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PROVINCE OF KWAZULU-NATAL



PSYCHO-SOCIAL SERVICES
SPECIAL NEEDS EDUCATION SERVICES



BABY, NOT NOW!

MY LIFE, MY EDUCATION, MY FUTURE FIRST!

A prevention Programme addressing
learner pregnancy and early parenthood.

FACILITATORS MANUAL



PSYCHO-SOCIAL SUPPORT SERVICES

ACKNOWLEDGEMENTS

This manual is based on a pilot project conducted in 2015 in three KZN education districts viz. Uthukela; Umgungundlovu and Harry Gwala. The participating schools were:

Umgungundlovu District: Ngcedomhlope High and Smero Secondary

Sisonke District: Nokweja Secondary and Amazabeko High

Uthukela District: Ekwaluseni High and Ntathakusa Secondary.

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MY LIFE! MY FUTURE CAMPAIGN

A fight against teenage pregnancy; substance abuse and HIV and AIDS and other social ills

**MY LIFE
MY FUTURE**

MY EDUCATION COMES FIRST



BABY, NOT NOW!

**MY LIFE,
MY EDUCATION,
MY FUTURE FIRST!**




FOREWORD

One of the main factors that impacts on how children grow to become successful, competent and contributing adults in society, is education. There are many factors that may place a child at risk of not accessing education, staying in school and achieving scholastically. Among these are health, social, emotional and poverty related challenges. In recent years the increasing rate of learner pregnancy has been highlighted as a risk factor to learner retention and achievement in school. This has necessitated the province to embark on targeted prevention activities to address learner pregnancy and early parenthood. Often learner pregnancy prevention activities target the girl child, inadvertently sending out the message that the girl child has the full responsibility for the pregnancy and parenting. The responsible boy learner often continues with life, with minimal or no change in his lifestyle. The loaded health, psychological, social and economic responsibility on the female learner however, places her at risk of scholastic underachievement, dropping out or having long periods of absence from school.

Teenage pregnancy can result in a range of risk factors for the baby, the teen mother, the family and society. The risks for the young mother cuts across issues such as health, education attainment, limited skills, knowledge and/or resources resulting in fewer job prospects, social isolation, financial limitations, inadequate parenting and coping skills. The risks for the baby includes, a higher risk of having health and care problems, limited stimulation and exposure impacting on learning and development, poor parental guidance and support. The implications for society is that learner pregnancy adds to the public sector expenses related to child support grants, foster-care, increased health costs, contributes to the unskilled labour force impacting on the progress of the country. Further due to possible neglect and/or abuse, children of teen moms can present with behaviour challenges and in some cases lead to conflict with the law. The Department strives to ensure that learners, both boys and girls, are educated about the likely outcomes of engaging in sexual activity, and to assist young people to make life choices that protect their health, support their access to educational opportunities and promote their future prospects.

To this end the Department strives to expose learners to an extensive life-skills programme via the curriculum and also conducts targeted preventative programmes for learners who are at high risk or for schools that have a high learner pregnancy rate.

This manual has been developed as a resource, additional to the curriculum life-skills programme. It is a prevention programme aimed at preventing learner pregnancy and early parenthood. The introduction of this programme contributes to our commitment to work together with learners, schools, parents, other government departments, NGOs; CBOs and wider society to curb the rate of learner pregnancy in the province.



.....
Adv. Bheki Masuku
HEAD OF DEPARTMENT (ACTING)

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1. OVERVIEW OF THE PROGRAMME

“Baby, Not Now!” is a prevention programme that aims to educate learners about the likely outcomes of engaging in early sexual activity and the impact of unplanned pregnancies on the lives of the affected learners. It strives to provide learners with the skills and knowledge to make healthy life choices that would protect and keep them safe, promote their overall well-being and future prospects. It encourages learners to take advantage of educational opportunities and to prevent learner pregnancy and early parenthood, thus improving their future livelihoods. This programme is designed as an extension of the Life Orientation and life-skills curriculum.

1.1 Programme Resources

There are two booklets and one reference book which form part of the “Baby, Not Now!” programme:

- Facilitator’s manual
- Learner workbook
- Speak Out- Youth Report Sexual abuse handbook (Department of Basic Education, 2010)

The **Facilitator’s manual** provides the facilitator with the following information:

- Background information on the various topics, which is aimed at enriching the facilitator’s interactions in the classroom.
- Process information on presentations/lessons to be taught, the sequences of the various units and suggested teaching methodology and additional information.
- Each unit is linked to learner activities/ homework/ reflection and discussion exercises, which is contained in the **Learner Workbook**.

The accompanying **Learner Workbook**, contains learner based activities/ exercises /worksheets and additional information. The two booklets are designed to be used in conjunction with each other. The **Facilitator’s Manual** indicates which worksheets in the **Learner Workbook** are relevant for each session.

The “**Speak Out- Youth Report Sexual abuse handbook**” serves as a reference book with important information for the learners during and after the completion of the programme.

1.2 Summary of the Programme and Activities

Table 1: Baby, Not Now! Programme and activities –

SESSION AND TIME	OBJECTIVE	CONTENT	LEARNER WORKBOOK-References
UNIT1: EXPLORING THE ISSUE OF LEARNER PREGNANCY			
1. Baby, Not Now! <i>Situational Analysis (60 minutes)</i>	<ul style="list-style-type: none"> ✓ To provide an overview and purpose of the programme and criteria for selection of the school or group of learners. ✓ Determining rules of engagement and participation during the programme. ✓ Obtain commitment to the programme. 	<p>Facilitator engages in a discussion with the learners to outline the purpose of the programme, why the school was chosen for the programme, by giving a brief background to the issue of learner pregnancy, establishing rapport and determining rules for programme participation.</p> <p>Rules of engagement during the programme are agreed upon and are displayed in the venue and are the basis for all engagement. Learners contract to commit to the programme.</p>	<p>Worksheet 1. Learners sign the “Commitment to Programme - Baby, Not Now!!</p> <p>Annexure A Provincial statistics on teenage pregnancy.</p> <p>Annexure B Graph on HIV prevalence, by age and gender in SA.</p>
2. Baby, let’s peep into parenthood. <i>Simulated Parenting programme (90 minutes)</i>	<ul style="list-style-type: none"> ✓ The aim is to give learners the opportunity to experience the emotional, financial, social, health and educational risks and responsibilities of early parenthood, using a simulation programme. ✓ Learners estimate the cost (financial, time-wise and responsibilities) of caring for baby. 	<p>The facilitator loans dolls to learners for the simulated parenting programme. Learners are required to take full care and responsibility of all “babies” needs via a guided schedule.</p> <p>Learners calculate the estimated cost of caring for baby.</p>	<p>Worksheet 2 Birth Certificate</p> <p>Worksheet 3 Our Commitment to take care of baby.</p> <p>Information sheet- One. Care plan for baby</p> <p>Worksheet 4 Daily plan for taking care of baby</p> <p>Worksheet 7 The cost of having a baby and budgeting.</p>
3. Baby, what have you done to my life? <i>Impact of baby on my life. (90 minutes)</i>	<ul style="list-style-type: none"> ✓ The aim is to give learners an opportunity to report back on their “experience of parenting”. ✓ To get learners to identify how baby has changed their lives. ✓ Learners will become aware of the risks associated with early parenting on the young mother, the baby and on society. 	<p>The facilitator engages learners on their experiences of “having to care of their baby”. The responsibilities of parenthood are explored.</p>	<p>Worksheet 5 My experience as a young parent</p> <p>Information sheet 2: Impact of early parenting on Mother, baby and society</p> <p>Worksheet 6 – Role play -Interviewing a parent.</p>

SESSION AND TIME	OBJECTIVE	CONTENT	LEARNER WORKBOOK-References
<p>4. Baby, you are expensive!</p> <p><i>Financial responsibilities (70 minutes)</i></p>	<ul style="list-style-type: none"> ✓ The aim is to teach learners the real cost of having a baby and proper budgeting for a baby's care. ✓ The purpose of relevant social support services 	<p>Learners determine an actual monthly budget that is required to meet the needs of the baby.</p> <p>Article- on certain beliefs and practices associated with learner pregnancy and Child Support Grant.</p> <p>The learners engage with the views and opinions raised in the article.</p> <p>The focus is to correct any misconceptions and to create awareness of the impact of such beliefs and practices.</p>	<p>Worksheet 7 The cost of having a baby and budgeting</p> <p>Worksheet 8 Nonko's opinion about the youth in her township</p>
<p>5. Baby, what do you need from your parents?</p> <p><i>Parenting skills (80 minutes)</i></p>	<p>The aim is to:</p> <ul style="list-style-type: none"> ✓ challenge the stereotype of females being the sole care giver of babies. ✓ create awareness on the importance of joint parenting and the critical role of fathers in child rearing. 	<p>Learners explore typical personalities they may confront that would place them at risk of falling pregnant, of being abandoned once pregnant, single parenthood or face life threatening situations.</p> <p>The message in this unit is that of shared responsibilities and joint parenting.</p>	<p>Worksheet 9 Role play: Mr Cool Dude, Mr Smartman and Minister of Finance</p> <p>Worksheet 10 Parenting Roles</p>
UNIT 2: PLANNING FOR MY LIFE, MY FUTURE			
<p>6. Baby, let's not take a chance!</p> <p><i>Sexual health (120 minutes)</i></p>	<ul style="list-style-type: none"> ✓ Sharing of Basic Sexual Health information on HIV, AIDS, other sexually transmitted infections (STI's), opportunistic infections such as tuberculosis and avoiding pregnancy. ✓ HIV and AIDS myths versus facts ✓ The risks of early sexual debut. ✓ The Freedom one obtains from abstaining or delaying sexual debut 	<p>Basic Sexual health information is shared focusing on the risks associated with sexual activity. The focus is on Freedoms that abstinence gives the learner with respect to his/her future livelihood and prospects.</p>	<p>Information sheet 3 Basic Sexual Health Information</p> <p>Information Sheet 4 Think about this!</p> <p>Annexure C HIV/AIDS - Myths versus facts</p> <p>Worksheet 11 Understanding basic sexual health</p> <p>Worksheet 12 Me and My health quiz</p> <p>Worksheet 13 Risky behavior exercise</p> <p>Worksheet 14 The freedoms of abstinence</p>

SESSION AND TIME	OBJECTIVE	CONTENT	LEARNER WORKBOOK-References
7. Baby, let's plan for success. <i>Life and career planning (60 minutes)</i>	<ul style="list-style-type: none"> ✓ To guide learners to develop a career and life plan. ✓ To provide learners with strategies to remain focused on their life plans. 	<p>The session covers the importance of having a life plan and purpose. Learners will develop their own career and life plan.</p>	<p>Information sheet 5- Quotes- Goal setting</p> <p>Worksheet 15 Life and career vision</p>
8. Baby, it's time to relook at how we spend our time! <i>Time management skills (60 minutes)</i>	<p>The aim of this session is to:</p> <ul style="list-style-type: none"> ✓ determine how learners currently use their time ✓ understand how the use of time will impact on the achievement of their goals ✓ develop time management skills and to show how these skills can be incorporated into their lives. 	<p>Discussion on routine and necessary activities that form part of our daily living.</p> <p>Learners will reflect on how they currently use their time in relation to daily demands and other life activities.</p> <p>Time management skills are shared.</p> <p>Using the information provided learners will adjust their time usage and create a new time management plan in relation to their goals, especially their education goals.</p>	<p>Worksheet 16 Time management: How I spend my time now</p> <p>Information sheet 6 Don't let time escape you.</p> <p>Worksheet 17 My new time management plan.</p> <p>Worksheet 18 My study plan</p>
9. Baby, let's stand up against Social ills <i>Risks of Social ills (90 minutes)</i>	<p>The aim of this session is to make learners aware of:</p> <ul style="list-style-type: none"> ✓ All the social ills /risk taking behaviours that can lead them to stray from their life plan and dropout of school. ✓ How social ills can impact on their lives. 	<p>The facilitator discusses and engages learners on the key social ills (early parenting, alcohol and drug abuse, bullying, violence and negative peer pressure) and how they impact on their lives and can disrupt their education.</p> <p>Share strategies that help them to remain focused on their life plan.</p>	<p>Information sheet 7 Harmful effects of Social Ills</p> <p>Worksheet 19 Smart Thinking</p>

SESSION AND TIME	OBJECTIVE	CONTENT	LEARNER WORKBOOK-References
<p>10. Baby, the world out there can be bad.</p> <p><i>Sexual abuse and exploitation (90 minutes)</i></p>	<ul style="list-style-type: none"> ✓ The aim is to: make learners aware of sexual abuse and exploitation. ✓ the available help for victims of sexual abuse and exploitation. ✓ Raise awareness of the risks of trans-generational relationships (such as Sugar daddies, Blessers and Ben Tens) ✓ Provide contact details for agencies that provide help and support to victims of sexual abuse and exploitation. 	<p>The facilitator in a group discussion talks about sexual abuse and exploitation, how to be safe and where to go for help.</p>	<p>“Speak out- Youth Report Sexual Abuse Handbook “</p> <p>Worksheet 20 Risks of trans – generational relationships</p>
<p>11. Baby, let’s complete our schooling!</p> <p><i>Strategies to remain focused on your education and life goals (60 minutes)</i></p>	<ul style="list-style-type: none"> ✓ The aim is to teach learners core values that will assist them in staying focused on their education. The focus will be on the 3 R’S – Respect, Responsibility and Resourcefulness. These form part of the Rights and the Bill of Responsibilities for the Youth of South Africa ✓ Each of the 3 R’s is unpacked into vital tools for success at school. 	<p>The rights and responsibilities are discussed The purpose of this session is to make learners take ownership for their education and their future success.</p>	<p>Information sheet 8 Bill of Responsibilities for the youth of South Africa</p> <p>Information sheet 9 The Three R’S- Respect, Responsibility and Resourcefulness.</p> <p>Information sheet 10 “ Your vital tools for success at school”</p>

SESSION AND TIME	OBJECTIVE	CONTENT	LEARNER WORKBOOK-References
UNIT 3: COMMITMENT TO MY LIFE GOALS AND DELAYING PARENTHOOD			
<p>12. Baby, this is my life plan</p> <p><i>Development of my education and life plan (60 minutes)</i></p>	<ul style="list-style-type: none"> ✓ On completion of Unit 1 and 2, learners prioritise their life and education goals and develop their final Education and Life plan. 	<p>The facilitator provides an overview of the key issues discussed in the programme so far. Key aspects of a life plan are discussed together with risks. Learners are guided on how to develop their life plan going forward.</p>	<p>Worksheet 21 – Creating my life and Education plan</p>

SESSION AND TIME	OBJECTIVE	CONTENT	LEARNER WORKBOOK-References
13. Baby, definitely not now! <i>My commitment - my pledge to myself (60 minutes)</i>	✓ This is the last session and the objective is to round up the last twelve sessions and leave this group of learners with one message that will remain with them. ✓ Present a motivational message/talk/DVD. Using the slogan, Baby, Not Now! Discuss the many interpretations of it	The facilitator summaries the main objectives of each session then emphasizing the delaying of sexual debut. This is reinforced by reading with the class the message on page 23 of "Speak out" End by discussing the message/s in our slogan. Baby, Not Now! Learners sign a pledge to focus on their life, education and future before parenthood.	"Speak out- Youth Report Sexual Abuse Handbook " Worksheet 22 Learners sign the pledge

1.3 Duration of programme

This programme is designed as an extra-curricular program. It has 3 Units comprising 13 sessions in total and should take approximately 17 hours to complete. Facilitator's can choose either to conduct the programme as separate sessions or to run it over 3-4 days as part of the school holiday programme. Note when planning your sessions, a six day gap is required in the programme after Session Two, as this is the parenting simulation part of the programme.

1.4 Target

The target group is grade 8-12 learners (boys and girls) who are engaging in risky sexual behaviour and are at high risk of early parenting. The programme is also targeted at schools where there is a high level of learner pregnancy. The programme can be adapted for younger learners.

1.5 Objectives

The objectives of this programme are to:

- (i) make learners aware of the consequences of risky sexual behaviour
- (ii) make learners aware of the responsibilities and impact of early parenthood
- (iii) guide learners on how to plan for and stay focused on their educational and future life aspirations.

Implicit in the programme content is the objective of motivating learners to delay their sexual debut thus reducing the risk of unplanned pregnancies and early parenthood.

1.6 Users

This programme can be used by KZN DoE district officials, Educators, School Social Workers, School Nurses and Counsellors. We recommend that you start with the first unit and work your way through the material unit by unit. One could select and adapt training activities according to needs and time available.

1.7 Teaching Approach

This programme has been written with a participatory learning and skills building approach. Participatory methods are interactive rather than didactic. This method of teaching encourages learners to become more actively involved in the learning process rather than listening to long lectures. Learner's opinions, experiences and knowledge provides a creative context for exploration and development. Participatory teaching methods include:

- ✓ Class discussions
- ✓ Demonstration and guided practices
- ✓ Role plays
- ✓ Small group discussion
- ✓ Games and simulations
- ✓ Case studies
- ✓ Decision making, planning, mapping and projections
- ✓ Debates
- ✓ Story telling
- ✓ Audio and visual activities such as art, music, drama

Another key element for the successful implementation of this programme is that the approach is non-judgemental and non "preachy". Learners are not judged for their past behaviours. They start fresh with new learnings. This programme promotes positive well-reasoned thinking. Learners are encouraged to think through issues, assess different views, to ask questions and make healthy well thought out decisions.

2. BACKGROUND INFORMATION FOR FACILITATOR

This write up is to contextualise and explain the magnitude of the learner pregnancy issue. An understanding of the impact of learner pregnancy on the learners, their family and future generations, education, society and the country is vital for proper implementation of the programme. This section will be discussed under three headings:

2.1 The Issue of Teenage Pregnancy in South Africa

Teenage pregnancy, early childbearing and parenthood is a complex issue and is not simply related to teens having unprotected sexual intercourse.

For many learners, learner pregnancy is related to a much broader social, economic, cultural and psychological factors, including poverty, school failure, and sexual abuse. (www.advocatesforyouth.org).

Teenage pregnancy in South Africa is driven by many factors including: gender inequalities; gender expectations of how teenage boys and girls should act; sexual taboos (for girls) and sexual permissiveness (for boys); poverty; poor access to contraceptives and termination of pregnancies; inaccurate and inconsistent contraceptive use; judgmental attitudes of many health care workers; high levels of gender-based violence and poor sex education (Jewkes, Morrell and Christofides, 2009; Panday et al., 2009; Chigona and Chetty, 2007; Bearinger, 2007; Pettifor et al., 2005).

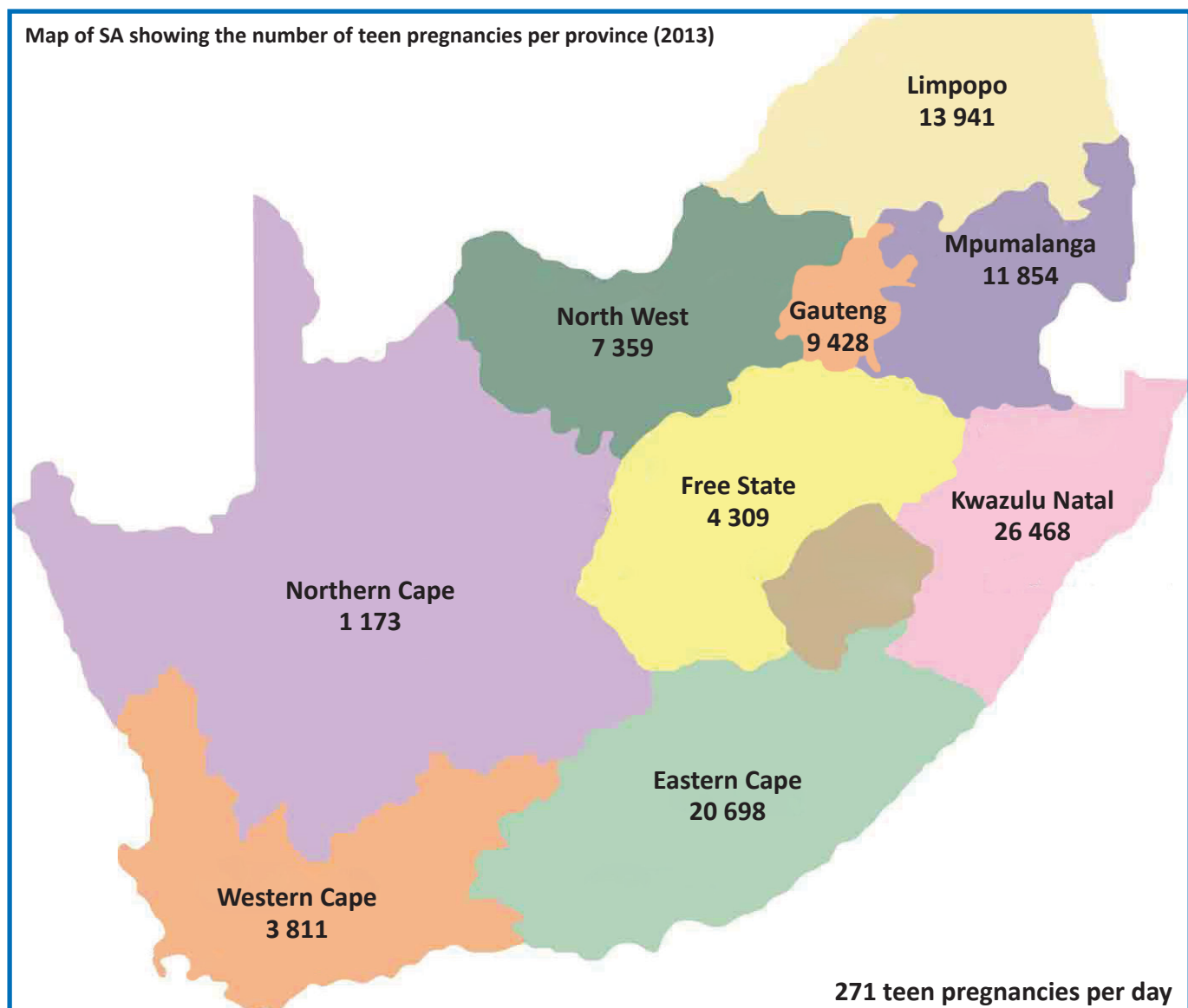
In addition, the fathers of babies born to teenage girls in South Africa are often older men. Department of Health in 2013 reported high incidents of trans-generational sex.

In these types of relationships, wealthier older individuals (both men and women) negotiate sexual “favours” for money or gifts with much younger (often adolescence) persons. The power differences between the two individuals in these relationships make them highly risky and dangerous for the younger person.

A high rate of teenage pregnancy can have detrimental effect on the health, emotional, social and financial well-being of the learner, which places their education and their future life job prospects at risk. Given the far reaching implications for the future generations, it is important to have programmes deliberately focus on reducing the incidence of learner pregnancy and early parenthood.

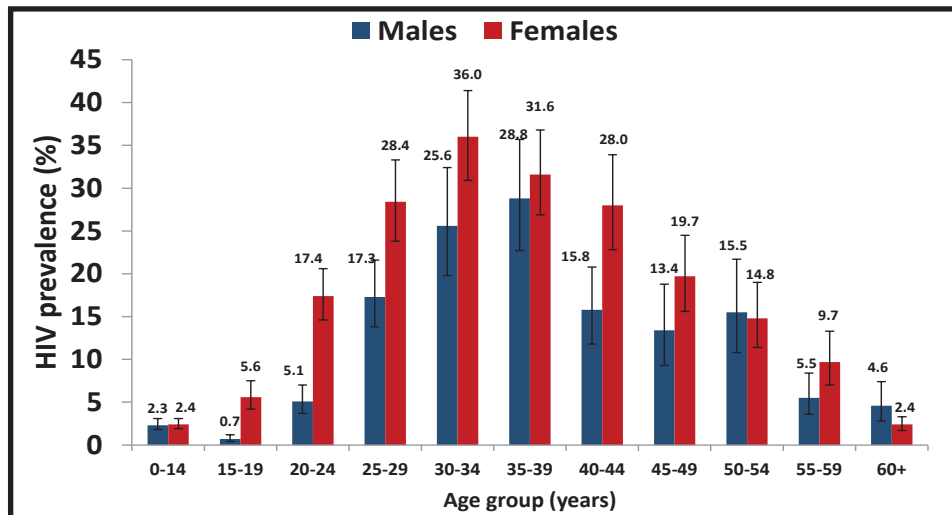
2.2 Prevalence and Impact of Learner Pregnancy

Statistics South Africa in the General Household survey (2013), comments on the prevalence of Teenage pregnancies across the 9 provinces in South Africa.



At the time of the survey there were 99041 reported cases of teenage pregnancies in the country. This equates to a country teen pregnancy rate of 271 cases per day. Of the nine provinces Kwazulu Natal reflects the highest number of teen pregnancies, a number of 26 468 cases were reported during the period of the survey. This has serious social, economic, behavioural, emotional and health implications for the province and it’s children.

An Human science research council (HSRC) report on HIV Prevalence by Age and Gender (2012) in South Africa, provides valuable insight into risky sexual behaviour among teenagers.



If one observes the infection rate within the 0- 25 years, the infection rate among females appear to be significantly higher than that of the male cohort. The significant rise in female infection is at age range 15-19 years. Adolescent girls between the ages 15-19 years are 8 times more likely to be infected with HIV, where young women between 20-24 years are more than 3 times likely to be infected with HIV than their male peers. The rate of infection among the males seem to rapidly increase between the 25 – 35 age range. This suggests that females at a younger age than males are engaging in sexual activity. The lower infection rate among males in this same age group suggests that the females are not engaging in this activity with their cohorts but rather with older men. Hence the phenomenon of “transgenerational sex”; “Sugar Daddies” and “Blessers” seem to be a serious reality within communities.

The infection rate among males appear to start increasing rapidly around the 25 year age range. This could be explained as being the period when the male and female cohort tend to come together in search of life partners with the intention of marrying. Consequently males are getting infected. It is only at the age of 50years does the infection rate among both genders appear to be on par.

These high rates of teenage pregnancies, alarming trends in teen sexual activity and HIV infection rates, means that we need to address these social ills deliberately and aggressively in order to secure the future health and livelihoods of our youth. The “Baby, Not Now!” programme is an intervention that targets the issue of pregnancy among learners.

2.3 Prevention Programmes

Prevention of learner pregnancy is critical to both improving and maintaining of the wellbeing of the young parent, their families, communities and their children. Early and unplanned pregnancy negatively impacts of the young mother’s health, Psychological wellbeing and future. It places the adolescent in an emotional crisis where life changing decisions have to be made such as abortion, adoption and single parenthood. This is often coupled with depression, loneliness, rejection by the family, suicidal thoughts and emotional exhaustion. In addition the following risks are increased: school dropout, economic struggle, dependence on state welfare, abuse to mother and child, poor mother and child health, alcohol and substance abuse.

Whilst the primary thrust of prevention and awareness of the risks of learner pregnancy and other social ills is curriculum driven via the Life Orientation/ skills programme, there still remains a need

for a more focused, and extended programme outside of the curriculum in the effort to reduce the prevalence. This programme is designed as an extension to the curriculum life-skills programme. It is widely known that simply advocating to young learners the message of “Don’t do it” doesn’t work. One needs a more focused, extended and experiential programme for long term behaviour change. Felicity Butt (2008) explains that if young people are informed about the high cost and responsibilities of parenting, it may influence them in making alternative decisions about engaging in risky sexual behaviours. This programme includes an experiential section on simulated parenting. It is anticipated that with active and committed participation in the programme, learners will be motivated to make life choices that puts their life, education and future first. Consequently avoiding risky sexual behaviours and reducing the chance of early parenthood or unplanned pregnancies.

3. PLANNING FOR IMPLEMENTATION

Critical to successful implementation of the programme is consultation with critical role players about the programme and paying attention to logistical arrangements. Should you plan to involve other stakeholders (eg. Departments of Health or Department of Social Development) to assist with facilitating certain specialist areas, it is important to clarify roles, responsibilities and scope of involvement with these partners.. Noting the sensitivity of the topic, failure to plan carefully may result in negative outcomes for your programme.

The table below provides a guideline on critical areas that need to be covered in the planning stage.
TABLE: 2

Key Area	Description	Guidelines to address key area
Identifying the target/s	<p>Decide whether your target is going to be :</p> <ul style="list-style-type: none"> ✓ a school with a high learner pregnancy rate ✓ a group of learners (<i>may be from the same or from different schools</i>) presenting with risky behaviours ✓ a particular grade/s 	<ol style="list-style-type: none"> 1. In order to identify the target one needs information about: <ul style="list-style-type: none"> ✓ the prevalence of learner pregnancy in your location – consult District EMIS for the list of schools where prevalence of learner pregnancy is high ✓ learners’ that are presenting with risky behaviours- look at profile of “hotspot” schools and SNES’s register of requests from schools for assistance. ✓ Other Government departments like Department of Social Development (DSD) and Department of Health (DOH) may also be contacted for information on Teenage Pregnancy, Substance Abuse and Child Abuse. 2. Once you have the made an informed choice of your target(the school or groups of schools, group of learners) address the following: <ul style="list-style-type: none"> ✓ Consult key stakeholders (parents/SGB; Principal and SMT, learners) to obtain their willingness to support the school / learners participating. ✓ Share the overview of the programme with stakeholders ✓ Consult and clarify with stakeholders which learners or grade/s the programme should target. 3. Keep a record of all these consultations- date, time, register of attendees and minutes of key issues discussed.

Key Area	Description	Guidelines to address key area
Profiling of selected school	The facilitator must profile the school/s that has/ have been selected as a target. Profiling aims at determining strengths, risk factors and psycho-social dynamics that will guide the sessions.	<p>Profiling a school</p> <ul style="list-style-type: none"> ✓ Have the school complete the School Baseline information Sheet – Annexure A of Facilitators Manual. ✓ Facilitator must analyse information obtained in Annexure A to determine strengths and risk factors that will need to be addressed/emphasised as part of the programme. ✓ Risk factors that involve areas of management, curriculum and infrastructure cannot be ignored in order for the programme to achieve it's desired outcomes. ✓ Facilitator must have a feedback session with Principal and SMT about the findings of the analysis. ✓ The facilitator must spear head a sharing meeting with the Circuit Manager and relevant District section officials to seek support for successful programme implementation. ✓ If the baseline analysis indicates that support is needed from outside agencies or other government departments, the facilitator through the appropriate channels must ensure a sharing meeting is held with the appropriate organization to seek support to address any risk issues. ✓ The trends reflected in the analysis can be used to emphasise and/or expand on relevant topics in the programme. So that the programme is relevant to the school and its particular circumstances. <p><u>Profiling a group of learners from different schools</u></p> <ul style="list-style-type: none"> ✓ The referral forms, interviews and reports will be consulted to determine strengths and risk factors that will inform the sessions. <p><u>Profiling a group of learners from the same school</u></p> <ul style="list-style-type: none"> ✓ Here a combination of both the school baseline assessment and individual referral forms, interviews and reports from specialists can be consulted. Analyse these and determine issues that need to be emphasized or addressed in the sessions. ✓ Conduct a school walk about to obtain first -hand experience of the ethos and dynamics that prevail in the school.
Finalising selection of grade / group.	After the profiling is complete finalise your target group. Choose a grade level where the prevention programme will most likely have the greatest impact.	<p>Use information obtained from Annexure A, in selecting the Grade/s between 8-12.</p> <p>When working with higher grades factor in their curriculum demands when deciding on the dates of implementation.</p>

Key Area	Description	Guidelines to address key area
Determining Logistical arrangements	For the smooth running of the programme meet prior to the implementation with the relevant stakeholders to finalise all logistical arrangements for all sessions.	<p>Agree on :</p> <ul style="list-style-type: none"> ✓ Identify who from Management and one educator (to assist with programme implementation and logistics) will be the school liaison person for the programme. ✓ It is highly recommended that the Life Orientation Educator be the staff liaison person. Having being exposed to the programme he/she may want to roll out the programme in other grades. ✓ Determine whether it is going to be a done in sessions or a holiday / weekend programme. ✓ Determine time/date on the school calendar for the programme. Take into account the length of term, examination dates, school closure and other school activities. ✓ Arrange Venue ✓ Ensure consent of SGB is obtained ✓ Parents of the participating group are briefed on what to expect as there are home activities. Ensure there is parental consent if needed. ✓ Attend to any transport or safety threats if the programme is conducted during holidays/weekends.
Prepare all resources required for the programme.	Each learner must be given the Learner workbook or copies of the worksheets.	<p>Ensure that you have the following resources:</p> <ul style="list-style-type: none"> Facilitator's Manual Learner workbooks Attendance Register Prestik Flipchart Pens KoKi pens Evaluation Forms

4. PROGRAMME IMPLEMENTATION

SESSION ONE

“Baby, Not Now!” :

Background and situational analysis

Objective :

- ✓ To introduce participants and Facilitator’s.
- ✓ To provide an overview and purpose of the programme and criteria for selection of this school.
- ✓ Determining rules of engagement and participation during the programme.
- ✓ Obtain commitment to the programme.

Resources: Chalkboard/ White board/flipchart

Learner Workbook : Worksheet 1-Commitment to programme Annexure A and B

Time: 60 minutes

Exercise 1 Introductions and Purpose of the programme and classroom rules and programme participation.

Exercise 2 Prevalence of Learner pregnancy and HIV and Aids. Interpreting and understanding the statistics from the HSRC on HIV

Prevalence by Age, Gender (2012) in South Africa (40 minutes).

Exercise One: Introductions and Purpose of the programme- (20 minutes)

Pre-planning

Ensure all necessary logistical arrangements with the school, learners, dates of visits, length of each session and arrangements with respect to homework collection are confirmed.

Facilitator greets and welcomes all learners. The facilitator has the flexibility to select the method of attending to introductions based on his/her assessment of the group. Speak about why you, as facilitator are there, how and why the school was chosen, what preplanning was conducted, what were the findings and the communication with all stakeholders with regards to their commitment to the implementation of this preventative programme.

Facilitator is to ensure that:

- ✓ A discussion is held on the importance of the rules of engagement (see example of Rules of Participation, below) during the programme and their purpose. Involve learners in determining the rules of engagement for the group. The facilitator gets all learners to agree and commit to obeying all the rules.
- ✓ A finalised list of Rules of Engagement are written on a chart and displayed for easy reference.
- ✓ Learners sign the “Commitment to Programme” in the Learner workbook (**Worksheet 1**).

ADDITIONAL INFORMATION - Examples of Rules of participation

Listen carefully	Listen, think, learn
Follow instructions	Raise your hand to speak
Respect others	Be kind, Be polite
Always do your best	Ask questions
Be ready to learn	Work hard
Complete all homework on time	Return borrowed things in good condition
Be on time	Hand in homework on time

Exercise two – Prevalence of Learner pregnancy and understanding the statistics (40 minutes)

The facilitator opens the discussion on the high prevalence of teenage pregnancy in South Africa as presented on the Map below. **Annexure A**, in the Learner workbook shows statistics on teenage pregnancy nationally and provincially. Draw attention to prevalence in KZN as compared to other provinces. The risks of early sexual debut and teenage pregnancy are discussed with the learners. Additional information on prevalence and risks can be found in section 2 of this manual and Annexure A (Learner workbook).

The discussion then moves onto unpacking the HIV prevalence statistics indicated by the HSRC on report on HIV Prevalence by Age and Gender (2012) in South Africa, as illustrated in section 2.2.

This graph is also included in **Annexure B** of the Learner workbook. The following trends must be discussed:

- HIV prevalence amongst girls is higher than boys through most age groups.
- HIV prevalence for girls in the age bracket 15 to 20 years is markedly higher than boys in this age bracket. Between 17.4% and 28.4% females are infected. Only 0.7% to 5.1% of males are infected. What could mean? The pertinent question is who is infecting these younger girls? Is it their peer/age cohort?
- HIV prevalence for males is highest in the age group 30 to 45 years. Between 25.6% and 28.8% of males are infected.
- There is a sharp rise in male HIV prevalence in the age group 25 years. The trend for male infections more than doubles from age group 20 years to age group 25. The pertinent question here is who is infecting these young men? Could it be that as they become sexually active with girls within their age cohort, they get infected with the virus.
- Could it be that this age group is infecting younger girls- trans-generational sex or sugar daddies/ blessers.

The high incidence of learner pregnancy nationally, provincially and within the area they live in and surrounds. Remember this is the reason this school was selected. This means that the learners could easily fall prey to learner pregnancy and early parenthood. The situation analysis indicates that they are at a high risk to be one of the people reflected in the statistics on the graph. The intentions of the Department of Education is to protect learners against such social-ills.

The facilitator then explains that the intention of this programme is to provide learners with information and skills to avoid risky behaviours and to make good and healthy life choices. The focus of the programme is to get learners to put Their Life, Their Education, Their Future, First.

Facilitator summarizes the discussions and ensures that learners have signed their “Commitment to this programme”, **Worksheet 1**. Discuss with the learners the adoption of the slogan “My Life, My Education, My Future First! Baby, Not Now!” for the duration of the programme. The session is closed by getting learners to chant:

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

- **Here where an individual is taking a conscious decision not to be a teenage parent, He/She is putting their education first**

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

- **Here girl/boy asserting themselves by resisting peer pressure to engage in sexual relations. He/She is putting completing their education first.**

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

- **Here boy/girl that is involved in a relationship are choosing to delay sexual debut and thereby delaying parenthood to a more appropriate stage of their lives. They are putting the completion of their education first.**

SESSION TWO

Baby, lets' peep into parenthood:

Simulated Parenting Programme

Objective:

The aim is make learners experience the emotional, financial, social, health and educational risks and responsibilities of early parenting, using a simulation programme. Learners estimate the cost of having a baby.

Resources: Dolls (if dolls are not available use a packet of samp (2.5 kg), beans (2.5kg) or 3 cans of Baked wrapped as a baby. Learners can be creative and give it a face.

Learner Workbook: **Worksheet 2** – Birth Certificate

Worksheet 3 – Our commitment to take care of Baby

Information sheet 1 – Care Plan for baby

Worksheet 4 – Daily plan for taking care of baby (3 daily care plans)

Worksheet 7 -The cost of having a baby and budgeting (Note that this Worksheet is used again in Session 4)

Time : 90 minutes

Exercise 1: Introduction of learners to “their baby” and Explanation of the Care plan for baby.

Exercise One – Introduction of learners to “Their baby” (90 minutes)

The facilitator does a quick recap of discussions from Session One.

The facilitator informs the learners that they will be paired and will be participating in a simulated parenting programme as a couple; they are informed that they have just become parents to a little baby. They are given a baby to take care of for six days. They have to treat and care for the baby as if it is their own baby. Before they can take the baby home they will have to complete and agree on the following:

- The facilitator explains the importance of registering the baby with the Department of Home affairs and value of the Birth Certificate. Completion of “Birth Certificate” which is **Worksheet 2**
- Learners will have to commit to jointly take care of their “Baby”. **Worksheet 3.**
- The facilitator refers learners to **Information sheet 1** on “Care Plan for baby”. The care plan for the baby is unpacked and discussed. Learners have to find a way to share responsibilities of taking care of baby. The paired learners have to agree on times, financial arrangements, a home for baby, babysitter and arrangements for clinic visits. Learners discuss and write down what they have agreed upon and committed to with respect to shared responsibilities of caring for the baby. This is recorded on **Information Sheet 1.**
- Leaners are given the baby to take home and care for as per the arrangements agreed upon. They complete the **Worksheet 4** “Daily care plan for baby” when the baby is in their care. Stress that they need to ensure they record the daily responsibilities in the record sheet. This information will be required in the next session.

- Learners are told that babies cost money, and the costs can be high. The facilitator briefly lists some of the cost items for baby and care of the pregnant mother. Learners are referred to **Worksheet 7**. The paired learner's, discuss and estimate the various listed cost items. The agreed amount is written in the "estimate cost" column of **Worksheet 7**.

Notes and Cautions

There is a lot of excitement around this activity as it is a novel exercise, facilitator is advised to focus the learners on the task by highlighting the following:

- The objective of the activity is the focus of the roles and responsibilities of being a parent.
- learners need to be aware of the lifestyle's changes that come with a baby.
- Joint decisions will have to be made, and in most cases this is not easily or fairly done.
- Completion of **Worksheet 4** will have to be explained carefully, learner will simply indicate whether Mum ("M"), Dad ("D") or Mum and Dad ("M&D") had completed the tasks.
- There is space for "Feelings" at the bottom of **Worksheet 4**, should the learner want to express any feelings with regards to caring for baby.
- Learners return the doll and all accessories (in a good condition) as these will be used again and belong to the Department of Education.
- the implications (briefly) of any abandonment or neglect of their duties as parents as it relates to abuse and neglect of baby and the long term consequences to both the baby and offending parent/s.

The facilitator encourages learners to do their very best at being good "parents".

Facilitator summarizes the discussions and agreements and closes the session with group chant of the slogan:

**"MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!"**

SESSION THREE

Baby, what have you done to my life?

Impact of baby on my life.

Objectives :

- ✓ to give learners an opportunity to report back on their “experience of parenting”.
- ✓ learners are able to identify how baby has changed their lives.
- ✓ to make learners aware of the risks associated with early parenting on the young mother, the baby and for society.

Resources: Chalkboard/whiteboard/flipchart

Learner Workbook : **Worksheet 5** –“ My experience as a young parent”

Information sheet two –“Impact of early parenting on the young mother, baby and society

Worksheet 6 - interviewing a parent

Time: 90 minutes

Exercise 1: My experience as a young parent

Exercise 2. Impact of early parenting on the young mother, baby and society

Exercise 3. Role play - interview

Pre-planning

Prior to commencing the session arrange with the school to collect the dolls and accessories and made available for collection. This would save time and unnecessary disturbances during the session.

Exercise One - My experience as a young parent (30 minutes)

The facilitator begins by engaging learners on their experiences of “parenting”. This could be a rather lively session and would have to be well managed in line with the objectives of the programme. Once the learners have expressed their initial responses they must be referred to **Worksheet 5** for them to complete. Facilitator briefly explains what is required of them in **Worksheet 5** and gives the learners time to complete it (about 10 minutes).

Once the worksheet has been completed take feedback from learners and have a discussion on their responses. The focus of the discussion is to highlight the responsibilities of parenthood and its wider ramifications on learners’ lives. Ultimately, showing that early parenthood could mean school dropout or poor school performance and poor outcomes for their future aspirations.

Exercise Two - Impact of early parenting on the young mother, baby and society (30 minutes)

Information sheet 2 in the Learner Workbook is the resource document for this exercise. Learners are divided into three groups. Each group is allocated either one of the following three areas to focus on:

- ✓ Impact of early parenting on the young mother,
- ✓ Impact of early parenting on the baby
- ✓ Impact of early parenting on society

Learners are given 15 minutes to read and discuss in their groups what they have read. One learner from each group will provide feedback to the class. The facilitator consolidates feedback in line with the programme objectives of creating awareness of the consequences of early parenting.

Learners are required to read all of **Information Sheet 2** as homework.

Exercise Three - Role-play “Interviewing a parent” (30 minutes)

Requirement for the exercise: The facilitator must identify a young mother, preferably one that had a child whilst still in school, to share her experiences of parenting. The chosen mother must be appraised on the focus of her presentation which should be in line with the programme objectives. Make all necessary arrangements including the classroom organization for the interview to take place.

Explain to the class that this is a role play exercise and that an important guest is going to be interviewed for a television interview. The interviewer is going to be a chosen person from this class. The facilitator together with the class identifies an “interviewer”. The question listed in **Worksheet 6** is to guide the questioning during the interview.

Introduce the guest and begin the interview. The rest of the class will be the audience. Once the interview is completed, the facilitator engages in a discussion with the class on the information shared by the parent, with special focus on the responsibilities of parenting and its impact on ones’ life. Facilitator summarizes the discussions and closes the session with a group chant of the slogan.

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

SESSION FOUR

Baby, you are expensive!

Financial Responsibilities

Objectives :

- ✓ The aim is to make learners aware of :
 - ✓ the actual cost of having a baby and the cost of budgeting for its care.
 - ✓ Purpose of the Child Support Grant

Resources: Chalkboard/whiteboard/flipchart /calculator - Adverts on essential baby items.

Learner Workbook: **Worksheet 7** – The cost of having a baby and budgeting.

Worksheet 8 - Nonko's opinion about the youth in her township.

Time: 70 minutes

Exercise 1: The cost of having a baby and budgeting – lets work it out

Exercise 2. Nonko's opinion about the youth in her township.

Exercise One- The cost of having a baby and budgeting – let's work it out (30 minutes)

Pre-planning – Facilitator brings along various sale adverts (from newspapers, flyers and magazines) on essential baby items such as milk formula, bottled baby foods, nappies, clothes and toys. These will be used during the discussions on budgeting.

Start this exercise with a quick recap of the previous lessons. Learners are reminded of the cost estimates that were discussed in the previous sessions. Learners are referred to **Worksheet 7**, where they previously (session two) estimated the cost of having a baby. The aim of this exercise would be to work out the actual costs of having a baby and budgeting. The various adverts are given the learners to guide the costing process for realistic and actual amounts and calculation of monthly totals. The facilitator together with the learners discuss and agree on the costs of the various items listed for budgeting during the pregnancy, costs before baby is born and monthly costs after baby arrives. Learners write down on **Worksheet 7**, the agreed actual amounts. They use these figures to calculate the following:

- ✓ Cost to care for the pregnant mother for nine months
- ✓ Total cost for things to buy for baby before it is born
- ✓ Total monthly cost after baby is born
- ✓ Annual cost for baby

The class then identifies their various sources of income, including the amount of the current Child Support Grant. Learners work out the difference between the total monthly cost and their available income. Have an open discussion about the financial challenges.

Conclude by highlighting the purpose, use and limitations of the Child Support Grant.

Exercise Two – Nonko's opinion about the youth in her township (40 minutes)

Identify a learner to role play Nonko and read out her opinion from **Worksheet 8**. Facilitator should note that this is a controversial opinion and the learner role playing Nonko may need to be protected during this discussion.

The facilitator then engages the learners in a discussion guided by the six questions on **Worksheet 8**. The facilitator must be open to the various comments and opinions given by the learners. However the facilitator has the responsibility to correct any misconceptions and misuse of the Child support grant. Also highlight:

- ✓ the irresponsibility of boys having babies and not financially supporting the baby.
- ✓ the young couple decided to fall in love, to meet each other, to have sex, and also to engage in unprotected sex. Hence they need to take responsibility for the consequences for their choices and decisions.
- ✓ the unfairness of the belief that it is okay to hand their babies over to their grand/parents to take care of and to shift responsibilities

Notes and cautions

There are many misconceptions that exist amongst the wider community and some of the learners. The facilitator is expected to correct these misconceptions during this session by meaningful discussion. It is difficult to challenge prevalent misconceptions and learners may challenge the facilitator. In such instances the facilitator will have to have a firm position as what constitutes correct action or correct interpretation. One must also exercise caution not to impose ones own values and views.

A useful strategy under such circumstance is to ask the question in another way, for example, “How would you feel if your mother used your Child support grant monies for her personal expenses and neglected your needs?” Or How would you think a child will feel if his/her parents left them in the care of relatives from birth and they never see them?

The following are some of the common misconceptions that need to be corrected:

- ✓ The more babies I have the more money I would collect from the Child support grant
- ✓ this money is for the mothers benefit.
- ✓ It is the responsibility of the Government to provide for our babies and the father does not have to pay if the mother is collecting a Child support grant.
- ✓ The Government has unlimited funds to continually pay out Child Support Grants.
- ✓ It is alright to leave your baby with your granny or mother, while the young girls’ continues to enjoy life.
- ✓ Child rearing is a simple task.

Facilitator summarizes the discussions and closes the session with a group chant of the slogan.

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

SESSION FIVE

Baby, what do you need from your parents?

Parenting skills

Objectives :

- ✓ To challenge the stereotype of females (mothers) as being the only primary care givers of baby.
- ✓ To highlight the equal and important role of fathers in child rearing.
- ✓ To highlight joint parenting and responsibilities in raising a child.

Resources: Chalkboard/whiteboard/flipchart/masking tape or prestic or pins/ strips of paper

Learner Workbook: **Worksheet 9** – Role play: Mr Cool Dude, Mr Smartman, Minister of Finance.

Worksheet 10 - Parenting Roles

Time: 80 minutes

Exercise 1: Role Play

Exercise 2. Parenting Roles

Exercise One – Role play (40 minutes)

Pre-planning – Select three boys and prepare them to role play the three different characters viz. Mr Cool Dude, Mr Smartman and Minister of Finance (**Worksheet 9**). Allow for a few minutes for the learners to prepare to portray the role as it is reflected in the speech bubbles in **Worksheet 9**. Ideally the preparation for this activity should be done early, as the chosen “characters” will have to be briefed and given time to rehearse their roles. The chosen learners must read exactly what is written down. There are 5 character role plays in this session, Mr Cool Dude, Mr Smartman, Minister of Finance, the best father and the best mother.

After the role play, the facilitator engages the class in a discussion on each character. The various comments by each character are discussed, challenged and their view or associated stereotype is corrected. The table below highlights the key issues that must be discussed:

Notes and cautions

This is a rather lively session with much humor. Whilst allowing for some light heartedness the facilitator must ensure that the seriousness of the issue is not lost. Also timeframes will have to be adhered in ordered to address the objectives of the exercise. Any additions or omissions from the written material in **Worksheet 9**, will put the achievements of the objectives at risk.

Name of Character	Character	Views	Risks	Stereotype/belief to be challenged
Mr Cool Dude	<ul style="list-style-type: none"> • Selfish • Multiple sexual partners • Irresponsible • Generally not sincere - he uses girls for his own desires. 	Have fun and take no responsibility.	STI Pregnancy	<p>Child rearing is the mother’s duty only.</p> <p>Government has to pay for his irresponsible behavior.</p>

Name of Character	Character	Views	Risks	Stereotype/belief to be challenged
Mr Smartman	<ul style="list-style-type: none"> ✓ Selfish ✓ Multiple sexual partners ✓ Irresponsible by not using condoms 	Don't use condoms and have fun.	Very high risk of STI and pregnancy	<p>"manhood" is defined by multiple sexual partners.</p> <p>The fathers' role in child rearing is only to pay a small amount of money daily.</p>
Minister of Finance	<ul style="list-style-type: none"> ✓ This is a typical "sugar daddy" or "blesser" ✓ He is deceitful to his wife and children. ✓ Likes young girls who are virgins as he believes that these girls are not infected with STI's. ✓ Gives the girls money or expensive gifts for sexual favours. ✓ He takes his pregnant girls for "backdoor" abortions which are associated with high health and infertility risks. They often lead to girls bleeding to death. ✓ Selfish 	<p>Don't use condoms and have fun.</p> <p>Pay for sex.</p> <p>If a girl gets pregnant is okay to go for a "backdoor" abortion. This is cheaper. He knows the risks to the mother and still continues to do this.</p>	<p>STI</p> <p>Pregnancy</p> <p>Infections, illness, infertility and possible fatality from "backdoor" abortion.</p>	"Sugar daddy's" have a girls best interest in mind.

The facilitator should link these characters to the real life experiences and observations of learners by reflecting on some of the challenges the girls found in getting the boys to help with caring for the baby during the Session two and three. The boys are asked why they did not want to assist with/or were reluctant to assist with caring for the baby. These explanations are listed on the board.

This exercise is concluded by discussion the importance of both parents in a child's life and the critical role that each parent plays.

Exercise Two (40 minutes)

Pre-planning- a boy is chosen to be the best father in the world. This is now the forth character for this session. Learners read the characteristics of a good father (**Worksheet 10**). A few learners are asked to write down on a strip of paper, the characteristics that they like best for a father. These strips of paper are pinned to the "best father" in the world.

The four role play characters used in exercise one of this session are lined up in front of the class and learners choose:

- ✓ the person they would like to be their father
- ✓ who they would like as their baby's father.

The learners are then directed to a discussion on the role of the mother in raising a child. Learners read the characteristics of a good mother (**Worksheet 10**). Learners write down on strips of paper what they think are the best qualities for a mother and pin these on a girls who role plays “best mother”. This is the fifth character in the role-play.

All five characters are asked to stand up in front of the class. The three characters, Mr Cool Dude, Mr Smartman, Minister of Finance are thanked for their efforts and requested to take their seats. In front of the class are left the “best” mother and father, with all the best characteristics pinned on them.

The facilitator uses these characters to explain the importance of joint parenting in the child’s healthy development. A child needs both parents and in turn both parents have responsibility in raising their children. The idea of joint parenting responsibilities is advocated.

The facilitator refers the learner to **Worksheet 10** in their Workbook. The worksheet is explained to the learners for completion and consolidation of the session.

Once the learners have completed the worksheets, the facilitator goes through some of the learners’ responses. The emphasis in the closing discussion must be on the fact that none of the learners in their current position are ready emotionally, physically and financially to be responsible parents.

The facilitator, now take a discussion on who (as they are in this class, right now) has all the good qualities of a good father/mother. Discuss which responsibilities they are not in a position right now to handle. The point to emphasize here is that whilst they have the potential to be good/great parents they may not have all the resources or traits to be ready to be responsible parents at this stage in their lives. Hence pre-mature debut into parenthood could be very stressful for them, create hardship, financial difficulties and unhappiness. These are not good for both the parents and baby. They are advised to postpone parenthood to a more appropriate time in the future

The session is ended with a group chant of the slogan.

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

SESSION SIX

Baby, lets' not take a chance!

Sexual health

Objectives :

- ✓ To make learners aware of the health risks of being sexually active viz. HIV, AIDS, other sexually transmitted infections (STI's), opportunistic infections (such as tuberculosis) and unplanned pregnancy.
- ✓ Explain the freedoms one obtains from abstaining or delaying sexual debut.

Resources: Chalkboard/whiteboard/flipchart

Charts on Adolescence sexuality/ learner pregnancy (if available)

Learner Workbook: **Information Sheet 3**- Basic Sexual Health Information

Information Sheet 4- Think about this!

Worksheet 11 – Understanding Basic Sexual Health

Worksheet 12 – Me and My health quiz

Worksheet 13 - Risky Behaviour exercise

Worksheet 14 -The Freedoms of Abstinence

Time: 120 minutes

Exercise 1: Basic Sexual health information

Exercise 2: Think about this!

Exercise 2: The Freedoms of Abstinence

Exercise One - Basic Sexual Health Information (60 minutes)

The facilitator recaps the conclusions from the previous lesson that learners are not ready at this stage of their lives to be effective and responsible parents to their children. Another very critical factor to consider in delaying parenthood is the health risks that are associated with sexual activity. If we are aiming to have a good life and a bright future as intended in the mantra then a key aspect of a “good life” is good health.

In order to have good health one has to:

- ✓ Have a healthy diet
- ✓ Exercise
- ✓ Rest well
- ✓ Practice good hygiene
- ✓ Make healthy sexual choices
- ✓ Manage your stress
- ✓ Avoid taking drugs and alcohol

The focus of this session will be on making healthy sexual choices. The facilitator uses **Information Sheet 3** in the Learners Workbook to explain the following: HIV, AIDS, other sexually transmitted infections (STI's), opportunistic infections (such as tuberculosis) and avoiding pregnancy. Discussion is focused on: Definition, how it is spread and how to protect yourself. Learners read **Information Sheet 3** and complete **Worksheet 11**.

There are many myths and incorrect information around the understanding of HIV/AIDS and how it is spread. **Annexure C** in the Learner workbook, must be used to correct any misconceptions around this issue.

Note: for easy reference a copy of this Annexure is included in the Facilitator's Manual in **Annexure C**.

Notes and cautions

The facilitator can as an addition to this session invite a guest (e.g a nurse) from Department of Health or a professional from HIV and Aids or NGO's to discuss Sexual Health issues with the learners. Here the discussion would be focused on the physical changes of the body for boys and girls in adolescence, sexuality, STIs and health risks, early pregnancy and associated risks, hygiene and contraceptives. This would mean planning for extra time.

The nature of this session and some of the sexuality terminology may elicit withdrawal, excitement, surprise and enthusiasm from learners. The facilitator is advised to be mature and to answer the questions factually and biologically without going into explicit explanations and digressing from the objectives of the programme. Also note that sexuality is often not discussed at home and learners may have many questions. One will have to be patient and answer all the questions and separate the myths from the facts.

Exercise Two – Think about this! (40 minutes)

The facilitator explains to the learners the changes their bodies are going through in adolescence and their emerging sexuality. At this stage their bodies may be ready for child bearing but their current circumstances make this a risky choice. The facilitator refers the learners to **Information Sheet 4** in the Learner Workbook. The information on this sheet is read, explained and discussed with the learners. Allow sufficient time for this activity. Learners are referred to **Worksheet 12** for a quick quiz. The learners answer the quiz questions. The facilitator then reads out the correct answers (below) and the learners check their responses.

The quiz answers

Question	True	False
1. Anyone can get HIV from having unprotected sex.	X	
2. People can always tell when someone has the HIV virus.		X
3. It is best to deal with all your emotional problems on your own.		X
4. Infections like TB are more likely to occur when a person is HIV-positive.	X	
5. TB is sexually transmitted.		X
6. Eating plenty of fruit and vegetables to stay healthy.	X	
7. Eating fried food and lots of meat daily is healthy.		X
8. Walking and exercising daily is healthy.	X	
9. Taking drugs and alcohol will help you to forget your problems and distress.		X
10. It is safe to have sex only once without a condom.		X

The lesson moves onto **Worksheet 13- The risky behavior Exercise**. This is a matching the columns exercise. The facilitator explains how the exercise is to be completed. Learners have to draw a line between the risky behavior in the left-hand column and the possible negative result in the right-hand column that can occur from doing the behavior. Note the correct responses for worksheet 13 are given below.

The correct responses for Worksheet 13 - The risky behavior Exercise are illustrated below:

TYPE OF RISKY BEHAVIOUR	POSSIBLE NEGATIVE RESULT
Going out at night without your parents knowing	Parents get worried. Its' difficult for them to help if you are in trouble
Having sex with multiple partners	Get HIV and other STIs and possible pregnancy.
Not going for help when you have a problem	More stress because problems get worse
Driving under the influence of alcohol or drugs	Get in an accident
Not brushing your teeth	Get cavities
Carrying weapons to school	Someone can get hurt or die.
Not washing your hands and bathing regularly	Get health problems like diarrhoea, scabies, lice
Sharing razors	Get HIV and other diseases
Having sex when under the influence of alcohol or drugs	Get HIV and other STIs and possible pregnancy.
Having sex without a condom	Get HIV and other STIs and possible pregnancy.

This exercise is summarized by saying that we advocate abstinence and the delaying of sexual debut, while the use of contraceptives is second best.

Exercise Three- The Freedoms of Abstinence (20 minutes)

In this session the facilitator will discuss the Freedoms that Abstinence. There are 13 such freedoms written in **Worksheet 14**. The facilitator goes through each of the 13 freedoms explaining and engaging a discussion on each one.

The learners are then given an opportunity to underline the Freedoms that most appeal to them. The facilitator summarizes the discussions and closes the session with a group chant of the slogan.

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

SESSION SEVEN

Baby, let's plan for success!

Life and career planning

Objective:

- ✓ To guide learners to develop a career and life plan.
- ✓ To provide learners with strategies to remain focused on their life plans (Learners align their thoughts, behaviours and attitude).

Resources: Chalkboard/whiteboard/flipchart

Learner Workbook - Information sheet 5 - Quotes on goal setting

Worksheet 15 - Life and career Vision

Time: 60 minutes

Exercise 1. Life planning and goal setting

Exercise One (60 minutes)

Life and Career plan

Facilitator opens a class discussion which encourages learners to reflect on their current life and the kind of life they dream of. Their dreams and aspirations are unpacked and discussed. Learners are encouraged to dream and explore in relation to their life career goals, relationships, family and friends, health and lifestyle. Facilitator highlights that to make this “dream” or vision of your life become a reality, one needs to plan for it.

Facilitator asks the learners to imagine what would happen if they don't have a life plan and the consequences of this is achieving the 'dream'; 'vision'. Facilitator then elicits from learners about the factors in their life that will help them achieve their life goals. In capturing these responses, the facilitator should try to organize them in such a way that the group can categorize these factors under the headings of (i) positive thoughts, attitudes, (ii) behavior, (iii) skills/education and (iv) making good life choices. Highlight to learners how these factors help keep one focused and committed to one's aspirations.

Learners are given an opportunity to develop their own Life and Career vision- **Worksheet 15**. The facilitator explains what is required for the completion of **Worksheet 15**. Facilitator to read notes and cautions listed below. After learners have completed **Worksheet 15** they are asked to share some aspects of their life and career plan. Learners are encouraged and motivated to strive to achieve their life plans. At times it will be difficult and stressful and at time you will want to give up, but they must persevere, keep motivated and make informed life choices.

In conclusion, the facilitator refers learners to the inspirational quotes on **Information Sheet 5**. Learners read out the quotes and the facilitator explains them. Learners are asked to choose their favourite quote and mark it with star (*). This will be their inspirational quote or motto while they are in school.

Summarize the discussions and agreements and close the session with a group chant of the slogan.

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

Notes and cautions

1. Additional notes -Goals setting and life planning

Learning to set, work towards and remain focused on life goals is an important life skill. A goal is something you are aiming to get or have or do, it is a desired destination or result. Setting out a life goal would include:

- ✓ Career goal
- ✓ Lifestyle goals
- ✓ Family goals
- ✓ Other dreams and aspirations

Setting goals helps you stay motivated and provides direction, especially when things are stressful and distracted. Long term goals are goals for the future which the learner will have to work on and keep focus for a long time (a year or several years) for example: passing matric, type of matric pass, furthering your studies, career goals, life style goals, family goals, choosing a life partner, health status and other dreams.

Short term goals are for the near future (a day, week month or year).

Both types of goals require effort, concentration and commitment. Usually keeping to short term goals will help you achieve your long term goals.

2. Cautions:

At times learners may give unrealistic, criminal or morally unethical goals. Facilitator has to spend time discussing these and motivating the learners to steer away from these goals and the related consequences.

Learners may also express life goals that they have not fully thought about or understand the practical implications and consequences. In such instances the facilitator must engage in a discussion with the learner to fully unpack his/her life goal, whether it is realistic, the consequences of this choice with

SESSION EIGHT

Baby, it's time to relook at how we spend our time!

Time management

Objectives: Learners will:

- ✓ indicate how they currently use their time.
- ✓ Understand how the value of using time wisely to help them reach their goals in life.
- ✓ Learn time management skills and incorporate these skills into their daily lives.

Resources: Chalkboard/whiteboard/flipchart

Learner Workbook: **Worksheet 16**

Worksheet 17

Worksheet 18

Information sheet 6

TIME: 60 minutes

Exercise 1 : What is time management? Why is it important? How am I using my time?

Exercise 2 : My new time management plan

Exercise 3 : My study plan

Exercise One - (20 minutes)

What is time management? Why is it important? How am I using my time?

The facilitator begins by reminding the learners about the life plans they drew up for themselves in the last session. They are reminded about the inspirational quotes they were asked to read in the previous session. As a reinforcement exercise a few learners are asked to read out the quote they liked the most.

The facilitator moves into discussion of how the use of time must be aligned to achieving their life plans. Firstly highlight that time is consistent- 24 hours for everyone around the world. A large portion of this time is taken up by routine daily activities e.g about 8 hours of sleep and 8 hour for school. Time is limited and a precious commodity. One can use time wisely and purposefully or waste it. Learners must be cautioned that wasted time cannot be retrieved.

Hence we have to manage and think about how we use our time. The key is how learners use their time to help them achieve their goals (set in the previous session. How much of time do they use towards achieving their goals). Learners are asked to reflect on how they use their time now. **Worksheet 16, Part "A" and "B"**. Contains set activities that all learners are engaged in such as coming to school, sleeping and self-care. Learners are required to complete part **"C"** of this worksheet, which is their spare time.

Exercise Two (20 minutes)

Once the learners have completed **Worksheet 16**, the facilitator begins a discussion on the activities they are engaging in, in part **"C"** of **Worksheet 16**. Learners are encouraged to be honest in their responses. These activities are listed and discussed. Facilitator and learners discuss which activities are useful and purposeful and which are time wasters.

The facilitator then teaches the learners about time management skills and on how to plan to use time purposefully. The lesson would revolve around the question, "How can you plan and use your time more purposefully?" Also to ensure they have a balanced life – school, sleep/rest, family and recreational activities.

Learners are then given time to complete **Worksheet 17**, which is their new time management plan. They must exclude time wasters and including more purposeful activities.

Exercise Three (20 minutes)

In this exercise the time management is focused specifically on planning and purposefully utilizing their actual study time. **Information sheet 6** has listed key tips on how to plan your study time and on drawing up a study programme. The facilitator discusses and explains each point with the learners. The learners are then asked to complete **Worksheet 18** “My study plan” using all the information they obtained in this session.

Facilitator urges the learners to use their study plan all the time as a way for achieving their life goals. Learners chant:

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

SESSION NINE

Baby, let's stand up against Social ills!

Risks of social ills

Objectives: Learners will be aware of all the social ills that can lead to them straying from their life and career plans and drop out of school.
Learners will know the impact of that these social ills on their health, education and future aspirations.

Resources: Chalkboard/whiteboard/flipchart

Chart paper for posters, Felt tipped pens, paint , thumb pins, prestic

Learner workbook: **Worksheet 19** - Smart Thinking

Information sheet 7 –Harmful effects of Social Ills

Time: 90 minutes

Exercise 1: Poster Drawing

Exercise 2: My support system.

Exercise 3: Distractions and how they affect my life.

Exercise 4: Closure

Exercise One - Poster Drawing (60 minutes)

Pre-planning: Facilitator arranges with the school for an appropriate place where the posters can be displayed for all learners to view. Also to ensure that all the resources necessary for poster making are provided.

The facilitator discusses and engages learners on the main social ills and how they impact on their lives and can disrupt their education and disrupt their life plans. The main social ills are , such as unplanned pregnancies and early parenting, alcohol and drug abuse, bullying, violence and negative peer pressure. **Information Sheet 7** can be used to lead this discussion.

The facilitator then refers the learners to the many “Smart thinking” slogans in **Worksheet 19**. Each learner in the class is given an opportunity to read out one slogan. Learners are asked to create slogans and write them on the chalkboard.

Learners are then asked to design posters for display in the school so that other learners can become aware of the dangers of engaging in the various social ills and the negative impact it has on their lives. Learners can be creative or use the slogans provided in **Worksheet 19**. Learners can choose either one slogan or create a collage of the various social ills. The posters must send out a strong message to everyone to stay away from engaging in social ills.

Once all the posters are completed, they are displayed for all to view.

In closing the facilitator emphasizes the dangers of the various social ills and how the learners' lives and future plans are at risk. Learners chant

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

SESSION TEN

Baby, the world out there can be bad.

Sexual Abuse and exploitation

Objectives:

- ✓ The aim is to make learners aware of sexual abuse and exploitation.
- ✓ Make them aware of help that is available for victims of sexual abuse and exploitation.
- ✓ Raise awareness of the risks of trans-generational relationships (such as Sugar daddies, Blessers and Ben Tens)
- ✓ Provide contact details for agencies that provide help and support to victims of sexual abuse and exploitation.

Resources: Chalkboard/whiteboard/flipchart

Speak out- Youth Report Sexual abuse - Handbook (a copy for each learner)

KZN DoE Child Abuse protocol

Learner workbook: Worksheet 20

Time: 90 minutes

Exercise 1: Role play and discussion.

Exercise 2: Trans-generation relationships

Exercise One – Role play and discussion. (60 minutes)

Pre-planning- 8 female learners are chosen for the role play. 4 of them will play the role of an expert advisor called “Agony Aunt” She gives professional advice to learners who are sexually abused. She keeps the information confidential and provides a free service. The other 4 girls play the following victim roles:

- ✓ Confused Clarens (page 6)
- ✓ Harassed Thembisa (page 6)
- ✓ Raped Madibane (page 7)
- ✓ Pregnant, East London (page 7)

These learners are paired as Agony Aunt and one of the victims. They are directed to the roles they have to play in the “**Speak out- Youth Report Sexual abuse- Handbook**” pages 6 and 7. Learners are given some time to read and rehearse their roles.

Pre- reading - task for the facilitator- **KZN DoE Child Abuse protocol – April 2015.**

The facilitator opens this exercise by talking about the high prevalence of sexual abuse and the types of abuse that occur. S/He talks about Sexual harassment, abuse and exploitation. The pre-reading would provide information and background for this section.

The learners are then prepared for the role play, and told that they would listen to four stories of sexual abuse/harassment and the advice that Agony Aunt gives. After each story the facilitator engages the learners in a discussion around the following:

- ✓ Type of abuse that has occurred
- ✓ Where to seek help and support.

- ✓ The impact (emotionally, physical health, socially and psychologically) of this abuse on the learner victim in the long and short term.
- ✓ The criminality of the sexual act and consequences for the perpetrator.
- ✓ Legal process

The facilitator then briefly takes the learners through the book, explaining where necessary. The learners are told that this is a handbook and that they should read it properly and keep it as a resource for future reference. Contact numbers for help are listed at the back of the book.

Exercise Two - (30 minutes)

This section focuses on a very specific type of sexual exploitation, which is becoming more prevalent, that of trans-generational (also called cross-generational) relationships. In these cases wealthy older individuals (both men and women) negotiate sexual “favours” for money or gifts with much younger (often adolescence) persons. The power differences between the two individuals in these relationships make them highly risky and dangerous for the younger person. The younger person does not fully understand the implications of these relationships. They often see it as a way to make money quickly and to get fancy gifts. In turn the exploiter cleverly “packages” themselves as “blessers”.

Learners have to be cautioned about the risks of getting involved in such relationships. **Worksheet 20** must be used to guide this discussion. The main question that needs to be answered is “Is this relationship mutually beneficial?” The worksheet guides the discussion on the power difference between the sugar daddy/mummy and the young learner. Each listed point must be unpacked and discussed and the risks to the learners must be explained.

At the end of **Worksheet 20** is a quote from Minister Aaron Motsoaledi, from Department of Health (SA). Learners are expected to give their response to the quote whether they agree with what the Minister is saying or not. Learners are given an opportunity to write down their responses.

Caution:

As there is a high prevalence of sexual and other forms of abuse, this session may make learners who are victims of sexual abuse rather emotional. The facilitator should be very observant for learners who may be affected by the discussions. Also learners who have been abused but have not reported may be affected and want to disclose. In such cases, appropriate professional intervention may be necessary, such as one to one counselling and support. Learners can also be referred to the helplines listed at the back of the “Speak out” handbook.

Facilitator summarizes the discussions and closes the session with a group chant of slogan.

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

SESSION ELEVEN

Baby, let's complete our schooling!

Strategies to remain focused on your education and life goals.

Objectives:

- ✓ The aim is to teach learners core values that will assist them in staying focused on their education. (The focus will be on the 3 R'S – Respect, Responsibility and Resourcefulness). Each of the 3 R's is unpacked into vital tools for success at school.

Resources: Chalkboard/whiteboard/flipchart

Learner workbook: **Information Sheet 8** - A bill of Responsibilities for the Youth of South Africa

Information Sheet 9 – 3 R's

Information Sheet 10 - Vital Tools for success at school

Time: 60 minutes

Exercise 1: Understanding the 3 R's and the Bill of Responsibilities for the Youth of South Africa

Exercise 2: Vital tools for success at school.

Exercise One – Understanding the 3 R's and the Bill of Responsibilities for the Youth of South Africa (30 minutes)

In this session the facilitator briefly reflects on the each of the sessions, discussing the importance of completing their education, the various risks and social ills that can lead to school dropout. The career and life plan that they have started developing. They have been given time management strategies.

The facilitator explains that the new Bill of Responsibilities for the Youth of South Africa talks to the responsibilities that comes with the many rights and freedoms that the Youth of South Africa have. The privileges that the youth inherited and enjoy today came from sacrifices and the sufferings of those who came before them. Therefore they have to accept that every **Right** comes with **Responsibilities**. Learners are referred to **Information Sheet 8** where the complete Bill of Responsibilities for the Youth of South Africa is presented. The facilitator briefly explains the 12 Responsibilities to the learners.

The focus of this session is on the 3 key values that are linked to the Bill of Respect, Responsibilities and Resourcefulness. These values will provide the basis for the skills and knowledge that learners will require for success at school and retention. The facilitator introduces the 3 R's, Respect, Responsibility and Resourcefulness. The class is divided into three groups, and each group is given one "R" to read, discuss and present to the class. For this exercise learners will use the information provided in **Information Sheet 9**. Learners are given some time to complete this exercise and provide feedback to the class. The facilitator during the feedback corrects any misinterpretations, explains and emphasizes the value of the 3 R's.

Exercise Two – Vital Tools for success at school (30 minutes)

The learners now have a conceptual understanding of the Bill of Responsibilities and the 3 R's. The pertinent question is how these core values can be used on a daily basis by learners to progress in school. This session focuses on exactly that. Learners are divided into three groups and referred to **Information sheet 10**. Each group is required to read, understand and reports back on one of the allocated 3 R's. The unpacking, listing and understanding the core values will provide vital tools for the learners to succeed at school. Learners are given some time to complete this exercise and provide feedback to the class. The facilitator receives feedback from the three groups, and lists the vital tools on the board.

In conclusion the listed vital tools are read out to the learners, who are asked to remember and use them in their daily life. The session is closed by chanting:

**"MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!"**

SESSION TWELVE

Baby, this is my life plan

Development of My Education and Life Plan.

Objectives:

- ✓ Learners, finalise their Education and Life plan.

Resources: Chalkboard/whiteboard/flipchart

Learner workbook: **Worksheet 21**– My life and Education Plan.

Time: 60 minutes

Exercise 1: Creating my life and education plan.

Exercise One - Creating my life and education plan (60 minutes)

The facilitator should note that in this session learners reflect on the entire programme and develop their own Life and Education plan. Learners will be reflecting, thinking and writing. At the end of this session learners should have their own Life and Education plan. The facilitator refers the learners to **Worksheet 21**. The quote in paragraph one by Michael Hyatt is read out to the class. The quote is discussed and explained to the learners.

In developing a plan for your life, we have to begin with the end in mind. Learners are then asked to reflect and write down five **outcomes** they would like in their lives. These are written down in the relevant section in **Worksheet 21**.

The lesson now moves onto Goaling. Learners are asked to refer to **Worksheet 15**, where they wrote down the Vision they had for their lives. This **vision** may have changed after engaging in this programme, this is alright. Learners now use the **Outcomes** they stated and their life's vision to determine five priority **goals** for their lives. Learners list these in the appropriate session of **Worksheet 21**.

Setting broad goals for your life is very important, even more important is how these goals are actioned. Being constantly aware of these goals, your related daily actions and the threats and distractions to your goals is critical for goal achievement.

Learners are then given time to write out their action plan, by answering the four questions under each goal. At the end of this exercise learners would have their own Life and Education plan, which they must refer to regularly, in order to keep focus. Learners are reminded to bring their copy of **“Speak Out –Youth Report Sexual Abuse Handbook”** to the next session.

The session is closed by chanting:

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

SESSION THIRTEEN

Baby, definitely not now

My Commitment - My Pledge to myself

Objectives:

- ✓ To summarise the objectives of each session and the lesson learnt.
- ✓ To reach a conclusion with the learners about the programme theme “Baby, Not Now!” Learners sign a pledge.

Resources: Chalkboard/whiteboard/flipchart

Speak Out –Youth Report Sexual Abuse Handbook.

Learner workbook: **Worksheet 22** - Learner Pledge

Time: 60 minutes

Exercise 1: The conclusion

Exercise One - (60 minutes)

Pre-planning- The facilitator brings a few photocopies of Page 22 and 23 of the “**Speak Out –Youth Report Sexual Abuse Handbook**” as some learners may have not remembered to bring their books. This is the final session of this programme, as such the facilitator has to bring the objectives of each session and the lessons learnt within them to a final deduction, which is that it is in the best interest of the learners, the baby and the community (and society) that they delay parenting to a more appropriate time in their lives. Learners are referred to **Page 22 and 23 of the Speak Out –Youth Report Sexual Abuse Handbook**. There two main messages on these pages: -

- ✓ Be Smart: Protect yourself
- ✓ Be wise!

The facilitator reads and discusses through the advice on Page 22 and 23 with the learners. The singular message is that learners must be safe, protect themselves, work hard, avoid social ills and delay parenting. If they do the above they will be able to achieve their Life and career goals that they have set for themselves. The facilitator focuses the learner’s attention on the name of the programme:

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

- Here where an individual is taking a conscious decision not to be a teenage parent, He/She is putting his/her education and future livelihood first.

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

- Here girl/boy asserting themselves by resisting peer pressure to engage in sexual relations. He/She is putting completing his/her education and future livelihood first.

**“MY LIFE, MY EDUCATION, MY FUTURE FIRST!
BABY, NOT NOW!”**

- Here boy/girl that is involved in a relationship are choosing to delay sexual debut and thereby delaying parenthood to a more appropriate stage of their lives. They are putting the completion of their education and future livelihood first.

Acronyms

A B C	–	Abstain, Be faithful, Condomise
Adv	–	Advocate
AIDS	–	Acquired immunodeficiency syndrome
DoE	–	Department of Education
DSD	–	Department of Social Development
DoH	–	Department of Health
e.g.	–	Example
EMIS	–	Educational Management Information System
HIV	–	Human immunodeficiency syndrome
KZN	–	KwaZulu Natal
No.	–	Number
RAPCAN	–	Resources Aimed at the Prevention of Child Abuse and Neglect
SA	–	South Africa
SGB	–	School Governing Body
SMT	–	School Management Team
SNES	–	Special Needs Education Services
STI	–	Sexually transmitted infection
TB	–	Tuberculosis

ANNEXURE A

School Baseline Information

School Information

Name of school:

Circuit: District:

Name of principal: Contact no.:

Name of SBST leader: Contact no.:

Learner Information

No. of learners: Grade: to Grade:

No. of educators: No. of vacancies:

Learner Pregnancy Statistics

Indicate the no. of learner pregnancies

Grade	20____	20____	Current year: 20____
Gr_____			
Gr_____			
Gr_____			
Gr_____			
Gr_____			
Gr_____			
Gr_____			

Boys who are fathers

Grade	20____	20____	Current year: 20____
Gr_____			
Gr_____			
Gr_____			
Gr_____			
Gr_____			
Gr_____			
Gr_____			

Please complete the following:

Year	20_____	20_____	20_____	Current year: 20_____
1. The number of girls who dropped out of school due to pregnancy.				
2. The number of boys who dropped out to father children.				
3. The number of girls who have since returned to school after giving birth.				
4. The number of girls who transferred to another school once pregnant.				
5. The number of girls who were pregnant whose whereabouts are unknown by the school.				
6. Support interventions by the school for learner pregnancy.				

PSYCHOSOCIAL SCREENING QUESTIONNAIRE FOR LEARNERS OF THE SCHOOL

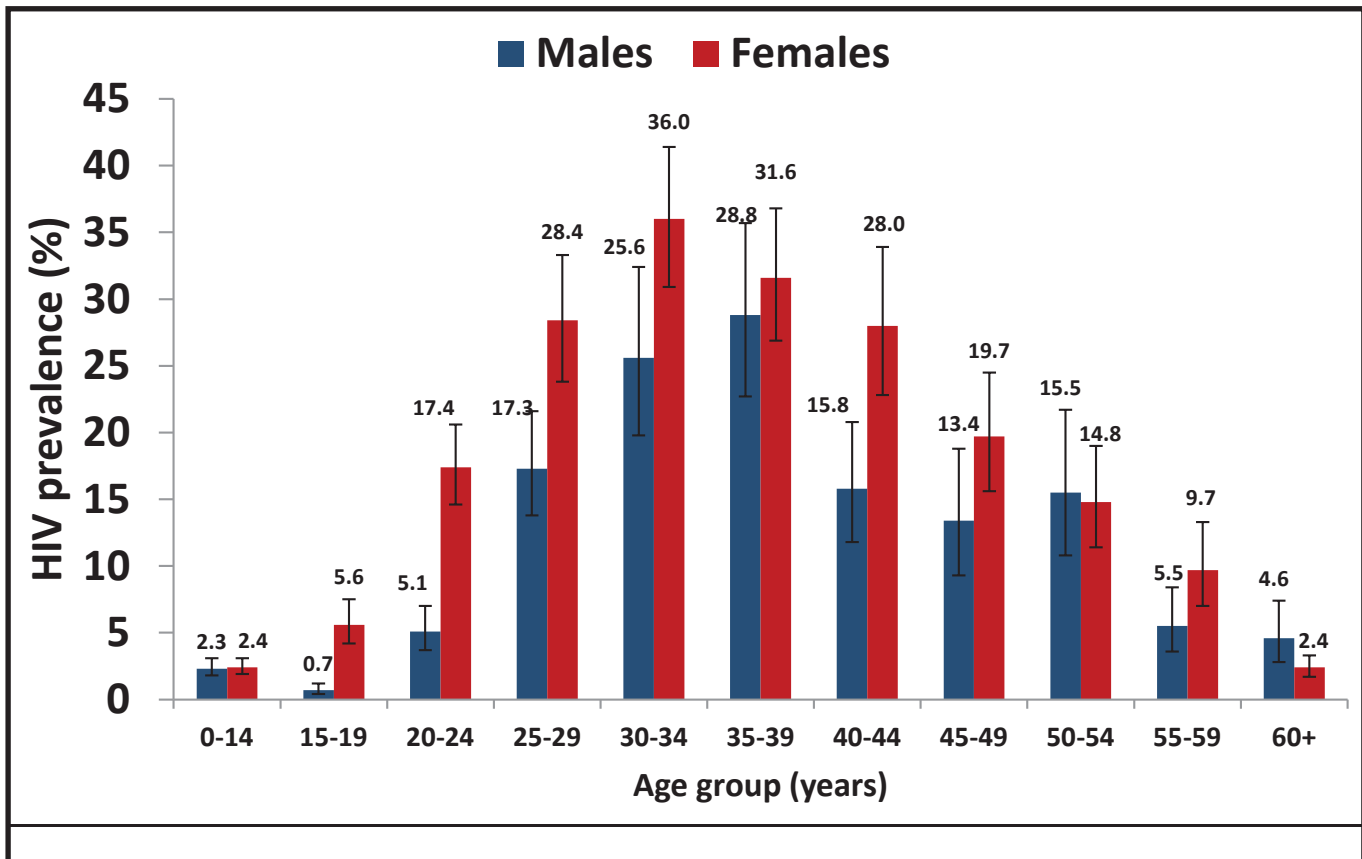
To be completed by the SBST/ Principal
Learner well being: psychosocial factors

IN YOUR OPINION HOW MANY OF THE LEARNERS IN THIS SCHOOL ARE ...	ALMOST ALL ($\pm 80\%$ and more of learners)	MORE THAN HALF ($\pm 60-79\%$ of learners)	ABOUT HALF ($\pm 41-59\%$ of learners)	LESS THAN HALF ($\pm 11-40\%$ of learners)	ONLY FEW (less than $\pm 10\%$ of learners)
1.1 FAMILY, HOME AND COMMUNITY SITUATION					
from social-economic disadvantaged families and are receiving grants?					
exempted from paying school fees?					
neglected or abandoned children?					
orphans (e.g. are from child headed families/orphanages)?					
abused by their caretakers?					
from families that have no involvement/interest in school activities?					

IN YOUR OPINION HOW MANY OF THE LEARNERS IN THIS SCHOOL ARE ...	ALMOST ALL (±80% and more of learners)	MORE THAN HALF (±60-79% of learners)	ABOUT HALF (±41-59% of learners)	LESS THAN HALF (±11-40% of learners)	ONLY FEW (less than ±10% of learners)
1.2 BEHAVIOUR AND SOCIAL COMPETENCE					
having a problem with delinquency (theft/vandalism, criminal activities / gangs)?					
having a problem with absenteeism (absent more than five days the first school term)?					
having a problem with discipline (disobedient, do not listen, does not follow rules, etc.)?					
having a problem with substance abuse (homemade brews / alcohol / drugs / cigarettes)?					
involved in unsafe sexual practises?					
1.3 HEALTH AND WELLNESS					
experiencing physical problems? (physical disabled, suffering from a chronic disease, hearing / eyesight problems, etc.)					
experiencing emotional problems? (nervous, anxious, complaining of body pains with no physical reason for pain (hypochondria), etc.)					
suffering from symptoms of depression (feeling & looking sad / depressed, suicide ideas/attempts, lost interest, withdrawn, etc.)					
suffering from anxiety symptoms (sweaty/shaky hands, bad dreams, looking anxious/afraid, etc.)					
are victims of any unpleasant incident e.g. robbery, hi-jack, family violence, rape?					
have been witnesses of any unpleasant incident e.g. murder, violence, rape, etc.					

Adapted from DBE Vulnerability forms

ANNEXURE B



HIV Prevalence by Age and Gender (2012) in South Africa.

Adolescent girls 15-19 years are up to 8 times, while young women 20-24 are more than 3 times, more likely to be infected with HIV than their male peers.

Ref HSRC - 2012

ANNEXURE C

HIV/AIDS – Myths versus Facts

Myth	Fact/ Reality
HIV/AIDS can be cured.	Currently, there is no cure for HIV/AIDS; however ARVs are used as a treatment to manage the infection.
HIV/AIDS is a disease for gay people only (only homosexuals have it).	Anyone can contract HIV/AIDS, regardless of their sexual orientation. People can get it from blood-to-blood contact, body fluid contact (semen, pre-ejaculation, vaginal), sharing needles or unsafe sex.
HIV can be spread from breathing air around an HIV-infected person or from physical contact, such as hugging or hand-holding.	You cannot get HIV from toilet seats, physical contact (touching, hand-holding, hugging, kissing on the cheek), sharing utensils with someone who has HIV, or mosquito bites. You can only get it from the bodily fluids of someone who has HIV, such as semen, pre-ejaculation and vaginal fluids, blood, breast milk, and needles that have HIV-infected blood.
You cannot get HIV if you are using birth control methods like diaphragms, cervical caps, sponges, spermicides, DepoProvera, Norplant or the pill.	Birth control methods do not prevent the transmission of sexually transmitted diseases (STDs). They only aim to prevent girls from becoming pregnant. The only way to guarantee you do not become pregnant and get an STD is to abstain from sex. However, one way people who are sexually active prevent themselves from becoming pregnant and contracting an STD is by using a condom and another form of birth control at the same time (dual-protection).
A person cannot have more than one STD at the same time.	A person can be infected with more than one STD. A person with an untreated STD may also be highly likely to pass on or acquire HIV during sex. Risk for infection increases 10-300 times more when a person has genital ulcers, such as those found in syphilis or genital herpes.
There is no such thing as safer sex.	Safer sex is sexual activity without penetration, or sex with a condom. Although safer sex can substantially reduce the sexual transmission of an STD, sexual abstinence is the only guarantee to prevent from getting an STD.
Since I only have oral sex, I'm not at risk for getting HIV.	You can get HIV by having oral sex with a man or woman. That is why it is important to use a condom during oral, vaginal and anal sex.
I would know if a loved one or I had HIV.	Since HIV affects each person differently, many people with HIV can look and feel healthy for many years after contracting the virus. The only way to know for sure is to get tested.
Getting tested for HIV is pointless.	Knowing if you are HIV-positive will allow you to seek early treatment that can help you stay healthy for longer. It will also enable you not to pass the virus on to someone else. Regardless of your HIV status, you can learn how to prevent further infection from HIV and other STDs through counselling offered at your nearest clinic.
When you're on HIV therapy you can't transmit the virus to anyone else.	Antiretroviral drugs do not keep you from passing the virus to others. Therapy can keep the viral load down to undetectable levels, but HIV is still present in the body and can still be transmitted to others.

Adapted from American Association of World Health, <http://www.aahworldhealth.org/>



**MY LIFE!
MY EDUCATION!
MY FUTURE FIRST!
BABY, NOT NOW!**



