

Grade 7 Lessons								
<u>Theme</u>	Lesson Name	Lesson Description		Lesson Aims	Topics Covered			
Self-Image and	1. Me, Myself	The aim of this lesson is	1.	To engage the				
Self-Worth	and I	to engage the learners		learners early on and				
		early on and put them at		give them an idea of				
		the centre of this		what the rest of the				
		programme – the		programme will entail.				
		educator should place			Self-image			
		emphasis on this being	2.	To encourage the				
		the time for students to		importance of having	Self-worth			
		focus on themselves.		a high self-worth and				
				to encourage the	Goal setting			
		The learners will write a		learners to become				
		list of goals for		more confident in	Empowerment			
		themselves that they can		themselves as				
		refer to throughout the		individuals.	Responsibility			
		ten lessons as well as hold						
		onto for the future.	3.	To create a mind-set	Confidence			
				within the learners				
		The lesson will also		about the importance	Strategizing			
		involve discussing		of setting goals and				
		strategies on how to act		becoming				
		when certain goals do not		empowered.				
		go to plan, in order to						
		highlight that 'giving up' is	4.	To encourage learners				
		not always the next		to keep going with				
		option.		their plans and to				
				think strategically				
				rather than negatively				
				when certain goals do				

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				not go as planned.	
Self-Image and	2. Me and My	This lesson is to provide	1.	To build a healthy	
Self-Worth	Well-Being	learners with a		relationship with	
		comprehensive		food.	Self-image
		understanding of what it			
		means to be healthy and	2.	To determine what is	Self-worth
		hygienic. This		considered good	
		encompasses nutrition,		health and find ways	Nutrition
		hygiene and sanitation,		to practice it.	
		and exercise.			Health
			3.	To understand the	
		The lesson will see the		importance of	Mental health
		learners understanding		exercising and being	
		about the types of food		aware of not only the	Physical health
		groups, how much		physical benefits, but	
		exercise they should get		mental benefits.	Hygienic habits
		each day, and how they	4.	To promote hygienic	
		should stay sanitary.	4.	. , , ,	Disease
				habits to help people	prevention
		The lesson will touch		to understand how	
		upon drugs and alcohol ,		this can prevent	Alcohol and Drug
		and how this can affect		disease and create	Abuse
		you physically, and		positive attitudes	
		mentally.		towards cleanliness.	The
			5.	To highlight how	Menstruation
		To normalise the		alcohol and drugs are	Cycle
		conversation about girls		going to be	
		getting their periods , to		detrimental to your	Period Sanitation
		explain the possible		overall wellbeing. For	
		feelings they could		instance, how alcohol	
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		counter. To highlight how		is a depressant.	
		it is a normal and natural	6.	To encourage an open	
		experience for girls, and		conversation about	
		that they should feel		periods and how to	
		comfortable within their		keep clean in the	
		bodies' experience. The		absence of products.	
		educator should dispel		absence of products.	
		myths surrounding the			
		topic, and emphasise how			
		girls should not be treated			
		differently during their			
		periods. The educator will			
		also share methods of			
		hygiene during			
		menstruation.			
HIV & AIDS	3. The Story of	This lesson introduces the	1.	To normalize fears	
HIV & AIDS	Fear	facts around HIV and its		around surrounding	Normalising
		transmission. First, myths		HIV&AIDs.	Fears
		that exist around the			
		disease that result in the	2.	To enable learners to	HIV & AIDS
		stigma shall be dispelled		explore and	
		by the educator. The		recommend ways of	Transmission
		educator will stimulate		managing fears about	
		discussion about fears		HIV&AIDs.	Societal
		and anxieties that			Attitudes
		learners may have about	3.	To encourage learners	
		the virus, as well as		to get tested	Testing
		societal attitudes towards		regularly.	
		it. Pre-prepared			
		sentences are provided to			
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		facilitate small group			
		discussion so that			
		learners can develop			
		responses to common			
		held fears.			
HIV & AIDS					
	4 Th - 11127	This has a state of a section	4		
	4. The HI Virus	This lesson introduces the	1.	Learners will have an	HI Virus
		learners to the concept of		increased knowledge	
		viruses and the HI Virus in		about the different	
		particular. A hand out		ways that HIV&AIDS is	Immune System
		poster is used to give	transmitted.	transmitted.	
		knowledge to the learners			Vulnerability to
		about the HI Virus in	2.	The learners will gain	Other Diseases
		particular.		an understanding that	
				the HI Virus attacks	Silent Killers
		Methods of transmission		the immune system.	
		will be discussed and how			Prevention
		infection can occur. The	3.	This lesson will shine	
		educator's ultimate aim in		light on other diseases	
		this lesson is to highlight		to educate the	
		the extent to which HIV is		learners about what	
		an epidemic and highlight		they could be	
		how serious this is to		vulnerable to, and	
		learners.		how they can seek	
				help.	
		This lesson will also			
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		introduce other diseases			
		such as NCDs, HBP, TB,			
HIV & AIDS		diabetes and STIs.			
	5. HIV and Me	This lesson highlights	1.	To further emphasise	
		dramatically to learners		the mode of HIV	Transmission
		how quickly and easily the		transmission, as well	
		HI Virus spreads in certain		as the frequency and	Vulnerability
		situations. It does this		speed of infection.	
		rererence to life-stories			Frequency and
		collected from people	2.	To reference back to	Speed of
		living in South Africa to		lesson two about the	Infection
		emphasise the		danger of alcohol and	
		importance of		drugs on your body,	Alcohol and Drug
		understanding how you		as well as how it could	Abuse
		could be vulnerable to the		increase your	
		HI Virus and encourages		vulnerability to HIV.	HIV& AIDS
		learners to reflect on the			
		ways they can protect	3.	To discuss the topic of	Relationships
		themselves. It marks a		contraception and its	with others
		good halfway point in the		importance, in light of	
		programme to highlight		increasing one's	Physical health
		the importance of		vulnerability to	
		HIV&AIDs education.		HIV&AIDs.	Mental health
		Topics from drugs, alcohol	4.	For learners to	Contraception
		and unsafe sex will be		understand their role	
		touched upon.		in passing on HIV &	Support network
				AIDs knowledge to	
				their support	
				network.	

Relationships 6. Me and My Relationships Relationship Recognize the signs of Remotions Remotions Remotions Remotions Remotions Remotions Remotions Relationship Recognize the signs of Remotions Remotions		_				
learners could experience throughout their life — both positive and negative ones. a bad friendship or if they are being bullied. Communication Firstly, this lesson looks at the personal attributes required to be a good friend as. Learners are encouraged to consider and examine the characteristics of a good friend and which of these characteristics they embody. This lesson will discuss the effects of bullying, and how being friendly will have a positive impact on others, as well as yourself. Self-esteem emotions. Bullying To define what a bully is. Personality Personality Support Support Support Friendship Friendship Communication Self-esteem emotions. Bullying A. To discuss the impact of bullying and how everyone should be supportive of each other. Peer-Pressure Toxic Relations Toxic Relations Toxic Relations Friendship Friendship Communication Self-esteem emotions. Bullying A. To discuss the impact of bullying and how everyone should be supportive of each other. Peer-Pressure Toxic Relations	Relationships	6. Me and My	This lesson explores the	1.	Examine	
throughout their life — both positive and negative ones. a bad friendship or if they are being bullied. Firstly, this lesson looks at the personal attributes required to be a good friend as. Learners are encouraged to consider and examine the characteristics of a good friend and which of these characteristics they embody. This lesson will discuss the effects of bullying, and how being friendly will have a positive impact on others, as well as yourself. 5. To recognize the impact ocommunication about emotions. Bullying 3. To define what a bully is. Personality Friendship Communication Self-esteem emotions. Bullying 4. To discuss the impact of bullying and how everyone should be support other. Future Support of bullying and how everyone should be supportive of each other. Future Toxic Relations		Relationships	various relationships that		characteristics of a	
both positive and negative ones. recognize the signs of a bad friendship or if they are being bullied. Firstly, this lesson looks at the personal attributes required to be a good friend as. Learners are encouraged to consider and examine the characteristics of a good friend and which of these characteristics they embody. This lesson will discuss the effects of bullying, and how being friendly will have a positive impact on others, as well as yourself. To recognize the signs of they are being bullied. Communication Self-esteem emotions. Bullying 3. To define what a bully is. Personality Friendship Communication Self-esteem emotions. Bullying 4. To discuss the impact of bullying and how everyone should be supportive of each other. Future Support Other. Peer-Pressure Toxic Relations			learners could experience		good friend and to	
negative ones. a bad friendship or if they are being bullied. Firstly, this lesson looks at the personal attributes required to be a good friend as. Learners are encouraged to consider and examine the characteristics of a good friend and which of these characteristics they embody. 4. To discuss the impact of bullying and how everyone should be supportive of each on thers, as well as yourself. 5. To recognize the impact ocommunication about emotions. Bullying 4. To discuss the impact of bullying and how everyone should be supportive of each other. Peer-Pressure Toxic Relations Toxic Relations Toxic Relations Abad friendship or if they are being bullied. Communication Emotions Self-esteem emotions. Bullying 4. To discuss the impact of bullying and how everyone should be supportive of each other. Future Toxic Relations Toxic Relations Toxic Relations Toxic Relations behavior. This will involve discussion about peer			throughout their life –		consequently	
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The educator will discuss adolescent sexual behavior. This will involve discussion about peer can feel pressured to engage in sexual behavior that could have serious impacts			yourself.	5.	To recognize toxic	
adolescent sexual behavior. This will involve discussion about peer behavior that could have serious impacts					relations where one	
behavior. This will involve behavior that could discussion about peer have serious impacts			The educator will discuss		can feel pressured to	
discussion about peer have serious impacts			adolescent sexual		engage in sexual	
			behavior. This will involve		behavior that could	
pressure from engaging in on your future.			discussion about peer		have serious impacts	
			pressure from engaging in		on your future.	

		sexual relations. In pairs,			
		learners will draw up	6.	To come up with an	
		action plans to avoid		action plan to avoid	
		being in a situation that		being in a situation	
		they may be in high risk,		that may be high risk.	
		for instance when alcohol			
		and drugs could be			
		involved.			
Relationships	7. Me and My	This lesson will look at	1.	To maintain creating a	
	Emotions	how the learners deal		safe space for the	Anger
		with their own emotions		leaners.	Management
		– from anger to			
		happiness. The educator	2.	For learners to grasp a	Love
		will highlight how it is		better understanding	
		important for learners to		of all the kinds of	Normalising
		speak about their feelings		emotions they have,	Emotions
		with their friends, as well		and how to deal with	
		as their family. By this		them effectively.	Communication
		point in the course, the			
		learners should recognise	3.	To encourage leaners	Hormones
		how these lessons are		to identify their circles	
		safe places, they should		of support and to	Violence
		feel free to speak openly.		communicate to their	
				closed ones such as	Triggers
		The educator will discuss		their family or friends	
		methods of dealing with		when they are feeling	
		anger, rather than turning		sad or lonely.	
		to arguments or violence.			
		The educator will	4.	To discuss other	
		reference home life, as		outlets for learners to	

		all as all and a	Ι	I sala I II	
		well as other triggers of		turn to when they are	
		anger.		angry, as opposed to	
				arguing or being	
				violent.	
Community	8. An Equal	This lesson importantly	1.	To be able to define	
	Society for	introduces how both		and explain gender	
	Everyone	genders should be on an		equality.	
		equal standing.			
			2.	To explore some of	Domestic
		The lesson will explore		the causes and	Violence
		gender perception in		consequences of	
		order to dispel beliefs of		gender inequality.	Gender Violence
		superiority and to instead			
		encourage equality .	3.	To understand how to	Gender Equality
				promote gender	
		This lesson will reference		equality in the	Anger
		the previous lesson, 'Me		classroom and	Management
		and My Emotions' to		outside.	
		explore how to handle			
		arguments with loved	4.	To discuss how to deal	
		ones calmly, instead of		with arguments	
		violently. Furthermore,		effectively, instead of	
		the educator will		turning to violence.	
		introduce the topic of			
		consent, in terms of	5.	To empower both	
		consensual sexual		genders about the	
		relations. Learners should		prospect of a world	
		gain a solid understanding		where everyone is	
		of what the word 'no'		equal and how this is	Goal Setting
		means in these		beneficial to	

circumstances, and how the absence of this agreement means the act would be classified as rape. It would also be rape if one refused to wear a condom. The educator can use this as well as other STIs. Community 9. My Home and My Community 10. To analyse good and bad home environments. The educator will discuss that they are part of. The educator will discuss the possible social pressures that the educator will discuss how the learners can seek support if they find it to consent means and the importance of getting this before engaging in sexual relations. To underline what consent consent means and the importance of getting this before engaging in sexual relations. To emphasise the importance of wearing condoms. To analyse good and bad home environments. Empowerment Consent consent means and the importance of getting this before engaging in sexual relations. To emphasise the importance of wearing condoms. Be worn in order to reduce HIV transmission, as well as other STIs. Community 9. My Home and My the home lives of the bad home environments. Empowerment Consent consent means and the importance of getting this before engaging in sexual relations. To emphasise the importance of wearing condoms. Be warning condoms. 1. To analyse good and bad home environment bad home environments. Empowerment Contraception Contraception To analyse good and bad home environments. Environment Social pressures The educator will discuss the possible social pressures receiving a lack of support, or stuck in an abusive relationship. 3. To emphasise how the learners are part of the whole world community, and that Recycling						
agreement means the act would be classified as rape. It would also be rape if one refused to wear a condom. The educator can use this as a further opportunity to highlight how wearing condoms should always be worn in order to reduce HIV transmission, as well as other STIs. Community 9. My Home and My the home lives of the learners, from families to the wider communities that they are part of. The educator will discuss the possible social pressures that the learners can find the learners can seek the whole world 6. To underline what consent that consent means and the importance of getting this before engaging in sexual relations. Contraception relations. 7. To emphasise the importance of wearing condoms. 8. To analyse good and bad home environments. 8. To give information for learners to seek help when they are receiving a lack of support, or stuck in an abusive relationship. 8. To emphasise how the learners are part of the whole world			circumstances, and how		everyone.	Empowerment
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themselves under. The educator will discuss how learners are part of the learners can seek the whole world			pressures that the		support, or stuck in an	
educator will discuss how learners are part of Support the learners can seek the whole world			learners can find		abusive relationship.	
the learners can seek the whole world			themselves under. The	3.	To emphasise how the	
			educator will discuss how		learners are part of	Support
support if they find it to community, and that Recycling			the learners can seek		the whole world	
			support if they find it to		community, and that	Recycling
be missing at home, or if it is important to care			be missing at home, or if		it is important to care	

		they are having troubles		for the earth.	Littering
		within their community.			
		Examples will be given by	4.	To illustrate how	Environment
		the educator, such as girls		having respect for	
		having their periods, or if		your home, reflects	The World
		their family are against		onto yourself and	
		them continuing with		your own self-image.	Self-Image
		their antiretroviral			
		medication. This lesson	5.	To place responsibility	Respect
		will shine a light on how		on the learners to	
		learners can access help.		become ambassadors	Ambassadors
				for change. From	
		The educator will also		caring for their	Change
		place emphasis on having		community, to sharing	
		respect for where you live		the education they	
		– from your home to your		have about HIV &	
		community in general.		AIDs.	
		The lesson will highlight			
		how learners should not			
		litter and recycle their			
		rubbish. The educator will			
		emphasize how the			
		learners are not just parts			
		of their own community,			
		but part of the whole			
		world community.			
Entrepreneurship	10. Igniting	This lesson is all about	1.	To offer alternative	
	Your Ideas	empowering the learners		career choices.	
		about their capabilities	2.	To add a real-life	
		and future possibilities.		perspective into the	Finances
	1				

We encourage		lessons and for the	
entrepreneurship in all		learners to envisage	Idea generation
kinds. We want them to		themselves as	
be agents of change in		individuals who will	Job Creation
their communities.		eventually be earning	
The lesson starts with a		their own incomes.	Future
discussion of what an	3.	To urge learners to	
entrepreneur is. The		consider <i>creating</i> jobs,	Goal Setting
positives and negatives of		rather than <i>getting</i>	
running a business are		jobs.	Value of Money
then discussed.	4.	To ignite positive	
Learners are to be		mind-sets and to get	Careers
encouraged by the		learners to consider	
educator to think as		becoming part of the	
innovatively as possible		business-led	
with potential business		development across	
ideas		South Africa.	