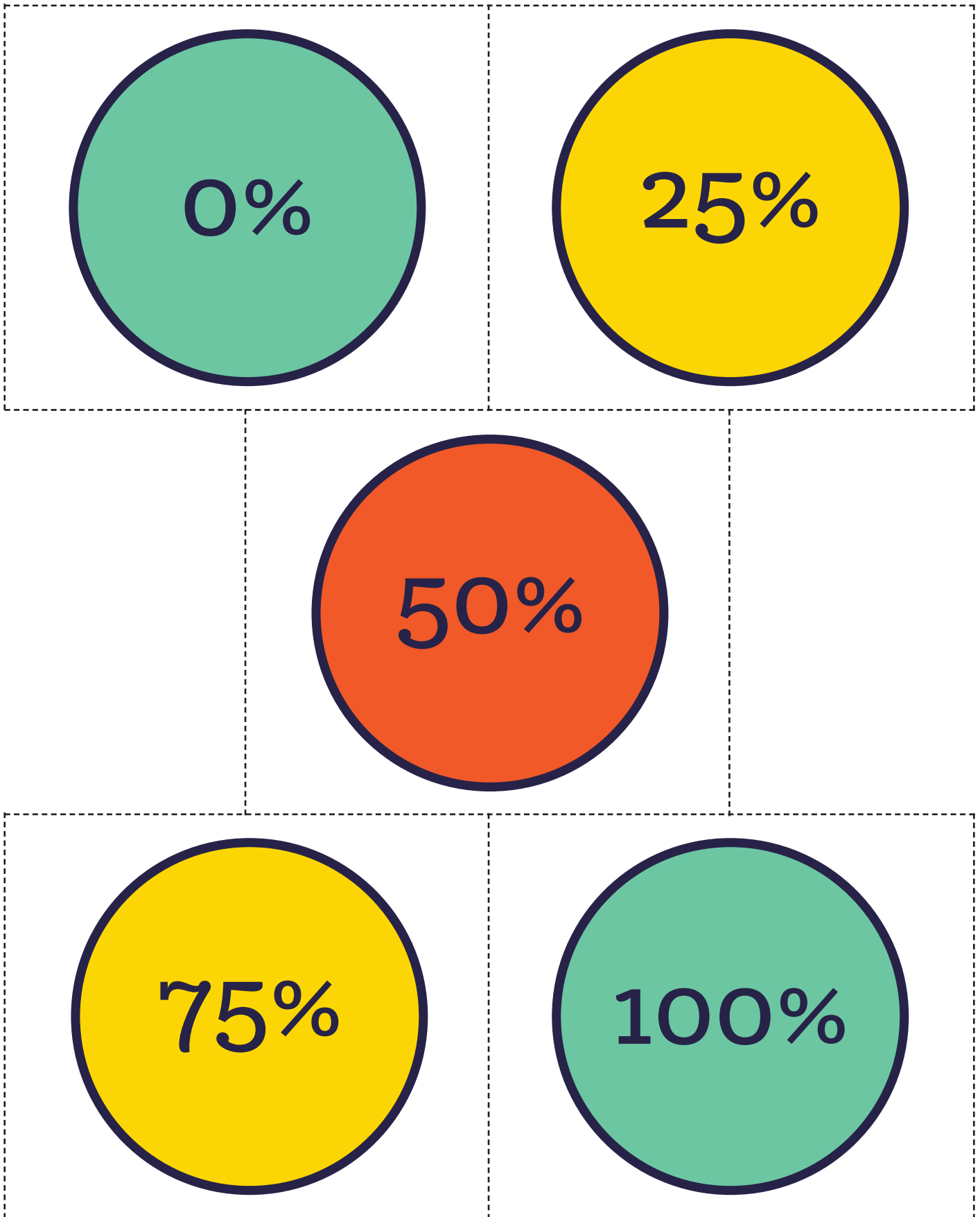


References:

Adapted from Barbara Keating and Lori Bluvus (2007), *Teaching about family and gender violence*. American Sociological Association.

PERCENTAGE CARDS

Print and cut out. Hand out a set of cards to each learner.



SCENARIO SHEET

Read the scenarios. Have learners assess **RESPONSIBILITY and Accountability.**

SCENARIO	ADDITIONAL PROMPT QUESTIONS
<p>Nku is on his way home from soccer practice. He was in a hurry to watch the final episode of his favourite TV series, and he just tossed his bag onto the back seat of his mom's car. On their way home, they stopped at the grocery store to buy food. His mom locked the car but Nku forgot to roll up the window on his side. When they returned to the car, the bag was gone. What level of responsibility does Nku have for the theft of his kit?</p>	<ul style="list-style-type: none"> • Is Nku responsible for leaving the car windows down? • How much responsibility do passers-by carry for leaving Nku's things alone?
<p>Anna is twelve years old and has the day off from school. Her parents tell her to stay home. However, she gets bored and takes some money from her parents' drawer and goes to hang out at the game shop on the corner. There she meets with two other girls, Lisa and Dimpho, whom she recognises from school. When Lisa and Dimpho see that Anna has money, they talk her into going to the nearby mall to look around. On the way to the mall, Lisa and Dimpho beat up Anna and take her money. What level of responsibility does Anna have for the mugging and the robbery? Should Anna herself be held accountable for theft?</p>	<ul style="list-style-type: none"> • Is there a difference between Anna being responsible for stealing from her parents, and Lisa and Dimpho's responsibility for violently robbing Anna? The result is that money is 'taken away' in both cases. • Would it be different if Anna's parents had given her the money and permission to leave the house? • Should parents be held responsible for leaving their children alone?
<p>It is a hot summer day and you and your friends go to the neighbourhood pool. You decide not to pay R10 to put your bag in a locker because you want to buy a cool drink. Your friends all thought that it was better idea to get lockers. You leave your bag on the side of the pool where you can see it at all times. When you finish swimming for the afternoon, you discover that your cell phone and wallet have been stolen from your bag. How much responsibility do you have for the goods being stolen?</p>	<ul style="list-style-type: none"> • How much responsibility do you have for leaving the bag unattended? • Is it the responsibility of pool management to assure security of their patrons' goods?
<p>Tanya has been dating Jeff for two months and they are now in a monogamous relationship. Tanya knows that Jeff has a bad temper, especially when he has been drinking. Just last week he got into a fistfight with a stranger at a soccer match. Tanya and Jeff go to their high school soccer match on Friday night. A student in Tanya's English class, Ndlovu, talks to Tanya for a few minutes about an assignment they have in class. After the game, Tanya and Jeff go to a party where Jeff has a few drinks and Tanya chats with both male and female friends. While walking out to the car, Jeff starts complaining that Tanya was too friendly with Ndlovu and other guys. Tanya assures him that they are just friends and there is no reason for him to be jealous. Jeff orders Tanya to stop talking to other guys. Tanya says, "Don't be silly," after which Jeff punches Tanya hard on the shoulder almost knocking her down and giving her a nasty bruise.</p> <p>Is Tanya responsible for Jeff striking her?</p>	<ul style="list-style-type: none"> • When people get angry, do they have a right to hit those with whom they are angry? • Is it reasonable to expect potential victims to never make someone angry in order to avoid violence? • Is it reasonable to make the victim responsible for the assailant's behaviour? • What is the assailant's responsibility?

SCENARIO SHEET

SCENARIO	ADDITIONAL PROMPT QUESTIONS
<p>Faye is a first year university student. She stays in a residence, and has made a group of new friends who she hangs around with. One of these new friends is a guy called Mark, who is a Residence Advisor at one of the residences. Mark has tried to come on to her. She has politely told him that she is not interested. He seems OK with that. One night there's a knock at her door and Mark is there – he has let himself into the residence because all the security guards know him. She lets him in, and he starts to kiss her. She pushes him away but he forces her down and has sex with her. He sees her the next day in the street and asks her please not to tell anyone because it was just a misunderstanding. He tells her that if someone finds out about what happened he will lose his job.</p> <p>How much responsibility does Faye have for what happened?</p>	<ul style="list-style-type: none"> • Is the encounter rape? Why or why not? • Does it make a difference that they know one another? • Does it make a difference that she let him into her room? • Does Faye have to take Mark's job situation into account in thinking about what to do?
<p>Savanna and Risai are Matric learners. They go to a friend's braai where someone has provided a lot of beer. Everyone is drinking. After a couple of hours, Risai wants to leave but Savanna does not – her parents aren't home and she wants to have some fun. David and Rob, two older brothers of a boy in her class, tell Savanna that they will give her a ride home later. Their friend, Zuva, is the designated driver. They finally leave at 2am and David, Rob, and Savanna are all drunk. The men take Savanna to her room where she passes out. She awakens some time later to realise that her clothes have been removed and that David is having sex with her. He says that Rob and Zuva also had sex with her although she has no memory of it.</p> <p>How much responsibility does Savanna have for the sexual encounter?</p>	<ul style="list-style-type: none"> • Is the encounter rape? Why or why not? • Savanna is unconscious and the boys are awake. Are they all equally accountable for what happened? • Do the boys have any social, legal, or moral obligation to not take advantage of her intoxication? • Since Zuva was not intoxicated, is he more accountable than Rob and David?



Sexual health
 Consent
 Sexual activity
 Masturbation
 Oral sex
 Alcohol
 Sexual coercion
 Gender-neutral
 Sexual orientation
 Gender
 Rape
 Sexual assault

CONSENTING OR NOT? WHAT THE LAW SAYS

- ✓ 1. To understand the importance of consent in sexual activity.
- ✓ 2. To discuss sexual boundaries, and understand that comfort levels vary greatly from person to person.

 45 Mins



1. **Worksheet 1: Statements - CONSENT (GO!) or NO CONSENT (STOP!) (provided)**
2. **Worksheet 2: Scenarios - CONSENT (GO!) or NO CONSENT (STOP!) (provided)**
3. **Signs: Consent (green) / No Consent (red) (provided)**
4. **Information Sheet: 'TRUTH AND MYTHS ABOUT SEXUAL VIOLENCE' (provided)**

PROCEDURE

- 1 Begin the lesson by asking learners what **consent** with regard to sexual activity means to them. You can ask for volunteers to share their opinions.
- 2 Now give learners the definition of **consent** from the GLOSSARY as follows:

CONSENT: The clear, unmistakable and voluntary agreement between people to participate in a **sexual activity** (including fondling, **masturbating** each other or **oral sex**). In terms of South African law, someone cannot consent if they are asleep or under the influence of **alcohol** or drugs.

Tell the class that the **Sexual Offences Act** clearly defines situations where consent cannot be given. These include when someone is:

 - Asleep, unconscious or in an altered state of consciousness (under the influence or drugged) to the extent that their judgment is adversely affected.
 - Mentally disabled.
 - Below the age of 12.
 - Persuaded to give consent under false pretences or fraudulent means.
 - Threatened (or someone they know is threatened).
 - The victim of an abuse of power or authority.
- 3 Tell learners that it is very important to ascertain consent before proceeding with any sexual activity with a partner(s). Remind them that consent should never be assumed. You cannot assume that someone is consenting based on their behaviour, or appearance. You also cannot assume that someone is consenting because the person has consented in the past. Emphasise that everyone has the right to stop any sexual activity whenever they want, regardless of what has happened up until that point, or in previous sexual encounters.
- 4 Tell learners that awkwardness is often part of sex, including talking about it, and the potential for rejection is always there. However, remind them that the risks of not asking for consent are far greater than the risks of asking for consent. Emphasise that communicating before, during and

after sexual activity is extremely important to make sure that everyone is comfortable with what is happening, and that everyone feels safe and is consenting. Clear communication and consent is also the best way to ensure that your sexual relationship develops and improves.

- 5 Give each learner a set of signs: 'Consent / Not Consent'.
- 6 Read a list of statements (provided) that may be said by either partner during sexual activity. For each statement, the learners should hold up their cards as follows:
 - 'Consent' (green) card if they think that the statement indicates that consent could be given.
 - 'Not Consent' (red) card if they think that the statement indicates that consent could not be given.
- 7 The teacher should affirm the learners' correct choices after each statement. If learners put up the incorrect sign for a certain statement, ask them why they chose that response, and explain why it is incorrect.
- 8 Once the class has completed and discussed all statements, then tell them they will be doing the same thing again with longer scenarios (provided).
- 9 After reading each scenario, have volunteers discuss their answers and reasoning. Ask at least one learner with a correct response and one with an incorrect response (if there are any) to discuss their answer to stimulate debate. Make it clear which are the correct responses and explain why. Refer to the notes on the scenario sheet for more guidance.
- 10 Finally, learners can also come up with their own consent scenarios. In groups of 4 or 5 they could come up with one scenario where consent was given through effective communication between partners, and one scenario where consent was not given due to a lack of communication. Ask learners to focus on situations where consent could be tricky. This should not take longer than 10 minutes.
- 11 Ask volunteers to share their scenarios, and ask the rest of the class if they agree with whether the scenario was consensual or not. Again, make sure to clarify the correct answer and explain why.

- 12 Explain to learners that there are scenarios where consent, or the lack of consent, can be tricky or unclear. It is necessary for the person initiating sexual activities to ask for consent before going ahead, whatever the situation. Also be clear about how the law defines consent.

TEACHER TIPS

General

Learners may act silly or make jokes, mock each other or withdraw because of the overt sexual content in the exercise which adolescents might find amusing or uncomfortable. You can minimise this by preparing the class for the sexual content before the exercise. Tell them that you will be talking about sex, and even though they may find it amusing, the discussion of negotiating sex and sexual coercion is really important and serious. For this reason you would like them to focus on the exercise and give the issues their full attention. You may want to re-emphasise this before asking learners to read their responses aloud, and add that it is important to show respect, and to be non-judgmental when listening to other's efforts.

Whenever discussing sexual activities with learners, it is important to use the term 'partner' rather than 'boyfriend' or 'girlfriend'. By staying gender-neutral, you ensure that no one of a different sexual orientation

or gender in the classroom is alienated, which is especially important when asking learners to discuss touchy topics such as intimacy and sexual boundaries.

If learners ask about the gender of Alex, tell them that Alex is a **gender-neutral** name and it was specifically chosen so that they did not know if the scenario involved a same-sex or opposite-sex couple. This is because it does not matter - the point of the activity is that all couples and partners need to openly discuss consent, regardless of sexual orientation.

Making the Link with Gender & Violence

It is very important for learners to understand how to negotiate consent to promote healthy sexual relationships and prevent rape and sexual assault. Rape and sexual assault often occur when the victim is under the influence of drugs or alcohol, so it is important to emphasise that legally, consent cannot be given by someone who is under the influence of drugs or alcohol. Learners need to begin talking about consent and communication in relationships from a young age.

Assessment Ideas

Ask learners to write a short reflective piece that defines consent, explains why consent is important in sexual relationships, and provides specific examples of how to ask for consent.



STATEMENTS - CONSENT (GO!) OR NO CONSENT (STOP!)

Read out each of the following statements and ask learners to use their cards to indicate whether the correct response is to 'Consent' and 'No Consent'.

STATEMENT	CORRECT RESPONSE
1. "That hurts."	NOT
2. "That feels so good!"	CONSENT
3. "I am so drunk right now."	NO
4.Silence.....	NO
5. "Keep going, I love that."	CONSENT
6. "Would you mind doing ..."	CONSENT
7. The partner is asleep or passed out.	NO
8. "No."	NO
9. "I don't feel like it."	NO
10. "I don't think I want to do this anymore..."	NO



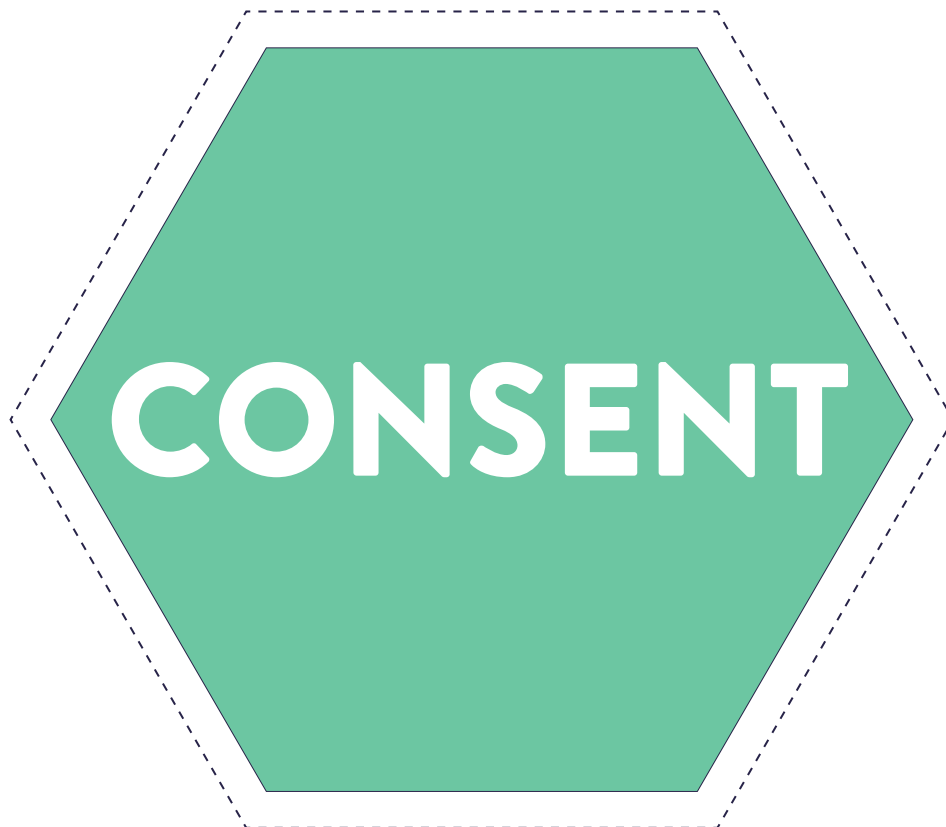
SCENARIOS - CONSENT (GO!) OR NO CONSENT (STOP!)

Read out each of the following scenarios and ask learners to use their cards to indicate whether the correct response is to 'Consent' and 'No Consent'.

SCENARIO	CORRECT RESPONSE
<p>1. Lulu and Jo have been dating for a few months; Lulu would like to remain a virgin until marriage and has told Jo this. One day, when they are making out, both partners touch each other's genitals, and take off each other's clothes. Jo begins to rub his body against Lulu's and she seems to enjoy it. After a while Jo begins to push his penis into Lulu, and she tells him she thinks they should stop. He says she must have known what was going to happen when she took her clothes off.</p>	<p>NO CONSENT. Anyone has the right to withdraw consent at any time. As soon as Lulu told Jo to stop he should have done so.</p>
<p>2. Marco and Pumi have been dating for a few weeks. Marco is 3 years older than Pumi, who is 11, but they get along very well. When they are making out at Pumi's house one evening, Marco pushes his hand into her pants. Pumi isn't sure that she wants him to do that, but in the end she doesn't say anything and goes along with what Marco wants.</p>	<p>NO CONSENT. Pumi is under 12, and can therefore not consent to sexual activity under the law.</p>
<p>3. Wesley and his friends are drinking at a friend's house. Wesley gets very drunk and his friend takes him to his room and puts him to bed. They begin talking and Wesley kisses his friend, and they start taking each other's clothes off. After a little while Wesley passes out on the bed naked. His friend proceeds to have sex with him.</p>	<p>NO CONSENT. Wesley cannot consent to sex because (1) he has been drinking and (2) he is unconscious.</p>
<p>4. Aalia (age 13) and Alex (age 14) are fooling around, and decide to try oral sex. Aalia's dad walks in and tells them that he is going to have Alex arrested for statutory sexual assault.</p>	<p>CONSENT. Despite what Aalia's dad says, Aalia and Alex both consented to trying oral sex. Because both Alex and Aalia are between the ages of 12-15, and consented, there is nothing Aalia's dad can do.</p>
<p>5. Kaya and Mandisa are both 16 years old. They decide to have sex and go to the clinic to get protection. Kaya's aunt is a nurse at the clinic and phones Kaya's mother to tell her that her daughter is having sex. Kaya's mother is furious and threatens to take them to the police because they are still children under the law and can't consent to sex.</p>	<p>CONSENT. Kaya's mom is right that both Kaya and Mandisa are still considered children under the law (defined as under 18 years of age). However, the Sexual Offences Act sets the age of consent at 16 years old, which means that both Mandisa and Kaya are able to consent to sex. They are also old enough to get contraception from the clinic under the law.</p>
<p>6. Olivia's mother has lost her job and can't afford school fees. The principal calls Olivia in one day and tells her that if she agrees to have sex with him he will make sure that the school fees are paid for her and her brothers. She agrees, even though she doesn't really want to.</p>	<p>CONSENT. Even though Olivia (reluctantly) consented, the principal has coerced and manipulated her through abuse of power.</p>
<p>7. Rodney (17) and his friend Walton (14) have been attracted to one another for a long time. At a friend's party, they finally get the courage to act on their feelings. They kiss and one thing leads to another, and they end up having sex.</p>	<p>NO CONSENT. There is an age gap of more than two years, and one partner is defined as a child, while the other is not. There can be no consent.</p>

SIGNS: CONSENT / NO CONSENT

Print and cut out signs for each learner:



INFORMATION SHEET: TRUTH AND MYTHS ABOUT SEXUAL VIOLENCE (DATA SOURCE)

MYTH	FACT
<p>Women who wear provocative or revealing clothing are 'asking for it'.</p>	<p>Rape happens to all kinds of people, regardless of what they were wearing, how old they are, or what they look like. While there are many men who are aroused by women's clothing or appearance, in fact very few of those men rape. Rape is the fault of the perpetrator alone.</p>
<p>Rape is a crime of passion.</p>	<p>Rape is not a crime of passion, it is a crime of violence. It is often well-planned, and is used to humiliate and hurt the victim, and to make the perpetrator feel more powerful.</p>
<p>Women/girls report rape when they 'change their minds' afterwards, when their parent catch them having sex, or when they want to 'get even' with a man.</p>	<p>Rape is the only crime where we routinely blame the victim for what happened to them. Cases which are seen as so-called 'false reports' are more likely cases where the victim no longer wanted to participate in the legal process or where the victim was being threatened or intimidated to withdraw the case. Cases are withdrawn by the state where there is not enough physical evidence or where there are inconsistencies in reports/evidence. This is not the same as false reporting – it simply means that the prosecution was not confident in their ability to secure a conviction.</p>
<p>Women who are drunk are willing to engage in any kind of sexual activity.</p>	<p>The fact that a woman has been drinking does not imply consent. Under our law, people who are under the influence of alcohol and drugs cannot consent. Some perpetrators use alcohol to render potential victims helpless. They often prey on people who are already drunk. Alcohol is not a cause of rape; it is only one of many tools that perpetrators use.</p>
<p>Only women get raped.</p>	<p>This is not true. While we know that the majority of victims in South Africa are women, there are a sizeable number of men who are victims of sexual violence. Men who get raped are also not necessarily gay men.</p>
<p>People with disabilities don't get raped.</p>	<p>People with disabilities are often abused by people who are in a position of trust, such as caregivers.</p>
<p>Most rapists are strangers.</p>	<p>Most survivors of a sexual offence know, or are at least acquainted with, the perpetrators. Most perpetrators are friends, friends of friends, family members, partners, community members, and the like.</p>
<p>Most rapes are inter-racial (e.g. black men who rape women of other races).</p>	<p>Most rapes in South Africa involve persons of the same race.</p>
<p>Most sexual offences occur at night in strange and unfamiliar places.</p>	<p>Most rapes are committed by people that are known to the survivor, and often take place in the home, at a party or in a car.</p>

INFORMATION SHEET: TRUTH AND MYTHS ABOUT SEXUAL VIOLENCE (DATA SOURCE)

MYTH	FACT
Sex workers can't be raped.	Sex workers have the same right as any other person to refuse sexual activity.
If the survivor was really raped, then there will be injuries.	A woman need not be physically hurt in order for her to have been raped. Most men are physically stronger than most women and need not use violence to coerce a woman into doing what she is told to do.
Gang rape is rare.	In fact, roughly 40% of rapes in South Africa are perpetrated by more than one person.
Women falsely accuse or cry rape when they regret having had sex.	False reports are very rare. Although many cases are dropped for lack of evidence, this is not the same thing as false reporting.
A husband can't rape his wife.	When someone does not consent to sex it is rape, regardless of the relationship that exists between them.
You can't be raped if you were drinking or had taken drugs.	The law in South Africa says that if you have been drinking or are under the influence of drugs you cannot consent to sex. Some perpetrators use alcohol/drugs to render potential victims helpless. They often prey on people who are already drunk/high. Alcohol/drugs are not a cause of rape; they are tools that perpetrators use.
Rape is just a case of sex that went a little too far.	Rape is a premeditated act of violence, not a spontaneous act of passion.
Rape is mostly just an isolated incident.	Most rape is not an isolated incident, but is instead perpetrated many times by the same perpetrator.
Most women have a secret desire to be raped.	No woman fantasises about being raped. Sexual assault is a brutal attack, it is humiliating and sometimes victims are badly hurt. No person wants or enjoys sexual assault.
Once a man is sexually aroused he is unable to control himself.	Every person – regardless of how sexually excited they are – can choose to stop what they are doing and wait for the feeling to subside. Sexual offenders choose not to do so, but rather choose to exert power and control over their victim by sexually violating them. Most men become sexually aroused, and do not commit rape or other acts of sexual violence. Most men respect their partner's boundaries.
Women say 'no' when they mean 'yes'.	When a woman says "NO" she means, NO. If a sexual partner does not stop at the time a person says "No", this is a sexual offence.

INFORMATION SHEET: TRUTH AND MYTHS ABOUT SEXUAL VIOLENCE (DATA SOURCE)

MYTH	FACT
<p>If she didn't want to have sex then she shouldn't have gone home with him.</p>	<p>Rape is a terrifying, violent and humiliating experience that no woman wants or asks for. Legally a person has the right to change their mind about having sex at any point of sexual contact. If a sexual partner does not stop at the time a person says "No", this is sexual assault.</p>
<p>Real rape is when a woman is surprised and raped by a man she doesn't know.</p>	<p>Most rapes occur either in the victim's home or the home of the perpetrator. Often victims have met the offender or they are well known to the victim and were in relationships that one would normally assume trust, i.e. intimate partner, friend, acquaintance or family member.</p>
<p>Most 'real' rapes are reported.</p>	<p>Rape is the most underreported crime. Victims often feel shame, humiliation, or embarrassment, fear retaliation from the perpetrator, fear that people won't believe them, fear upsetting people if they have an existing relationship with the perpetrator (for example, if he is a friend, or a parent etc.) Some survivors don't know that what happened to them is rape because of all the myths and stereotypes about rape, or if they were unconscious or intoxicated at the time of the offence.</p>

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The following resources were extremely useful in compiling this book of exercises. Some simply informed the approach we took to teaching about these difficult topics, others gave us ideas about how to design specific exercises, and others still provided the framework for specific worksheets, which we adapted to fit our needs and context. All of them are helpful resources for teaching about sex, gender and/or violence, and we encourage you to view them:

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