

# SMART LIFE

## Sexuality Mentoring AIDS Relationship Training, Life Skills and Family Education

**Smart Choices = Smart Life**



### VISION

A Global Relationship & Sexuality  
Transformation & Reformation

**Buckminster Fuller -**

*"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete!"*

**Rommel Abitria -**

*"Youth, who compose a majority of the population of the world, If empowered can change a mindset, a perspective and even a culture."*

**Sir Herbert Read -**

*"Great changes in the destiny of mankind can be effected only in the minds of little children."*





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# WHAT IS THE SMART CHOICES PROGRAM?



## THE SMART CHOICES PROGRAM IS:

A value-based, character-building learning program. Part of the Smart Life series  
Teaching children and young people of all ages to make smart choices for a smart life

## THE PREMISE

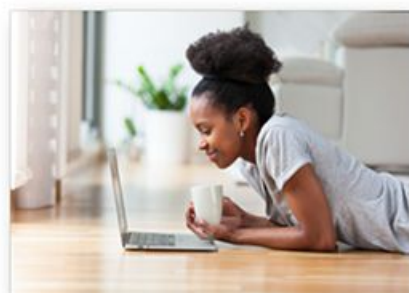
SMART VALUES= SMART CHOICES= SMART CHARACTER=  
SMART LIFE= SMART DESTINY

Teaching smart positive values contributes to making smart responsible choices

Consistently making smart choices over time builds good positive character

Smart character contributes to attaining a smart life

A smart life influences the achievement of dreams & destiny



## TWO MAIN SMART THEMES:

### A. SMART CHOICES FOR A SMART LIFE

#### SMART CHOICES

Making smart choices, refers to the ability, the power and the opportunity to make clever, ingenious, quick-witted, morally accountable, responsible choices independently!

#### SMART LIFE

Relationship and sexual health, wholeness and wellness  
[Physically, emotionally, socially, mentally and spiritually]

### B. SMART CHOICES FOR SMART SAFETY

#### SMART SAFETY

The right to feel safe at all times

#### SMART HELP

The right to talk with someone about anything no matter what it is.



# WHO IS THE SMART CHOICES PROGRAM FOR?



## 1. EDUCATORS

Educators, parents, caregivers, teachers, counselors etc  
[Education, social, health, medical,  
protection & psychological services, FBO's]

## 2. SCHOOLS

A curriculum for learners of all ages

**FET PHASE**

**SENIOR PHASE**

**INTERMEDIATE PHASE**

**FOUNDATION PHASE**

**EDUCATORS: AGES 0-18+**

## A MULTI-LEVEL [COMMUNITY] APPROACH

All members of a community speaking the same message to  
Children & young people

*It takes a whole village to raise a child! [An African Proverb]*



# WHY THE SMART CHOICES PROGRAM?

## THE PROBLEM

Sexually-related risk behavior among youth has become a great reason for concern. Early sexual involvement, rampant experimentation, prostitution and other forms of promiscuity, damage young people emotionally, mentally, socially and spiritually and make them vulnerable to teenage pregnancy, sexually transmitted infections and HIV and AIDS. HIV infection among young people in South Africa, is consistently high. Teenage pregnancy is a general phenomenon and causes many young girls to drop out of school, preventing them from developing their full potential and they remain caught up in a poverty cycle. Many children have no choice about being exposed to adult sexual behavior at an early age, because of their socio-economic circumstances. The effect of child sexual abuse, rape, using children for commercial sex and exposing children to pornography, is negative and destructive. Many of the social pathologies which characterize our communities (i.e. alcohol and drug abuse, HIV and AIDS), have a symbiotic relationship with irresponsible (often abusive) sexual behavior. The President's speech [May 2020] indicating an increase in gender-based violence and other reports citing the increase in spousal abuse and child sexual abuse served to highlight the brokenness of families and communities, once again, that is now exacerbated by the extremely challenging situation the world currently faces and where people find themselves confined. Living in a sex-saturated world, and the constant exposure to distorted relationships and sexuality through various forms of media, negative role modelling regarding gender intensifies this situation. Currently debates and discussions regarding Comprehensive Sexuality Education (CSE) in social media and the press that are of concern for citizens of South Africa, particularly, parents and caregivers of children, are still ongoing.

## THE SOLUTION

- Educators, parents, children, need to be equipped, positive role models and leaders need to be raised up, values such as caring, dignity, respect, responsibility etc. need to be instilled so that the next generations can attain relationship & sexual health, wellness, wholeness and inherit a positive smart moral legacy.
- It is imperative that effective initiatives at macro and micro levels are devised and implemented, to address these issues, particularly, in the light of the fact that schools will be reopening in January 2021 for the new school year.

## THE SMART CHOICES PROGRAM

- Smart choices is a value-based, character-building package.
- The majority of the program activities have been piloted and implemented in schools since 2002
- Mostly as part of official South African Education Programs in schools.
- The programs have subsequently been packaged into modules and age groups
- Core principles and messages are repeated throughout the programs to ensure internalization and reinforcement.
- The programs are very specialized, in terms of the main focus being on specific relationships and sexuality education.



## NO SIMPLISTIC ANSWERS

Smart choices does not provide simplistic answers (like a “just say no” approach) to a youth sexual crisis. The principles in the smart choices program in different situations have been effectively and successfully taught and implemented in different contexts and situations over many years.

### ***The following is emphasized in the program:***

- Behaviour change principles that have been identified in research to bring about positive behaviour change form the foundation of the program.
- Character development principles form a vital part of teaching Smart choices and are based on the premise that change from within a person, i.e. building a person's character, will influence/affect their outward/social behaviour.
- Relationship & sexuality education principles Which aim at the development of the whole person (physical, emotional, intellectual, spiritual and social) towards becoming a responsible man or woman, is an integral part of the Smart Choices program. These principles will contribute towards positive behaviour change across the whole spectrum of behaviour.
- Knowledge, values & skills form the basis of each theme. Most of the themes discussed are directly or indirectly linked to beliefs, attitudes, experiences and behavior.
- Multi-level approach Training for educators: parents/caregivers, teachers etc. We all have to accept the challenge to support and help children and young people to develop positive responsible behavior, change behavior which is risky, dangerous and destructive to themselves and others and to learn to protect themselves. In this way they will be able to make a difference to the social fiber of the country
- A thorough understanding of what Effective, Responsible, Relationship & Sexuality Education, entails is critical in order to protect the child's right to innocence and not to harm the child.

## EFFECTIVE RELATIONSHIP & SEXUALITY EDUCATION HOW NOT TO HARM THE CHILD!

### ***SEXUALITY EDUCATION A SPECIALIZED FIELD***

- Education is a specialized field and Relationship & Sexuality education is a very specialized field within the field of Education.
- The aim is always to protect the child's right to innocence and not to harm the child.
- The overarching aim is Relationship and Sexual Health, Wellness and Wholeness [physically, emotionally, mentally, socially, spiritually]
- This takes special didactic skills offered by equipped parents and trained educators in order to guide and support children towards responsible adulthood and assist them towards making informed, responsible and smart relationship and sexual choices.
- Scare tactics or moralistic, judgmental approaches are ineffective.



## **KNOWLEDGE, VALUES & SKILLS**

- Sexuality education is based on outcomes-based education utilizing a delicate, balanced approach between information, values and skills. Through skillful didactic methods children are guided through appropriate information to internalize values that give meaning to their lives and to practice skills to reinforce values
- This information is always age and phase appropriate as to not harm the child.
- Whose values? The values that parents teach their children should be taught in schools. The school is an extension of the home. Mostly these values are universal [core/common] values, not attached to a particular religion, but extremely important for the survival & wellness [physical, emotional, mental, social and spiritual] of communities and society, such as human dignity, respect, responsibility, loyalty, trustworthiness, compassion, etc.
- Values that are contradictory to those taught at home, can cause confusion and create conflict, and contribute to a chasm developing between parents and children resulting in dysfunctional relationships and families.
- Once these values have been internalized, children will be inspired to ask the question: What must I do to live according to my values?
- They will be motivated to learn and practice life skills to enable them to adhere to their values, such as critical thinking, responsibility, problem solving, decision making, conflict resolution, assertiveness, communication etc.
- Values become their compass. Skills become their survival kit that strengthens and helps them to stick to their values.

## **SEQUENTIAL BUILDING BLOCKS**

- Effective Relationship & Sexuality Education consists of sequential building blocks for every age and phase of a child's development from birth to adulthood.
- These stages of development have to be mastered successfully and will have an impact on adjustment in adulthood.

## **PARENTS AS PRIMARY SEXUALITY EDUCATORS**

- Parents are the primary sexuality educators of their children. They should be equipped to handle Relationship and Sexuality education from birth throughout all the phases of a child's development. This is their responsibility, right and prerogative.
- It is imperative that parents become equipped to conduct relationship & sexuality education with their children, particularly in the light programs, the media and friends that reflect values that are contradictory to their own.

## **THE SCHOOL STRENGTHENS. SUPPORTS AND REINFORCES PARENTAL VALUES & PRINCIPLES**

- Educators are equipped to address and handle sexually-related questions and situations during the preschool, foundation phase and throughout all the other phases.
- The principles and values instilled by the parents are therefore further strengthened, supported and reinforced at school in an age/phase appropriate manner and in a safe and conducive environment by the educators at school.
- From Grade 5, educators present Relationship and Sexuality education formally as part of the life orientation curriculum.



### **CULTURE RELEVANT**

- Sexuality Education should always be relevant to the culture within which it is taught. That which is developed in other countries cannot be imposed and generalized to a particular culture.
- The fact that every culture is unique with its own dynamics and challenges should be considered and be the norm. South Africa, has a very unique and very diverse culture.
- Programs that have been tested and tried, approved and accepted and represented by the different cultures, should be considered.

### **EDUCATIONALLY ACCOUNTABLE**

- Sexuality education should always be done in an educationally accountable manner. If not it will harm the child relationally, emotionally and mentally. Under no circumstances should explicit case studies/ examples/activities be utilized or techniques be taught that can confuse, cause distortion and harm the child.
- Sensitive issues are not avoided, but are addressed in a phase appropriate manner, it's not the content that is the issue, but also HOW it is presented that can harm the child.
- Any person who does not understand educationally sound Relationship & Sexuality Education does not realize the untold harm and damage that can be caused by inappropriate programs that subtly impose distorted values as well as lead to the early sexualizing of children.
- It is imperative therefore, to teach sound responsible Relationship and Sexuality education principles and concepts, so that when children are exposed to distorted concepts [that are not in line with their parents and culture's values] through the media, friends or programs, they instantly recognize the difference and can reject it. Values have been internalized and they have been skilled in critical thinking. "Children should be immunized with the truth so that they immediately recognize the counterfeit".

### **CONCLUSION**

When sexuality education becomes sex information, it leads to promiscuity and an escalation in sexually- related problems.

Sexuality Education is NOT like any subject i.e. Biology, Geography, Mathematics or even Life Orientation.

Effective, character -building, value- based Relationship & Sexuality education for all sectors of society is needed that will impact children, families, schools, communities, and bring about Restoration, Healing and Relationship & Sexual Health, Wellness & Wholeness of our nation.



# SUCCESS STORIES



## THE SMART LIFE PROJECT IN RETHABISENG

In 2010 the SMART LIFE program was rolled out at the Mpumelelo Secondary School in the community of Rethabiseng, located in the Tshwane Metropolitan of Gauteng. It was introduced on a very small scale, as an outreach project of a Pretoria high school, to Grade 8 learners in Rethabiseng.

The next year, the Grade 8 Sexuality training was augmented by the RADS leadership program and this leadership training of peer supporters, continued in the subsequent 3 years. Each year the number of learners who attended the Grade 8 Sexuality workshops increased until in 2014, all the Grade 8 and 9 learners (~400) of the school were able to attend one of the 15 sexuality workshops held that year. Here are excerpts from some of the students' feedback after each work shop:

- "I will never forget this day";
- "Thank you for telling us about life";
- "I have learnt to forgive other people & to love and respect, [be] responsible, confidential & loyal";
- "I learnt to abstain, to be a good, honest, strong & respectful man in my life. Not to rush into big things such as sex. I learnt [the] ABCD approach & values." Tmedi Mahlangu. (September
- "Today I have learnt about how to make choices & how to control them."

From the anecdotal evidence supplied by a senior teacher, Ms Felicia Nkosi, the pregnancy rate went from 39 in 2010 to about 8 in 2014. The then principal, Ms Maggie Thulari commented that she had seen an improvement in the character development of the students, and that the RADS Peer Support group had been instrumental in helping to change the culture, values and attitudes towards sexuality in the school. The academic results of the graduating students also improved over those years. The pass rate increased from approximately 78% to approximately 98% in 2014.

The SMART LIFE program has been truly successful in changing sexual behavior in South Africa, and the reason for this was borne out by research done by a top international team, led by behavioral scientist, Joseph Grenny. He reported in his co-authored book, "Influencer: The New Science of Leading Change"<sup>1</sup>, how individual behavior could be positively changed by 270% and that of a community, by 1000%, by using six sources of influence to enable vital behaviours. This was evidenced by the rehabilitation of prostitutes in the Nairobi slum, among many other research projects. The success of Dr Darleen's program can be attributed to the fact that the RADS program in particular, embraces all six of these sources of influences. That is why we are endeavoring to implement a multi-level approach, targeting the parents, teachers, student-leaders and students of a community. Once a community has been saturated and facilitators trained to continue the sustainability of the program, the program will be launched in the next community. If the full set of SMART LIFE programs could run concurrently in a school and its community, they would have the potential to change society and reclaim and redeem our precious youth. 1(Grenny, J, et al, Influencer: The New Science of Leading Change



### FOR MORE INFORMATION CONTACT:

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June Anderson +27 83284200





# FEEDBACK FROM PARTICIPANTS

## • LEARNERS

- I walked in thinking it would be awkward for all of us to learn about sexual things together and that we would be bored. But clearly, I was wrong." "This day was inspirational, amazing, truthful and fun!"
- "I have learnt to value myself, to act my age, to set boundaries and respect myself; to avoid emotional baggage; to make good choices, achieve my goals and to forgive myself. It'll help my future. I'll be smart and successful!"
- You have changed my entire life in 9 hours. My past, present and future, thank-you.
- I loved this day. I was more confident than usual and I broke out of my shell. I volunteered for things that I never would have done a week ago. I feel good about myself today. This was a wonderful experience.
- This program can change the lives of our generation. Change is within us- honour and respect one another

## • RADS PEER SUPPORT

- These last few days, I have learned to help our youth of today. Thank you for helping me change the world and for helping me in my own life that has started to become challenging.
- I enjoyed the Camp because I learned a lot how to live a life of integrity and self-leadership and I like being a RAD. Everything was just fantastic and we had a lot of fun. As we are now well-equipped and transformed.
- I had fun and got to socialize and meet new people and improve my confidence. I also got strategies to improve my values and skills.
- I have especially learned to be a dreamer and a goal-Reacher. I have learnt to be more powerful than expected and how to support others.





### • RADS “RADICALLY DIFFERENT SPECIES” PEER SUPPORT

- We were very encouraged by the news of the remarkable success of the RADS Peer Education Program. Since 2002 ongoing training in this program has been continuing in four provinces. Here are some of the amazing statistics of educators and learners who have been trained:

Province	Free State	Limpopo	Mpumalanga	North West
No. of Learners trained as Peer Educators	11 700	18 400	35 000	10 000
No. of Teachers trained as Peer Mentors	1 170	1 700	10 000	1 300
No. of out of school Youth trained in RADS	60			
HIV/AIDS, Sexuality & Life Skills Program			45 000	
HIV/AIDS,- Care & Support			27,000	

### • EDUCATORS

- “I think a workshop of this caliber should be for the entire staff. We are all faced with the same problems on a daily basis”
- “This is so wonderful came at the right time when sexual abuse is happening a lot. I wish more educators can be able to attend this”
- This type of training mustn't be a once-off training but a continuous workshopping experience
- I think workshop of this calibre should be for the entire staff. We are all faced with the same problems on a daily basis
- This opened my eyes and my way of thinking about sexual abuse, easier now to help and discuss with learners

### • PARENTS

- It encourages communication between parents and their kids which is something very rare in our culture.
- Parents can teach their children at a tender age the principles of sexual wholeness and a sexuality reformation
- I like the way parents were enabled to see the value of being open to their children and not secretive
- It gives parents a chance to heal their past as much as it enables them to help prevent history from repeating.
- It made me realize the flaws that I had carried due to the kind of parenting I received, hence change my attitude in that regard. It also equipped me to be a better parent, clearer vision of how family operates.





# HOW DOES THE SMART CHOICES PROGRAM ALIGN WITH THE SCHOOL CURRICULUM?

## CAPS [NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT]

- The lesson plans have been aligned with the outcomes and topics of Caps [Life skills for foundation & intermediate phases] and Caps [Life orientation for the senior phase].
- A curriculum is available for the FET phase [SMART LIFE - Grade 10] [SMART SAFETY - Grade 11] [SMART PARENTHOOD - Grade 12], but is not Caps aligned.

## PURPOSE

The overall purpose of the Smart choices program is to supplement and complement the Life skills & Life Orientation learning program in schools by teaching specific relationship and sexuality education principles

## SLPS [SCRIPTED LESSON PLANS]

- The lessons for each grade have been developed for the educator. These scripted lesson plans [SLPs] contain activities that will assist educators to teach in line with Life skills & Life Orientation Annual Teaching plans [ATPs].
- A broad overview [smart lesson overview] and guidelines to present the activities are indicated for each lesson. Each lesson forms a building block for the next lesson and therefore it is imperative that lessons be taught sequentially.

## TIME ALLOCATION

The time for a lesson is 60 mins, but may also be taught over 2 periods of 30 min each, should the period of 60 mins not be available, provided the lesson is completed

## ASSESSMENT

- Informal assessment: The activities and discussions can be informally assessed during the discussions and activities [peer, self, educator] and through completion of the worksheets.
- Formal assessment: A worksheet for formal assessment is indicated after each segment.
- Educators can allocate marks according to the broader assessment of life skills and life orientation.

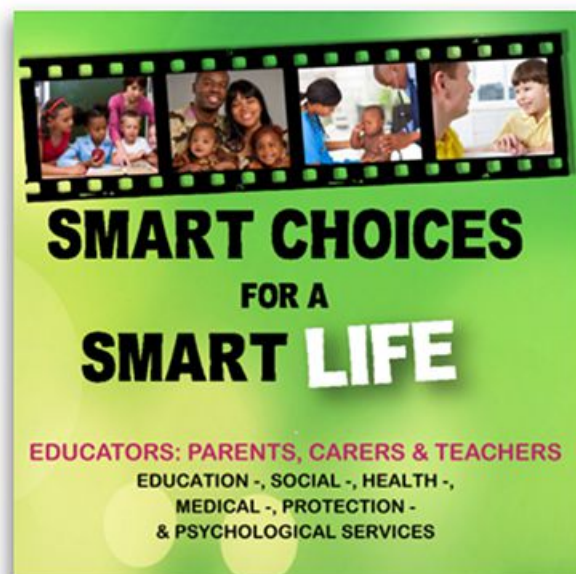
## PARENT/ CAREGIVER INVOLVEMENT

- Learners are encouraged to have discussions about the topics from their workbooks with their parents
- This will allow learners to further internalize what they have learnt and enhance communication between them



# WHAT ARE THE SMART CHOICES COURSES/PROGRAMS THAT ARE AVAILABLE?

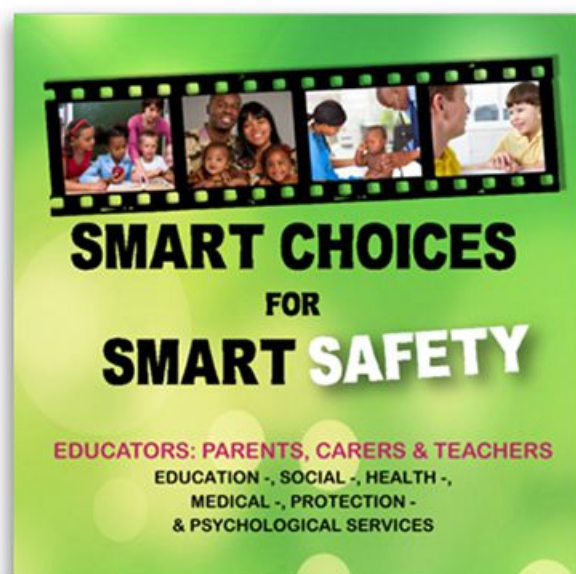
## 1. COURSES FOR EDUCATORS



### SMART CHOICES for a SMART LIFE

The main purpose of these three sessions is to Equip educators to guide and Teach children and young people, Relationship and Sexuality Education principles throughout the phases of development to enable them to Make smart, responsible Relationship & sexual choices For a smart life!

*Educating the mind without educating the heart  
Is not education at all - Aristotle*



### SMART CHOICES for SMART SAFETY

The main purpose of these three sessions is to Equip educators to guide and Teach children and young people to make smart choices to keep safe by Taking care of their bodies, protecting themselves, Finding help when they feel unsafe and Viewing social media critically & wisely.

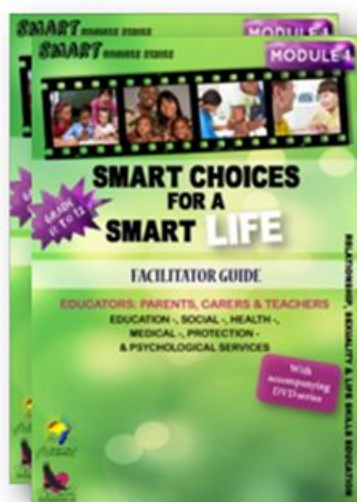
*We cannot protect our children from life!  
Therefore it is essential that we prepare them for it! - Rudolf Dreikurs*



## 2. PROGRAMS/LESSONS FOR LEARNERS

**SCHOOL CURRICULUM:**  
EDUCATORS GUIDE & LEARNERS WORKBOOKS  
AVAILABLE FOR EVERY GRADE

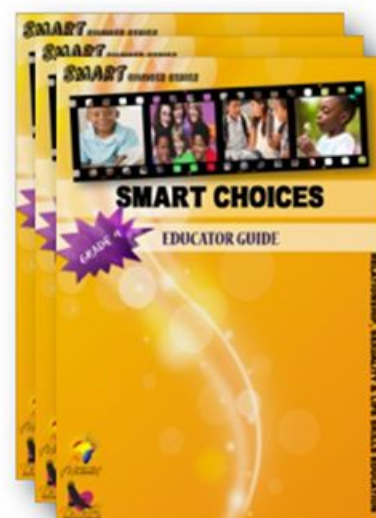
**EDUCATOR'S PROGRAM**  
GRADE R to GRADE 12



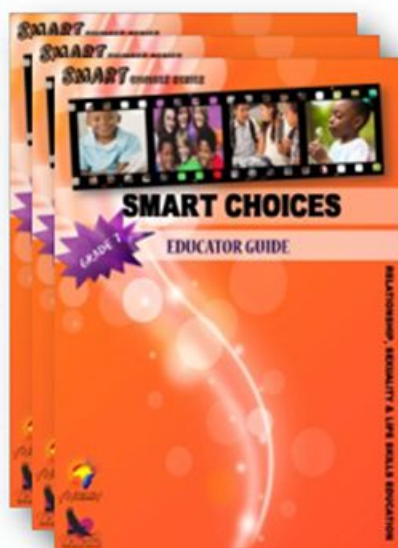
**FOUNDATION PHASE**  
PROGRAM  
GRADE R to GRADE 3



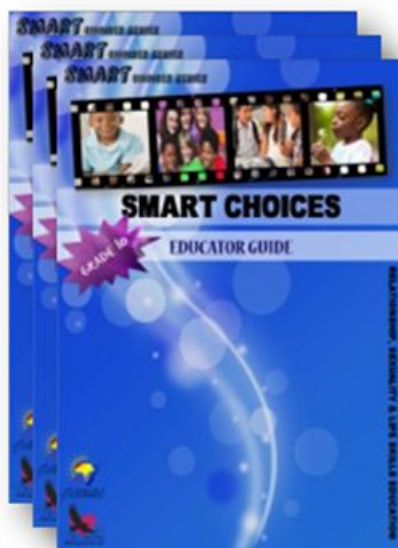
**INTERMEDIATE PHASE**  
PROGRAM  
GRADE 4 to GRADE 6



**SENIOR PHASE PROGRAM**  
GRADE 7 to GRADE 9



**FET PHASE**  
PROGRAM  
GRADE 10 to GRADE 12



**PEER SUPPORT**  
PROGRAM  
GRADE 8 TO GRADE 12





# WHAT ARE THE STEPS I MUST TAKE TO UTILIZE THE SMART CHOICES PROGRAM?

## PARENTS/CAREGIVERS

A parent/ caregiver that is interested in attending the smart choices course can do so online.

1. Send an email to [smartchoices@drdarleen.co.za](mailto:smartchoices@drdarleen.co.za)
2. On receipt of your request, an invoice will be emailed to you.
3. On receipt of payment (AFTER 11 JANUARY 2021) you will receive a password to go online
4. The pdf workbook must be downloaded and printed
  - It is suggested that the two modules on video are viewed three times.
  - The first time without the workbook.
  - The second time fill in the answers in the workbook.
  - The third time the answers in the workbook should be checked.
5. An online session will be hosted to verify and answers any questions.
6. Evaluation and certification if such a need exists in the case of parents/caregivers.
7. Take note: the finalization of the online courses could necessitate an adjustment to these steps]

## EDUCATORS AT A SCHOOL/HOME SCHOOL

The procedure for interested schools, church, and organizations is as follows:

- Send an email to [smartchoices@drdarleen.co.za](mailto:smartchoices@drdarleen.co.za) to indicate your interest
  - The programs: Educators guides & learner workbooks can be ordered by the school.
  - Follow these steps:
1. Contact the SLM office by sending an email to [smartchoices@drdarleen.co.za](mailto:smartchoices@drdarleen.co.za) With the completed form "Request for information from school" attached.
  2. On receipt of your request, an invoice will be emailed to you
  3. On receipt of payment.  
the educator will receive a number to go online.
  4. The pdf workbook must be downloaded and printed
    - It is suggested that the two modules on videos are viewed three times:
    - The first time without the workbook.
    - The second time fill in the workbook;
    - The third time the answers in the workbook should be checked
  5. Two online Zoom sessions will be hosted to verify and answer any questions – a test to be completed.
  6. Evaluation and certification. Take note.
  7. Once all these requirements have been met, a licensing certificate for a specific period will be issued.
  8. The school can then place an order for the material.
  9. The license is valid for one year, after which application needs to be made for a new year that will be granted after registration fees have been paid, an evaluation and a refresher course is attended.



# WHAT ARE OTHER IMPORTANT MATTERS THAT I HAVE TO TAKE NOTE OF TO UTILIZE THE SMART CHOICES PROGRAM?

## 1. THE RESPONSIBILITY AND ROLE OF THE SCHOOL/ORGANIZATION:

SMART LIFE IS A CURRICULUM & TRAINING PROVIDER ORGANIZATION. THEREFORE, IT IS THE RESPONSIBILITY OF THE SCHOOL/ORGANIZATION TO:

- OBTAIN AUTHORIZATION FOR IMPLEMENTATION OF THE SMART CHOICES PROGRAM INTO THEIR SCHOOLS FROM THE DEPARTMENT OF EDUCATION/SGB'S PRINCIPALS ETC.
- COVER THE COSTS FOR THE TRAINING OF EDUCATORS, EDUCATORS GUIDES AND LEARNER WORKBOOKS AND /OR OBTAIN FUNDING FOR THE IMPLEMENTATION OF THE PROGRAM
- DECIDE HOW TO IMPLEMENT THE PROGRAM TO FIT INTO THEIR SCHOOL CURRICULUM AND SYSTEM
- ENCOURAGE PARENTS/CAREGIVERS TO ATTEND THE SMART CHOICES COURSE ON LINE TO ENSURE THAT THE SAME MESSAGE AND VALUES ARE IMPARTED BY PARENTS AND EDUCATORS.

## 2. OFFICE REOPENING

- THE SMART LIFE OFFICE WILL REOPEN FOR ENQUIRIES ON THE 11TH JANUARY 2021

## 3. COSTING

### **EDUCATOR TRAINING: R3, 500.00**

[INCLUDES ONLINE TRAINING; EDUCATOR WORKBOOK; EDUCATOR GUIDE, ASSESSMENT, CERTIFICATION, ZOOM FOLLOW UP MEETINGS X 2]

### **MORE THAN ONE EDUCATOR AT A SCHOOL**

[DISCOUNT CAN BE NEGOTIATED]

### **EDUCATOR ANNUAL LICENSING FEE: R850.00**

[INCLUDES REFRESHER/ENRICHMENT COURSE]

### **EDUCATORS GUIDES & LEARNERS WORKBOOKS**

[WAITING FOR PRINTERS IN ORDER TO RELEASE COSTS]

### **PARENT TRAINING: R500. 00 MODULE 1; R500.00 MODULE 2**

[INCLUDES ONLINE TRAINING & PARTICIPANT WORKBOOK]

**PLEASE TAKE NOTE: THESE ESTIMATED COSTS ARE SUBJECT TO CHANGE**

## 4. ONLINE SCHOOL

- DEVELOPMENT OF THE SMART CHOICES TRAINING AS AN ONLINE COURSE, TO ENSURE GREATER AVAILABILITY, IS IN PROCESS AND WILL BE COMPLETED BY THE WEEK OF 11TH JANUARIE 2021



## CONTACT DETAILS



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WESTERN CAPE  
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[smartchoices@drdarleen.co.za](mailto:smartchoices@drdarleen.co.za)



### ABOUT DARLEEN

Dr. Darleen Edwards-Meyer is the Founder and Developer of the SMART LIFE Program.

Darleen attained a Higher Education Diploma, B.Ed. (Cum Laude); M.Ed. (Cum Laude), a Ph.D. in Social Education (investigating problems in the area of parenting, sexuality and alcohol & drug abuse) as well as a diploma in Family and Sexuality Education from the University of Pretoria.

She has been a Senior lecturer at Vista University, Pretoria University and the University of Stellenbosch for 17 years respectively. As a service provider for the Department of Education for 13 years, numerous official South African Education programs have been developed and implemented in schools and other organizations, inter alia, the first national Life Skills, HIV & AIDS and Sexuality program for Primary schools, a Peer Support Program "RADS" [Radically Different Species] and a Care & Support program for learners affected and infected by HIV & AIDS.

Darleen has authored and co-authored various articles and books in this field, inter alia, two Education textbooks for tertiary institutions "Smart choices for Responsible Choices. A guide for Educators".

The SMART LIFE Learning program was born out of her years of experience, research and studies.

### JOIN THE SMART LIFE MOVEMENT

A Smart life generation is arising!

An army of Reformers, City changers, Nation shakers, History makers!  
Join this revolution now!

To enlist, you must take a journey on the Smart life bus.  
Don't miss the trip of a life time. Jump on board,  
enjoy the ride and have lots of fun in the process!



### APPENDIX

1. Curriculum Overview
2. Excerpts from the program
3. Request for information from Schools/ Organizations/Interested Person/s



## 2. CURRICULUM OVERVIEW

### SMART CHOICES – FOUNDATION PHASE LEARNING OUTCOMES & TOPICS

OUTCOMES	GRADE R	GRADE 1	GRADE 2	GRADE 3
	TERM 1	TERM 1	TERM 1	TERM 1
Beginning knowledge & personal & social well-being	Me	Me		Feelings
Beginning knowledge & personal & social well-being	My Body			Keeping my body safe
Beginning knowledge & personal & social well-being				Rights & responsibilities
	TERM 2	TERM 2	TERM 2	TERM 2
Beginning knowledge & personal & social well-being	Safety in and out of the home	My Body		
Beginning knowledge & personal & social well-being		Keeping my body safe		
	TERM 3	TERM 3	TERM 3	TERM 3
Beginning knowledge & personal & social well-being			People who help us	

### SMART CHOICES - INTERMEDIATE PHASE LEARNING OUTCOMES & TOPICS

OUTCOMES	GRADE 4	GRADE 5	GRADE 6
	TERM 1	TERM 1	TERM 1
Development of self	Respect for my own body	Body image	Body image My body is changing
Development of self	Respect for the bodies of others	I can choose my relationships	Body image I am who I am
Development of self	Dealing with conflict	This is my body and I say what happens to it The benefits of good and safe relationships	Body image Acceptance of self Negative and positive peer pressure
	TERM 2		
Development of self	Emotions Why am I feeling this way?		Bullying and links to gender based violence
Development of self	Bullying		Bullies can change
Development of self	Responding to bullying		
	TERM 3	TERM 2	TERM 3
Social responsibility	Culture, society & sexuality	Child abuse- keeping myself safe from abuse	What is gender, stereotyping, sexism and abuse?
Social responsibility		Sexual grooming I can say No	Gender equality, stereotypes and bias
Social responsibility		Dealing with violent situations	
Social responsibility		Learning from our elders	
Social responsibility		Should boys & girls be treated differently	
	TERM 4	TERM 4	TERM 4
Health and environmental responsibility	HIV & AIDS basic facts transmission The story of Nkosi Johnson	Dealing with stigma of HIV	HIV & AIDS, stigma, care, treatment, support
	[TOTAL = 8 hrs.]	[TOTAL = 10 hrs.]	[TOTAL = 10 hrs.]



## SMART CHOICES - SENIOR PHASE LEARNING OUTCOMES & TOPICS

OUTCOMES	GRADE 7	GRADE 8	GRADE 9
The development of self in society	Concept: self image (2hrs)	Concept: self-concept formation and self-motivation (3hrs)	Goal setting skills: personal lifestyle choices (3hrs)
The development of self in society	Changes in boys (2hrs) and girls: puberty and gender construct (3hrs)	Concept: sexuality (3hrs)	Sexual behaviour and sexual health (4hrs)
	Peer pressure effects of peer pressure (3hrs)	Relationships and friendships: relationship at home, school and in the community (3hrs)	
Constructional rights and responsibilities	Dealing with abuse in different context: between adults and children and between peers (3hrs)	Informed, responsible decision-making about health and safety: HIV and AIDS (3hrs)	
Health, social and environmental responsibility			Health and safety issues related to violence (4hrs)
	[TOTAL = 11 hrs.]	[TOTAL = 12 hrs.]	[TOTAL = 11 hrs.]

## SMART CHOICES - FET PHASE LEARNING OUTCOMES & TOPICS (not Caps aligned)

GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>The development of self in society</li> <li>Health, social and environmental responsibility</li> <li>Constitutional rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>The development of self in society</li> <li>Health, social and environmental responsibility</li> <li>Constitutional rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>The development of self in society</li> <li>Health, social and environmental responsibility</li> <li>Constitutional rights and responsibilities</li> </ul>
Smart life	Smart safety	Smart parenthood
Smart destiny (2hrs)	Smart choices to care for my body (4hrs)	Smart life house (4hrs)
Smart goals (2hrs)	Smart choices to protect myself (4hrs)	House of character (4hrs)
Smart lifestyle (2hrs)	Smart choices to view media wisely (4hrs)	House of destiny (4hrs)
Smart character (2hrs)		
Smart relationship (2hrs)		
Smart life (2hrs)		
[TOTAL = 12 hrs.]	[TOTAL = 12 hrs.]	[TOTAL = 12 hrs.]



### 3. EXCERPTS FROM THE PROGRAM

ACTIVITY SHEET

GRADE 1



## Private and public

Mark which picture show it's public with a



private with a

☐☐☐☐☐☐

YOU ARE THE BOSS OF YOUR  
BODY!  
YOUR BODY BELONGS TO YOU!







## 7. SMART EMOTIONS

Please answer the following questions:

1. Your body is like a messenger (loudspeaker) that you should listen to. Name as many feelings as you can which your body could be warning you with. Write them around the figures below.
2. We all have the right to feel **Safe** at all times.

Smart  
courage



Heart beating fast

Goose bumps

Dry throat

Butterflies in your tummy

Shallow breathing

Sweaty palms

Tight tummy

Shaky legs

## EARLY WARNING SIGNS

We call these feelings. It is very important to recognize and become aware of these feelings because they are telling you that you are feeling unsafe and need to do something about it.





## 9. SMART PROTECTION

Look at these pictures and answer the questions



VERBAL BULLYING



PHYSICAL BULLYING



CYBERBULLYING

What do you think is happening in these situations?

How do you think the learners in these pictures are feeling?

**Frightened? Sad? Lonely? Shocked?**

What is bullying? When someone does **hurtful** things on purpose to another person. **There are 3 kinds of bullying: verbal, social and physical** bullying. **Label** the three types of bullying in the pictures above.

Draw more examples of social, physical and verbal bullying below.

**REMEMBER:** You have the right to be respected, but you also have the responsibility to respect yourself and others.

You also need to **speak up** so that the bully can find help.



## ACTIVITY SHEET

## GRADE 7



### 2. SMART FREEDOM



#### HEAVY LOAD

Add a few more consequences to the list

PHYSICAL	EMOTIONAL	SPIRITUAL	MENTAL	SOCIAL
HIV and AIDS, <b>Pregnancy</b>	Hurt, sadness, depression; disappointment; rejection, betrayal, regret, shame, fear, anxiety, anger, <b>unworthiness, hurt, heartache, helplessness, embarrassment, feeling cheap, used, violated, scared, broken, lonely, unloved, and stupid.</b>	Feel guilty; hard to pray; <b>withdraw from activities</b> <b>struggle to grow spiritually</b>	Difficult to concentrate on studies affected <b>withdraw from sport and other activities</b>	Low self-esteem, withdrawal <b>withdraw</b> <b>isolation from family and friends;</b> <b>feel insecure</b>

Smart Responsibility

- What did you learn from this activity? **Physical consequences usually focused on, without considering the emotional, mental, social and spiritual consequences of sexual experimentation. These consequences can result in a person having to carry a heavy load for the rest of their life.**

Smart Respect

#### LIGHT LOAD

- What would be the best way to avoid these consequences? **Abstaining, delaying sexual activity? By abstaining and delaying sexual involvement.**
- What would be the benefits of abstinence? **Free from the consequences- refer above]**
- What did you learn from this activity?
- There are many benefits to abstaining from sexual activity**
- I choose
- I would like to show respect by **respecting myself and my own sexuality, as well as showing respect to my future lifelong committed partner by abstaining from early sexual involvement.**

**FREEDOM!!**

**My Smart Choice would be to .....**



# 6.2 A SMART LIFESTYLE


Smart  
courage


Abstinence is an **ACTION** you take


Living a smart lifestyle means it is a way of **LIFE**, and attitude, a moment


by moment smart **CHOICE**, a step of obedience, a choice of the **WILL**

Making responsible choices with regards to my:

1 **MIND** 


2 **EYES** 

6 **HEART** 

7 **TOUCH** 

3 **EARS** 

4 **TONGUE**

5 **MOUTH** 

8 **BODY**

9 **FRIENDS** 

10 **DATING** 

Smart  
self-control

My smart choice would be



My Smart Choice would be to .....



## GRADE 11

### 16.1 Healing

#### HEALING

#### ROLE OF THE EDUCATORS



SEEK  
PROFESSIONAL  
HELP

#### IDENTIFY SYMPTOMS AND SIGNS

- Displays sexual behavior inappropriate for their age
- Use adult words for body parts with no obvious source. Physical signs
- Wear layers of clothing, want to wash all the time or poor personal hygiene
- Wet or soil themselves, avoid the bathroom
- Talk of an older friend, unexplained money or gifts and become unusually secretive
- Loss of trust in people. Do not want to be around a particular person or child
- Unexplained fear of places or people
- Anxious, nail biting, excessive clinging, withdrawn, insecurity
- Loss of self-worth, sudden unexplained personality changes, mood swings
- Aggressive, outbursts of anger, break things, fight, steal, lie or self-mutilation
- Appetite loss, change in eating habits, alcohol and drug abuse
- Sleeping problems, nightmares, absent from school, school performance affected, run away from home

**NB: Not only just one symptom, there must be quite a few.**

Smart  
Love

#### DISCLOSURE

I  you. I am  you told me.

I am  this happened to you.

It's not your  Your body belongs to

Abuse is wrong, it must stop because it hurts and  you.

Good people sometimes do bad things, what happens to the abuser is not your fault.

I need to speak to other  in order to help you.



# JOIN THE SMART LIFE MOVEMENT



Smart Life  
Movement

RESTORING, TRANSFORMING, REFORMING

ONE PERSON

ONE PERSON,  
ONE FAMILY,  
ONE COMMUNITY,  
ONE SOCIETY,  
ONE COUNTRY  
ONE NATION

ONE FAMILY

A CHANGED  
WORLD

AT A TIME  
AND FINALLY  
A CHANGED WORLD!

A CHANGED  
WORLD

LITTLE FIRES SPREADING TO  
BECOME A MIGHTY INFERNO



SMALL STREAMS SPREADING  
TO BECOME A MIGHTY RIVER



When I was a young man, I wanted to change the world.  
I found it was difficult to change the world, so I tried to change my nation.  
When I found I couldn't change the nation, I began to focus on my town.  
I couldn't change the town and as an older man, I tried to change my family.  
Now, as an old man, I realize the only thing I can change is myself,  
and suddenly I realize that if long ago I had changed myself,  
I could have made an impact on my family.  
My family and I could have made an impact on our town.  
Their impact could have changed the nation and  
I could indeed have changed the world.

*Author: Unknown Monk 1100 A.D.*



## CONTACT DETAILS



Sexuality Mentoring AIDS Relationship Training Life Skills and Family Education  
Postnet Suite 179, Private Bag X1, Melkbosstrand, 7437  
WESTERN CAPE  
www.drdaleen.co.za



smartchoices@drdaleen.co.za



### REQUEST FOR INFORMATION FROM SCHOOLS/ORGANIZATIONS/INTERESTED PERSON/S

[Please complete and email to smartchoices@drdaleen.co.za]

Name & surname of principal/ organization/ parent or any interested person [ please indicate which category]  .....  .....		Contact no:  ..... Email address:  .....	
Name & surname of contact person for logistical & implementation of smart choices  .....		Contact no:  ..... Email address:  .....	
School name:		Contact no:	
School address:		Email address:	
Implementation period:			
No of educators, parents/caregivers to be trained:			
NUMBER OF LEARNERS IN THE GRADES THAT WILL PARTICIPATE IN THE SMART CHOICES PROGRAM			
GRADE	NO'S	GRADE	NO'S
R		7	
1		8	
2		9	
3		10	
4		11	
5		12	
6			
I, ..... hereby confirm that I will comply with the specification for implementation of the Smart Choices Program.  Signature: ..... Date.....			