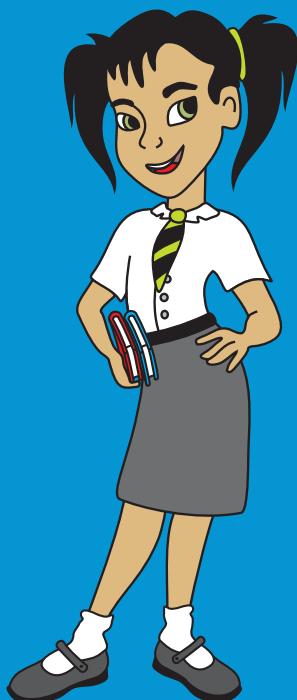




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Education
PROVINCE OF KWAZULU-NATAL



BABY, NOT NOW!

MY LIFE, MY EDUCATION, MY FUTURE FIRST!

A prevention Programme addressing
learner pregnancy and early parenthood.

LEARNER WORKBOOK



PSYCHO-SOCIAL SUPPORT SERVICES

Learners name:

Grade: School:

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

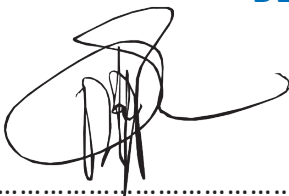
Greetings Dear Learners

The KZN Department of Education is committed to guiding and supporting you to successfully complete your schooling. We know that children have a greater chance of becoming successful, competent and worthy adults if they complete their education. We are also aware of the many health, social, emotional and poverty related challenges that you face in your teenage years that may put your education at risk. In recent years, for example, we have seen that one of the risk factors to learners' health, wellbeing and to successfully completing their schooling is the issue of learner pregnancy. We are very concerned about the negative impact of early and unplanned parenthood on our learners' ability to complete their education.

The "Baby, Not Now!" programme which targets both boys and girls, has been developed to assist you in planning for your future and making you aware of the many social ills that may impact negatively on your life. The main focus of the programme is to make you aware of the many challenges and responsibilities that go with early and unplanned pregnancy. We hope this will motivate you to delay parenthood until you have at least completed your education. Over and above the risks and responsibilities associated with learner pregnancy, infused in the programme is decision making skills, planning for future success and making healthy life choices.

I trust you will fully participate in this programme and learn the many valuable lessons and skills it has to offer you. Delay your sexual debut, focus on completing your schooling, achieve in your studies and enjoy being a teenager.

BE IN CHARGE OF YOUR LIFE AND YOUR FUTURE!



.....
ADV. BHEKI MASUKU
HEAD OF DEPARTMENT (ACTING)

Contents

Topic	Page number
UNIT 1. EXPLORING THE ISSUE OF LEARNER PREGNANCY	
1. Session 1 - “Baby, Not Now!” Situational analysis	
Worksheet 1 - Commitment to the Programme.	5
2. Session 2 - “Baby, lets peep into parenthood!”	
Worksheet 2 - Birth Certificate	6
Worksheet 3 - Our commitment to take care of baby	7
Information sheet 1 - Care plan for baby	8
Worksheet 4 - Daily plan to take care of baby	10-12
3. Session 3 - “Baby, what have you done to my life?”	
Worksheet 5 - My experience as a young parent	13
Information sheet 2 - Impact of early parenting on the young mother, baby and society	14
Worksheet 6 - Role play: Interviewing a parent	15
4. Session 4- “Baby, you are expensive!”	
Worksheet 7 - The cost of having a baby and budgeting	16
Worksheet 8 - Nonkos’ opinion about the youth in her township	17-18
5. Session 5 - “Baby, what do you need from your parents?”	
Worksheet 9 - Role play: Mr Cool dude, Mr Smartman,	19
Minister of Finance	20
Worksheet 10 - Parenting Roles.....	21
UNIT 2 PLANNING FOR MY LIFE, MY EDUCATION MY FUTURE	
6. Session 6 - “Baby, let’s not take a chance!”	
Information sheet 3 - Basic Sexual Health	22
Worksheet 11 - Understanding basic sexual health.....	23
Information sheet 4 - Think about this!!!	24
Worksheet 12 - Me and my health quiz.....	25
Worksheet 13 - Risky behaviour exercise	26
Worksheet 14 - Freedoms of abstinence	27
7. Session 7 - “Baby, let’s plan for success!”	
Information sheet 5 - Quotes on goal setting	28
Worksheet 15 - Life and career vision.....	29
8. Session 8 - “Baby, it’s time to look at how we spend our time!”	
Worksheet 16 - Time management: how I spend my time now	30
Worksheet 17 - My new time management plan	31
Information sheet 6 - I am procrastinating no more!	32
Worksheet 18 - My study plan.....	33

9.	Session 9 - “Baby, let’s stand up against social ills!”	
	Information sheet 7 - Harmful effects of social ills	34
	Worksheet 19 - Smart thinking	35
10.	Session 10 - “Baby, the world out there can be bad!”	
	Worksheet 20 - Risks associated with trans-generational relationships - often referred to as sugar daddies/mummies or blessers.....	36
11.	Session 11- “Baby, let’s complete our schooling!”	
	Information sheet 8 – Bill of responsibilities for the Youth of South Africa.....	37
	Information sheet 9 – The 3Rs; Respect, Responsibility, Resourcefulness	38
	Information sheet 10 – Vital tools for success at school	39

UNIT 3 - COMMITMENT TO MY LIFE GOALS AND DELAYING PARENTHOOD.

12.	Session 12- “Baby, this is my life plan!”	
	Worksheet 21 – my life and my education plan.....	40-43
13.	Session 13- “Baby, definitely not now!”	
	Worksheet 22 – Learner pledge.....	44
14.	Acronyms	45
15.	Annexures	
	Annexure A - Map of SA showing teen pregnancies per province (2013)	46
	Annexure B - HIV prevalence by age and gender (2012) in South Africa	47
	Annexure C - HIV/AIDS - Myths versus facts	48
16.	Reference	

WORKSHEET 1

Commitment to Programme: BABY, NOT NOW!

Learners name:

Grade: School:

I understand that the “Baby, not now!” programme would provide me with information and motivation that will:

- help me to stay committed to my education,
- complete my schooling
- help me to avoid risky sexual behaviour that could result in me becoming a teenage parent.

I commit to:

- Abiding to all the rules of the programme.
- Being present for all the sessions.
- Completing all assigned tasks and handing in homework tasks timeously.
- Taking care of and returning all loaned resources to the facilitator.

Signed: Date:



WORKSHEET 2

Birth Certificate

Your teacher has given you a “baby” to take care of as your own for six days. You will be paired with the mother/father of this baby to take care of all the responsibilities, care and love that a baby requires. Below is the baby’s Birth Certificate, please complete all the important information on the Birth Certificate. Remember that this is an important document, and needs to be kept safely.

The South African Law says that every child born in South Africa must be registered with the Department of Home Affairs within 30 days of their birth.

THE REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF HOME AFFAIRS
Abridged Birth Certificate

Name of baby:

Birth Certificate number:

Date of birth: Name of hospital:

Time of birth: Delivered by Nurse:

Birth weight: Birth length:

Town/City: Province:

Surname and Name of mother:

Identity No. of mother:

Surname and Name of father:

Identity No. of father:

WORKSHEET 3

Commitment to take care of baby

Our Commitment

We the “adopted parents” of baby (Name of Baby)

hereby acknowledge that we take responsibility for our baby today, (date).

We will be adopting this baby for six days. During the adoption period we promise to be responsible parents and take care of “our” baby’s daily needs. As the baby’s parents we will make every effort to ensure that we do not put the baby’s health, safety and protection at risk.

We promise to read the Care plan and follow it to the best of our abilities.

We also promise to return the “baby” to our teacher once the adoption period has ended.

Signed by Father Date:

Signed by Mother Date:



INFORMATION SHEET 1

Care Plan for baby

1. I will at all times keep the “baby” with me and carry it around like I would a real baby (including bringing it to school).
2. If I need to go for a bath or to the toilet, go out with friends, play sport or go to the shop I will ask someone to assist me by watching over the baby.
3. I will not abandon my “baby” (e.g. on the floor, in my bag or unattended), this in real life is a crime and I can be charged for child abuse and neglect.
4. I will take care of the “baby” by feeding , burping, caring, bathing, comforting and rocking “baby” to sleep, changing its nappy, washing its clothes and keeping “baby” clean and tidy at all times.
5. I will take care of my “baby’s” health; I will go to the clinic for all “baby’s” vaccinations or if “baby” is unwell. I will keep “baby’s”, “Road to health” card safely and keep all appointments with the clinic.
6. I will hug and play with my “baby”.
7. I will teach my “baby” many things.
8. I will love my “baby” with all my heart.
9. We have agreed to share responsibilities for caring of “baby” as follows:

9.1 Sharing the care plan for baby, how are we doing this (daily, alternate days, weekends)

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.....

9.2 Where are we getting money from for the mothers’ medical bills, costs before “baby” is born, cost for clothes, milks, nappies, food and toiletries.

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9.3 Where will “baby’s” home be?

.....
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9.4 Who will take care of “baby” during the day, while you are at school? If you are getting a baby sitter, who is paying for this?

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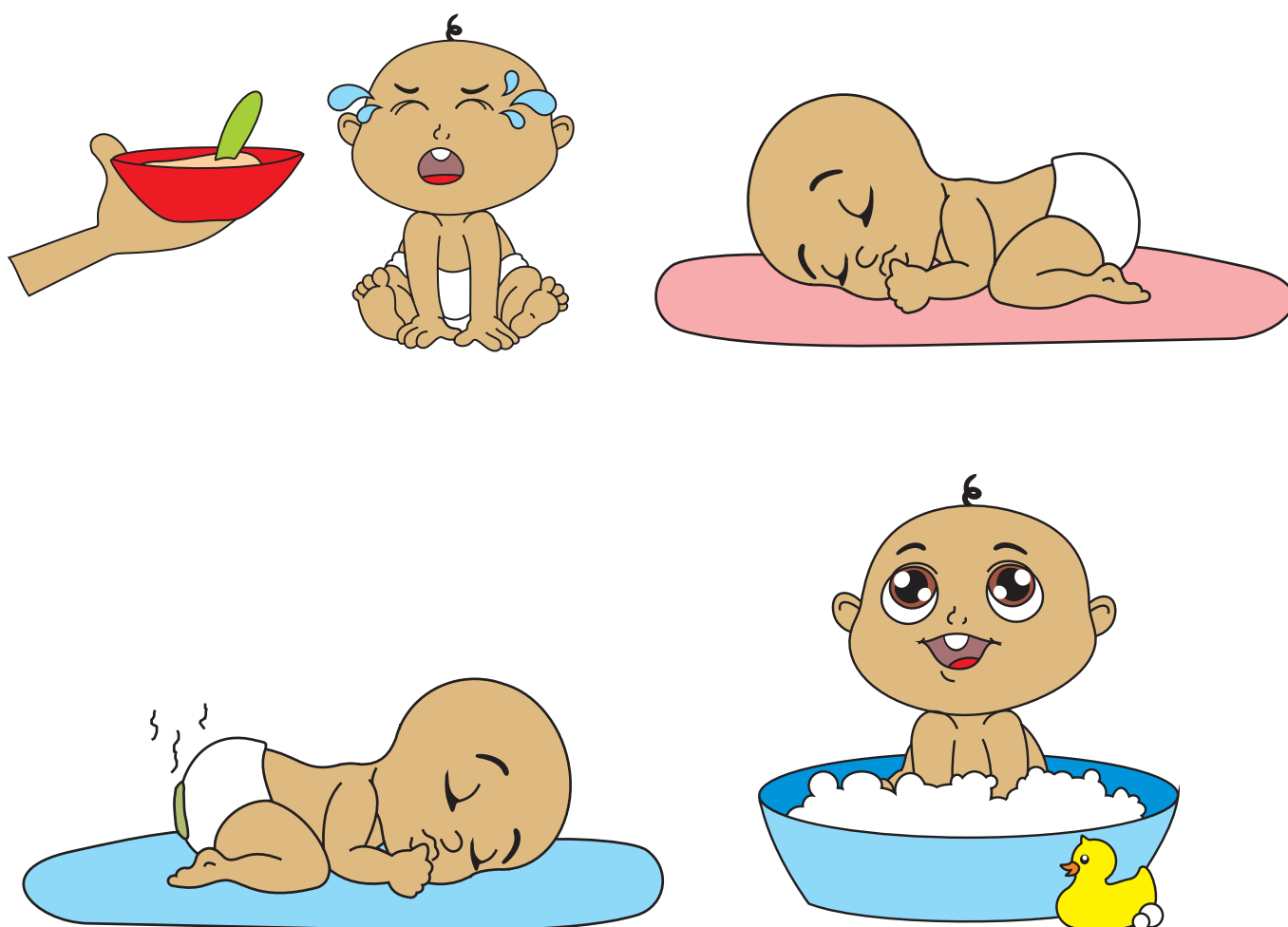
9.5 Who takes baby to the clinic (and waits in the queue) for vaccinations, check-ups and when “baby” is sick?

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WORKSHEET 4 (DAY ONE)

Daily plan for taking care of baby

Today is Mummy’s / Daddy’s day to take care of me, “Yippy I love them both!”

I am a baby please take care of me by:

- Feeding and burping me every three hours (takes about 30 minutes).
- Please change my nappy about every four hours (takes about 10 minutes).
- I need to be bathed once a day (one bath takes about 45) and dressed twice a day (at bath time and before going to bed).
- I feel very safe and comfortable when I am held close to you and rocked. So please rock me to sleep when I am tired (20 minutes a time about 4-5 times a day).
- I love to play and learn; so play and be happy with me. Spend time with me, and show me the world.
- When I am sick, I cry a lot, please be patient and take me to the clinic.

(Indicate either with a ‘M’ (M for MUM) or ‘D’ (D for DAD) at what time you (either ‘M’; ‘D’ or “M &D”) did the following tasks.)

TIME	Nappy Change	Feeding and burping	Rocking baby to sleep	Bathing and dressing baby	Playing, singing and rocking	Baby is sick and crying, took Baby to the clinic
00:00						
01:00						
02:00						
03:00						
04:00						
05:00						
06:00						
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21:00						
22:00						
23:00						

This is how I felt about caring for “Baby” today

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WORKSHEET 4 (DAY TWO)

Daily plan for taking care of baby

I love the way Mummy and Daddy take care of me, *“Yippy I love them both”*

(Indicate either with a ‘M’ (M for MUM) or ‘D’ (D for DAD) at what time you (either ‘M’; ‘D’ or “M &D”) did the following tasks.)

TIME	Nappy Change	Feeding and burping	Rocking baby to sleep	Bathing and dressing baby	Playing, singing and rocking	Baby is sick and crying, took Baby to the clinic
00:00						
01:00						
02:00						
03:00						
04:00						
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21:00						
22:00						
23:00						

This is how I felt about caring for “Baby” today

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WORKSHEET 4 (DAY THREE)

Daily plan for taking care of baby

I am so lucky Mummy and Daddy takes such good care of me, *“Yippy I love them both.”*

(Indicate either with a ‘M’ (M for MUM) or ‘D’ (D for DAD) at what time you (either ‘M’; ‘D’ or “M &D”) did the following tasks.)

TIME	Nappy Change	Feeding and burping	Rocking baby to sleep	Bathing and dressing baby	Playing, singing and rocking	Baby is sick and crying, took Baby to the clinic
00:00						
01:00						
02:00						
03:00						
04:00						
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22:00						
23:00						

This is how I felt about caring for “Baby” today

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WORKSHEET 5

My experience as a young “Parent”

Now that you have been responsible for taking care of a “baby”, tell us what this experience has been like for you. Think about the ways in which “baby” has changed your life and your focus in terms of your education and being a teenager.

Answer the following questions honestly and to the best of your ability. Tick: Yes or No.

QUESTIONS	YES	NO
1. Did you enjoy the experience and responsibilities of being a parent at this young stage of your life?		
2. Did the other partner (mother/father) help you to take care of the “baby”?		
3. Do you have enough money to take care of a baby, right now?		
4. Did your family have to take on responsibilities such as: <ul style="list-style-type: none">• helping to look after the baby?• supporting you financially?		
5. Was your family happy when you asked them to help you take care of your “baby”?		
6. Was asking your family for help a good experience?		
7. It would be very difficult to cope at school if you became a parent now! Do you agree?		
8. Is it more likely that you would drop out of school, should you become a parent now?		
9. Do you agree that it would be better and safer to delay being a parent, to a time where you will be able to cope with all the responsibilities of parenthood?		

Briefly tell us about your experience of carrying around and caring for a “baby”?

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INFORMATION SHEET 2

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

Below is a summary of the consequences of having a baby while you are young and in school.

(Adapted from -UCLA, Mental health in schools: teen pregnancy, prevention and support, 2008)

Teen Mother	The Baby	Society
You are more likely to drop out of school. You have a higher risk of not going into or dropping out of tertiary education (University and college). This will affect how much you earn and the quality of your life. It is likely that you will remain in the cycle of poverty.	Your baby will be more likely to suffer from health problems, such as low birth weight, which may cause more health problems (e.g. breathing problems and infections). Poor health of your baby will cost you more money and it is more demanding to care for a sick baby.	Learner pregnancy adds to the expenses the government has, such as for child support grant and increased health costs for mother and baby.
You will have serious health risks, such as: increased risk of maternal death (especially if the mother is under 15 years of age). Your pregnancy is likely to be more difficult and risky, you are at a higher risk of poor weight gain, pregnancy induced hypertension, and anaemia. Greater risk for obesity and hypertension later in life. Higher risk of contracting a sexually transmitted infection (STI). STI's can be incurable and/or fatal.	Higher risk of insufficient health care for your baby. This means that the young parents may not have the resources (money) and knowledge to take the baby to the clinic when it is necessary. Hence your baby will become very sick and suffer from poor health and impaired development.	The poor education of both the teenage mother and the child will impact on the economy as they form part of our current and future work force. Loss of tax earnings to the economy
You will most likely be a single parent who lives in poverty, relying on the child support grant. You are more likely to have children from different fathers thus making your life more complicated and difficult to manage. It affects your future relationships.	Given the importance of careful nurturing, stimulation, nutrition and access to health care in the first three years of life, children of teen mothers are in all areas of development at great risk.	Low levels of education will make it difficult to get jobs that pay higher salaries. When you constantly take days off work to care for your baby, you may be seen as an employee who is not responsible and not dependable.
You will more than likely be lacking in the necessary skills, resources, knowledge and/or maturity required to cope with the needs of a growing baby.	Your child is more likely to suffer from poor school performance. Your child is 50% more likely to repeat a grade, and less likely to complete their schooling. These children start their schooling unprepared to begin learning, and educators are overwhelmed trying to deal with problems that started in the home.	You and your baby will likely contribute to the unskilled labour force, which will impact on the progress the country makes.
You are too young to cope with the demands of being a parent as you yourself are still growing and developing, so you are not likely to be a good parent.	Children with adolescent parents often fall victim to abuse and neglect.	Because of the possible neglect and/or abuse, your baby may face, he/she will likely have behaviour problems which will sometimes put them into trouble with the law.

WORKSHEET 6

Role play - interviewing a parent

1. What was your age when you became a parent?
2. Was it a planned pregnancy?
3. What were your first thoughts when you found out you were pregnant? / When you found out that your girlfriend was pregnant?
4. How did having a baby at that time change your life plans?
5. Is the mother/father of your child still your partner? How do you feel about this?
6. Does the mother/father of your child help you to take care of the baby by helping with chores? How does this make you feel?
7. How much does it cost a month to take care of your baby?
8. Where do you get the money from to take care of your baby?
9. Is it difficult to manage being a mother and a worker/scholar? Explain how you manage.
10. Who looks after your baby while you go out?
11. Do you pay them to look after your baby? How much does this cost you?
12. Do you feel you have missed out on anything as a result of becoming a parent?
13. Knowing what you know now and having the experience of being a parent, would you have done anything differently before you/ or the mother of your baby was pregnant?
14. What advice would you give to learners who are part of the "Baby, Not Now!" programme?



**MOTHERHOOD /
FATHERHOOD
IN CHILDHOOD?
NO! NOT FOR ME!**



WORKSHEET 7

The cost of having a baby and budgeting

Let's work it out !!!!!

Before baby is born		
Costs to mother - for nine months	ESTIMATED COST	ACTUAL COST
Transport money for mother to visit clinic. Monthly visits to clinic.		
Medical costs for mother:		
New pregnancy clothes for mother:		
Cost to get hospital card		
Dietary needs- vitamins, supplements, healthy food		
Costs for baby - Total cost before birth		
Clothing: vests, baby grow, blankets, socks, hat, feeding bib, towel, face clothes, extra clothes		
Furniture/Equipment: Cot, pram, carry cot, bath tub		
Toiletries: shampoo, lotion, Vaseline, soap, cotton wool, baby powder, nappies, wet wipes etc...		
Monthly costs after the baby is born		
Transport cost to clinic for baby's screenings		
Transport costs to clinic for mother's health		
Nappies/wet wipes		
Additional medicines		
New clothes for baby as baby grows		
Food and milk formula for baby		
Toiletries as they gets finished.		
Crèche/ play care facility costs/babysitter		
Additional:		
Average total per month		
Child Support Grant per month		
Is there extra money? How much are you short of?		

WORKSHEET 8

Nonko's opinion about the youth in her township.

"Many girls in my area are having babies for the Child Support Grant. They don't care about the baby and give the baby to their grandmother or mother to look after. This is not fair or responsible behavior, since your grandmothers and mothers have already raised their children. Now it is their time to rest, relax and look to retirement. They have worked all their lives and have been responsible. It's not fair to stress or burden them in their old age.

I have seen young girls spend their baby's Child support grant on themselves. They often buy airtime, clothes and chicken with the money. I feel so sad because they don't give a cent for the baby. I want to cry when I think about how I would have felt if my mother did that to me...give me away and steal my Child Support Grant? It's too terrible ... and our poor over- burdened mothers. What is this world coming to?

I think the government should not be giving out these grants; they are making a terrible mistake. They are encouraging the girls to have more and more babies. Also the fathers are not taking responsibility for their children, because they think government is paying.

I think that girls who steal their babies Child Support Grant and boys who fail to live up to their parental responsibilities must be charged for theft and neglect."

1. What is the Child's Support Grant supposed to be used for?

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2. Do girls really abuse their child support grant as Nonko says?

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3. If yes-Is this the right thing to do? Explain.

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4. Is the Child Support Grant sufficient to cover all the baby's expenses? Look at your Worksheet 7 on Cost of having a baby. Is the money enough? How will the parents get the extra money that is needed to take care of the child?

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5. How would you feel if you were "given away" by your parents for someone else to take care of you?

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6. How do grandmothers and mothers feel about the added responsibilities (of taking care of your baby) given to them at this late stage of their lives.

.....

.....

"I think that girls who steal their babies Child Support Grant and boys who fail to live up to their parental responsibilities must be charged for theft and neglect."



WORKSHEET 9

Role play: Mr Cool Dude, Mr Smartman and Minister of Finance

This is what these three males have to say about fatherhood and what they would do if their girlfriend got pregnant. Read these comments carefully, think about what they are saying.

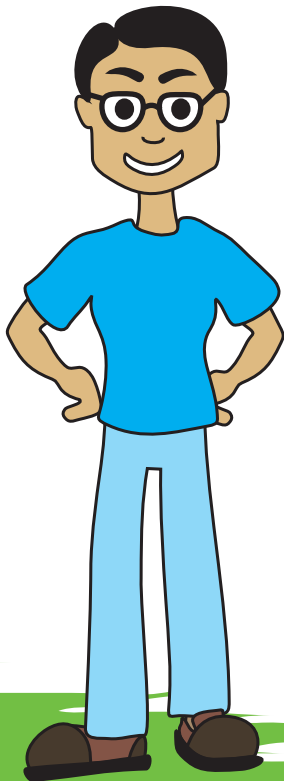
Do they really care for their girlfriends? Have you come across boys/men like this in your area?

Be careful girls! Be smart! Choose your partner well.
Be responsible boys! Be the best men you can be!

I am Mr Cool Dude

I love girls, all girls. But I feel it is a girl's job to take care of the baby. After all she is the one who got pregnant and carried the baby for nine months. When my girlfriend gets pregnant, me I move on...when she gets big and fat she won't give me sex and she becomes ugly and useless, I find a new girlfriend. I don't want to know my baby or play with it. It's too much work. When she asks for money! It's her problem. She must sort it out with the government.

So my style is leave them if they get pregnant.
I owe her nothing... we had our fun together.
I often tell the girls it's not my baby.
That's my style. That's how I roll



I am Mr Smartman

I believe that this is my time to become a man and to do this I have to have sex with many girls to get experience. I don't like to use a condom and I talk the girls into not using condoms. Most of the time the girls are silly and they agree. I made two girls pregnant. I pay R100 a month for each baby. I work part time on a Saturday to get the money. I don't want to see my babies or their mothers. I pay and that's all I am supposed to do. My babies are not my responsibility. It's a girl's job.

I am called "Minister of Finance"

I am married and have two beautiful children and a gorgeous wife. I have a big house in the city and my children go to private schools. I drive a nice car. I have a very good job. I love young girls and I have many girlfriends. Younger girls are virgins; they don't have STI's and are easily talked into sex without condoms. So I hang around where the young girls are. I give them money, cell phones and buy them clothes. They are happy to have sex with me. They don't like to call me Sugar Daddy; they call me Mr Autobank or Minister of Finance. It doesn't bother me, all I want is sex then I go home to my wife. When I get tired of one girl I find another one easily. My wife often hits the girls when she finds out. If any of the girls get pregnant, I take them to the old lady in the village who does an abortion, and then I leave her. The abortion doesn't cost much, change in my pocket. The girl usually gets very sick and ends up in hospital.

Not my problem!



WORKSHEET 10

Parenting Roles

Remember a wise mother chooses the best father for her children! Also a wise man chooses the best mother for his children!

Read the characteristics below and tick the characteristics which are most important to you.

Characteristics of parents:

A Good Father	A Good mother
He cares about his children. He is responsible and keeps his promises to them.	She is protective over her children. She makes sure they are safe all the time.
He spends time with his children and teaches them many things about life.	She takes care of their daily needs. She nurses them when they are sick.
He shows his children love and affection.	She laughs and has fun with her children.
He supports them financially. He gives them the best that he can.	She gives them everything she can, she puts her children first, always.
He puts his children's needs before his own.	She makes sure they eat healthy food.
He loves his child's mother and has a healthy relationship with her.	She makes sure that they are clean and neat.
He is sober and drug free	She is sober and drug free.
He does not hurt his children or their mother.	She makes their house a home.
He has a plan for his and his family's future.	She reads/tells them stories.
He is protective over his children.	She hugs her children and loves them endlessly.
He supports her in everything way and they make joint decisions about the well-being of the child.	She supports him in everything way and they make joint decisions about the well-being of the child.

1. Write down what the role of a mother is in bringing up a child.

.....
.....

2. Write down what the role of a father is in bringing up a child.

.....
.....

3. Write down why joint parenting is best for the parents and child?

.....
.....

INFORMATION SHEET 3

Basic Sexual Health Information

1. STIs

Definition: Infections that are spread through sexual contact. HIV is one STI. Other examples are gonorrhoea, syphilis, herpes, genital warts and hepatitis B. Most STI's except HIV can be cured if they are medically treated.

How are they spread? Anyone who has unprotected sex can get STIs.

How do I protect myself from getting or spreading STIs? By abstinence, being faithful to one partner who is not infected and using a condom.

2. HIV

Definition: HIV stands for Human Immuno-deficiency Virus. It is a virus that weakens the immune system. Our immune system protects us from the germs, bacteria and viruses that are found in and around us. When this immune system does not work properly it reduces the body's ability to fight off many different illnesses. HIV can be managed so that it progresses more slowly, but currently there is **no cure** for it.

How is it spread? Anyone can get it through sharing bodily fluids, such as blood, semen, and vaginal fluid. It can be transmitted when a person has unprotected sex, shares a contaminated needle or takes care of a bleeding injury without gloves. HIV can also be transmitted from mother to child during pregnancy, birth or breast feeding.

3. AIDS

Definition: AIDS stands for Acquired Immune-deficiency Syndrome. It is a condition that occurs when the immune system of a person with HIV is weakened to the point that he or she has difficulty fighting infections such as STIs, TB, flu and pneumonia. AIDS cannot be cured.

How to keep from progressing?: People with HIV can slow the progression to AIDS by taking medications and taking good care of their health overall, including by eating well and getting enough exercise and rest.

4. Opportunistic Infections

Definition: Infections that a person is susceptible to when he or she has a weakened immune system caused by HIV and AIDS. The common infections are influenza, TB and pneumonia.

5. Unprotected Sex

You can get pregnant from unprotected sex. If you and your partner are not ready to have a child, avoid getting pregnant because having a child and being a parent when you are not ready emotionally and financially could lead to a number of problems for you, your partner and your child. Abstinence is the best way to avoid pregnancy as well as HIV infection and other STIs. Family planning methods are another option.

The information on this page is adapted from the Mpilonhle Mobile health and education project

Note: Additional information on HIV and AIDS - myths versus facts can be found in Annexure C of this book.

WORKSHEET 11

Understanding Basic Sexual Health

Learners to complete the worksheet below:

	Definition	How it is spread/ happens	How to protect yourself from getting or spreading it
Sexually transmitted Diseases (STIs)			
HIV			
AIDS			
Opportunistic infections			
Pregnancy			

The information on this page is adapted from the Mpilonhle Mobile health and education project

INFORMATION SHEET 4

Think about this!!!

Don't have sex with your partner because your partner	Wants you to "prove" your love.
	Is pressurising you, to do it.
	Says s/he needs to have sex right now, s/he can't wait.
	Says s/he will leave you if you don't have sex with him/her
	Says all other couples are having sex, so you should do so as well
Risks of engaging in sex early in your life are:	Contracting an STI or HIV and AIDS
	Having health complications
	Falling pregnant
	Dropping out of school
Beware you can get pregnant	If you had sex only once.
	The first time you have unprotected sex
	Even if your boyfriend withdraws before he ejaculates.
You won't get pregnant if	You don't have sex
	If you use a condom/contraceptive correctly every time you have sex.
We say ABC...	A = Abstain- you do not have to have sex if you do not want to.
	B= Be faithful- if you are having sex , have only one partner
	C= Condomise- use a condom everytime you have sex
We say NO to...	Sexual violence/abuse
	Sex with older partners (trans-generational relationships)
	Lots of sexual partners
We say YES to...	Respect
	Use of condoms if you are sexually active.
	A bright future
	A Healthy Life

WORKSHEET 12

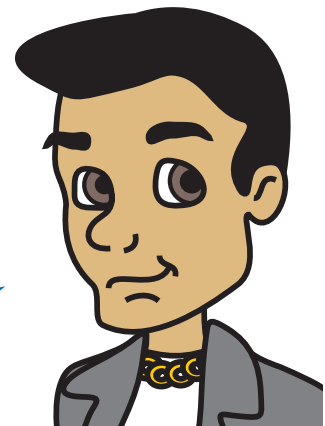
Me and my health quiz

Learners are to tick the correct answer

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

The information on this page is adapted from the Mpilonhle Mobile health and education project

I am an older than you, I am HIV positive.
 I am going to die with this disease ...
 You are young and beautiful and you are a virgin .. you can help me.
PLEASE HAVE SEX WITH ME ONLY ONCE .. my traditional healer
 says it will cure me. Nothing will happen to you, you are young.
 I am desperate ... I want to live ... It's all up to you.
 Please help me!!!



I am young .. and I have my whole life ahead of me.
**I WANT TO COMPLETE MY SCHOOLING, LOOK FORWARD
 TO MY FUTURE, BE HAPPY AND DISEASE FREE.**
 I am not responsible for your illness ... I am sorry for you ..
BUT DON'T MAKE ME FEEL GUILTY ...
 I cannot help you by sleeping with you. Then we will **BOTH** be infected
 with HIV. We **BOTH** are going to be very sick.
 I suggest you go for professional help to a clinic.
 My answer is **NO!!!** Leave me alone!

WORKSHEET 13

Risky behavior Exercise

Draw a line between each of the risky behaviours in the left hand column and the possible negative result in the right hand column that can occur from doing this behaviour.

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

The information on this page is adapted from the Mpilonhle Mobile health and education project

WORKSHEET 14

The freedoms of abstinence

Read and discuss all the freedoms that abstinence gives you.

Select by underlining Freedoms you would want for yourself.

1. Freedom from **unplanned** learner pregnancy and parenthood.
2. Freedom from **incurable and fatal** sexually transmitted infections.
3. Freedom to concentrate on school work and **complete Grade 12** with all your friends.
4. Freedom **to plan your future** and for the kind of life you want to live.
5. Freedom from the **use and side effects of contraceptives.**
6. Freedom to make **dating fun and carefree** without worry and stress.
7. Freedom from **sexual exploitation.**
8. Freedom to develop **self-respect.**
9. Freedom to enjoy **being a teenager.**
10. Freedom to be in control of **your life and your body.**
11. Freedom **to look forward to marriage** and choose the best life partner and parent for your children.
12. Freedom from **severe pain and heartache** when you break up with the mother/father of your child.
13. Freedom to later remember your high school dating experiences, after you've grown up, with pleasure and **happy memories, and no shame.**

Your RIGHTS!!!!

“True sexual freedom exists when the right of refusal is respected. The right of refusal is an important aspect of sexual freedom”



Adapted from: <http://family-relationships.com> (2013) and www.topix.com/forum Oct 2011

INFORMATION SHEET 5.

Quotes – goal setting



“Your goals are your road maps that guide you and show you what is possible for your life” – *Les Brown*



“In life, as in football, you won’t go far unless you know where the goal posts are” – *Arnold H Glasgow*



“Think little goals and expect little achievements. Think big goals and win big success” – *David J Schwartz*

“The trouble with not having a goal is that you can spend your life running up and down the field and never score” – *Bill Copeland*



Every man’s work, whether it be literature or music or pictures or architecture or anything else, is always a portrait of himself” – *Samuel Butler*

“Obstacles are those frightful things you see when you take your eyes off your goal” – *Henry Ford*



“A lack of planning is a cause of most failures” – *Brian Tracy*



“Choosing a goal and sticking to it changes everything” – *Scott Reed*



“A goal without a plan is just a wish” – *unknown*



WORKSHEET 15

Life and career vision

We all have a life plan. We daydream; we wish and we hope to live a certain kind of life when we are adults. The jobs we want, the kind of life we want to live, and the family we imagine we will have are all goals that we strive to achieve. Do you have a life plan? Have you thought about it? This is your chance to think about what you want for yourself in the future.

A. MY VISION FOR MY LIFE

What kind of life do I want when I grow up in relation to the following:

(i) Family

.....
.....

(ii) Friends

.....
.....

(iii) Career/Job

.....
.....

(v) Lifestyle (my house/ my neighbourhood, interests, travel, cars, my image etc.)

.....
.....

B. MY THOUGHTS, ATTITUDE AND BEHAVIOUR

Explain the thoughts, attitudes and behaviours that you will need to have to make your vision a reality

(i) Thoughts

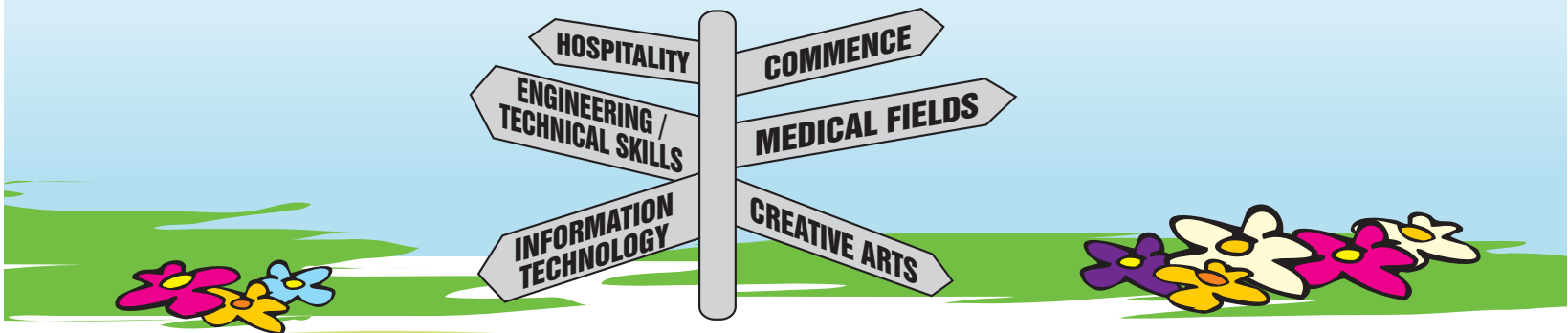
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(ii) Attitudes

.....
.....

(iii) Behaviours/actions

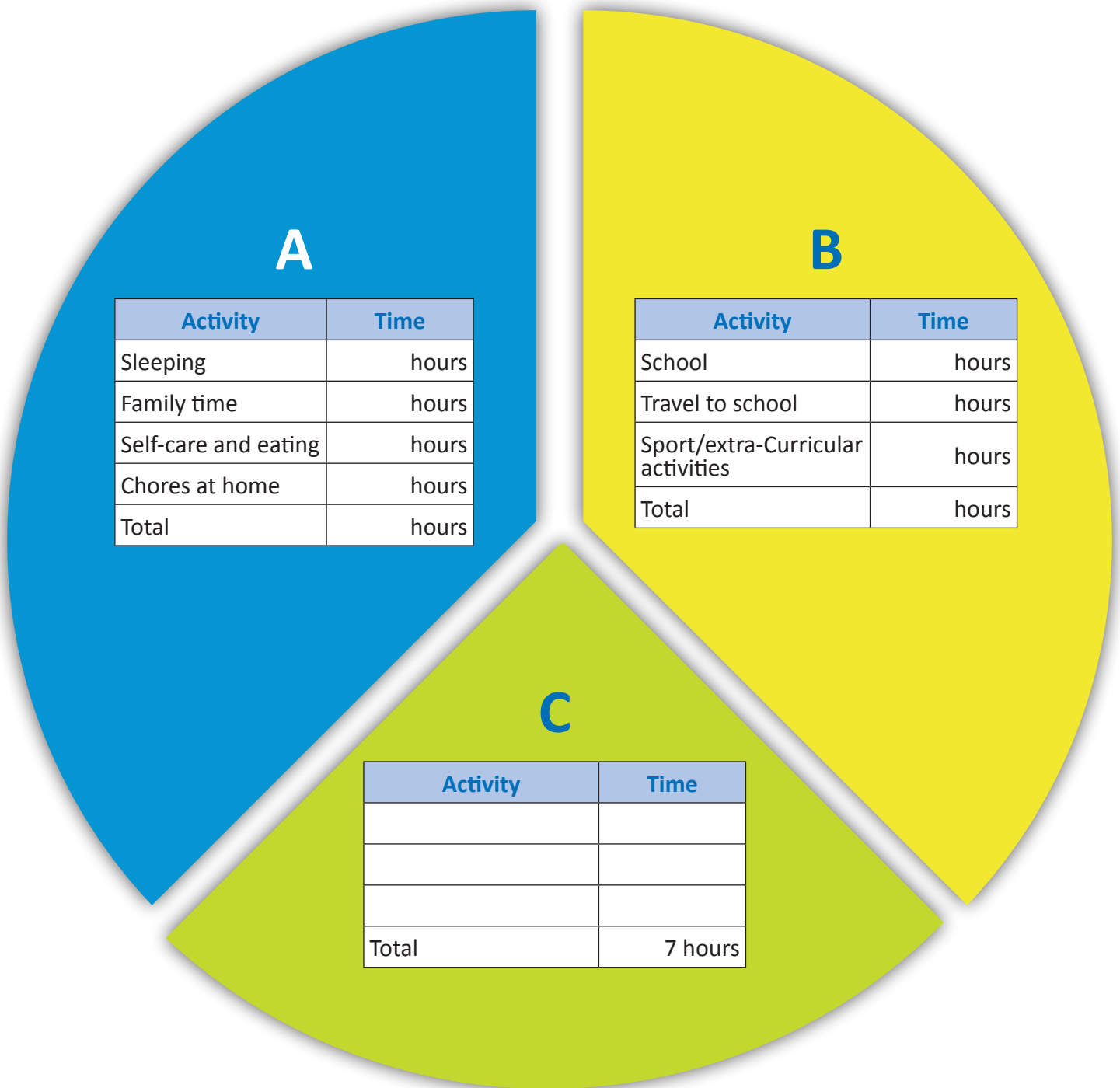
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WORKSHEET 16

Time management: how I spend my time now

We only have 24 hours in a day. We spend about 9 hours sleeping, eating, and taking care of our bodies (Section A on Pie diagram). We spend about another 8 hours at school and on school-related activities such as travelling to school (Section B on Pie diagram). The balance of the time left is your free time. Take some time to think about how you are using your time now. Write down your answers in the Pie Diagram below (Section A, B and C).



WORKSHEET 17

My new time management plan

Now that you have had a chance to think about how you are currently spending your time, and have also read the time management tips above, do this next exercise with that in mind. Design your new time management plan that will help you work towards achieving your life plan, and then complete the homework and study time table below:

A

Activity	Time
Sleeping	hours
Family time	hours
Self-care and eating	hours
Chores at home	hours
Total	hours

B

Activity	Time
School	hours
Travel to school	hours
Sport/extra-Curricular activities	hours
Total	hours

C

Activity	Time
Total	7 hours

I have identified the following risks to me achieving my educational goals given the current way in which I am managing time. My risks are:

.....

I have made the following changes to how I spend my time, keeping my life goals and life plans in mind:

.....
.....

INFORMATION SHEET 6

Don't let your time escape you.

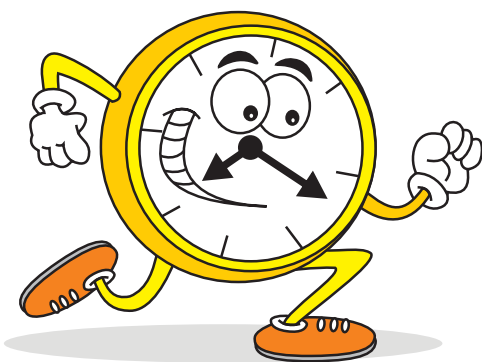
Time management tips

- Create a study schedule, estimating the time needed to complete each task – and stick to it.
- Keep your goals firmly in mind.
- Keep a daily “To Do” list.
- Plan at least one-hour blocks of study time, so you don't just stop when you've just started.
- A sequence of shorter study sessions is more effective than one long cram session.
- Work on your most difficult subjects first and prioritise.
- Complete one task before going onto the next.
- Give yourself a short break every hour or so.
- Beware of interruptions: phone calls and friends who come knocking. Ask a family member to take messages for you.
- Learn to say “No!”
- Balance your activities, allowing time for your family, friends and recreation.
- Be prepared for the unexpected and adjust your schedule accordingly.

If you spend too much time thinking about a thing, you'll never get it done.” – Bruce Lee

“Whatever happens tomorrow, depends on today. Time is opportunity flying by.” – April Hunsberger

“I recommend that you take care of the minutes, for the hours will take care of themselves.” – Lord Chesterfield



I am Procrastinating No More!

WORKSHEET 18

My study plan

A study plan is an organised schedule that every learner must create that outlines his/her study goals and times where s/he will be working on them. The plan includes a year plan, monthly and daily goals. Writing on a year planner or calendar will help. You have to be self-disciplined and very determined to achieve your study and life goals. Below is an example of a daily study plan. You can adapt it to suit your day.

- * Study in one hour sessions, have a 15 minute break, then start again.
- * Know exactly what you are going to study in the allocated hour (Learning area and section)
- * Always find a suitably structured place to study. Sitting at a table/desk to study is ideal.
- * Don't take any calls, or reply to sms or Whatsapp messages during your study time. Attend to these during your 15 minute breaks.

Time	15h00 to 16h00	16h15 to 17h15	17h30 to 18h30	18h45 to 19h45	20h00 to 21h00	21h15 to 22h15
Mon						
Tues						
Wed						
Thurs						
Fri						
Sat						
Sun						

INFORMATION SHEET 7

Harmful effects of social ills

SOCIAL ILLS	HARMFUL EFFECTS
Alcohol and drug abuse	<p>Drugs and alcohol hurts the body and the brain, of the user, sometimes forever.</p> <p>Drugs and alcohol hurt the people who take alcohol and drugs. It hurts their loved ones and their unborn babies as well.</p> <p>Drug and alcohol abuse can cause many problems such as:</p> <p>Fighting and violence, money problems, trouble at school and work, trouble in your relationships, motor car accidents, child abuse, neglect and trouble with the law.</p> <p>It most certainly can distract you from or destroy your life plans!!!</p>
Bullying and violence	<p>Bullying and violence has a negative impact on everyone involved, the victim, the bully and the bystanders</p> <p>The bully is often in trouble with the school and the law; their behaviour challenges often impacts negatively on their school performance, and are likely to end in conflict with the law.</p> <p>Bullies may abuse their family and children.</p> <p>Bullies are more likely to engage in risky behaviour, such as drug and alcohol abuse</p> <p>It most certainly can destroy or distract you from your life plans!!!</p>
Peer Pressure	<p>Peer pressure doesn't help anyone. Peer pressure forces one to do things they are not happy to do. For example you could be forced into taking alcohol, committing a crime, bunking school or having sex.</p> <p>It is very important to choose your friends well. Good friends will help you to grow and succeed and they will never force you to do anything you are uncomfortable with or put your future and health at risk..</p> <p>Peer pressure most certainly can distract you from your life plans!!!!</p>

WORKSHEET 19

Smart thinking

Use the slogan/s below (or you can create your own slogan) to make a poster for display in your school.

Anti-drug abuse	Anti-Bullying Slogans	Stop-violence	Peer Pressure
<i>Don't start be smart !!!</i>	<i>Bullying? Be Smart, Don't Start</i>	<i>Violence is never a solution.</i>	<i>If you're not drug free you can't hang with me.</i>
<p>Do dope, Lose Hope.</p> <p>Don't Huff, Don't Puff. Keep away from that stuff!</p> <p style="text-align: center;">Drug free is the way to be.</p> <p>Drug use is life abuse.</p> <p>Drugs aren't cool they make you act like a fool.</p> <p style="text-align: center;">Drugs: You use, you lose. Just say no!</p> <p>No drug user grows old; because they die young.</p> <p>Smoking the dope won't help you cope.</p> <p>Stay drug free and be the best you could be.</p> <p><small>(Slogans selected from "just say no to drugs slogans- Brandon gaille.com)</small></p>	<p>Think twice what you type/write</p> <p>Delete cyber bullying, don't write it, don't foward it</p> <p>It isn't big to make, others feel small</p> <p>Bullying is Whack, Get On The Right Track</p> <p>Take a stand. Lend a Hand</p> <p>Be cool in our school ... It's Bully Free.. And so are we!!!!</p> <p>Bullies are not cool they're just cruel</p> <p>Some bruises are on the inside. Stop bullying.</p> <p>Let's cheer, bulling is not accepted here!</p> <p>Support, report, defend</p> <p><small>Selected and adapted from :http:// www.getoutthebox.org</small></p>	<p>Come up with a resolution, Do the right thing, don't throw a punch or swing.</p> <p>Don't have a fit, use your wit. don't punch or hit, instead use your wit.</p> <p>Guns don't kill, people do.</p> <p>It is bright not to fight.</p> <p>Just Cool It.</p> <p>No matter the question, Violence is not the answer.</p> <p>One Love, One Heart, Make Peace and Sustain Serenity..</p> <p>Smarts you lack! if you feel a need to attack.</p> <p>Stop violence against women.</p> <p>To have a fight is just not right.</p> <p><small>http://brandongaille.com/34-catchy- antiviolence-campaign-slogans/</small></p>	<p>"People either inspire you or they drain you, choose your friends wisely."</p> <p>"Peer Pressure is pressure you put on yourself to fit in" Jeff Moore</p> <p>"Those who stand for nothing fall for anything" Alexander Hamilton</p> <p>"Why fit in when you were born to stand out" Dr Sues</p> <p>"Be true to who you are and proud of who you are becoming. I never met a critic who was doing better than me." Jeff Moore</p> <p>"The more you give into peer pressure, the more people will ask you to do what they want you to do. The less you give into it, the less they will ask you."</p> <p><small>Everydaypowerblog.com</small></p>

UNFORTUNATELY!!!!

There could be unplanned life events that can distract you from your life plans such as the death of a parent or caregiver, trauma, illness, depression and grief and an unplanned pregnancy. In such circumstances get professional help as soon as possible. You can call Childline on 0800 05 55 55 or Lifeline on 0861 322 322 for assistance.



WORKSHEET 20



Risks associated with trans-generational relationships – often referred to as sugar daddies/mummies or blessers.

Is this relationship mutually beneficial?

SUGAR DADDY/MUMMY	YOUNG LEARNER
Mature adult	Young person
Working	Unemployed/ studying/at school
Owens a house	Does not own a house
Has a wife and children	Lives with their parents or in a Child Headed Household.
Has fancy car.	Generally uses public transport
Has money	Has no money and is “needy”
Experience in all aspects of life	Very little life experience
Charmer and skilled “sweet talker”	Innocent, inexperienced and easily convinced
Has the power to dictate the terms and conditions of the relationship according to his/her wants and desires	Generally the dependent one in this relationship and has no power to negotiate or to protect themselves.
Has the power and skills to end /continue the relationship as s/he chooses.	Has no power, skills or choice to end / continue with the relationship.
Short term benefits- sexual gratification	High risk of long term problems- STI’s, HIV, unplanned pregnancy, stress, depression, shame, fear, addiction, guilt and loss of dignity.
Relationship is sexually focused – no love or commitment	Relationship is financially focused – no love or commitment
Can be sexually aggressive.	Has to comply with aggression, pain, injury
Most likely drinks a lot of alcohol and takes drugs	Will be influenced/ pressurized to drink or take drugs
Most likely have HIV and/or STI’s	Is most probably a virgin and uninfected.
Has power in the relationship	Has NO power in the relationship or the emotional maturity to foresee the complexity of this situation.

In March 2013, SA Health Minister Aaron Motsoaledi claimed that high rates of HIV among SA school girls – 28% was due to widespread relationships with “sugar daddies”. Minister Motsoaledi also emphasized that we must take a stand against trans-generational sex because they are destroying our children (spoken in Carolina, Mpumalanga province, SA March 13, 2013).

In light of the above information and discussions, do you agree with Minister Aaron Motsoaledi’s remarks (above)? Explain:

.....

.....

.....

INFORMATION SHEET 8

Department of Education (SA) Values Mute, Edition June 2009

A BILL OF RESPONSIBILITIES FOR THE YOUTH OF SOUTH AFRICA

Preamble

I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.

This Bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.

My responsibility in ensuring the right to equality

The right to equality places on me the responsibility to

- treat every person equally and fairly, and
- not to discriminate unfairly against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth

South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same. Our country's motto: !KE E: /XARRA //KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.

My responsibility in ensuring the right to human dignity

The right to human dignity places on me the responsibility to:

- treat people with reverence, respect and dignity
- be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.

My responsibility in ensuring the right to life

The right to life places on me the responsibility to:

- protect and defend the lives of others
- not endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and laws.
- live a healthy life, by exercising, eating correctly by not smoking, abusing alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with communicable diseases such as HIV and AIDS.

My responsibility in ensuring the right to family or parental care

This right expects me to:

- honour and respect my parents, and to help them,
- be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

My responsibility in ensuring the right to education

The right to education places on me the responsibility to:

- attend school regularly, to learn, and to work hard,
- cooperate respectfully with teachers and fellow learners and
- adhere to the rules and the Code of Conduct of the school.

and concurrently places on my parents and caregivers the responsibility to:

- ensure that I attend school and receive their support

and places on my teachers the responsibility to:

- promote and reflect the culture of learning and teaching in giving effect to this right

My responsibility in ensuring the right to work

This right carries with it the responsibility for all learners, parents, caregivers and teachers to:

- work hard and do our best in everything we do.
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- This right must never be used to expose children to child labour.

My responsibility in ensuring the right to freedom and security of the person

The right is upheld by my taking responsibility for:

- not hurting, bullying, or intimidating others, or allowing others to do so, and
- solving any conflict in a peaceful manner.

My responsibility in ensuring the right to own property

The right to own property places on me the responsibility to:

- respect the property of others,
- take pride in and protect both private and public property, and not to take what belongs to others.
- give generously to charity and good causes, where I am able to do so.

My responsibility in ensuring the right to freedom of religion, belief and opinion

The right to freedom of conscience requires me to:

- allow others to choose and practice the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.
- respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.

My responsibility in ensuring the right to live in a safe environment

This right assumes the responsibility to:

- promote sustainable development, and the conservation and preservation of the natural environment.
- protect animal and plant-life, as well as the responsibility to prevent pollution, to not litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.
- In the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.

My responsibility in ensuring the right to citizenship

The right to citizenship expects that each of us will be good and loyal South African citizens. This means that we are responsible for:

- obeying the laws of our country,
- ensuring that others do so as well, and
- contributing in every possible way to making South Africa a great country.

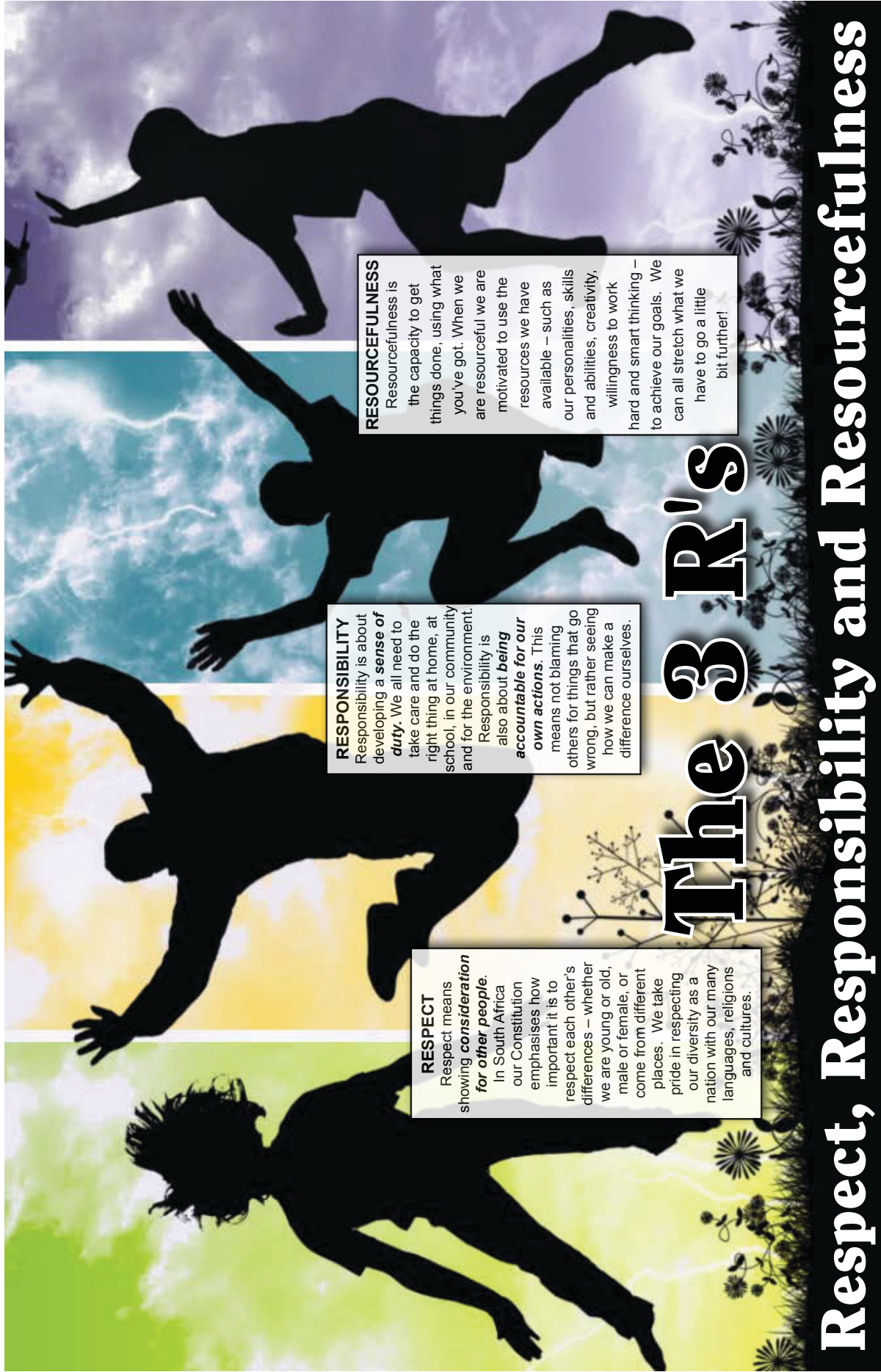
My responsibility in ensuring the right to freedom of expression

The right to free expression is not unlimited, and does not allow us to:

- express views which advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or religion.
- We must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

Conclusion

I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities I will contribute to building the kind of society which will make me proud to be a South African.



RESPECT
Respect means showing **consideration for other people**.
In South Africa our Constitution emphasises how important it is to respect each other's differences – whether we are young or old, male or female, or come from different places. We take pride in respecting our diversity as a nation with our many languages, religions and cultures.

RESPONSIBILITY
Responsibility is about developing a **sense of duty**. We all need to take care and do the right thing at home, at school, in our community and for the environment.
Responsibility is also about **being accountable for our own actions**. This means not blaming others for things that go wrong, but rather seeing how we can make a difference ourselves.

RESOURCEFULNESS
Resourcefulness is the capacity to get things done, using what you've got. When we are resourceful we are motivated to use the resources we have available – such as our personalities, skills and abilities, creativity, willingness to work hard and smart thinking – to achieve our goals. We can all stretch what we have to go a little bit further!

The 3 R's

Respect, Responsibility and Resourcefulness

Department of Education (SA) Values Mute, Edition June 2009

Information Sheet 10

Vital tools for success at school

The new Bill of Responsibilities for the Youth of South Africa makes it clear that while you have the right to an education, you also have the responsibility to attend school regularly, to study hard and do your best, and to respect the right of others to be educated.

RESPONSIBILITIES

One of your **RESPONSIBILITIES** whilst attending school is to make sure you **KEEP UP** with your school work:

- Make sure, from the beginning, that you are **in class – on time – learning**.
- **Pay attention** in class and ask your teachers questions if there's anything you don't understand.
- Get a **diary** so you can organise your time properly and **make lists** so you can **plan well**. Remember to leave some **"me" time** in between all your other activities – it's important to lead a **balanced life** that nourishes your body, mind and soul. Get enough sleep, try to eat healthily and exercise regularly for optimum brain power!
- Learn to **prioritise**: this means you need to deal with the most important matters first. Sometimes it's impossible to get through everything that needs to be done in one day, so make sure you know what can safely be left until the next day – or the weekend – and what just can't wait (like studying for that Maths Lit test on Friday)!
- Be sure you are **well prepared** to learn each and every day of the year. Do your **homework** every day and **break your studying down into manageable bits** – don't leave it all until the day before a big test or exam.

RESPECT

From the outset, **RESPECT** is vital...

Respect everybody's **right to education**. If you are disruptive and noisy in class, you distract everyone around you and deprive them of their right to learn. So play fair: co-operate, listen and give everyone a chance to do their best.

Respect the **time** of others (this includes your teachers and classmates). Time wasted is time lost forever – rather use it to its max to work towards your goals.

Respect the **property of others**. This includes SCHOOL PROPERTY – keep it clean and treat it well, don't litter or write on the desks. Cover your school books and take good care of them. If you borrow anything, even something as small as a pen, from a friend, make sure you look after it well and return it in good condition. As a class, work out what it means to **respect each other**.

Remember: Respect means treating others the way you would like to be treated yourself, and behaving in a way you would like to see others behave.

RESOURCEFULNESS

RESOURCEFULNESS means relying on yourself to do your very best using what you already have. A smile, a healthy body and an active mind are the keys to success. **Be sure to read a lot, write a lot and revise a lot!** Start a study group early on in the year to swot and stay on top!

Department of Education (RSA) – Values Mate, Ed. 1, June 2009.

Worksheet 21

Creating my life and my education plan

Most people wait for life to happen and unfold in front of them. A famous writer called Michael Hyatt said “Most people are passive spectators, watching their lives unfold a day at a time. They may plan their careers, the building of a new home, or even a vacation. But it never occurs to them to plan their life. As a result, many end up discouraged and disillusioned, wondering where they went wrong.”

You are now reaching the end of this intensive programme, you have received some very valuable information. Now use all of this information, and develop your final life and education plan. This plan will be the compass in your life, when things get chaotic or when you have serious decisions to make, your life plan serves as a map. It tells you where you are and how you can get back on track. So that your life will be more purposeful, joyful and peaceful. Create your life plan under three headings:

Outcome

In the Seven Habits of Highly Successful People, bestselling author Stephen Covey says that Habit 2 is to “Begin with the End in Mind.” Write down 5 main things you want to achieve in this life and what you want to be remembered by.

Outcome one
Outcome two
Outcome three
Outcome four
Outcome five

Goals

Under this section reflect on your Life and career vision developed in Worksheet 15 and the list of your life outcomes above, and list what is most important to you in your life, and what you want to focus on in your life from here on, for example, your family, completing your schooling, delaying parenthood until you are emotionally, physically and financially ready, going to tertiary institution or travelling. Think about your top goals and list them below.

Goal One	
Goal two	
Goal Three	
Goal four	
Goal five	

Action Plan

Now take each of your goals that you listed (above) in your Life Plan and create an Action Plan for each goal. This is where you think you are at the moment in achieving this goal, where you want to be and what you have to do to fully realise your goal. Alan Lakein said "Planning is bringing the future into the present so that you can do something about it now."

Goal One

This is where I would like to be with this goal.

.....
.....

These are the things I am currently doing that will help me achieve this goal.

.....
.....

These are the things I still need to do in order to achieve this goal.

.....
.....

These are the threats I must be aware of that will distract me from achieving this goal

.....
.....

Goal Two

This is where I would like to be with this goal.

.....
.....

These are the things I am currently doing that will help me achieve this goal.

.....
.....

These are the things I still need to do in order to achieve this goal.

.....
.....

These are the threats I must be aware of that will distract me from achieving this goal

.....
.....

Goal Three

This is where I would like to be with this goal.

.....
.....

These are the things I am currently doing that will help me achieve this goal.

.....
.....

These are the things I still need to do in order to achieve this goal.

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.....

These are the threats I must be aware of that will distract me from achieving this goal

.....
.....

Goal Four

This is where I would like to be with this goal.

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.....

These are the things I am currently doing that will help me achieve this goal.

.....
.....

These are the things I still need to do in order to achieve this goal.

.....
.....

These are the threats I must be aware of that will distract me from achieving this goal

.....
.....

Goal Five

This is where I would like to be with this goal.

.....
.....

These are the things I am currently doing that will help me achieve this goal.

.....
.....

These are the things I still need to do in order to achieve this goal.

.....
.....

These are the threats I must be aware of that will distract me from achieving this goal

.....
.....

**Congratulations you now have a life plan!!
Review your life and education plan regularly!!**

WORKSHEET 22

Learner pledge

My Pledge

I of Grade

in School, hereby promise to:

- ❖ stay focused and complete my schooling,
- ❖ avoid risky sexual behaviours
- ❖ avoid engaging in the many social ills around me
- ❖ choose my friends well.
- ❖ Stay focused on my life goals
- ❖ strive to be a parent only after I finish school and I am physically, emotionally and financially ready.

I will always endeavour to do my very best.

Signature:

Date:



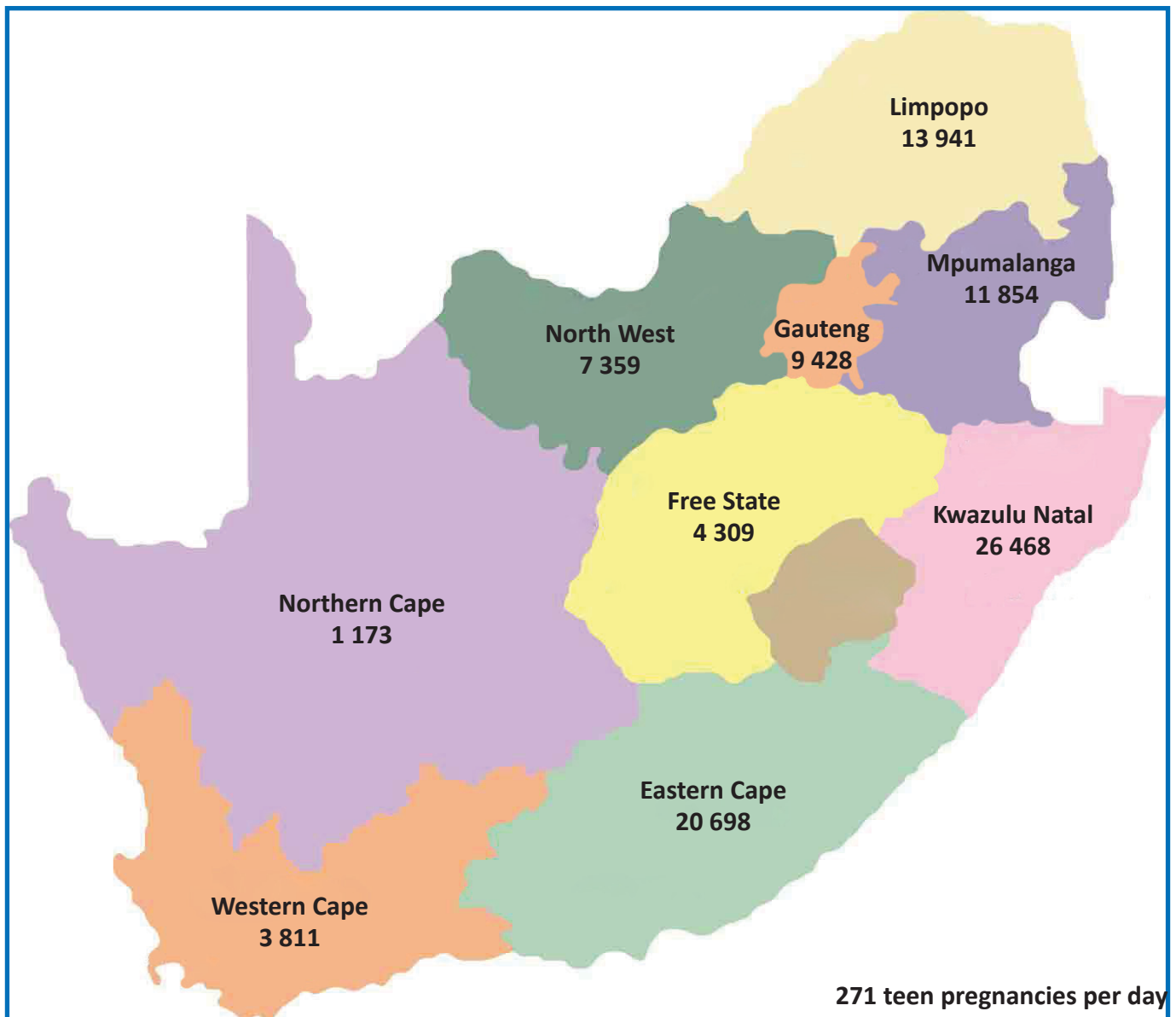
My Life, My Education, My Future First!

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

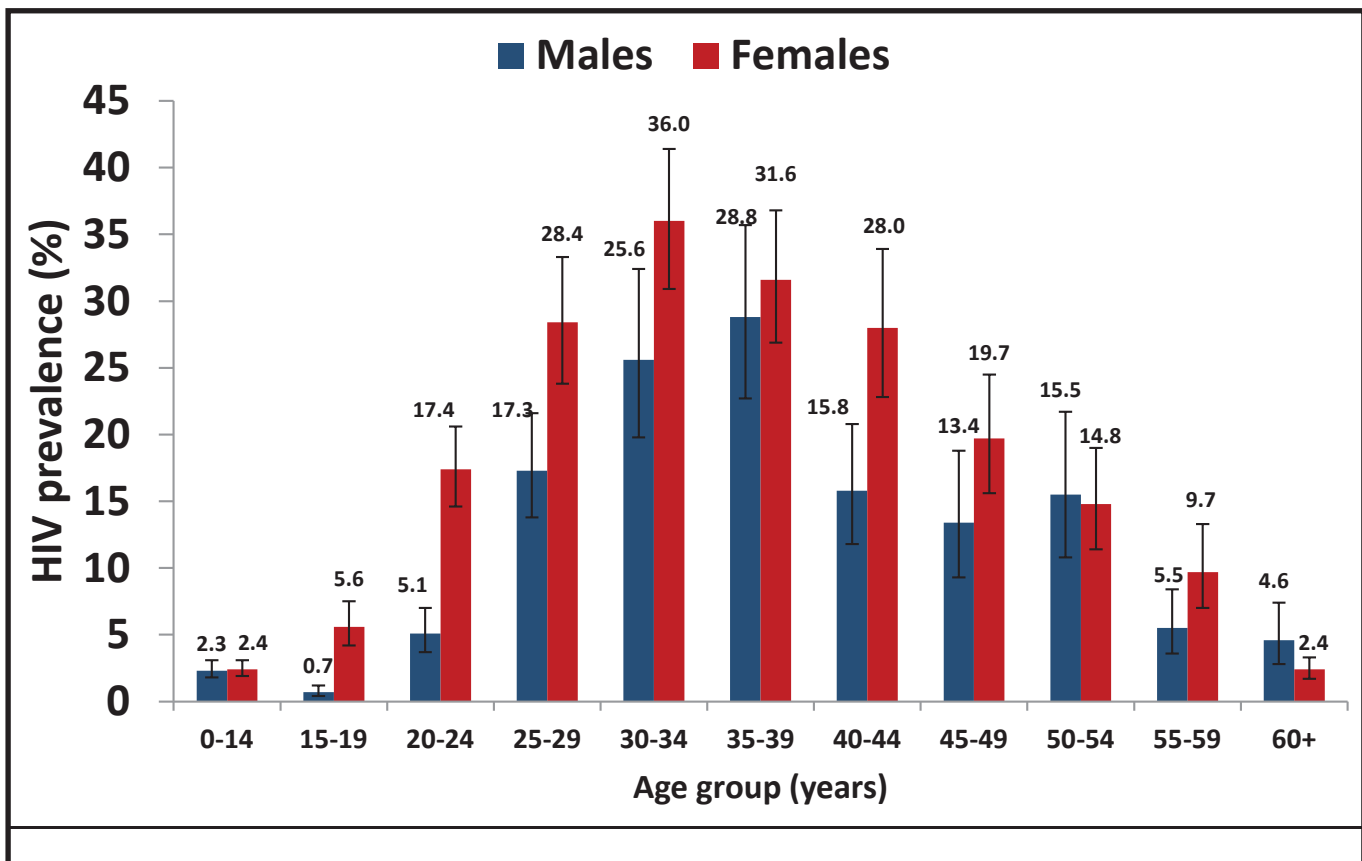
ANNEXURE A

Map of SA showing the number of teen pregnancies per province (2013)



Statistics South Africa. (2013). General household survey: focusing on schools and teen pregnancy, retrieved from www.statssa.gov.za

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/>