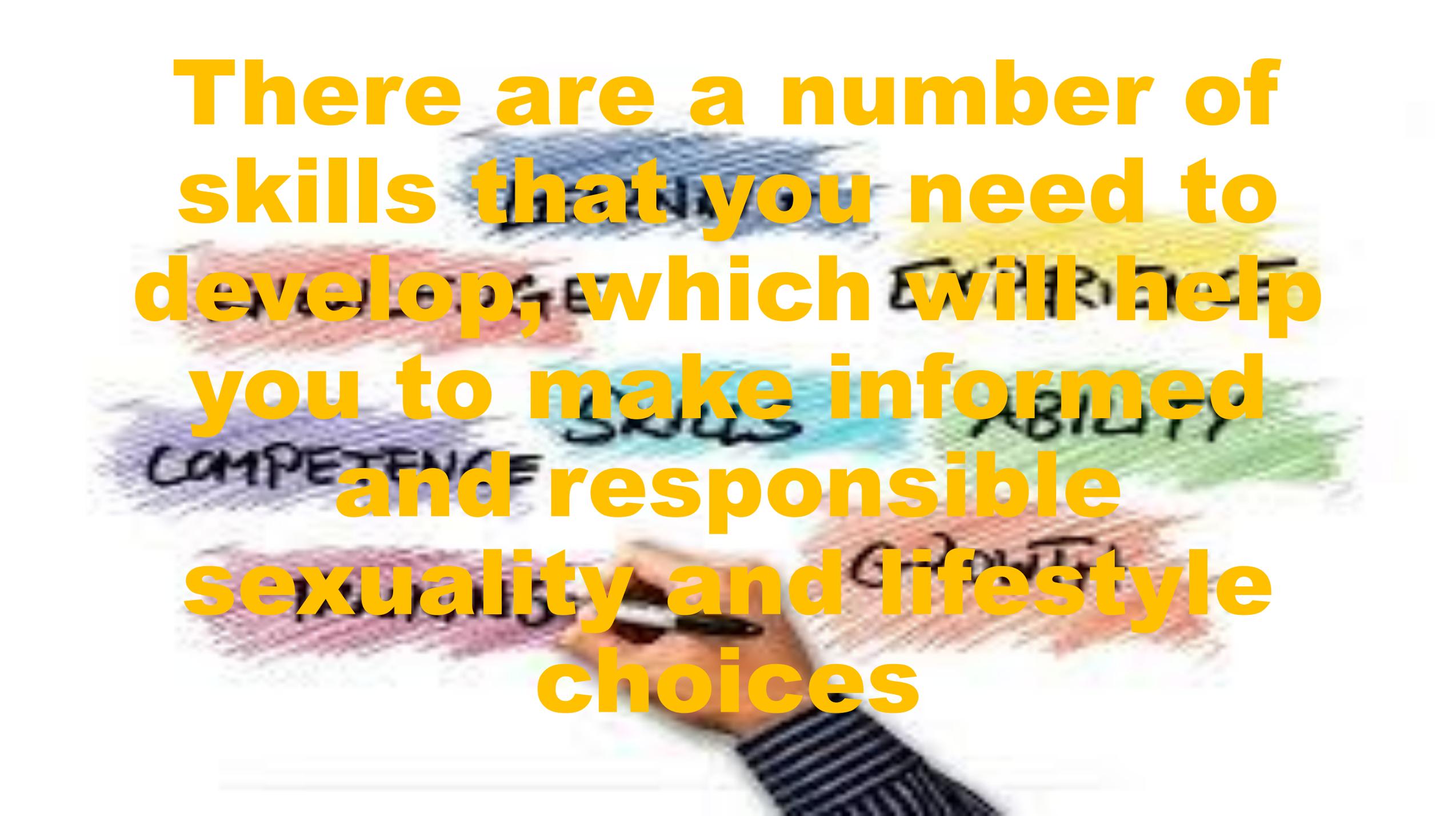


The background features a collection of stylized human heads in various colors (yellow, red, green) with gears inside them, symbolizing thought and cognitive processes. Above the heads are several thought bubbles, some containing gears and others containing text. The text is centered and underlined.

Skills relating to
sexuality and lifestyle
choices

A hand holding a whiteboard marker is shown writing on a whiteboard. The whiteboard has several terms written on it in different colors: 'SKILLS' in blue, 'ABILITY' in green, 'COMPETENCE' in purple, and 'GROWTH' in red. The text is overlaid on the whiteboard content.

There are a number of skills that you need to develop, which will help you to make informed and responsible sexuality and lifestyle choices

1. Self-awareness

An illustration of two young girls with brown hair in pigtails. The girl on the left is wearing a red shirt and looking into a mirror with a sad expression. The girl on the right is wearing an orange shirt and looking into a mirror with a neutral expression. The background is a light blue gradient with a vertical line separating the two girls.

If you know yourself, you are self-aware

Keep a journal where you update your goals, wishes, dreams interests, needs, likes, dislikes, as well as strengths and weaknesses

Update your journal monthly

Self
AWARENESS



I AM NOT
PERFECT BUT
I AM
LIMITED
EDITION.

WHO
AM I?

Don't judge me; You can't handle
half of what I've dealt with.
There's a reason I do the things I
do, there's a reason.

I am who I am.

– Varha Sharma
www.messages466greenliving.com

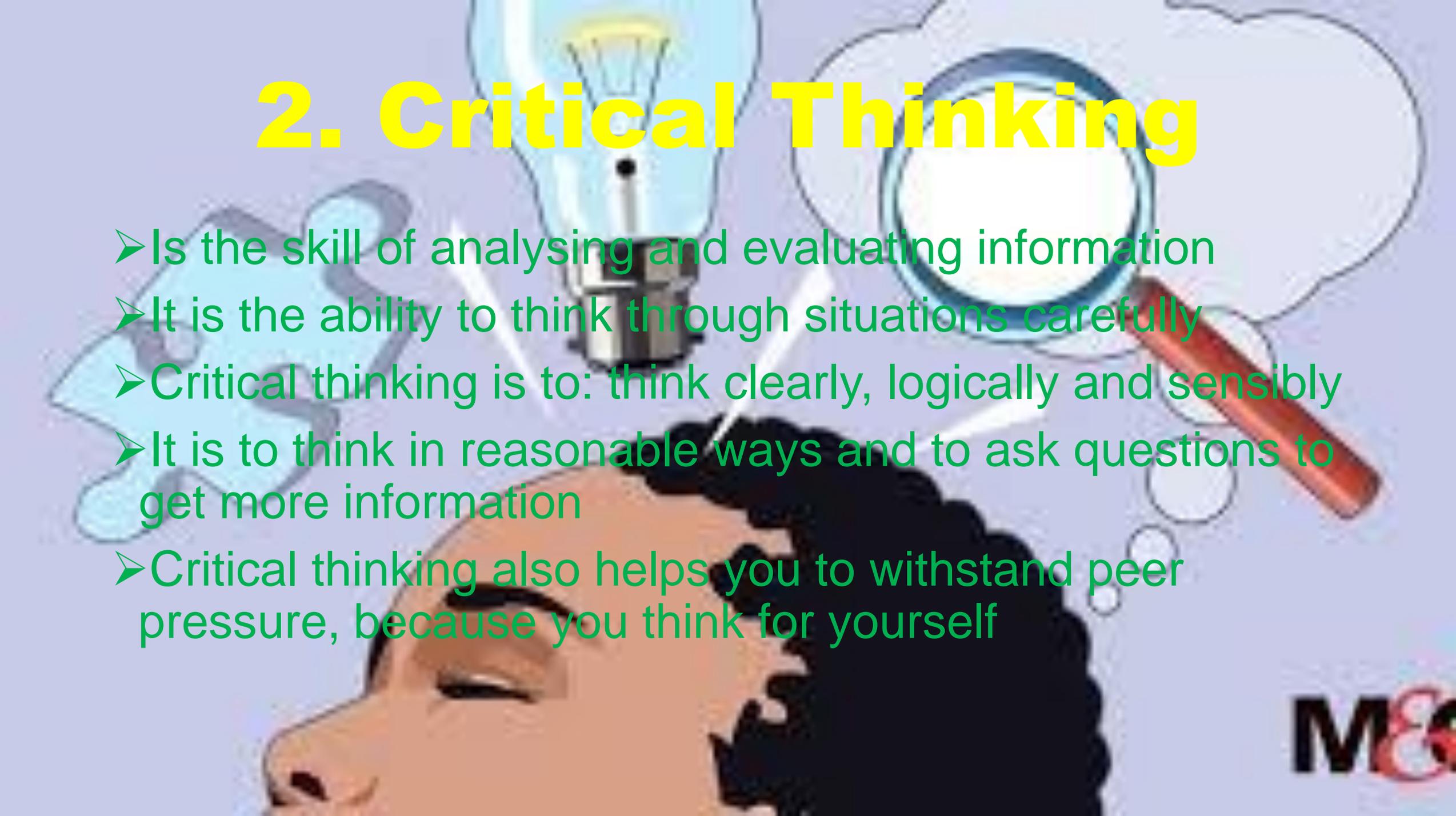


It's not what I have been
through in my life
that defines
WHO I AM,
It's how I got through it
that has made me the
person I am today.

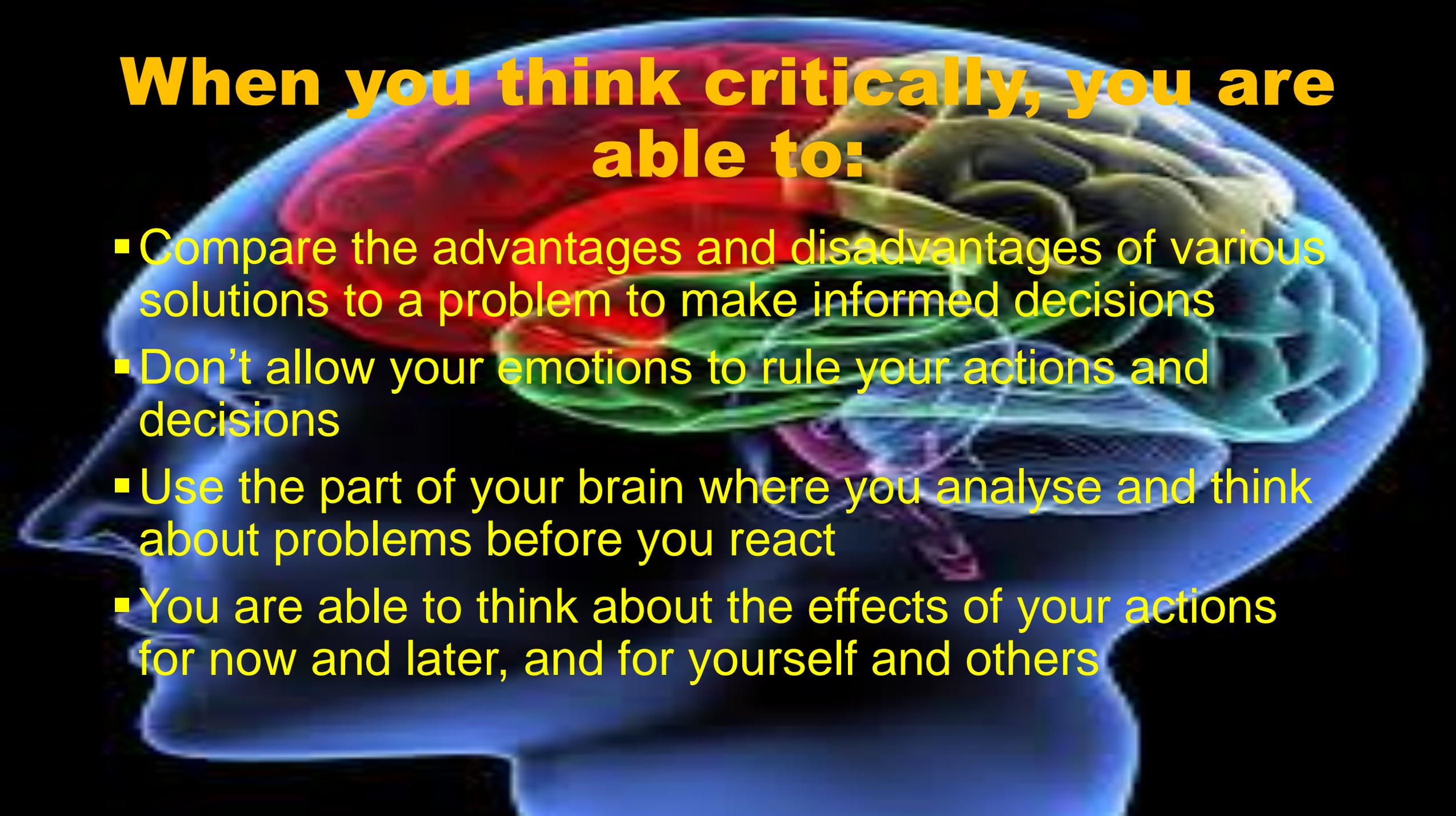
www.messages466greenliving.com



2. Critical Thinking

An illustration of a person's head in profile, looking upwards. Above the head is a glowing lightbulb, a magnifying glass, and several thought bubbles. The background is a light blue color.

- Is the skill of analysing and evaluating information
- It is the ability to think through situations carefully
- Critical thinking is to: think clearly, logically and sensibly
- It is to think in reasonable ways and to ask questions to get more information
- Critical thinking also helps you to withstand peer pressure, because you think for yourself



When you think critically, you are able to:

- Compare the advantages and disadvantages of various solutions to a problem to make informed decisions
- Don't allow your emotions to rule your actions and decisions
- Use the part of your brain where you analyse and think about problems before you react
- You are able to think about the effects of your actions for now and later, and for yourself and others

Activity 11: Scenario- apply your critical thinking skills

Read the scenario on the next page, and then write down your answers to these questions:

1. What is Thapelo's problem situation? (5)
2. What are the effects of Thapelo's actions in making his girlfriend pregnant? (5)
3. What should Thapelo have done to avoid this situation? (5)
4. What are Thapelo's options? What can he do? Give him three suggestions. (5)

Scenario:

I am a 16-year-learner in Grade 10. My name is Thapelo. My father told me that if he heard stories that I was in love with a girl, he would take me out of school. He said he would send me to work in his food stall at the market.

I fell in love two months ago with a girl in Grade 9. Now she is pregnant.

She said she would come to live with me and we must raise the child together.

I am too scared to tell my father. He will surely take me out of school! That will be the end of my education... and my goal of one day becoming a bank manager. I don't know what to do... is this the end of my life?

3. Decision-making

When you make an informed, responsible decision, you use a decision-making method.

- You get as much information as you can
- You carefully think about and compare the effects of the different choices you have
- Then you choose the best option

Good choices, good effects	Bad choices, bad effects
Stay at school and complete FET	Leave school in the middle of Grade 10
Delay sexual intercourse	Have sexual intercourse
Become a parent when mature enough for the responsibility	Become a parent while at school and too young for the responsibility

Poor decision-making skills can lead to:

Teenagers having sex because they think having sex will:

- Just like on TV
- Do away with having to talk, share and care, and get close to their partner
- Make them feel less lonely or sad
- Make them more popular
- Show their parents or caregivers that they can do what they want

4. Problem-solving

- ❑ Use your problem-solving skills regularly to keep your brain in good shape.



Apply this method:

- 1. Describe the problem**
- 2. Suggest possible solutions**
- 3. Think about the effects of each solution**
- 4. Choose the best solution**
- 5. Act on the solution**

5. Communication



- **Communication= to share, transfer or exchange information**
- **You say how you feel, what you want, what you know and you give information**

To communicate is to:



**Talk to
your
partner
about
what you
want**



**Ask your
partner
what he
or she
wants**



**Talk about
what is
right for
both of you**



**Explain that
pressure to have
sex is not part of
a loving
relationship**





**You are communicating well if
you do the following...**

You avoid misunderstandings. You state very clearly what you want or need



You are clear about what you want to say. There is no confusion about what you mean.



You are honest and express your feelings

How are you feeling?



Happy



Joyful



Content



Silly



Sad



Angry



Scared



Worried



Confused



Surprised



Hurt



Embarrassed

Practice communicating by keeping a journal where you write down your feelings and thoughts.



Also write down practice conversations, where you find different ways to explain why you don't want to have sex yet.



6. How to be assertive

1. State your position	2. Give your reasons	3. Show you understand
<ul style="list-style-type: none">- Tell the other person how you feel or what you think.- Explain what you want to happen.- Say what needs to be done. Say what you must do and what they must do.	<ul style="list-style-type: none">- Give a reason for your feelings, or what you want to happen.	 <ul style="list-style-type: none">- Show the other person that you understand their situation, even if you do not agree.

An example of how to apply assertiveness

1. Tobeka states her position	2. Tobeka gives her reasons	3. Tobeka shows she understands Toni's situation
No, I do not want to have sex yet. I feel I am not ready for a sexual relationship.	I am too young and have to focus on my studies. I also think we have not known each other long enough for a serious relationship.	Toni, I understand how you feel. I know that you are disappointed. However, I am sure you will agree this is for the best.

Activity 13: Find out how assertive you are

1. Look at the table below. Write only the number and a 'Yes' or 'No' next to the number. (5)

Assertive Behaviour	Yes or No
a) Do you give your opinion when you think or feel differently from your friends?	
b) Are you able to say 'No' when you don't want to do something?	
c) Do you ask for help if you need it?	
d) Do you ask questions when you feel confused?	
e) Are you able to say 'No' to pressure to do something you don't want to do?	

If you have answered 'Yes' to all the questions, then you are assertive.

2. Critically evaluate how gender and culture have an effect on assertive behaviour and then write three paragraphs to give your viewpoint.

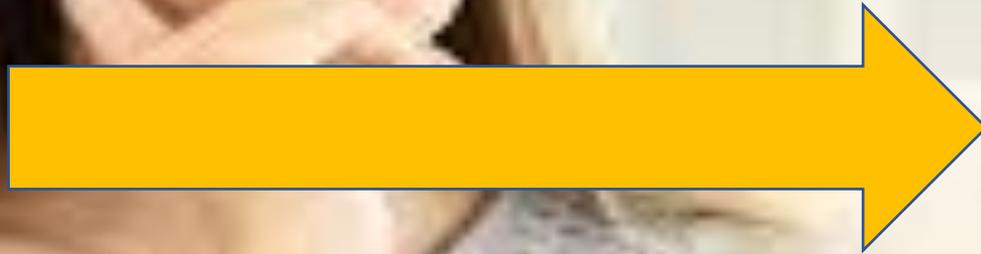
7. Negotiations

- **This means to discuss to reach an agreement**
- **You usually negotiate in a conflict situation**
- **Example: one person wants to have sex and the other does not**



8. Refusal Skills

When you say No...





❖ **When you say 'No' your voice must be firm**

❖ **It is best not to say no with a smile on your face**



❖ **Always make sure that your body expresses a 'No' as well as your words (put your hand up in a stop sign)**



9. Goal-setting

- If you set goals, you know where you are going
- If you have no goals, you don't know where you are going with your life



9. Gather Information

- The more you know, the better you are able to make informed decisions and resolve problems
- Inform yourself so you are not caught up in myths or lies about sex
- If you are misinformed, it is easy to get pressured into doing the wrong thing

Know where to find information...

- Speak to your elders, parents, teachers, Life Orientation teacher, religious adviser, counsellor, community leaders, social worker and health promoter (ask them questions about things that confuse or worry you)
- Go to your library
- Read newspapers and magazines
- Look up the information on the internet
- Check the information (not everything you see is true)