

APPENDIX E

 **asingita**

Personal and Interpersonal Life skills Programme

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1. INTRODUCTION

Life skills programmes aim to foster positive behaviours across this range of psycho-social skills, and to change unacceptable behaviours learned early in life, which may translate into inappropriate and risky behaviour at a later stage of life. Life skills programmes are one way of helping children and youth as well as facilitators such as social workers, teachers and psychologists, to respond to situations requiring decisions which may affect their lives. Such skills are best learned through experiential activities which are learner-centered and designed to help young people gain information, examine attitudes and practise skills. Therefore life skills education programmes promote positive health choices, taking informed decisions, practising healthy behaviours and recognising and avoiding risky situations and behaviours.

Life skills programmes provide a variety of exercises and activities in which learners do something and then process the experience together, generalising about what they learned and ideally, after much practice in the programme, attempt to apply it to future real life situations. Life skills therefore help young people to deal effectively with the demands and challenges of everyday life and to respond appropriately to the difficulties they encounter later on. They help learners to become socially and psychologically competent and to function confidently and competently with themselves, with other people and with the community.

The Masingita Personal and Interpersonal Programme is a life skills programme and includes the following themes: Developing self-awareness, self-knowledge of self and sensory contact (SELF); My family and me; My school and me; Dating, interpersonal relationships and HIV/Aids education; My community and me; Needs, rights and responsibilities; Rainbow nation, first impressions and stereotyping; Effective communication; Problem solving; Conflict resolution; Death: Grieving and growing; and Where do I go for help?

The Life Skills Education model used for implementing the programme has the following components: **facilitation, group work, experiential learning, reflection and continuity.**

- **Facilitation:** Involves creating an environment conducive to learning, experimentation, exploration and growth. Facilitating is a process of sharing, of giving and receiving, the mutual growth of all concerned.
- **Group work:** Active participation in groups is encouraged in order to facilitate the learning of new skills, the developing of new attitudes and the gaining of new knowledge about groups. The credo that "none of us is as smart as all of us" should be the underlying reality of group work.
- **Experiential learning:** The main focus is on experiential learning – on building on existing strengths and on the life experiences of the learners. Experiential learning is participatory, and is a shared activity where everyone has something to teach and something to learn, and then reflecting on what has been learned.
- **Reflection:** The meaning of experience is not necessarily obvious – it is subject to interpretation and critical reflection. Learners have to be given the opportunity to observe, recapture and re-evaluate their experience. A method of assisting learners to reflect is to provide reflection worksheets at the end of each session.
- **Continuity:** This is the way to ensure that there is a link, a logical sequence and follow-up. Continuity reinforces the acquisition of skills and helps with the development of life skills programmes. Each life skills session is like a piece of a puzzle and it is important to fit all the pieces of the puzzle together.

2. PROGRAMME OUTCOMES

2.1 Critical outcomes

Critical outcomes express the intended results of Education and Training as a whole and are therefore the broadest outcomes:

1. Identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as members of a team, group, organisation and community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
7. Demonstrate an understanding of the world as a set of related systems, and that problem-solving contexts do not exist in isolation (Department of Education, 1997).

In addition, it was agreed that all learners should become aware of the importance of the following:

- Reflecting on and exploring a variety of strategies to learn more effectively.
- Participating as a responsible citizen in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts.
- Exploring education and career opportunities.
- Developing entrepreneurial opportunities.

2.2 Specific outcomes

The following specific outcomes (SO) were used for designing and implementing the Personal and Interpersonal Life Skills Programme:

- SO1: Understand and accept themselves as unique and worthwhile human beings.
- Life Orientation is instrumental in promoting a meaningful lifestyle for each learner. This specific outcome aims at developing respect for the self, which includes a positive self-concept and self-actualisation. This will be attained by –
 - promoting the individual's own worth, dignity and rights as a unique individual;

- examining how the physical and social environment affects personal development and growth;
 - exploring the role of social, cultural and national perspectives in shaping personal attitudes and values; and
 - understanding the integrated nature of the whole person.
-
- SO2: Use skills and display attitudes and values that improve relationships in family, groups and community.
 - SO3: Respect the rights of people to hold personal beliefs and values.
 - SO4: Demonstrate value and respect for human rights as reflected in *Ubuntu* and other philosophies.
 - SO5: Practise acquired life skills and decision-making skills.
 - SO6: Assess career and other opportunities and set goals that will enable them to make the best use of their potential and talents.
 - SO7: Demonstrate the values and attitudes necessary for a healthy and balanced life style.
 - SO8: Evaluate and participate in activities that demonstrate effective human movement and development.

3. AIM OF THE PROGRAMME

The aim of the Personal and Interpersonal Life Skills Programme for Grade 7 learners in the senior phase of the GED is to foster positive behaviours across the range of psycho-social skills, and to change unacceptable behaviours learned early in life, which may translate into inappropriate and risky behaviour at a later stage of life. Therefore the main aim of the programme is that the intervention (programme) should lead to personal growth (self-empowerment) and social competence, and contribute to the optimal social functioning of children in the classroom, school, family and community (capacity building).

4. GENERAL FORMAT OF SESSIONS

The facilitator should prepare the group session content, structure and resources in advance. Each session should include the following aspects:

- **Ice-breakers:** A gentle ice-breaker leading the learners into the theme of the session.

- **Self-awareness** (connecting to self by sensory activities): Smell, hear, taste, feel, see. An opportunity for learners to connect with their relationship to the theme.
- **Activity(-ies)** (experiential learning): Structuring an activity, which allows for an in-depth exploration of the topic. The activity should involve all learners at a personal and experiential level. The activity may be individual or can be done in a group (consisting of 5 to 7 learners) or in a large group context (class).
- **Discussion and feedback**: Sharing with others. Giving learners the space and opportunity to share their thoughts and feelings in small and large group.
- **Reflect**: Allocating time for reflection and consolidation.
- **Self-nurturing**: Learners can do something that they really enjoy, for example having something to eat and drink.
- **Handouts (notes)**. Questionnaires on the topic. Notes to analyse and/or summarise the theme.

5. SET GROUND RULES / GROUP NORMS FOR EACH SESSION

The facilitator in conjunction with all learners has to set a few ground rules. This is the one time that the facilitator is advised to be directive or exercise authority. The following ground rules should be set:

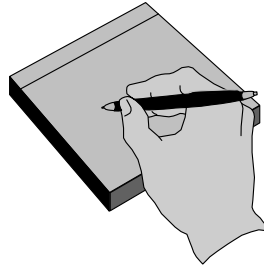
- Everyone must be given an equal opportunity to speak and participate. When a learner speaks, everyone else listens.
- Speak for yourself: "I statements".
- Take responsibility for yourself.
- Give your personal reactions, rather than the interpretations of others.
- Ask as few questions as possible and state your reasons(s) for asking.
- When you address someone, look directly at him/her instead of at the board or out of the window.
- Conversely, when someone addresses you, be aware of the effect the person has on you and let him/her know how you feel about his/her statement to you.
- Be aware of your body language as well as of that of others.
- Respect other people's wishes for space or to be left alone.
- Come to sessions on time and note that no one may be absent from sessions.
- Learners must agree to keep the group's activities and discussions confidential.

6. GIVE LEARNERS ROLES IN THE GROUP

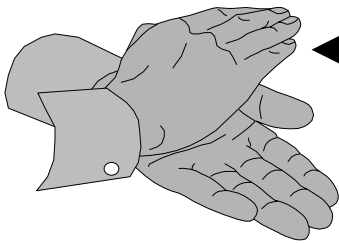
In order to involve all learners in the small groups (6 groups with 5 to 7 learners), each member has to play a role. The following roles should be written on cards and be handed out to the learners at the beginning of each session: Time-keeper; Note-keeper; Leader; Co-ordinator; Mediator; Encourager and Snack manager:



Time-keeper



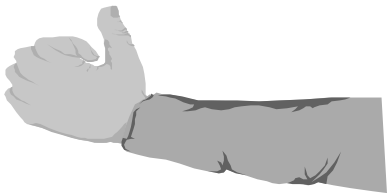
Note-keeper



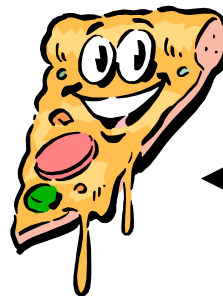
Co-ordinator



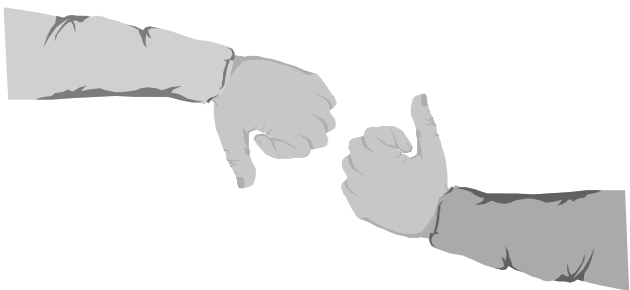
Leader



Encourager



Snack manager



Mediator

PROGRAMME

ORIENTATION SESSION: KNOWLEDGE OF THE SOUTH AFRICAN CONTEXT AND WHY WE WANT TO DEVELOP LIFE SKILLS

LEARNING OUTCOMES (OBJECTIVES)

1. To introduce learners to the large and smaller group experience and help them begin to get acquainted with and feel comfortable in the setting.
2. To establish the ground rules and discuss the issue of confidentiality.
3. To discuss the South African context and the need to develop life skills and prepare learners for the sessions ahead.
4. To facilitate learners' becoming aware and experiencing that the large group and smaller group are a safe environment for sharing ideas, feelings and behaviours.

SOME DEFINITIONS TO GUIDE THE INTRODUCTORY DISCUSSION

▪ **LEARNING AREA: LIFE ORIENTATION AND LIFE SKILLS EDUCATION**

Life skills education, Education for living, Life Orientation or the New Guidance replaces the previous Guidance and Health Education formats in the school.

Life skills education deals with preventive methods to promote and develop aspects of personal and interpersonal (social) skills. Such life skills programmes can be developed, facilitated and evaluated by social workers in the school context.

▪ **LIFE SKILLS**

Life skills are essential skills that make life easier, and increase the possibility that individuals will realise their potential and become productive members of society (Rooth, 1997:6).

Life skills are also the insight, awareness, knowledge, values, attitudes and qualities that are necessary to empower individuals and their communities to cope and engage successfully with life and its challenges in South African society.

▪ PERSONAL AND INTERPERSONAL

Personal is the “inner me” – the aspects of ourselves which we project and expose to the people with whom we interact in social contexts. These aspects include the qualities and interests, ways of communicating and responding, skills and talents that we use in our social worlds. Personal also includes the self-concept, what each person thinks of him/herself and the person’s true self – our true abilities, values and beliefs.

Interpersonal refers to others and me: family, friends and at school, community and society.

RESOURCES

Chart paper and coloured pens, or blackboard and chalk.
Exercise books for learners to compile a Learner’s Book.

ACTIVITIES

- Discuss in general the South African context: use a world map to locate Africa, South Africa, Pretoria, Mamelodi, our community and our school. Discuss in smaller groups the assets and then needs of our country and community. Pass out the Handout: Ecological system and discuss. Ask question and discuss “Where do I as a learner belong?”
- Ask the learners what life skills are. Have them give examples.
- Explain the process of brainstorming
A brainstorm is a "storm" of ideas. The ideas are like raindrops in a rainstorm. The idea of brainstorming is to encourage people to come up with as many different ideas as possible. For brainstorming to be effective, you must
 - offer every idea that you can think of;
 - not criticise any idea; and
 - think of as many ideas as possible within the time limit given.
- Ask the learners to brainstorm all the words they can think of when they hear the words LIFE SKILLS. List these words within the time limit given.
- After brainstorming, ask learners to identify words on the list that relate to themes or topics for a life skills programme.
- After discussing the definitions, the learners should compile a poster in their small groups (6 groups with 5 to 7 learners) (experiential learning and groupwork). See handout: Life skills and photo.
- Conclude the activity by setting the stage for the following sessions: the format, time and venue and the ground rules

SELF-NURTURING

Learners had snacks.

RESOURCES USED FOR PREPARATION

This theme: Life skills, is based on information obtained from the following resources:

Jordaan and Steyn (1999)

Konopka (1993)

Kotzé (1993)

Morganett (1994)

Nelson-Jones (1991), (1992), (1993).

Rooth (1995), (1997)

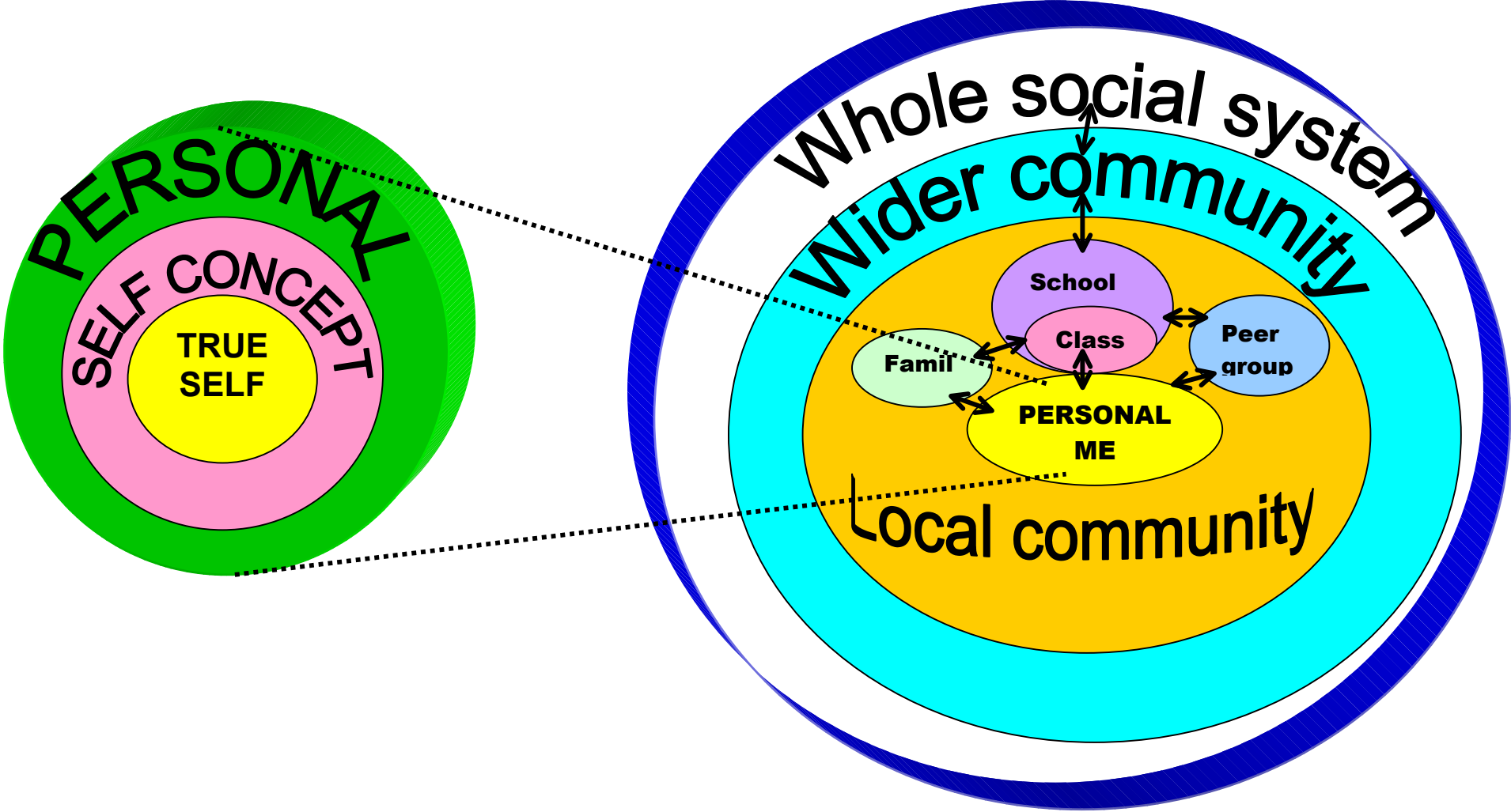
PHOTO OF SESSION

Photo 1: Facilitator and Grade 7 learners in the classroom

(with permission)



Handout 1: Ecological system



Handout 2: Life skills

NB

- For happily living and learning (successfully)

Competencies
needed for
successfully
living and
participation in
school and

Life skills

EXAMPLES

- Personal
- Interpersonal
- Home
- Community

Any skill which enables a person to interact meaningfully and happily with the environment and with other people.

MASINGITA PROGRAMME

1. Self (Personal)
2. My family and me
3. My school, friends and me
4. Dating and relationships
5. My community and me
6. Needs, Rights and Responsibilities
7. Rainbow nation
8. Communication
9. Problem solving

THEME 1: Developing self-awareness, self-knowledge and sensory contact (SELF)

Phase Organiser: Personal development and empowerment Communication				Programme Organiser: This is me, this is you			
SO1 X	SO2	SO3	SO4	SO5	SO6	SO7	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. understand and accept themselves as unique and worthy human beings: Get to know yourself: your body, emotions, mind and spirit;
2. use the opportunity to share their ideas about who they are – what their likes and dislikes are;
3. understand that people have different personality characteristics, physical appearances, feelings and different strengths and weaknesses and be able to identify them, as well as understand that these differences are okay;
4. identify and understand their own feelings and the feelings of other people;
5. learn that sharing feelings is an important part of healthy, lasting relationships and feeling good about yourself; and
6. engage in co-operative learning activities in order to increase their sense of self-worth and confidence.

RESOURCES

Exercise books for learners to compile a Learner's Workbook.

Labels for name tags.

Pictures of animals or toy animals.

Handouts for Learner's Workbook: Personal information sheet: Me: My likes and dislikes; personality characteristics – to fill in; Feeling Faces Chart (copies.)

Paper / Scissors / Glue / Crayons / Markers / Fibre pens.

Assorted magazines and newspapers (especially those with pictures of children and adults (e.g. ministers and sports heroes) performing various activities: school activities, playing outside, being involved in sport, helping with household tasks, being involved in a job; doing homework, and so on).

ICE-BREAKER AND SENSORY ACTIVITY

- Sensory activity**
Learners have to feel and identify different objects, for example: materials and seeds.
- Beginning: Self-awareness:** My senses: smell, hear, taste, touch and see.

ACTIVITIES

- Pass out the crayons or markers and previously made name tags with adhesive on the back, instructing learners to write their names and surnames on the tags and stick them on.
- Tell the learners that to help them get acquainted, you would like them to choose a picture of an animal or toy animal who will introduce them to the group. Alternatives: Let the learners add an adjective to the names e.g. Jolly Joseph; Beautiful Bridgett; Laughs Lawrence OR let them sing their name in different tones.
- Model what you want the learners to do by choosing something to "speak" for you. Share your name, favourite food, a sport that you like and what you want to learn from the group and the programme.

- After each learner has had a turn to share this information, discuss the basic rules for the group, giving learners some examples:
 - * Everyone gets a chance to talk
 - * No hitting or fighting in groups
 - * Take turnsAsk learners' input to help them develop "ownership". List the ground rules on a paper/board so everyone can see and put on the noticeboard to be available for every session.
- Next go over the confidentiality rule and its limits. For example, you may say:
"When we say something is confidential, that means what we say is private. You may talk about your own thoughts, feelings and actions, but you may not share anything that others in the group talk about."

ACTIVITIES– EXPERIENTIAL LEARNING (PROCESS) AND DISCUSSION

- Distribute an exercise book to each learner and ask the learner write his/her name down (vertically) on the first page, e.g.:
M
O
S (shy)
E (enthusiastic)
S
Next to the first of any other letter, write down a characteristic. Let learners share some of the characteristics with other learners in their particular specific group. Go around the groups and encourage those who have the same characteristics to address one another directly and say: "I connect with you _____."
- Learners fill in the personal information sheet (name, surname, home address, date of birth; sport that you like and dislike, such as best sport that you like and worst that you do not like; favourite food, what you like and do not like; animals that you like and do not like. What do you enjoy doing that is special for you? Who is your best friend? Do you have illnesses and have you been in hospital? Family: names and ages of father, mother, brother and sisters). After the session, the learners have to write down their own physical and personality characteristics.
- Distribute a copy of the Feeling Faces Cart (Handout) to everyone. Explain that feelings are a special part of us that help us understand other people and ourselves. Some feelings make us feel warm and fuzzy, like love, affection, joy and happiness. Other feelings make us feel cold and prickly, like fear, sadness or anger. Feelings are not good or bad, and it is important to recognise them and be able to share our feelings as part of who we are.
- Go around the circle, letting the learners pick out a few feelings from the chart. After each learner has shared a feeling, ask the others if they have ever felt that way. Encourage those who feel the same way to address one another directly and say: "I connect with you _____. I felt that way when _____ happened." This will help the learners to identify their feelings better as well as when certain situations are likely to arise.
- Learners page through a magazine and find a picture of someone who illustrates some feelings, thoughts and behaviour or action. Learners should show the picture to the other learners in their group and describe the person's characteristics (personality, his/her likes and dislikes; strengths and weaknesses; thoughts, feelings and behaviour). Learners should be able to project their own thoughts, feelings and behaviour on the picture (projection – learners have to develop and take ownership). Then learners also make a "ME" collage from the pictures they selected from the magazines and newspapers.

DISCUSSION AND FEEDBACK

Discuss the following questions: "What did you learn from your group (small/subgroup) today? What was it like to feel part of a group?"

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect on their personality characteristics, likes, dislikes, wants and wishes, thoughts, feelings and behaviour.

Participants are given time to complete the session-by-session questionnaire.

SELF-NURTURING

Snacks

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following resources:

Brownell, Craig, de Haas, Harris & Ntshangase (1996)

Morganett (1994)

Nelson-Jones (1991), (1992), (1993)

Pitt, Rhode & Marshall (1999)

Rooth (1995), (1997)



Name and Surname: _____
 Date of birth: _____
 Age: _____
 Address: _____
 Number: _____



Best sport that I like _____
 Sport I do not like _____



Best food that I like _____
 Food I do not like _____



Best TV programme that I like like _____
 TV programme I do not like _____



Animal(s) that I like _____
 Animal(s) that I do not like _____



What do you enjoy doing (special for yourself)?

Who is your best friend(s)?

Do you have any illnesses? Yes / No
 Have you been in hospital? Yes / No

MY FAMILY

Father's name: _____ Age: _____
 Mother's name: _____ Age: _____
 Are your parents Married / Divorced / Staying separate
 Brother(s)' name: : _____ Age: _____
 _____ Age: _____
 Sister(s)' name: _____ Age: _____
 _____ Age: _____



Handout 3: Personal information

ME

Characteristics:


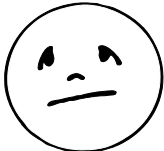
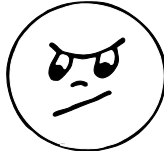

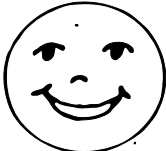







Physical

Emotional (feelings):

Personality: _____



Feeling Faces Chart

	HAPPY	SAD	ANGRY	AFRAID
LOW	 Cheerful Glad Pleased Amused Relieved	 Resigned Blue Gloomy Ignored	 Annoyed Ruffled Cross	 Tense Anxious Nervous Puzzled
MEDIUM	 Delighted Excited	 Dejected Defeated	 Irritated Hostile Biting	 Fearful Shaky Jittery
HIGH	 Jubilant Overjoyed	 Miserable Helpless Worthless Depressed	 Furious Hateful	 Panicked Horried Desperate

(Adapted from Morganett, 1994)

THEME 2: My Family and me

Phase Organiser: Personal development and empowerment Communication				Programme Organiser: This is me, this is my family			
SO1 X	SO2 X	SO3	SO4	SO5	SO6	SO7	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
2. know and understand where I come from and belong (my family);
3. know and understand family structures, importance of and functions of the family; and
4. gain self-knowledge about: “My feelings and thinking about my family, my wants and wishes, my role and function in my family.”

RESOURCES

Exercise books for learners to compile Learner’s Workbook.
Assorted magazines and newspapers.
Paper / Scissors / Glue.
Handout: Family structures.

ICE-BREAKER AND SENSORY ACTIVITY

- **Sensory activity**
Learners have to smell and identify different objects for example: materials, seeds and food.
- **Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.**

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Introduce the topic of My Family and me (refer back to the ecological system as discussed during the orientation session).
- Class (whole group): Brainstorming on the importance and functions of the family:

The importance of the family

- Families are present in all known human societies
- Closest and most important of human groups
- A child's first social encounter
- The child's first exposure to love and security
- The child's first opportunity to learn to –
 - trust
 - interact
 - care
 - love
 - communicate
- Family disruption can affect a child's ability to learn
- Will affect the child’s future relationships
- Several causes of family disruption, such as:

- Alcohol/drug abuse
- Financial difficulties / poverty
- Poor communication.

The functions of the family

- To provide an emotionally supportive environment for
 - adults
 - children
 - includes care, support, love and security.
 - To provide for the physical needs of family members
 - To provide economic security
 - To socialise the young
- Discuss in small or subgroups: My position, functions, tasks and responsibilities in the family.
 - Discuss in large group (all learners in classroom): The different kinds of family structures and then in small or subgroups identify My family structure and where I belong and how I think and feel about my family situation (Handout for discussion and activity).

Family structures

- Parent-controlled family: here either the father or the mother has (or both together have) the most authority. One of the parents is in charge and what that parent says is obeyed.
- Democratic family: each member of the family has some say in family rules and in making decisions. The family discusses issues and each family member can state his or her position. Parents do sometimes have the final say.
- "Let things happen" family: there are few rules in this family and its members mostly do as they please. There is little discipline and few decisions are made.

Give learners time to reflect on their family and then discuss the following questions:

- Which one of these three types is most like your family?
 - Describe who is "in charge" and how decisions are made.
 - How are rules made and who decides what should happen if rules are broken?
 - Does your family have any strong beliefs (religious, political, etc.)?
 - How do these beliefs influence your family life?
 - How do family members' jobs affect the family?
- At the end, ask one person from each subgroup to report on their findings / discussions to the whole group (up to 2-3 minutes each to do this).
 - Summarise the findings / discussions, using as guidelines the questions that had to be answered.

DISCUSSION AND FEEDBACK

Discussion about the importance, functions and structures of the family.

Large group (class) and subgroup discussion.

Participants are given time to complete the session-by-session questionnaire.

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect.

Learners had the opportunity to share information about their families. The learners are also requested to make a "Family collage" in the workbook, using pictures from magazines.

SELF-NURTURING

Snacks

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:

Brownell, Craig, de Haas, Harris & Ntshangase (1996)

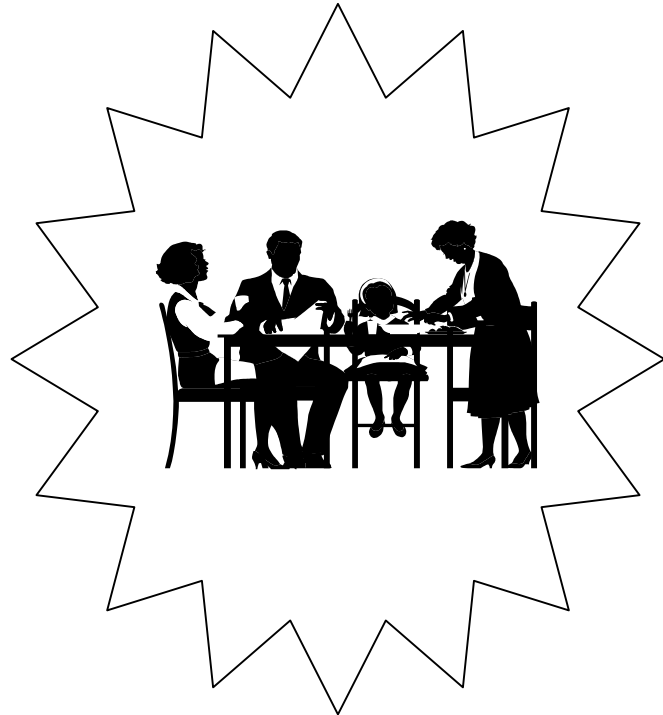
Nelson-Jones (1991), (1992), (1993)

Different kinds of Family Structures



Parent controlled family

- Father / Mother has most authority
- One of parents is in



Democratic family

- Each member has some say in family rules and in making decisions
- Family discusses



The "let things just happen" family

- Few rules
- Members mostly do as they please

THEME 3: My school, my friends and me

Phase Organiser: Personal development and empowerment Communication				Programme Organiser: This is me, this is you			
SO1 X	SO2 X	SO3	SO4 X	SO5 X	SO6	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
2. tell people about their school: Name, Structure, Rules, Discipline, Number of learners; Colours and clothes; School song, badge and slogan;
3. do a research project on a small scale;
4. know who are involved with the school: School Governing Body, Parents, Principal, Teachers and learners;
5. negotiate and network with peers;
6. engage learners in co-operative learning activities in order to increase their sense of self-worth and confidence; and
7. promote recognition that we are all part of a larger world.

RESOURCES

Material to make poster.

Handout: Topic for research.

Paper / Scissors / Glue / Crayons / Markers/ Fibre pens to create School poster.

ICE-BREAKER AND SENSORY ACTIVITY

- Sensory activity**
Learners had to listen to and identify different musical instruments, such as an African drum, bells.
- Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.**

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Introduce the topic by referring to the ecological system (display the figure) and focus on the school.
- Each subgroup receives an assignment on a topic about the school. The assignment is a research project and the learners have to do a literature study and conduct interviews with the principal, members of the school governing body (SGB), community leaders, teachers, and learners in the school.
The topics are the following.
 1. Name of school (the meaning)
 2. History of the school
 3. How many learners (pupils) there are in the school (in each grade): Grade 1 to 7
 4. Rules of school and discipline; Code of Conduct
 5. Model or picture of the school. Learners had to select their own materials and make a model of the school for display
 6. School clothes (make drawings)
 7. School colours
 8. School song
 9. School language / medium of instruction
 10. School subjects /learning areas in syllabi
 11. School badge (school slogan)

- Each subgroup has to do a presentation on its topic. The subgroups have to network and negotiate to gather information so that they can create a school poster (including all the topics) that can be displayed at the entrance of the school, at the principal's office, in their classroom and any other selected places.
- At the end, ask one person from each group to report on their findings / discussions to the whole group (allow up to 2-3 minutes each to do this).
- Summarise the findings / discussions using the topics that had to be discussed as guidelines.

DISCUSSION AND FEEDBACK

Discussion and presentations on the 11 topics about the school. Presentations by subgroups. Learners acknowledged that their school did not have a code of conduct and a committee was established that would work on this issue and involve all Grade 7 learners in partnership with the teachers.

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect on what they have learned in the groups.

Participants are given time to complete the session-by-session questionnaire.

SELF-NURTURING

All learners had lunch together at the playgrounds.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:

Brownell, Craig, de Haas, Harris & Ntshangase (1996)

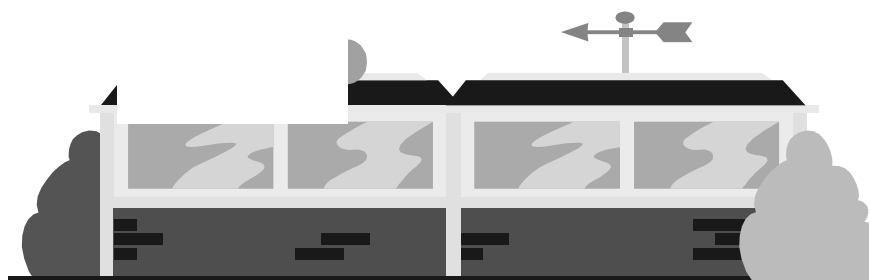
Morganett (1994)

Nelson-Jones (1991), (1992), (1993)

Handout 6: Research project and school poster

Masingita Primary school

1. Name of school (the meaning)
2. History of the school
3. How many learners (pupils) in the school:
 - Grade 1:
 - Grade 2:
 - Grade 3:
 - Grade 4:
 - Grade 5:
 - Grade 6:
 - Grade 7:
4. Rules of school and discipline (Code of conduct)
5. Model of the school
6. School clothes (make drawings)
7. School colours
8. School song
9. School language / medium of teaching
10. School subjects / learning area and syllabi
11. School badge (school slogan).



THEME 4: Dating and interpersonal relationships

Phase Organiser: Personal development and empowerment Communication				Programme Organiser: Healthy relationships			
SO1 X	SO2 X	SO3	SO4	SO5	SO6	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
2. clarify the concept of friendship and acknowledge why relationships are so vital to us;
3. demonstrate the Four-way rule of friendships;
4. know and demonstrate that relationships do not simply happen but that they are developed and need to be made to work; and
5. become more aware of their own skills in making, maintaining and ending relationships.

RESOURCES

Hand out: Worksheets: How to build friendships and relationships; Dating (questions to answer and discuss).

Paper / Scissors / Glue / Crayons / Markers / Fibre pens.

ICE-BREAKER AND SENSORY ACTIVITY

- Sensory activity**
Learners have to look at pictures and identify different objects of relationships
- Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.**

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Introduce topic by using pictures of different relationships.
- **Friendship:** Brainstorm in small groups the concept of friendship and write the words down. Then learners have to write down the personality characteristics of their best friend, for example, honest, caring, friendly, plays fair, sticks up for me, sharing.
- Discuss what learners think are their own best two or three friendship skills or what their best friend would say their strengths are. Each group is given feedback and four aspects are identified as the most important in relationships: Be caring; be interested, be tolerant and be yourself, be sincere. Discuss each of these rules in small and large groups. Learners have to complete a worksheet in their groups on how they are going to carry this out.
- **Dating:** Brainstorm on the concept of dating, write down and give feedback. Learners in groups did a role play on (each group had a topic): Asking my boy/girl friend to accompany me to a party, movie, friend's house, shopping centre, family party, school function, social activity at the community centre.
Worksheet: Each learner has to complete a worksheet on questions about dating. After completion, their answers are discussed in the small groups and then a reporter from each group gives feedback on the group's answers.
- At the end, ask one person from each group to report on their findings / discussions to the whole group (allow up to 2-3 minutes each to do this).
- Summarise the findings / discussions.

DISCUSSION AND FEEDBACK

Discussion on friendships, relationships and dating.
Presentations by subgroups.
Participants are given time to complete the session-by-session questionnaire.

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect.
Some of the learners did not perform the role playing as well as the others did. This is a reflection of the learners' uneasiness about the topic of dating and relationships with the opposite sex.

SELF-NURTURING

Snacks.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:
Brownell, Craig, de Haas, Harris & Ntshangase (1996)
Morganett (1994)
Nelson-Jones (1991), (1992), (1993)

Handout 6: Worksheet 1: Friendships and relationships

**HOW TO BUILD FRIENDSHIPS
AND RELATIONSHIPS**

THE FOUR WAY RULE	HOW ARE YOU GOING TO CARRY THIS OUT?
<p>Be caring</p> <p>Show consideration for others. See their problem from their point of view.</p>	
<p>Be interested</p> <p>Show an interest in others, in their person, activities, families, problems, clothes, belongings and whatever they value. Make them feel they are important.</p>	
<p>Be tolerant</p> <p>Be tolerant of others. Respect the differences in their culture, age, manner, language, appearance and gender, and accept them as they are. Be forgiving.</p>	
<p>Be yourself, be sincere</p> <p>Be sincere, honest and open. Be yourself towards them.</p>	

(Adapted from Lindhard & Dlamini, 1990).

Handout 7: Worksheet 2: Dating

1. Should you have a boyfriend/girlfriend at your age?

(a) What do I think?

because _____

(b) What does your mom/dad/special adult friend think?

because _____

2. What is the right age for someone to go on their first date?

(a) What do I think? _____

because _____

(b) What does your mom/dad/special adult friend think? _____

because _____

3. Where should you go on your first date?

(a) What do I think? _____

because _____

(b) What does your mom/dad/special adult friend think? _____

because _____

4. Do you need to go out with many people before you find someone to marry?

(a) What do I think? _____

because _____

(b) What does your mom/dad/special adult friend think? _____

because _____

5. Does sex have to be part of a relationship with the opposite sex?

(a) What do I think? _____

because _____

(b) What does your mom/dad/special adult friend think? _____

because _____

THEME 5: My community and me

Phase Organiser: Personal development and empowerment Communication Environment				Programme Organiser: Healthy relationships			
SO1 X	SO2 X	SO3	SO4 X	SO5 X	SO6	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
2. engage in co-operative learning activities in order to increase their sense of self-worth and confidence;
3. promote recognition that we are all part of a larger world – family, my school, community, society, and me;
4. define and illustrate the concept: Community;
5. identify the various components of a community; and
6. identify their own community and their position in the community and to know what a needs assessment and a community development project are.

RESOURCES

Material to make poster.
Clay for community model.
Pictures or community components.

ICE-BREAKER AND SENSORY ACTIVITY

- Sensory activity**
Learners have to smell and feel the clay.
- Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.**

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Introduce the topic by referring to the ecological system (display the figure) and focus on the community.
- Each subgroup has to define “community”, in written format, and select a picture(s) to illustrate their definition and give feedback to the large group. The definitions are consolidated on one sheet of paper (A1) and pictures are added to make a poster for the classroom.
- Activity in subgroups: Each group is given clay and the assignment to create their own community (model) and introduce a community development project (after an assessment of the community’s needs). Then the learners have to present and introduce their community and the community development project to the other groups.

DISCUSSION AND FEEDBACK

Discussion and presentations on the different communities and development projects. The implementation of the community development projects should be discussed with the principal, teachers and parents.

As a result of this session, the school staff and learners planned and organised an HIV/ Aids Awareness Day. Parents and community members were invited. Staff members of community services were involved in the compilation and presentation of the programme. See photos.

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect on their community and community development project.

Participants are given the time to complete the session-by-session questionnaire.

SELF-NURTURING

School staff and learners can have lunch together at the playgrounds.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:

Brownell, Craig, de Haas, Harris & Ntshangase (1996)

Morganett (1994)

Nelson-Jones (1991), (1992), (1993)

PHOTOS OF HIV/AIDS AWARENESS DAY

(with permission from the primary school)



The locality, the immediate area surrounding the school.



Community



Embraces those people who are involved with a specific school, either directly or indirectly - teachers, learners, parents, governors, local residents, buying and selling (shops); and social services (health, housing)

School community: principal, teachers, learners, clerk...
People visiting the school
Important members of community
People and community institutions which help people
Leaders of the community
Important functions of the shopkeepers, the doctors etc in the community.
NEEDS IN THE COMMUNITY?



THEME 6: Needs, Rights and Responsibilities

Phase Organiser: Personal development and empowerment Culture and society				Programme Organiser: Building the rainbow nation			
SO1 X	SO2 X	SO3	SO4	SO5 X	SO6 X	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

7. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
8. know, understand and identify their human needs;
9. know and demonstrate their knowledge of their responsibilities for themselves, family / others, school and community; and
10. identify the relations between needs and rights and responsibilities.

RESOURCES

Exercise book: Learner's Workbook .

Questionnaire: *I am responsible*.

Handouts and worksheets: Chocolate-Strawberry-Vanilla Responsibilities; My responsibilities.

Paper / Scissors / Glue / Crayons / Markers / Fibre pens to create poster.

ICE-BREAKER AND SENSORY ACTIVITY

Sensory activity

Learners have to taste and identify a selection of objects: sweet, sour, bitter and salty.

Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- The Grade 7 learners had discussions and activities on the South African Bill of Rights in another Learning Area and this session was an extension of that area, but with the focus on My needs and especially My responsibilities. Refer to their previous discussion and introduce the focus of the session.
- Class: Discussion on the concept of “Needs” and examples of individual, family / others and community needs (concept relates to previous session). Main focus: Physical (bodily) needs; Intellectual (learning) needs; Social needs and Emotional (feeling) needs (refer to the Feeling Faces Chart). Discussion in subgroups after learners have identified their own physical, intellectual, social and emotional needs.
- Define responsibility in the academic sense. In subgroups, present summary to class (large group).
- Chocolate-Strawberry-Vanilla Responsibilities Handout: Discussion in subgroups regarding responsibilities towards teachers / family / others, school, community and myself – like having three “flavours”. Feedback from each group (presentation).
- Individual activity and then group discussion: Give each learner a copy of the My Responsibilities Chart (Handout). Have them work on filling in what their responsibilities are in the three areas and on deciding how they feel about each one.
- Give each learner a copy of the questionnaire “I am responsible”. Have them work on completing the questionnaire and paste it in their workbook.
- At the end, ask one person from each subgroup to report on the subgroup's findings / discussions to the whole group (allow up to 2-3 minutes each to do this).
- Summarise the findings / discussions.

DISCUSSION AND FEEDBACK

Discussion and presentation on needs, rights and responsibilities.

Presentations by subgroups.

REMARKS / COMMENTS / REFLECTION

Each learner should complete the questionnaire on “I am responsible”.
Participants are given time to complete the session-by-session questionnaire.

SELF-NURTURING

Ice cream: vanilla, strawberry and chocolate.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:
Rosenthal & Quinn (1990)
Morganett (1994)

Handout 9: Worksheet example: My responsibilities

Instructions: Write down what responsibilities you have in each area. Draw a face on the line beside each one to show how you feel about it.

☺ = I like it.

☹ = It's OK.

☹ = I don't like it.

My responsibilities to myself

1. Clean my room. ☹
2. Do my homework. ☹
3. Feed my dog, To-to. ☺
4. _____

My responsibilities to others

1. Watch my baby sister. ☹
2. Walk home with my brother. ☺
3. Listen to my other sister read. ☹
4. _____

My responsibilities at school

1. Clean the classroom. ☺
2. Keep my desk neat. ☹
3. Pay for my schoolbook ☺
4. _____

My responsibilities in my community

1. Caring for the elderly. ☹
2. Helping people in need. ☹
3. _____
4. _____

(Adapted from Morganett, 1994)

Handout 9: WORKSHEET 1: My Responsibilities Chart

Instructions: Write down what responsibilities you have in each area. Draw a face on the line beside each one to show how you feel about it.

☺ = I like it.

☹ = It's OK.

☹ = I don't like it.

My responsibilities to myself

1. _____
2. _____
3. _____
4. _____

My responsibilities to others

1. _____
2. _____
3. _____
4. _____

My responsibilities at school

1. _____
2. _____
3. _____
4. _____

My responsibilities in my community

1. _____
2. _____
3. _____
4. _____

(Adapted from Morganett, 1994)

QUESTIONNAIRE: I am Responsible.

Name: _____

Date: _____

Instructions: Read each sentence. Put a circle (0) around the number that shows what you think and feel right now.

1= Strongly agree 2= Agree somewhat 3 = Agree 4 = Disagree somewhat 5 = Strongly disagree

- | | | | | | |
|--|---|---|---|---|---|
| 1. I am a responsible person. | 1 | 2 | 3 | 4 | 5 |
| 2. I know what my responsibilities are. | 1 | 2 | 3 | 4 | 5 |
| 3. I don't know if I am responsible. | 1 | 2 | 3 | 4 | 5 |
| 4. When I act responsibly, I feel good about myself. | 1 | 2 | 3 | 4 | 5 |
| 5. Sometimes I think I can't meet all my responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 6. I get upset when other people are not responsible. | 1 | 2 | 3 | 4 | 5 |
| 7. Some responsibilities take longer than others. | 1 | 2 | 3 | 4 | 5 |
| 8. My first responsibility is to myself. | 1 | 2 | 3 | 4 | 5 |
| 9. I know how to set goals for myself. | 1 | 2 | 3 | 4 | 5 |
| 10. I feel good about being responsible. | 1 | 2 | 3 | 4 | 5 |

(Adapted from Morganett, 1994)

Chocolate-Strawberry-Vanilla Responsibilities

Handout 10

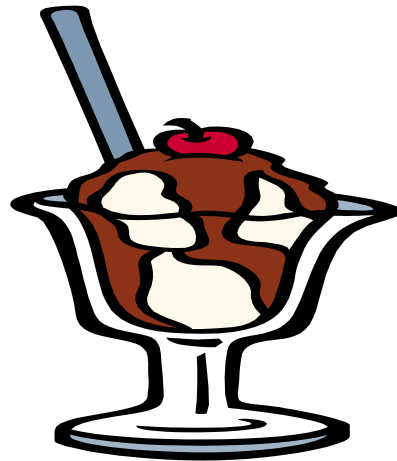
Self



Others



School



Community



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THEME 7: Rainbow nation, First impressions and Stereotyping

Phase Organiser: Personal development and empowerment Culture and society				Programme Organiser: Building the rainbow nation			
SO1 X	SO2 X	SO3	SO4 X	SO5	SO6	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
2. engage in co-operative learning activities in order to increase their sense of self-worth and confidence;
3. promote recognition that we are all part of a larger world – family, my school, community, society, and me;
4. understand these parts of a larger world better (family, school, community, society).
5. understand that South Africa has a rainbow nation and that people are different and that these differences should be respected;
6. develop an awareness of differences and the effects of “labelling”; and
7. understand how labelling and stereotypes influence their attitudes and actions.

RESOURCES

Exercise book: Learner’s Workbook.

Materials for poster.

Handouts: Rainbow nation and First impressions and Stereotyping for Learner’s Workbook.

Paper / Scissors / Glue / Crayons / Markers / Fibre pens.

ICE-BREAKER AND SENSORY ACTIVITY

- **Sensory activity**
Learners have to listen, smell, taste, look and touch and identify different traditional objects.
- **Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.**

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Introduce the topic by showing pictures of South Africa and the different cultural groups.
- Brainstorm the concept of a multi-cultural nation. Then discuss in subgroups: Different cultural groups in South Africa, What do we know about the likes and dislikes, beliefs, etc. of the different groups (Rainbow nation). Learners in subgroups select pictures from magazines and / or draw their own pictures and make a poster about the South Africa Rainbow nation. Each subgroup presents its poster to the whole class.
- Labelling and stereotyping: Using the posters as examples, the learners in their subgroups have to label people, for example as “big-mouth; grouch, an idiot, a racist”. This can lead to a broader discussion on group stereotypes and how these affect people’s attitudes, behaviours and relationships.

Discuss in subgroups and report back on: “What is a stereotype?”

DISCUSSION AND FEEDBACK

Discussion and presentations by subgroups.

After discussion, learners should focus on “Looking at ourselves”: What are my first impressions of people; what kind of people do I get on well with?

Worksheet to be completed in Learner’s Workbook.

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect.

Participants are given time to complete the session-by-session questionnaire.

SELF-NURTURING

Traditional food supplied by learners.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:

Morganett (1994)

Nelson-Jones (1991), (1992), (1993)

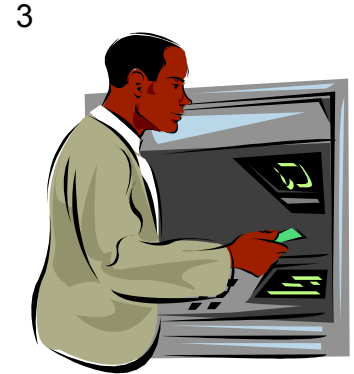
Rooth (1995)

Handout 11: Rainbow nation



Handout 12 and Worksheet

First Impressions



Write down what you think each person is like.



What is stereotyping?

- What makes you dislike someone?
- Do you have a different attitude to different groups e.g. men, women?
- Do you try to understand things you don't like?

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THEME 8: Effective communication

Phase Organisers: Personal development and empowerment Communication				Programme Organiser: Building the rainbow nation			
SO1 X	SO2 X	SO3 X	SO4 X	SO5 X	SO6	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
2. recognise the important role that interpersonal communication plays in their lives;
3. identify the factors that will contribute to effective face-to-face communication, the skills of sending and receiving interpersonal messages;
4. be a good listener;
5. be a good speaker – learn the skills to communicate effectively; and
6. demonstrate effective communication skills.

RESOURCES

Exercise book: Learner's Workbook

Materials for poster: Flip chart paper

Handouts: Communication; Attitudes that help communication; Good and poor listening; I-You message

Paper / Scissors / Glue / Crayons / Markers / Fibre pens

ICE-BREAKER AND SENSORY ACTIVITY

Sensory activity

Learners have to listen to different tones of voice.

Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Have the word COMMUNICATION written in large letters on the blackboard as the learners enter. Ask for comments on what the word means to different people – get different reactions and meanings and use these as an introduction to the following:
“A great deal of our lives is taken up with COMMUNICATION. We are influenced in many ways by the communication systems we call the MEDIA – newspapers, radio, television, etc. In addition, we spend a lot of time in contact with other people. Each of those contacts is likely to involve communication – for example, an exchange of ideas, information, opinions and feelings. A great deal of this communication takes place without the individuals being very conscious of what is going on between them. If the communication is good the people will benefit, if it is not so good they could end up having problems. Communicating with others is such a big part of our lives that it is important to become aware of what is involved and to develop the skills to make the communication effective, so that we can take charge of ourselves and the situations in which we are involved.”
Give each learner a handout: Communication to discuss “a sender”, “a receiver” and “a purpose / message”.
- Divide the whole group into small subgroups (5 to 7), and ask them to brainstorm the attitudes that help communication – make a list (see handout on the summary of attitudes which help communication, which was collected from each subgroup).
- Ask the subgroups to think now about good and poor listening skills and to list them. Collect the lists and combine them into one list (Handout: Good and poor listening skills).
- Again in small groups: Discuss the “I – You Message” and practise the formula. Handout: “I – You message”.

- At the end, ask one person from each subgroup to report on the subgroup's findings / discussions to the whole group (up to 2-3 minutes each to do this).
- Summarise the findings / discussions: Components of communication; Attitudes which help communication; Good and poor listening skills; I-You message.

DISCUSSION AND FEEDBACK

Give the learners an opportunity to practise "good listening skills" and "I – You messages" in groups (role playing and drama).

Allow learners in groups to make a poster on Communication for the class (optional).

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect.

Participants are given time to complete the session-by-session questionnaire.

SELF-NURTURING

All learners have lunch together on playgrounds and practise their communication skills.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:

Hopson & Scally (1986)

Morganett (1994)

Nelson-Jones (1991), (1992), (1993)

Communication

Speaker



Listener



Message



- ◆ Honest
- ◆ Open
- ◆ Express feelings
- ◆ Say clearly what you want to say.

Listener



Speaker



Message



- ◆ Hear
- ◆ Remember
- ◆ Pay attention
- ◆ How things are said.
- ◆ What is meant?
- ◆ What is asked for?

With our words, actions, gestures and expressions, we communicate what we feel, what we want and what we need.

Communication is an important tool in "opening the door" to form trusting, respectful relationships with people.

Handout 14

Attitudes which help communication

Respect: Treating other people with consideration; polite greetings, honesty and being non-judgmental.



Warmth: shown with the tone of voice, facial expressions, gestures and words.



Empathy: ability to understand another person's point of view i.e. to see the world as another sees it. To understand someone's feelings and thoughts.

TALK
clearly to
convey your
feelings,
wants and
needs.

LISTEN
actively to
ensure that
you
understand
what is
being said

Handout 15

Good and Poor Listening

Good listening

- ◆ Keeping eye contact
- ◆ Facing partner, nodding and smiling if appropriate
- ◆ Not interrupting unnecessarily
- ◆ Asking relevant questions
- ◆ Restating certain words / sentences for clarity

Poor listening

- ◆ Looking away
- ◆ Looking bored
- ◆ Interrupting
- ◆ Looking at your watch
- ◆ Laughing inappropriately
- ◆ Asking a question that has nothing to do with what the speaker is saying.

Questions for discussion in groups

- ◆ What can happen when you don't listen to someone?
- ◆ How can you show someone you are listening?
- ◆ How do you feel when someone listens to you?
- ◆ How do you feel when someone does not listen to you?

Handout 16



I YOU



I YOU

I - YOU MESSAGE

"I Message" formula

I feel _____ (state your feeling)

when you _____ (state what the person has done or is doing that is causing you to feel this way)

because _____ (explain the effect that the person's action is having on you)

and I would like you to _____ (clarify what you would like the person to do to rectify the situation).

Example of an "I message":

I felt upset

when you were not working and discussing with the other group members

because now I can not see how creative you are

and I would like you to participate in the group and enjoy it.

THEME 9: Problem solving

Phase Organiser: Personal development and empowerment				Programme Organiser: Making decisions and solving problems			
SO1 X	SO2 X	SO3	SO4 X	SO5 X	SO6	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
2. identify the problem, know and apply the steps of problem solving;
3. identify the important decisions so that they can spend the necessary time and energy on making the right decisions; and
4. identify feelings during the decision-making / problem-solving process (get to know your own feelings and how to handle them).

RESOURCES

Exercise book: Learner's Workbook.

Handouts: Copies of "Identify the problem"; Decision-making / Problem-solving process;

Feeling Faces Chart.

ICE-BREAKER AND SENSORY ACTIVITY

▪ **Sensory activity**

Learners have to touch and feel different seeds and decide which they would like to use for building a self-selected topic or picture.

▪ **Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.**

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Introduce the topic of problem definition and why it is important to understand what the problem is before working on solutions. Then introduce the fact that decision making is linked with problem solving. Every day we have to make decisions. Some decisions are small and not too difficult to make, but other decisions are important and need more time and attention.
- Divide the whole group into small subgroups (5 to 7), and ask them to "Identify the problem" from the handout. Each subgroup can discuss a different case study from the handout and answer the following questions:
 1. What is the problem in the story?
 2. For whom is the situation a problem?
 3. What decision should be made?
 4. What important information may influence the decision?
 5. What are the possible ways to solve the problem?
 6. What are the possible results of each of the solutions?
 7. What is each person feeling? (using the Feeling Faces Chart)
- At the end, ask one person from each subgroup to report on the subgroup's findings / discussions to the whole group (allow up to 2-3 minutes each to do this).
- Brainstorm in subgroups and then discuss (whole group) the steps of problem solving and decision making and creating a handout.
- Summarise the findings / discussions using the questions that had to be answered as guidelines.

DISCUSSION AND FEEDBACK

Give the learners an opportunity to practise their decision-making and problem-solving knowledge and skills. The session was summarised as: *My problems, my decisions, and my solutions*. Then, What should I do first? Take action. During the process, what are my feelings and how do I cope?

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect. Learners have to work on their own by writing down, in any order, all the problems (big and small) they have to solve. Then they have to rearrange the list, starting with the problem that is so important that it needs to be solved first, then the second, and so on. Apply the problem-solving and decision-making steps. Once a learner has decided what to do, the solution should be tried out. Then, one or two weeks later, the learners should think (reflect) on "What are my strengths in decision making and problem solving? Where do I need to improve?"

Participants are given the time to complete the session-by-session questionnaire.

SELF-NURTURING

All learners had lunch together on playgrounds and practise their decision-making and problem-solving skills.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:

Hopson & Scally (1986)

Nelson-Jones (1991), (1992), (1993)

HANDOUT 17

Identify the problem and make a decision

1. Grace wins big
Grace is about your age. Last week she won R500 in a TV competition. She does not have a savings account and her mother finds it difficult to have money to buy food and clothes.
.....
2. Zandi left her new pen on her desk when she went to lunch. When she came back to class, her pen was gone. She sees John with a pen and complains to the teacher that he has taken the pen that was hers. John calls Zandi a liar and they start arguing.
.....
3. On reading his report card, Vusi sees that he has done badly in reading and mathematics. He knows that his parents will be angry when they see it. During lunch break, Vusi's friend Tabo teases Amil about his new haircut. Vusi slaps Tabo and a fight starts.
.....
4. Alice borrowed Meena's new umbrella and tore a hole in it. Alice was so embarrassed that she just left the umbrellas on Meena's chair and decided to avoid her until she could save enough money to buy a new one. Meena was hurt because Alice didn't apologise to her and because Alice stopped talking to her. Meena didn't need a new umbrella because her mother said she could mend the torn one.
.....
5. Primrose is walking behind Constance and Thandizwe carrying her lunch tray. Constance and Thandizwe are playing around and Constance accidentally bumps into Primrose, spilling the lunch all over Primrose's clothes. Primrose insists that Constance pushed her on purpose.
.....
6. Smoking and Siphos
Some of the popular boys in Siphos's class have started to smoke cigarettes. They have asked him if he wants to join them behind the toilets for a smoke at break time.
.....

Questions:

8. What is the problem in the story?
9. For whom is the situation a problem?
10. What decision should be made?
11. Important information that may influence the decision?
12. What are the possible ways to solve the problem?
13. What are the possible results of each of the solutions
14. How is each person feeling?

Handout

Step

What is the problem?

Reflecting

Step

Deciding and acting on it.

Problem solving

Step

Thinking about it.

THEME 10: Conflict resolution

Phase Organiser: Personal Development and Empowerment				Programme Organiser: Making decisions and solving problems			
SO1 X	SO2 X	SO3 X	SO4 X	SO5 X	SO6	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

1. establish the norm of reviewing what happened during the previous session. They should also be given an opportunity to discuss anything they still have questions about;
2. to define conflict and to know and demonstrate the ways of dealing with conflict (denial, aggression and problem solving);
3. know the steps for conflict resolution and apply them in conflict situations;
4. gain self-knowledge and be aware of their behaviours and feelings, and the effects that their behaviours have on other people.

RESOURCES

Exercise book: Learner's Workbook.

Materials for poster: Flip chart paper.

Handouts: Conflict: Definition and ways of dealing with conflict; Steps for resolving conflict; Pictures of animals; Questionnaire on anger.

Paper / Scissors / Glue / Crayons / markers / Fibre pens to create.

ICE-BREAKER AND SENSORY ACTIVITY

Sensory activity

Learners had to listen to different tone of voices (related to conflict situations).

Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Have the word CONFLICT written in large letters on the blackboard as the learners enter. Ask for comments on what the word means to different people – get different reactions and meanings and use these as an introduction.
- Divide the whole group into small groups (5 to 7 learners in each), and ask them to brainstorm “How do you deal with conflict?” – make a list (see handout on the summary of what is conflict and ways of dealing with conflict which was collected from each group). Each group also had to dramatise the ways of dealing with conflict: Denial; Aggression or Problem Solving.
- The facilitator explains the need to be aware of our behaviour when confronted with problems. People need to be aware of their interactions with others as well as the effects of these interactions. Highlight the fact that animals show in a very clear way some kinds of human behaviour, and humans also show in a very clear way some kinds of animal behaviour.
- Divide the group into subgroups of 5 to 7 members. Hand each group a sheet with animal pictures (Handout). Each member in the group focuses on one animal and discusses: When did I behave like this? How did other people react, that is, what was the result of my behaviour?; How did I feel?; Did my behaviour help to solve the problem? Explain. After the exercise learners come together to discuss what they have learnt from the exercise. Discuss the fact that somehow it always seems easier to criticise the behaviour of others while failing to look at our responses and ourselves. Focus on the importance of being aware of our behaviours and the effect that our behaviour has on others.

- Ask the subgroups to think now about the steps for resolving a conflict. Each group reports back and information is integrated into one poster (see Handout: Steps for resolving conflict).
- Again in subgroups: Learners share personal conflict situations and what had happened (but only if they feel safe about sharing their experiences and feelings). Then, the learners in the group identify what the conflict was about and recommend what steps could have been followed to solve the conflict. Learners can also create their own conflict situation and then discuss how they would resolve the situation.
- At the end, ask one person from each subgroup to report to the whole group on the subgroup's findings / discussions (up to 2-3 minutes each to do this).
- Summarise the findings / discussions:
- Give learners the Questionnaire on Anger to complete (individual work and for self-knowledge and self-understanding).

DISCUSSION AND FEEDBACK

Give learners an opportunity to practise the conflict resolution skills through role-playing and drama.

Allow learners in groups to make a poster on conflict resolution for their classroom (optional).

REMARKS / COMMENTS / REFLECTION

Learners have to work on their own by writing down, in any order, all the conflicts (big and small) they have to resolve. Then they have to rearrange the list, starting with the problem that is so important that it has to be solved first, then second, and so on. Apply the steps in the conflict resolution process. Once the learners have decided what to do, they should try out their resolution. Then, one or two weeks later, they should think (reflect) on "What are my strengths in conflict resolution? Where do I need to improve?"

Give the learners the time and opportunity to reflect.

Participants are given time to complete the session-by-session questionnaire.

SELF-NURTURING

Snacks.

RESOURCES USED FOR PREPARATION

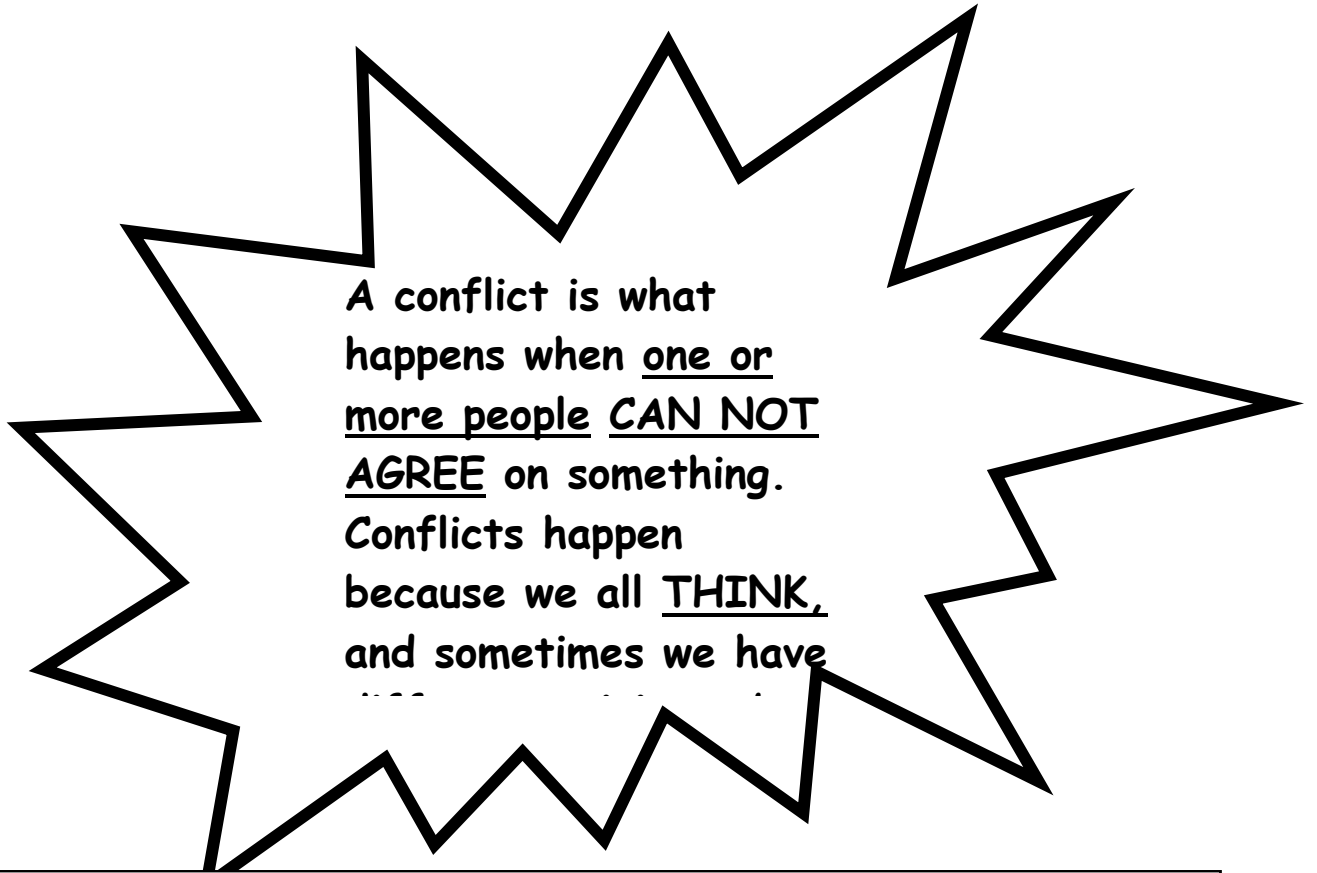
This theme is based on information obtained from the following resources:

Hopson and Scally (1986)

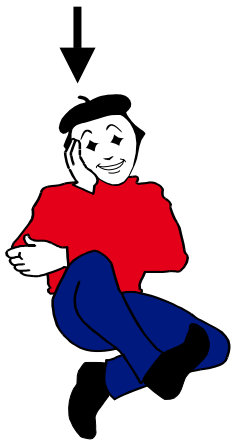
Morganett (1994)

Nelson-Jones (1991), (1992), (1993)

Conflict

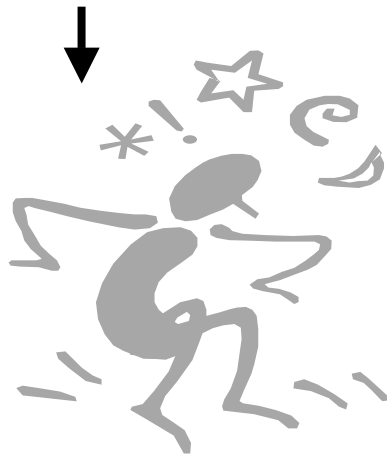


3 different ways of dealing with



Denial

- no problem



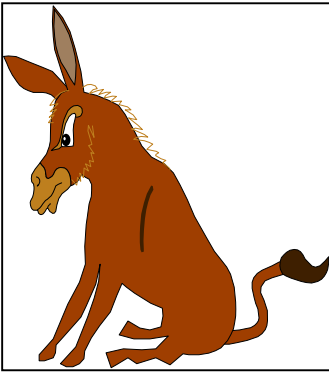
Aggression

- attacks the other person

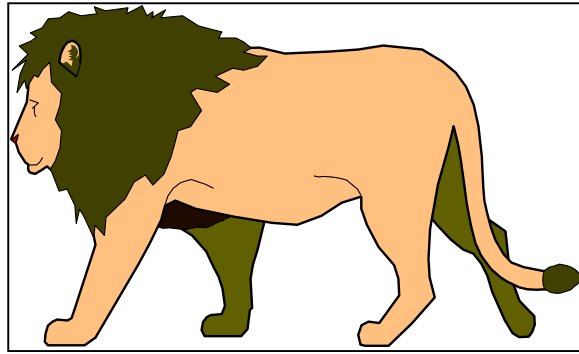


Problem solving

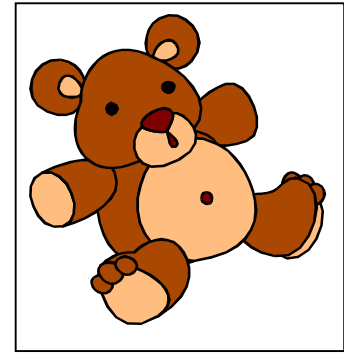
- talk without insulting or blaming



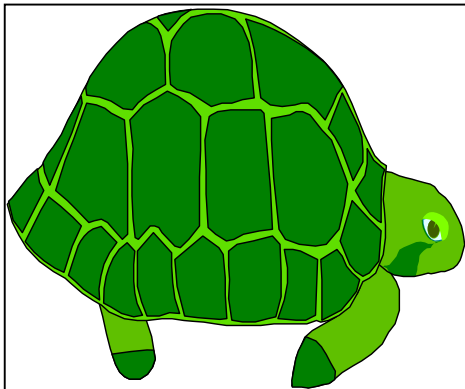
Donkey is very stubborn, will not change his/her point of view.



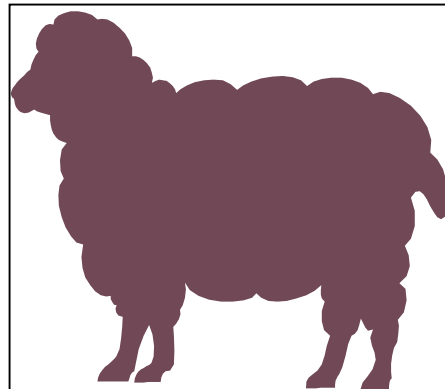
Lion is ready to fight whenever others disagree with his/her plans.



Teddy smoothes over the conflict in fear of harming the relationship



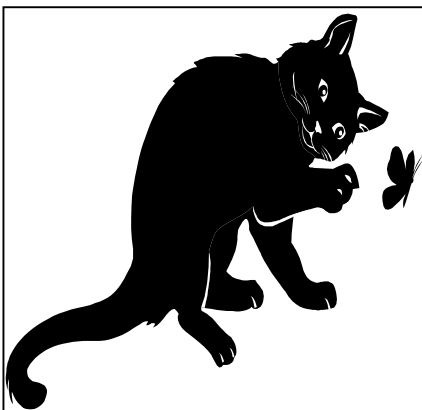
Tortoise withdraws to avoid the issue



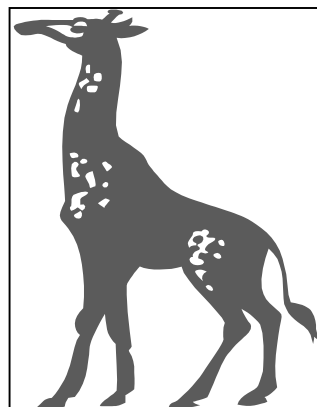
A sheep conforms. he goes along with the group rather than his own beliefs



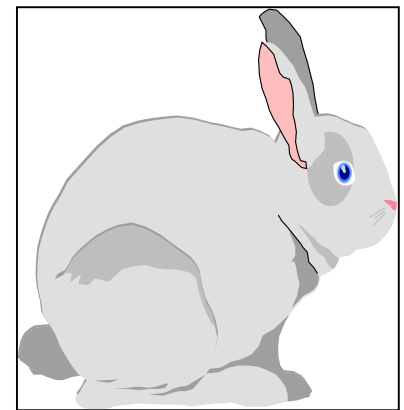
The owl thinks. his/her feelings and emotions are hidden



The cat fools around and away does not take issues seriously.

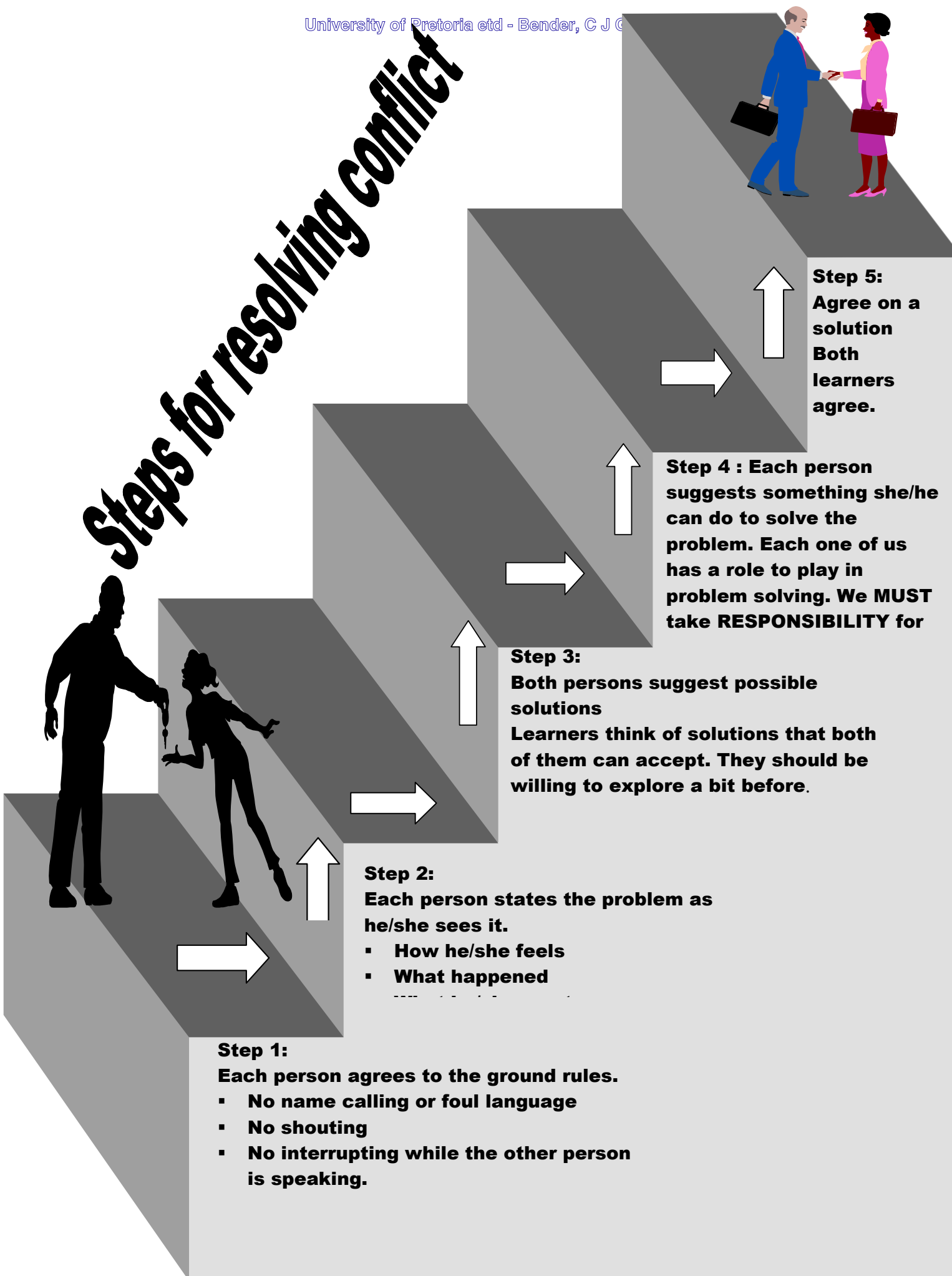


The giraffe looks down on others feelings. Too superior for conflict



The rabbit runs as soon as he/she senses tension and conflict. Switching to another topic.

Steps for resolving conflict



QUESTIONNAIRE: ANGER

Name: _____

Date: _____

Instructions: Read each sentence. Put an X in the block that shows how you think and feel right now

1. My anger gets me in trouble

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

2. Sometimes I think I am angry all the time

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

3. There are some ways to be angry that are OK

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

4. I can relax whenever I want

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

5. I never feel just a little angry, I only feel a lot angry

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

6. Sometimes I get so mad I don't know what to do.

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

7. I know how to avoid fights

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

8. I can deal with bullies

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

9. I have my temper under control

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

10. I can say things I need to say to someone without getting upset

☺	☹	☹	☹
strongly agree	agree	disagree	strongly disagree

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THEME 11: Death: Grieving and growing

Phase Organiser: Personal development and empowerment Communication				Programme Organiser: Healthy relationships			
SO1 X	SO2 X	SO3	SO4 X	SO5 X	SO6	SO7 X	SO8

SO = Specific outcomes

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to –

5. establish the norm of reviewing what happened during the previous session. They should be given an opportunity to discuss anything they still have questions about;
6. identify the changes experienced through life.
7. categorise their own losses in terms of the impact on their lives;
8. identify how the use of language indicates a human being's fear of death;
9. know and understand the stages of coping with grief;
10. identify strategies they can employ, which may help support a grieving friend or family member; and
11. gain self-knowledge and be aware of their behaviours and feelings and the effects that their behaviours have on other people.

RESOURCES

Exercise book: Learner's Workbook.

Handouts: Thinking-Feeling-Behaving Diagram; Coping with stages of grief; Dealing with a grieving person. Questionnaire: "Learning from losses".

Music (CDs).

ICE-BREAKER AND SENSORY ACTIVITY

- Sensory activity**
Learners listen to music (CD).
- Beginning: Self-awareness: My senses: smell, hear, taste, touch and see.**

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Introduce the topic by saying: "Today we are going to talk about some life events that have happened to all of us and look at how these have affected us. We are also going to talk about a topic that is taboo in many families, that is, death and grieving, and then we are going to discuss how can we support grieving friends and relatives." The topic relates to the HIV/Aids Awareness Day that was held in partnership with the community (Theme 5). Pass out copies of the Thinking-Feeling-Behaving Diagram sharing the idea that we all think (represented by a brain), feel (represented by the heart), and behave (represented by the boy and girl busy with an activity). For example:
 - **Thinking:** Understanding how to do a maths problem, remembering something a loved one said or did, imagining what summer holidays will be like.
 - **Feeling:** Anger, fear, guilt, joy (refer to Feeling Faces Chart).
 - **Behaving:** Washing dishes, doing homework, and going to a funeral.

As the learners talk during the rest of the session, point out the differences between thinking, feeling and behaving to reinforce the concepts.
- Ask the whole group (class) to think about something that has happened in their lives that they think changed them. If necessary give some examples. The

learners are to write the event down, trying to describe how they felt and what impact they think this event had on their lives. Ask the class if anyone would like to share what they have written down. After 2 or 3 responses, inform the class that sometimes change involves losses, for example, moving house means that you may lose contact with friends, or losing a pet or losing a family member (the learners could relate to losing a family member because two learners in the school lost their parents). "What are some of the expected changes in our lives that have a negative impact, that is, are expected losses?" "What can you lose as a result of these experiences?" Losses may involve a person, an object, a dream, etc. Show the class the definition of loss experiences on an overhead projector or by writing it on the board: "*A loss reaction occurs when anything that is valued or anyone we are attached to, is removed from our lives.*" Therefore a loss reaction can occur in reaction to many changes in our lives. Divide the whole group into small groups (5 to 7), and ask them to share one life event with the group and state any reactions they can remember having to an event, for example the death of a family member: Thinking, feeling and behaving. Learners can also add physical responses that could include, felt sick, headache or could not sleep.

Report back from subgroups. Say that these reactions differ between different people and the different events that have occurred to them. What is important is that we acknowledge that something significant has happened and what we are experiencing is a normal reaction to the event.

- Class (whole group). Tell the learners that when we lose a person we love, we have lots of different feelings and thoughts. Explain that on some days we may feel more one way and that on other days we may feel more another. Pass out copies of the Handout: Coping with stages of grief (males and females). (There were only the stages mentioned on the handout and the notes were added after the discussion and report back of the subgroups.) Discuss the five major stages of grief. Ask subgroups what thoughts and feelings a person might have at each stage. At the end, ask one person from each subgroup to report to the whole group on their findings / discussions (up to 2-3 minutes each to do this). (See handout on Coping with stages of grief (males and females) where the feedback was summarised and added to the stages.)

Explain that people move forward and backward experiencing these feelings or stages – just when you think you are over feeling one way, you could start feeling that way again. Discuss special times when people might start feeling very sad after they had felt happier for a while – birthdays, holidays and the like. Encourage learners to share their own experiences. After the session, allow time for the learners to share their feelings with the facilitator if they need to do so.

- Class (whole group): Say: "Now we are going to try to develop skills in being a supportive friend or family member to those who are grieving. Two of the difficult things involved in this are that people who are grieving may reject your support. Also, though you may want to make things better for the person, you need to accept that you can't take their pain away. People, children included, need the opportunity to 'feel' their feelings, not be talked out of them. You need to understand and accept the painful feelings they are experiencing. If a person tells you to go away, they are telling you they want privacy. Give them that privacy and say 'I understand you want to be alone, I am available if you want me'." Ask the class to recall a time when they were feeling sad. Say: "Can you remember anything people said or did that you feel did or did not help?" (Self-reflection, and if they want to write it down they may).
- Pass out the Handout: Dealing with a grieving person, and discuss each of the aspects Give Reach out Include Empathise Friends and the associated activities.

Ask the subgroups to discuss each of the aspects and how they plan to apply them. (See Handout; Dealing with a grieving person.)

- At the end, ask one person from each subgroup to report to the whole group on their findings / discussions (up to 2-3 minutes each to do this).
- Summarise the findings / discussions: CHANGE-LOSS-GRIEF-BEHAVIOUR
- Give learners the questionnaire on "Learning from losses" to complete (individual work and for self-knowledge and self-understanding).

DISCUSSION AND FEEDBACK

Say that human beings are enormously resilient and with support can overcome great crises. Play the song "I will survive" by Gloria Gaynor. Ask the class to identify the grief response of the singer, that is, how she responds to her broken love affair. What was it that made the singer a survivor? Discussion in subgroups and report back from each group.

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect and share feelings if they want to. Participants are given time to complete the session-by-session questionnaire.

SELF-NURTURING

Snacks.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following resources:

Glasscock & Rowling (1992)

Hopson & Scally (1986)

Morganett (1994)

Nelson-Jones (1991), (1992), (1993)

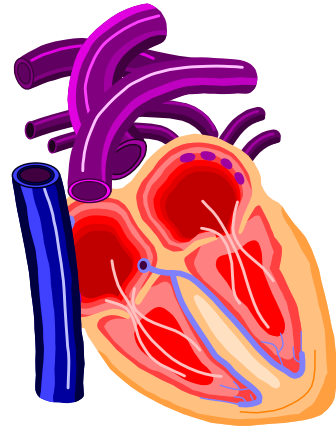
The stages of grief described in this session are the ones identified by Elizabeth Kubler-Ross (1969)

Thinking-Feeling-Behaving Diagram

Thinking



Feeling



Behaving



Coping with stages of grief



DENIAL
Pretending it did not happen, acting happy when you are really sad.



ANGER
Being moody, nasty, irritable,



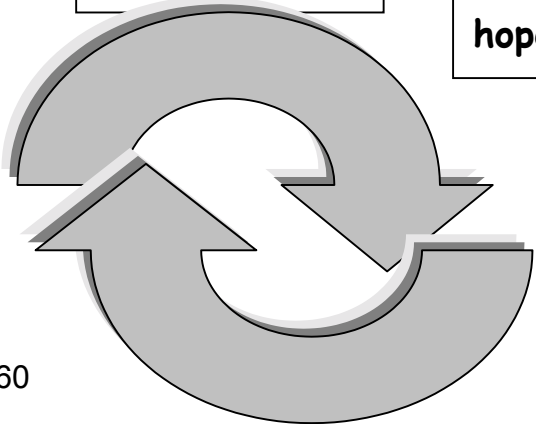
BARGAINING
Thinking that if I'm better, smarter, or nicer, my loved one will return.



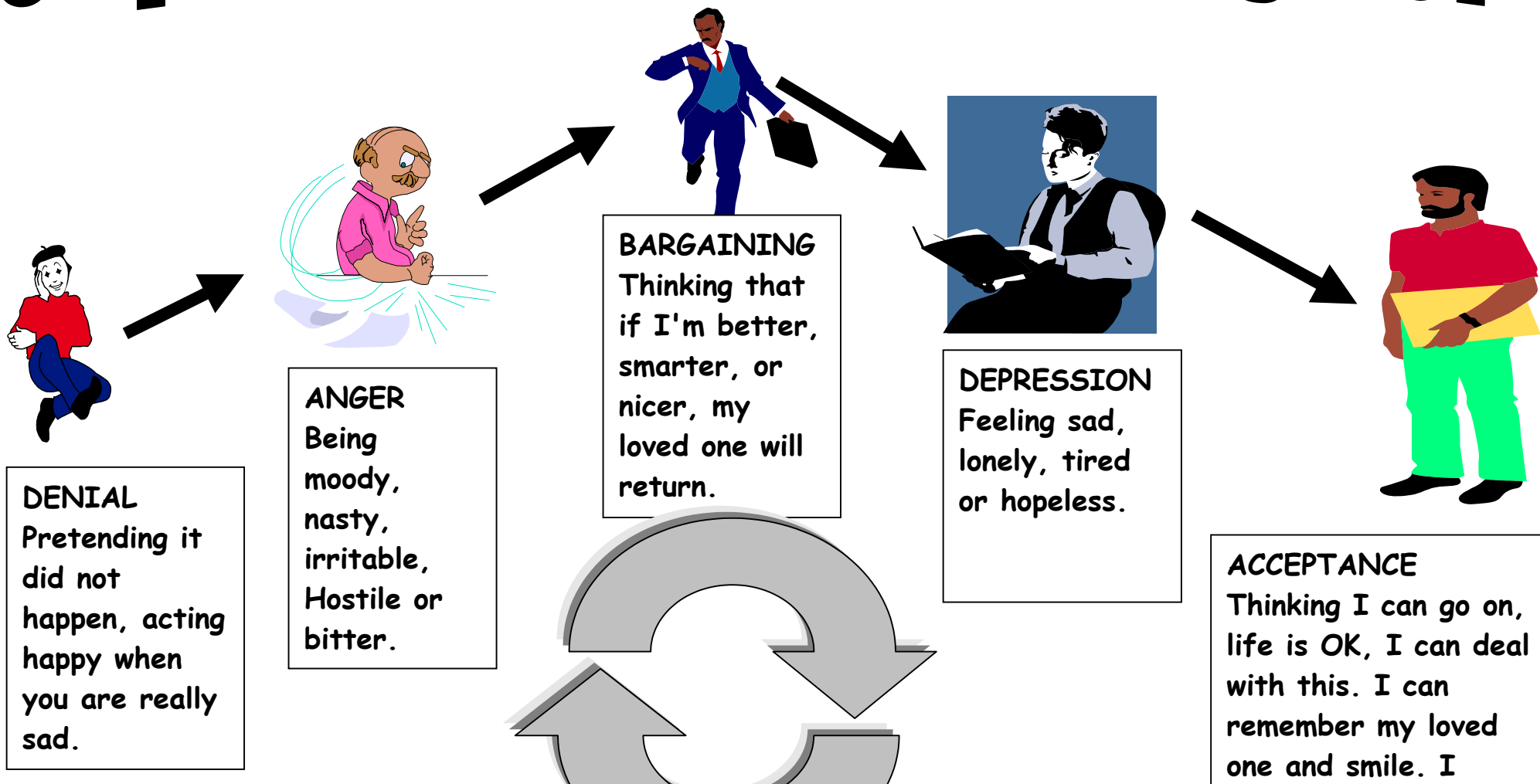
DEPRESSION
Feeling sad, lonely, tired or hopeless.



ACCEPTANCE
Thinking I can go on, life is OK, I can deal with this. I can remember my loved one and smile. I don't like it but I can accept it.



Coping with stages of grief



Handout 24

Dealing with a grieving person

GIVE

One need to be prepared to give some time, attention and compassion to anyone experiencing sorrow. A few minutes spent with the person each day can be a great help. One also need to pay attention to what they say and be sensitive to their needs. **COMPASSION** is important.

REACH

Contact with people is vital for coping with grief. A person needs the reassurance that there are people who care. The company of others can be a source of comfort.

INCLUDE

Person needs to be involved in activities like drawing or writing about their feelings. Creative work provides a release. They may need help in planning their day initially and encourage them to return to their normal routine.

Empathise

Be there for someone in grief. Sufferers need to know that there is someone who will **LISTEN** without giving advises. It may take a while for trust to be built up.

Friends

A support system is very helpful. Friends should keep in contact as companionship is good comfort.

Questionnaire: Learning from losses

Name: _____ Date: _____

Instructions:

Read each sentence.

Put a circle ○ around the number that shows how you think and feel right now.

1= Strongly agree 2= Agree somewhat 3 = Agree 4 = Disagree somewhat 5 = Strongly disagree

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 10. It is scary to think about dying | 1 | 2 | 3 | 4 | 5 |
| 11. I can remember and talk about the good things
about the person (my loved one) who died | 1 | 2 | 3 | 4 | 5 |
| 12. I can tell my mom or dad when I feel sad | 1 | 2 | 3 | 4 | 5 |
| 13. I can tell my brother or sister when I feel sad | 1 | 2 | 3 | 4 | 5 |
| 14. I can tell my friend when I feel sad | 1 | 2 | 3 | 4 | 5 |
| 15. I know what funerals are for and what happens in them | 1 | 2 | 3 | 4 | 5 |
| 16. I can share my feelings with my friends | 1 | 2 | 3 | 4 | 5 |
| 17. I have said good-bye to my loved one who has died | 1 | 2 | 3 | 4 | 5 |
| 18. I know that dying happens to everyone | 1 | 2 | 3 | 4 | 5 |
| 10. I can ask for help when I feel very bad about
death and dying | 1 | 2 | 3 | 4 | 5 |
| 11. It is OK to feel sad or cry when someone dies | 1 | 2 | 3 | 4 | 5 |
| 12. I know the grief will not be so bad as time passes | 1 | 2 | 3 | 4 | 5 |

THEME 12: Where can I go for help /counselling?

Phase organiser: Personal development and empower Environment Culture and society				Programme Organiser: Building the rainbow nation			
SO1 X	SO2 X	SO3	SOX X	SO5 X	SO6	SO7 X	SO8 X

SO = Specific outcomes**LEARNING OUTCOMES (OBJECTIVES)****Learners should be able to –**

1. establish the norm of reviewing what happened during the previous session and give learners an opportunity to discuss anything they still have questions about;
2. recognise the important role of interpersonal communication in their lives;
3. identify education support services at their school and community;
4. explore the characteristics of their supportive relationships;
5. identify their support networks; and
6. keep a diary in order to understand the self and help with coping skills.

RESOURCES

Exercise book: Learner's Workbook.

Materials for poster: Flip chart paper (optional).

Paper / Scissors / Glue / Crayons / Markers / Fibre pens.

Music (CDs).

ICE-BREAKER AND SENSORY ACTIVITY **Sensory activity**

My senses: Smell, hear, taste, touch and see (all the senses are integrated).

ACTIVITY – EXPERIENTIAL LEARNING (PROCESS)

- Introduction: Each group summarises a theme of the Personal and Interpersonal Life Skills Programme and reflects on what they have learned.
- Facilitator: Summarises the coping process as follows:
 - Step 1:** What is happening? We all take in information about a situation differently. A lot depends on one's background. This step happens very quickly – the place you are in, you look at what people around you are doing, how they are communicating their expectations of us and our needs.
 - Step 2:** Thinking about it. This step enables you to do the best you can by considering a number of options. The first part of this is identifying your feelings – say to yourself: "I feel..." If you can own up to your feelings you are better able to take control. Then you need to think about the choices you have and consider what the consequences of each would be.
 - Step 3:** Now you make a decision to take action on one of your choices. Remember, not taking action is also making a choice! Take responsibility for your actions, and do not blame others if things go wrong. Reflect on the results of the action you have taken and if necessary remedy the situation – this might mean saying sorry. If you make a mistake, learn from it.
 - Presentation by social worker from the Educational Support Services (in the specific school district) to explain their services. Allow time for questions and answers.
 - Adding and relating to the presentation: Supportive relationships:

Explain that one of the most significant factors that researchers have discovered will help a grieving person is the existence and use of support systems. What is a support system? Some young people believe that to be grown up and independent you must cope with problems on your own, that if you turn to others for help, you will be seen as not being independent. You may suppress many feelings

because of this belief. You may also believe that after a short time, you should no longer share feelings with support persons because you would be putting too much strain on friendships.

What is your support network like?

Ask the students to take a sheet of paper and draw a circle in the centre of it. Write "SELF" in the middle. Then ask the class to imagine they have a relationship problem; it may be a conflict with their parents, a brother or sister, a boyfriend / girlfriend. They should think about the people they could talk to about this. Those they are most likely to talk to must be put close to their circle of self. Those they are less likely to talk to should be put further away. If they feel the person would let them talk freely, a strong line can connect the two; if they do not feel completely comfortable about talking to that person, a dotted line can be used.

We experience a number of problems in giving and receiving support. Ask the class to think of a time when problems occurred with offering or receiving support. Draw up a list on the board or use a transparency for the overhead projector:

Problems in giving support	Problems in receiving support
e.g. may not have the skill, support is rejected	May believe you have to cope yourself Do not trust others

- At the end, ask one person from each subgroup to report on their findings / discussions to the whole group (up to 2-3 minutes each to do this).
- Another coping strategy: Keep a diary. Keep it for a day (or longer) and write down the physical and emotional changes that are happening in your life which make you feel stressed / angry / unhappy. Next to each change, make a note of how this stress makes you feel. You can use the same process for a problem or need you are experiencing: **Step 1**: Write down what is happening; then **Step 2** write down your thoughts, feelings and behaviour; and then **Step 3** write down your actions (acting on it) and reflect on the process.
- Summarise the findings / discussions: Give learners the questionnaire on "My feelings" to complete (individual work and for self-knowledge and self-understanding).

DISCUSSION AND FEEDBACK

Summarise each of the sessions.

Allow learners in groups to make a poster on *Where should I go for help?* for the class (optional).

REMARKS / COMMENTS / REFLECTION

Give the learners the time and opportunity to reflect.

Participants are given the time to complete the session-by-session questionnaire.

SELF-NURTURING

Snacks.

RESOURCES USED FOR PREPARATION

This theme is based on information obtained from the following sources:

Brownell, Craig, de Haas, Harris & Ntshangase (1996)

Glassock & Rowling (1992)

Morganett (1994)

Questionnaire: My feelings

Name: _____ Date: _____

Instructions: Judge which of the following personal characteristics describes you. Mark your choice with an X in the appropriate box.

☺	☹	☺	☹
strongly agree	agree	disagree	

1. I feel I'm a person of worth, at least on an equal basis with others.

☺	☹	☺	☹
strongly agree	agree	disagree	

2. I feel that I have a number of good qualities.

☺	☹	☺	☹
strongly agree	agree	disagree	

3. All in all, I am inclined to feel I am a failure.

☺	☹	☺	☹
strongly agree	agree	disagree	

4. I am able to do things as well as most other people.

☺	☹	☺	☹
strongly agree	agree	disagree	

5. I feel I do not have much to be proud of.

☺	☹	☺	☹
strongly agree	agree	disagree	

6. I take a positive attitude towards myself.

☺	☹	☺	☹
strongly agree	agree	disagree	

7. On the whole, I am satisfied with myself.

☺	☹	☺	☹
strongly agree	agree	disagree	

8. I wish I could have more respect for myself.

☺	☹	☺	☹
strongly agree	agree	disagree	

9. I certainly feel useless at times.

☺	☹	☺	☹
strongly agree	agree	disagree	

10. At times I think I am not good at all.

☺	☹	☺	☹
strongly agree	agree	disagree	

Final session and evaluation of the Personal and Interpersonal Life Skills Programme

LEARNING OUTCOMES (OBJECTIVES)

Learners should be able to -

5. Assess their personal and interpersonal life skills.
6. Evaluate the Personal and Interpersonal Life Skills Programme.

ACTIVITIES

- Summary of all the themes and sessions: subgroups.
- Learners evaluate the programme: themes, methods used and the usefulness of each theme.
- Presentation of Certificates.

SELF-NURTURING

“Personal and Interpersonal Life Skills Party”.

PHOTO OF SESSION

Photo 1: Final session: Grade 7 learners in the classroom

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