

Mid-term Review 2018

WORKSHOP 9

Current topic is **MANAGING HIV/AIDS** and the recommendation is to change it to **HIV/AIDS PREVENTION AND MANAGEMENT**

REVISED OUTCOMES

1. Understanding HIV/AIDS
2. Understanding how HIV/AIDS is transmitted
3. HIV/AIDS Prevention methods
4. Linking the five aspects of healthy living positively with HIV

Activity One

1. Discussion with learners (HIV/AIDS Acronyms) [Using a Pre labelled chart]

What does HIV stand for?

What does AIDS stand for?

2. Using a chart (Demonstrate how HIV turns into AIDS).

Activity Two (How HIV gets transmitted, use a Pyramid)

From 2009 Life skills Manual

Activity 3 (Prevention Methods)- Discussion

- VMMC
- ABC Messaging
- Prevention of Mother to child transmission (PMTCT)

Activity 4 Managing HIV/AIDS Discussion

Discuss 5 aspects of Healthy living with learners.

WORKSHOP 4- PERSONAL VALUES instead of Values and Gender roles (Gender Roles will now be linked with the Sexuality workshop)

OUTCOMES

1. **Change the 1st outcome to-** Identify their personal values and recognise where they come from.
2. Understand what influences their personal values
3. Recognise how their personal values influence their decisions
4. **Remove outcomes 5&6, Not relevant**

*****All the information on Gender Roles to move to the Workshop on Sexuality*****

WORKSHOP 5- PROBLEM SOLVING

- Possibly have more practical problem solving challenges (E.g. A puzzle)

WORKSHOP 3- INTRODUCTION TO WASH

- The 4th Outcomes to be revised, from **UNDERSTAND WASH AND GENDER** (Instead of saying Gender, say **Females and Males** because the content talks about differences between **sexes** and not really Gender)

There is a lot of confusing information and not much of Activities to facilitate

ACTIVITY ONE (Discussing a Poster)

- Facilitators to have a poster on the wall and use the questions provided on the poster to facilitate a discussion.
- Questions to ask include?
 - Whose responsibility is it to keep the environment clean at home and at school?
 - Between boys and girls who could be a priority in accessing sanitation?
 - **How to chlorinate water?**

ACTIVITY TWO (A story on access to Water as a Human right)

Take from an old Grade 10 Manual

E.g. Story. A community where there is no access to water for almost a month and they were unable to cook, clean, bath, drink and flush their toilets. Now the community is fighting with the municipality and destroying properties.

- Who is responsible to ensure that there is adequate access to water?
- What causes the shortage?
- What is the solution?
- Which Human Right is being violated in this passage of story?
- Where can the community go for help?

REFLECTION

*****Reflection on Page 4 to be included here*****

WORKSHOP 4.1 (Sexual Orientation, Gender Roles and Stigma

Activity One (Image Theatre)

Image 1 (Have a heterosexual couple)

We recommend the following questions:

1. Instead of asking Roles, ask “What is happening in this image?
2. Is this common or normal in your community?
3. Is this what you see in your community?
4. What can you do to change the image? And why?

Image 2 (Have a homosexual couple)

Ask the same questions above

Summary

Include that as individuals we are different and unique and we have different preferences. Ours is to respect the diversity.

Activity Two (Stigma Activity, Depleting myths) [TRUE OR FALSE]

Examples

1. Most people think homosexuality is a fashion
2. Females who have been raped turn into being lesbians to protect themselves
3. Being a homosexual is a disease that spreads and should be contained
4. A homosexual person can still have sex with the opposite sex and it does not mean, he or she is not homosexual

Workshop 5: Problem solving

Nothing much to change on this expect on page 32, on the Hot-seat activity. Instead of naming the characters, say “A story about a girl or boy”. Because learners end up calling that learner by the name of that character.

Workshop 6 is fine

Workshop 8- Healthy Relationships and Human Rights

Outcomes

- The first two outcomes are fine
- Critically analyse their own relationships to see if they **put themselves and others at risk**. Remove the highlighted part and write **Healthy and Unhealthy**
- 4th outcome is fine
- 5th , from “Describe what human rights ate and how they relate to **their own values**, to “Describe what human rights ate and how they relate to **lives**”

Activity One

- Under Brainstorm, start with “**First list, types of relationship**”
- Under Roles plays (page 50), to remove all the questions on **VALUES**.

REFLECTION (HOME WORK)

- After being trained on this topic, think of your own relationships that are not healthy. What can you do to change them?

Workshop 9.1 INTRODUCTION TO STD & STIs, Remove STDs

Remove STDs because the content only covers STIs.

Outcomes

1. Revised the first outcome “Understand types of STIs”