Yellow Dot Series
Life Skills - Grade 6
Personal and Social Well-being

Term 1

Module 1
Positive Self Esteem – Body Image (Week 1-2)

Module 2
Abilities, Interests and Potential (Week 3-5)

Module 3
Peer Pressure (Week 6-7)

Module 4
Problem Solving in Conflict Situations (Week 8-9)

Formal Assessment
Project (Week 10)

Term 2

Module 5
Self-management Skills (Week 1-2)

Module 6
Bullying (Week 3-4)

Module 7
Cultural Rites of Passage (Week 5-7)

Module 8
The Dignity of the Person in Religions in South Africa (Week 10-11)

Formal Assessment (Week 8-9)
Examination
Contents
Module 1: Positive Self-esteem – Body Image ..............................................................3
  Unit 1.1 - Understanding & Respecting Body Changes ........................................3
  Unit 1.2 - Body Changes ......................................................................................3
  Unit 1.3 - The Role of Media and Society on Body Image ....................................5
  Unit 1.4 - Acceptance of Self ..............................................................................7
Module 2: Abilities, Interest and Potential .................................................................8
  Unit 2.1 - Identifying Abilities ...........................................................................8
  Unit 2.2 - Relationships between Abilities, Interests and Potential ..................9
  Unit 2.3 - Creating Opportunities ..................................................................10
  Unit 2.4 - Making Action Plans ........................................................................11
  Case Study 2.4.1 ..............................................................................................12
Module 3: Peer Pressure .........................................................................................13
  Unit 3.1 - What is Peer Pressure? ....................................................................13
  Unit 3.2 - Appropriate Responses to Peer Pressure ..........................................15
Module 4: Problem Solving in Conflict Situations ....................................................17
  Unit 4.1 - Conflict and Mediation ....................................................................17
  Unit 4.2 - Peacekeeping Skills .........................................................................20
Formal Assessment: Project ..................................................................................23
Module 5: Self-Management Skills ........................................................................25
  Introduction ........................................................................................................25
  Unit 5.1 - Managing Responsibilities ................................................................26
  Unit 5.2 - Tips for Getting Organised ................................................................27
  Case Study 5.2.1 ..............................................................................................30
Module 6: Bullying .................................................................................................32
  Unit 6.1 - What is Bullying? .............................................................................32
  Unit 6.2 - Reasons for Bullying ........................................................................32
  Unit 6.3 - Can Bullies Stop Being Bullies? .........................................................33
  Unit 6.4 - Reading about Bullies ........................................................................34
Module 7: Cultural Rites of Passage .......................................................................37
  Unit 7.1 - What is a Rite of Passage? .................................................................37
  Unit 7.2 - Rites of Passage and Specific Cultures ..............................................38
  Unit 7.3 - Reading about Rites of Passage: Customs Associated with Death ......40
Module 8: The Dignity of the Person in Religions in South Africa .........................42
  Unit 8.1 - Dignity and Religion ..........................................................................42
  Unit 8.2 - Codes of Conduct and Religion ..........................................................42
Formal Assessment: Examination .........................................................................43
Module 1: Positive Self-esteem – Body Image

Unit 1.1 - Understanding & Respecting Body Changes

Many children in Grade 6 begin to notice changes in their physical appearance and in the way they feel about other people and about themselves. These changes are a part of the natural development of human beings as they begin to approach sexual maturity. The time of life when young people begin to change into adults is called puberty. This stage is commonly called adolescence and children are now referred to as adolescents. Some adolescents seem to deal with these changes in a confident and stress free manner but most find adolescence to be a very difficult time in their lives.

One way of coping with these changes, in a productive manner, is to understand what the changes are and why they are occurring. It is also important to understand that this development is not unique to one person – it is a process that all people must go through in order to become adults.

Unit 1.2 - Body Changes

Many of your parents grew up in a time when talking about physical changes to the human body, and the emotions that accompanied them, was considered to be taboo. However, times have changed, and people have come to accept that human sexuality and development cannot be kept secret. Most people who study human behaviour and

1 Physical (say: fizzle ul) - Having to do with the body
2 Sexual maturity - That stage in the life of an animal or plant when it is able to reproduce
3 Productive (say: pruck tiv) - Resulting in something useful
4 Unique (say: you need) - One of a kind.
5 Taboo (say: taa boo) - Not allowed or permitted
development agree that, when puberty is discussed in a mature way and adolescents are educated and guided, they are more likely to make wise decisions about how they act and behave towards other people.

Some people (even adults) still giggle and feel embarrassed when they see pictures of a naked human body. However, there is really no need for this kind of awkwardness. Bear this in mind as you read the next few paragraphs about the changes that take place in girls’ and boys’ bodies.

Girls
From about the age of 10, most girls begin to develop breasts, their hips get wider and they begin to grow hair under their arms and around their genitals. They may also begin to menstruate. This monthly menstruation is the body’s way of getting rid of eggs that have not been fertilised (in other words, the girl is not pregnant). Many young ladies experience cramps and back pain when they first begin to menstruate. This is normal and there are tablets that are available to dull the pain.

Young ladies should never be embarrassed to ask for help when they first menstruate – it is so much easier to deal with this huge change in your body when you have an older woman’s help to guide you. If you have a good relationship with your mother, then speak to her. If not, speak to a trusted female family member, friend or teacher. It is important to follow a healthy eating plan during adolescence and get lots of exercise because the chemical changes, due to hormones, in a young girl's body make it easy to gain weight.

Boys
During adolescence, boys become taller and their shoulders and chest usually begin to broaden. Their voices also become deeper. Boys begin to develop hair under their arms, on their face and around their genitals. Some boys may also find that their breasts begin to grow – this is natural and, usually, temporary. When a boy reaches puberty, he starts to produce sperm cells. These sperm cells are ejaculated through the male genitals in liquid called semen. Many adolescent boys experience ejaculation during sleep. This

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6 Genitals (say: jen a tils) - Body parts that are necessary for reproduction
7 Hormones (say: hore moans) - A natural substance that is produced in the body and that influences the way the body grows or develops
8 Temporary (say: temper aree) - Short term or not permanent
phenomenon is called having a ‘wet dream’. This is a normal part of puberty and there is no reason to be embarrassed by it. Talk to your father or an adult male that you have a good relationship with, if you feel that you need to speak with somebody.

Not all young men reach puberty at the same time and development is different for each person. Don’t be embarrassed if you are the first to grow hair on your face and be patient if all your friends have deep voices and yours has not ‘broken’ yet. Your body will do what it needs to do when it is good and ready.

**Boys and Girls**

Some changes during puberty are similar for both boys and girls. For example, **glands**\(^9\) produce more oil and this sometimes causes pimples.

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**Unit 1.3 - The Role of Media and Society on Body Image**

Human beings have a tendency to compare themselves with other people and, sometimes, to want to be like them. This is not too much of a problem if the people that we are comparing ourselves to are ‘real’ people – our friends, parents, etc. However, in the modern world, we are exposed to many people who are not ‘real’ – the pictures we see and the lifestyles we envy are sometimes **fabricated**\(^10\).

Adolescents in the 21\(^{st}\) Century are **exposed to**\(^11\) a lot more **media**\(^12\) than their parents were in the 1970s and 1980s. But, even then, the newspapers, magazines, film and television had a huge influence on how ‘normal’ people felt about themselves.

Think about the great looking women you see in films – they wake up from a late night and still have their make-up perfectly in place and their hair freshly brushed. Think about the great looking men you see in magazines – they are always wearing fashionable clothes and, even when they have stubble on their faces, it is neat and appealing. Think about the

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\(^9\) **Glands** - A cell, group of cells, or organ that removes materials from the blood, concentrates or alters them, and secretes them for further use in the body or for elimination from the body

\(^10\) **Fabricated** (say: fab reek ate id) - constructed or manufactured (not natural)

\(^11\) **Exposed to** - Shown or made aware of

\(^12\) **Media** - Newspapers, television, magazines, books, pictures, etc.
famous young singer **celebrities**\textsuperscript{13} – they always look fashionable and happy and there is never a single pimple in sight. Have you ever seen them doing homework in an old track suit?

Famous movie stars wear make-up, speak rehearsed lines and appear to have exciting lives – they are made to look more perfect that is really possible. Beautiful models that appear on the covers of magazines have had their make-up applied by professionals, their photographs taken by experienced photographers and the final image in the magazine **digitally**\textsuperscript{14} enhanced to remove blemishes and wrinkles.

![Before digital enhancement](image)![After digital enhancement](image)![Before digital enhancement](image)![After digital enhancement](image)

The media often like to show us the ‘perfect’ version of people. This is not reality – the people they are showing in magazines and films are not perfect – they just appear to be this way. This is not a problem for adolescents who understand that this is just a media trick. There is nothing wrong with admiring the people **portrayed**\textsuperscript{15} by the media but it is important to remember that the perfection is an **illusion**\textsuperscript{16}. If you think you should try to be as perfect as the model on the front page of Vogue or Men’s Health, you are likely to develop a low self-image and see yourself as a failure.

Society, in general, and the people that you spend most of your time with have also been exposed to the media selling perfection. Quite often, the fashions and styles that are seen as ‘cool’ are adopted by society. Sometimes, people can be very cruel to those that they

\textsuperscript{13} **Celebrities** (say: sill eh brit eez) - Well known people  
\textsuperscript{14} **Digital** - Made by electronic technology  
\textsuperscript{15} **Portrayed** (say: por trayd) - Shown in a particular way  
\textsuperscript{16} **Illusion** (say: ee loo zjin) - A trick or something that is not real
think are not ‘cool’; aren’t blond; tall and thin; don’t dress in the latest fashion; don’t have the latest techno gadgets and so forth. Remember that, although it is important to be **well groomed**\(^{17}\), neat and clean, a person’s weight, hair style and fashion sense do not change who they are.

Young people going through puberty are sometimes **awkward**\(^ {18}\) and don’t look or feel attractive. Adolescence is hard enough without society and the media pointing out what they think you should be – be the best that you can be and remember that puberty does come to an end. If you stay true to yourself and are a good person with high self-esteem, then people will think you are wonderful even if you aren’t perfect.

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**Unit 1.4 - Acceptance of Self**

To feel good about yourself, you have to have a good self-image. Here are some guidelines for doing this:

**Accept your body as it is.** There are certain things you cannot change – your height, for example. If you can’t change it, accept it. If you don’t like something about your body and you can change it through eating healthy food, dressing well or exercising, then do something about it if you can’t accept it.

**Remind yourself often of all the things that you like about yourself.** Make a list, if you need to, and read it aloud before you go to sleep at night and again, in the morning.

**Like people for their personalities and not for the way they look** – you will find that they begin to treat you in the same way.

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17 **Well groomed** - Neat and tidy (cared for)
18 **Awkward** (say: aw kwrid) - Uncomfortable
Do some exercise, team sport or other group activity. It will ensure that you have friends and that your brain and body are healthy.

Follow a balanced eating plan – a healthy body and mind depend on it.

Groom yourself – wash, shower or bath, every day. Brush your teeth and wash your hair.

### Module 2: Abilities, Interest and Potential

#### Unit 2.1 - Identifying Abilities

Abilities are things that you can do. Everyone has some abilities – some have many and others only a few. Sometimes these abilities are exceptional and sometimes they are average or above average.

#### Activity 2.1.1

Do you have a clear idea of what you are good at? Your teacher will give you a copy of the Abilities Table. Paste the table into your LS book. Write the date and a heading: Activity 2.1.1 Identifying abilities. Complete the table to identify what your abilities are. If there are abilities that have not been listed, then add them to the last few lines on the table.
<table>
<thead>
<tr>
<th>Activity</th>
<th>I find it easy</th>
<th>I can do it, but I find it challenging</th>
<th>I find it difficult and can’t do it very well</th>
<th>I find it impossible</th>
<th>I have never tried it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer questions in class</td>
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<tr>
<td>Draw a picture</td>
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<td>Skip with a rope</td>
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<td>Sew</td>
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<tr>
<td>Kick a ball</td>
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<td>Bake or cook</td>
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<td>Play a musical instrument</td>
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<tr>
<td>Ride a bicycle</td>
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<tr>
<td>Swim</td>
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<tr>
<td>Write a test</td>
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<tr>
<td>Run fast/for a long distance</td>
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<td>Look after small children</td>
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<tr>
<td>Keep things tidy</td>
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<tr>
<td>Write a story or poem</td>
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<tr>
<td>Complete a puzzle</td>
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<tr>
<td>Design clothes</td>
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<tr>
<td>Sing a song</td>
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<tr>
<td>Play chess</td>
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**Unit 2.2 - Relationships between Abilities, Interests and Potential**

Look at the table that you completed in Unit 1. You may notice that most of the things that you are good at are the ones that you have an interest in. This is because, if you are interested in something, you will probably make an effort to become good at doing it.

In some cases, people don’t even realise that they have abilities. This is particularly true of people who don’t try new things or don’t have the opportunity to explore options for different activities.

For example, living in South Africa, where there is very little snow, South African children who might be very good snowboarders might never discover this ability because there is no opportunity for them to snowboard. You could be interested in playing the guitar, for example, but have not yet tried it. You may have the potential\(^\text{19}\) to become an excellent guitarist or snowboarder.

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\(^{19}\) **Potential** (say: pa ten shill) - Room to grow or develop or improve.
Not trying activities out because there is no opportunity to do so is understandable. What is not acceptable is that when an opportunity presents itself, you don’t try something new because you are afraid you might not be able to do it. Think about the following:

**What two things would you try to do if there were no limitations to hold you back?**
For example: I would try to fly a helicopter. I would write a novel.

**What two things would you try to do if you knew you would not fail?**
For example: I would build a car. I would play the violin.

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**Unit 2.3 - Creating Opportunities**

It is important to know what your abilities and potential are so that you can make the most of them. Developing your abilities will probably make you better at those activities and this will help you to see yourself as a successful person. Part of making sure that you reach your full potential is the ability to set goals and formulate plans that can help you to reach those goals.

When you set these goals, make sure that you work out all the steps that will help you to get there. Make sure that the steps are small ones and that you have a way of measuring whether you have reached each step. For example: If you would like to become a world class guitarist then you need to plan how you will pay for lessons, how many hours a day you will practice, how many chords you will learn per week, which exams you will write, and so forth.

Some goals are short term and others may take longer to reach. Planning to play soccer for Bafana Bafana is a long term goal. However, planning to improve your mathematics results by the end of the term is a short term goal.

If you set goals, write them out and put them in a place that you will see every day. You will start to find that your actions and daily routine start falling in line with those goals. However, take care to set goals that are realistic. If you are tone deaf, then don’t set your sights on becoming a professional singer. If you faint at the sight of blood, then don’t set your sights on becoming a surgeon.
Your teacher will give you a blank version of the sample Action Plan below. Write the date and the heading: Activity 2.4.1 Making Action Plans and paste the blank version into your LS Book. Select one long term goal, one medium term goal and one short term goal and then complete the Action Plan for each type of goal. The goals can be related to school, hobbies, social life, sport and culture, career or personal development.

**Long Term Goal: I want to become a professional actor**

- **By the end of this year**
  - Join a drama club and participate in the Eisteddfod.
- **By the end of my school career**
  - Get a Bachelor of Arts Degree. Apply for an acting role in a local T.V. programme.
  - Join a community theatre group. Apply for an acting role in a T.V. advert.
- **By the time I finish university**
  - By the end of this term I want to get above 75% for 4 subjects.
  - By the end of this year I want to get above 75% for 6 subjects

**Medium Term Goal: I want to get a bursary at a good High School**

- **By the end of this term**
  - By the end of Grade 7 I want a prestige academic badge.
Short Term Goal: I want to get a Colours Award for Chess

By the end of Term 1

Learn how to play Chess. Join the school Chess Club

By the end of term 3

Practice playing Chess at school and on-line

By the end of term 3

Participate in the Primary School Chess League and win 80% of my games.

CASE STUDY 2.4.1

Frederick loves animals. He owns a budgie, two guinea pigs and a dog. He looks after them well and makes sure that they have enough food, water and shelter. He gets very upset when he sees TV programmes about cruelty to animals and is very interested in books about wildlife and how nature works. He thinks that he has the potential to become a good game ranger when he grows up but he realises that he needs to get more experience looking after animals.

One day, he sees an advert in the local newspaper asking for help at the SPCA\(^{20}\). He recognises this as an opportunity so he goes to the SPCA to find out whether he can be of assistance. After a short interview, Fredrick is accepted as a volunteer worker. After 6 months of working at the SPCA, he is confident with the animals and caring for them. He knows that he has the ability and the interest and, the permanent staff at the SPCA tell him that he has a special gift for working with animals. They think that he will be an excellent Game Ranger.

\(^{20}\text{SPCA - Society for the Prevention of Cruelty to Animals}\)
Fredrick starts reading about Game Ranging and wild animals and speaks to his teachers and parents about the subjects he should be concentrating on if he wants to go to university to get a degree. He also asks his father to start a bank account for him so that he can begin to save for his university education.

Activity 2.4.2

Discuss the following in groups of 3-4. Report back to the class.
1. What special interest does Fredrick have?
2. What is Fredrick’s long term goal?
3. What does Fredrick do to make sure his long term goal is realistic?
4. What two things does Fredrick do to make sure he reaches his long term goal?
5. Identify the opportunity that Fredrick saw to develop his interest.

Module 3: Peer Pressure

Unit 3.1 - What is Peer Pressure?

Have you ever been asked to do something that you didn’t want to do or that you knew was wrong to do? How did you feel? What did you do?

When your friends (peers) ask you to do something and you feel uncomfortable about doing it but join in anyway, because you don’t want them to make fun of you or exclude you, then you are giving in to something that is called Peer Pressure. Read the following conversation:

Jamie has asked me to go to the party with him next week.
I know, but I’m a bit worried. Jamie and his friends drink a lot and I’m sure they will want me to join in.
Not really, but I don’t want them to think I’m a nerd.
Wow, Britney! He is so cool. You are lucky.
Do you want to?
What advice would you give to Britney? Saying ‘No’ to Jamie might be a good choice and Jamie would probably not hurt Britney if she told him she couldn’t go to the party. However, sometimes saying no is a lot harder than this.

It is particularly difficult for teenagers to resist peer pressure because, during adolescence, it is important for them to feel popular and accepted by their peers. For this reason, many adolescents agree to do things that they realise are wrong and sometimes the consequences of their actions have long term effects. For example, once a young person gives in to peer-pressure to smoke, the chances are that they will become addicted and, in later years, develop lung diseases associated with smoking. Young people who drink alcohol in order to be accepted as part of the ‘in’ crowd often make silly decisions while they are under the influence and sometimes get hurt or hurt other people.

Issues surrounding physical contact and sex are often the subject of peer pressure. Most young people are not emotionally ready for the complications associated with sexual intimacy and when peer pressure results in them getting physically involved, they are often confused by the way they feel and how the other person behaves towards them afterwards. This is because sex should not just be physical. There should be an emotional connection as well. Apart from this confusion, many young people do not understand the dangers of unprotected sex and, in some cases, pregnancy and HIV are the result.

The following are examples of how peer pressure can be exerted on young people.
Unit 3.2 - Appropriate Responses to Peer Pressure

It is often very hard to resist peer pressure. Sometimes, it seems easier to simply do what your peers ask you to do OR to stand by and do nothing when they are clearly doing something that is not acceptable. If you feel uncomfortable about anything you do because you are pressured into it, you will almost certainly feel bad about it afterwards. Remember that saying ‘They made me do it’ is not an acceptable excuse for unacceptable behaviour. You are in charge of your own decisions. If you feel that you cannot resist the pressure, find an adult or friend that can help you.

Having good friends is important to helping you deal with peer pressure. If you have chosen your friends wisely then the chances are great that they will not pressurise you into doing anything unacceptable because they would not be doing it either. If you are socialising with friends who continuously make you feel that you should be doing what they want you to do instead of what you know is right, then the best thing you can do is find other friends.

Remember that if the people that you are most often seen with are not nice people, then onlookers will judge you as being the same as them, even if you are not. Also, the more time you spend with people who are, for example, dishonest or bullies, the more chance there is that you will start behaving like them. There is a lovely proverb that states: If you sleep with dogs, you will get fleas.

Activity 3.2.1

There are a number of proverbs that deal with the friendship, peer pressure and the consequences of choosing friends unwisely. Some of these proverbs have been listed below.

Select one of these proverbs. Write the proverb and its meaning neatly on a blank sheet of A4 paper and use an illustration to represent the proverb or its meaning. Ask your teacher to put your poster up in the classroom or the school hall.
<table>
<thead>
<tr>
<th>Facts speak louder than words</th>
<th>People show what they are really like by what they do, rather than by what they say.</th>
</tr>
</thead>
<tbody>
<tr>
<td>False friends are worse than open enemies.</td>
<td>It’s better to know who your real enemies are rather than trust someone who pretends to be a friend but is capable of stabbing you in the back.</td>
</tr>
<tr>
<td>Fool me once, shame on you; fool me twice, shame on me.</td>
<td>If you allow a person to make a fool of you more than once then you are the fool.</td>
</tr>
<tr>
<td>A friend in need is a friend indeed.</td>
<td>Someone who helps you when you are in trouble is a real friend.</td>
</tr>
<tr>
<td>A friend’s eye is a good mirror.</td>
<td>A real friend will tell you the truth.</td>
</tr>
<tr>
<td>A good name is better than a good face.</td>
<td>A good reputation is better than a good appearance.</td>
</tr>
<tr>
<td>A leopard cannot change its spots.</td>
<td>It is not easy for a bad or unpleasant person to become good or pleasant.</td>
</tr>
<tr>
<td>A man is known by the company he keeps.</td>
<td>A person’s character is judged by the type of people with whom they spend their time.</td>
</tr>
<tr>
<td>A rotten pear spoils the pair.</td>
<td>A dishonest or immoral person can have a bad influence on another person.</td>
</tr>
<tr>
<td>Better be alone than in bad company.</td>
<td>Be careful in the choice of the people you associate with.</td>
</tr>
<tr>
<td>If you sleep with dogs, you will get fleas.</td>
<td>You are likely to become like the people you are friends with.</td>
</tr>
<tr>
<td>A rotten apple spoils the barrel.</td>
<td>One unpleasant person in a group is likely to make the rest of the group unpleasant too.</td>
</tr>
</tbody>
</table>

**Activity 3.2.2**

Work in groups of 2-3. Read through each of the following situations. Interpret the situation and decide what you should do if you were faced with this kind of peer pressure. Report back to the class.
Situation 1
The school year is almost at an end. A few of your friends have decided that they are going to dye their hair in rainbow colours for the last day of school. You know it is against school rules but your friends say, “Don't be a nerd. What can the Principal do? Put us on detention on the last day of school?”

Situation 2
You are at the supermarket with your friend. You are looking at the chocolates but neither of you have any money. Your friend says, “Let’s eat them while we walk around the shop, then we won’t have to pay for them at the till.”

Situation 3
One of your friends is having a party. His parents will be away for the weekend so there will be no adult supervision. All the popular children will be at the party so you think it’s important for you to be seen there. Your friend has asked each person to bring a bottle of alcohol with to the party instead of a birthday gift.

Formal Assessment (30)
Project: Informative Essay
In Week 8 of Term 3 you will be required to prepare and submit a project for Formal Assessment. Your teacher will discuss the project with you now so that you can begin to gather information and plan your project. The instructions and requirements for this task are given after Unit 4.

Module 4: Problem Solving in Conflict Situations

Unit 4.1 - Conflict and Mediation
How do you behave during an argument or when you disagree with somebody? Do you shout and scream or do you speak slowly and softly and stay calm?
What causes conflict?

- Conflict can arise when two or more people cannot agree on something.
- Sometimes, the conflict arises because two people or groups want the same thing and there is not enough of that thing to go around.
- Conflict sometimes arises because people have different opinions or beliefs.
- Conflict might arise when somebody wants something that you have and you are not willing, or in a position, to give it to them.
- Conflict can arise when somebody treats you disrespectfully by being unkind or rude.

It is normal, in a conflict situation, to feel upset or angry. However, allowing these feelings and emotions to control your actions will only make the conflict escalate\textsuperscript{21}. One of the most important social skills you will ever learn is that of controlling your emotions in a conflict situation. If you ever hope to be successful in business or become a good leader, you will have to master the skills of self-control, mediation and peacekeeping.

Mediation is when a person who is not directly involved in the situation (we say they are objective) acts as a peacekeeper between the people who are involved in the conflict. This person’s task is to help both people involved to understand each other better or to help them find a solution to the conflict that will calm the situation down.

Learning how to be a good mediator for somebody else’s conflict will also help you to become your own mediator. This means that you will be able to distance yourself from the conflict and look at the situation as an outsider, even though you are actually a part of it.

Becoming objective means that you are able to genuinely see the other person’s point of view, help them to understand yours, and, through communication, find a solution to the conflict. Remember that conflict is best resolved when both parties feel satisfied that some part of what they need/want has been received – this is called making a compromise.

\textsuperscript{21} \textbf{Escalate} (say: es kal ate) - Get bigger or increase.
There are three main ways to deal with conflict. Only one of them involves mediation and peacekeeping. The other two result in one of the people/groups getting everything while the other gets nothing. For example: You are standing in the line at the tuck shop and somebody pushes into the line near the front. Here are the three possible responses:

**Passive:** You mutter under your breath that they have no manners but do nothing.

**Assertive:** Comment to the person that they must be really hungry today, but that they need to stand in line like everyone else because everyone else is hungry too.

**Aggressive:** You step up to the person, grab their blazer collar and drag them to the back of the line.

**Passive responses** usually mean that you are pretending to ignore the situation. Sooner or later you will not be able to pretend anymore and then you will become so angry you might do something you will regret. Furthermore, the person that you are ignoring is not likely to change his/her behaviour because they think their actions are not worrying you.

**Assertive response** is the hardest way to deal with conflict, but it is normally the most successful, particularly when the person is spoken to in a respectful and calm way. In other words, it's no good saying, “Please stand at the back of the line because we are all hungry.” in a rude voice and with a fist in the face of the person with whom you are speaking.

**Aggressive responses** usually create more conflict. It is possible that the person who pushed into the line will swear at you or hit you. You will probably respond aggressively to that behaviour and before you know it the situation has escalated to a full blown fight.
Peacekeeping and mediation are about respect for other people. It’s about treating people ‘right’ even if you think they are wrong. You can show respect by matching the way you speak with your facial expression and body language. Do you find anything odd about the following images and verbal messages?

Listening to what other people are saying and taking note of their facial expression and body language when you speak to them are important peacekeeping and mediating skills. Most people never really listen to what others are saying – they hear words but they don’t listen to the meaning.

**Want to become popular? Stop talking and start listening!**  
**Listening is NOT the Same as Hearing.**

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both **verbal** and **non-verbal** messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

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22 **Verbal** (say: ver bill) - Communication that involves talking  
23 **Non-verbal** - Communication that does not involve talking, e.g. facial expression or body language
The 10 Principles of Listening

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said. Effective listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages. For example, if someone tells you that they are happy with their life but they do so with tears filling their eyes then you should realise that the verbal and non-verbal messages are in conflict - maybe they don't mean what they say.

Stop Talking
“If we were supposed to talk more than we listen, we would have two tongues and one ear.” (Mark Twain) Don't talk, listen. When somebody else is talking, listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

Prepare Yourself to Listen
Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – What's for lunch? What time do I need to leave to catch my train? Is it going to rain? Try to put other thoughts out of mind and concentrate on the messages that are being communicated.

Put the Speaker at Ease
Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don’t stare – show you are listening and understanding what is being said.

Remove Distractions
Focus on what is being said: don’t doodle, shuffle papers, look out the window, and pick your fingernails or similar. Avoid unnecessary interruptions. These behaviours disrupt the listening process and send messages to the speaker that you are bored or distracted.

24 Inconsistency (say: in kon sist un see) - Something that is not regular or reliable
25 Gesture (say: jes chure) - A movement of part of the body to express an idea or meaning
**Empathise** (Get into their shoes)
Try to understand the other person’s point of view. Look at issues from their **perspective**. By having an open mind, we can more fully empathise with the speaker. If the speaker says something that you disagree with then wait and **construct** an argument to **counter** what is said but keep an open mind to the views and opinions of others.

**Be Patient**
A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

**Avoid Personal Prejudice**
Try to be **impartial**. Don’t become irritated and don’t let the person’s habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to **pace** whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

**Listen to the Tone**
Volume, **pitch** and **tone** both add to what someone is saying. A good speaker will use all three to their advantage to keep an audience attentive.

**Listen for Ideas – Not Just Words**
You need to get the whole picture, not just isolated bits and pieces. With proper concentration, letting go of distractions, and focus this becomes easier.

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26 **Perspective** (say: purr spek tiv) - A point of view or a way of looking at something  
27 **Construct** (say: kon strukt) - To make or build something  
28 **Counter** - An opposite direction  
29 **Prejudice** (say: preh jew diss) - An opinion about something that is not based on fact or real experience  
30 **Impartial** (say: im pair shill) - Not taking sides  
31 **Pace** (say: pay sss) - Walk around with not particular destination in mind  
32 **Pitch** - The high sounds and low sounds of spoken language  
33 **Tone** - The way something is said (angry, calm, happy)
Wait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important. We don’t just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

High Powered Body Language

Low Powered Body Language

Formal Assessment: Project

Your teacher will give you a project sheet to complete this assessment.

Important Information

1. This project must be completed individually.
2. The marks received for this project will appear on the Term 1 report.
3. You may prepare notes for the assessment at home but the project sheet must be completed at school.
4. You will not have access to the internet when you complete the assessment – make sure you research proverbs before the assessment date.
5. You are allowed to complete the proverb illustrations at home and paste them on the project sheet at school. However, you are not permitted to pre-write the written part of the project and paste it in – you must do this in class.
6. You will be allocated 60 minutes to complete the assessment.
7. A rubric has been provided to provide guidelines for assessment.
8. The project must be completed on the project sheet provided.
9. Answers must be handwritten and writing must be neat and legible.
Instructions
The Geography teacher is having a problem with the Grade 4 learners in her classroom. Their behaviour is disruptive and they don’t take her lessons seriously. Here are some behaviour options for her to choose her responses from:

1. She leaves the classroom and hands her resignation in to the Principal.
2. She yells at the children and tells them that they are being immature. She tells them that they are stupid and they will stay stupid if they don’t start paying attention.
3. She calmly explains to the children that she is upset by their behaviour and says that she feels bad because it is important to her that they learn the Geography skills they need. She asks them if there is something that she can do to make the lessons more interesting for them so that they will want to pay attention.
4. She leaves the class to continue making a racket and goes to the staff room to have tea. After all, the children must take responsibility for their own actions. If they fail Geography, it’s not her fault!
5. She goes to the Head of Department and demands that he/she goes to speak to the children about their behaviour.

For each of the above 5 responses:

a) Identify the kind of conflict response the teacher used: Assertive, aggressive or passive.
b) Explain what the possible outcome or consequence of her actions might be on the behaviour of the class.
c) Explain what the possible outcome or consequence of her actions might be on the learners’ interest in Geography education.
d) Suggest a suitable proverb for the conflict response and provide an illustration for the proverb. (You may draw or make a copy of the illustration)

The following website may provide some help with finding suitable proverbs:

Module 5: Self-Management Skills

Introduction

This is a complicated definition of self-management.

Self-management refers to methods\textsuperscript{34}, skills\textsuperscript{35}, and strategies\textsuperscript{36} by which a person can effectively\textsuperscript{37} direct\textsuperscript{38} his/her activities toward the achievement of objectives\textsuperscript{39}.

Activity 5

In groups of 2 or 3, discuss the definition given above. Find a way to write the definition in words that are easier to understand. Write your simplified definition on a sheet of A4 paper and paste it up on the classroom display board.

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\textsuperscript{34} Methods - Ways of doing things
\textsuperscript{35} Skills - Abilities to do things
\textsuperscript{36} Strategies - Plans
\textsuperscript{37} Effective - Something that works or is successful
\textsuperscript{38} Direct - Organise
\textsuperscript{39} Objectives – Goals
Unit 5.1 - Managing Responsibilities

At home, and at school, there are things that you are responsible for.

At home, your responsibilities might include things such as: keeping your room tidy, taking out the trash, cooking dinner, washing dishes, getting ready on time in the morning and making your bed.

At school, your responsibilities might be activities such as: doing homework, studying for tests, going to sport practise, doing monitor duty, and so forth.

Sometimes, it is very difficult to manage all the things that must be done. Do you have a busy life? Do you struggle to fit all of your activities into the day? Are you constantly in a state of panic or do you think you are pretty well organised? Which one of the following cupboards could be yours?

Activity 5.1.1

Based on your understanding of self-management, how organised do you think you are? Do you plan how to complete your tasks and activities so that you have enough time to finish them well or do you leave things until the last minute or, sometimes, not get anything done at all. Most people are ‘lukewarm organisers’ – they are organised most of the time but sometimes they are lazy or don’t plan well. Where do you fit on the scale of self-management? Your teacher will give you a copy of a quiz that will help you find out how organised you are. Paste the quiz into your LS book and complete it.
Unit 5.2 - Tips for Getting Organised

Here are some tips on how to get your life organised and manage your time and activities effectively:

General Organisation

Organise your space.  Throw things away if you don’t need them, store things you don’t use very often and put everything else in a clearly labelled or specific area. Organising a space doesn’t just mean getting it tidy. The purpose of organisation is to be able to find what you are looking for quickly.

Look at how you use and store things and work out how to use your space efficiently. If it’s inconvenient to get to things (or to put them away), your organisation system is more likely to fail.

Put it back.  Once you work out where everything belongs, you need to get into the habit of putting it back where it belongs.  Don’t put it on the bed, or on the kitchen table and think that you will pack it away later……you probably won’t.  Always put your keys in the same place. Always put your cell phone in the same place – set up a charging station.

Use a calendar.  Get a calendar and put it in a place where you see it every day – preferably in the morning. Make it part of your routine to refer to it every day. The bathroom mirror is a popular choice for displaying a calendar – you can look at the day’s duties and upcoming events while brushing your teeth.

Use a planner or a daily diary. A planner or diary is especially useful if you have busy days. A planner or diary should be easy to carry with you so that you can look at it whenever you need to. Planners and diaries allow for more information than a calendar does.
Write it down. A short pencil is always more effective than a long memory. Anything and everything you need to remember should be written down. Even if your memory is great, you can’t possibly remember everything.

Make list of things to do. Make a ‘To Do List’ for the day – it should never have more than 5 items or you won’t get through it anyway. Choose 2 of the most important items on your list and make every effort to complete them. You can also make a list of things to do for the week, month, year or your life (seriously consider the last one if you want to be successful as an adult!).

Once you have created a ‘things to do list’, cross the items off as you complete them – you will feel really proud of everything you have done when you see many things crossed off and completed. Carry a small notebook and pen set with you so that you can jot things down whenever you need to – transfer them to the ‘things to do list’ when you have time.

Getting organised for school

Goals. Set realistic goals at the beginning of the school year and break these annual (year-long) goals into mini-goals. Write these goals down on index cards and keep them in a highly visible place where you can see them every day. Writing down your goals makes them more real and motivates you to keep working towards them.

Don’t rush. Wake up early enough for school to arrive well ahead of time. If you need 30 minutes to get up, shower and dress, try waking up at least 45 minutes prior to your departure so that you don’t have to rush. To ensure you don’t turn off your alarm clock and go back to sleep, place your clock at the far end of your room. This way, you actually have to get out of bed to turn it off, and you’re more likely to stay up.

Prepare your clothing. Before you go to bed each night, choose, iron and lay out your clothes for the next day. This way, you’ll be all set to dress and go in the morning.
Avoid clutter. At the beginning of the school year, you have no clutter. Be careful not to build clutter as the year progresses. Create separate folders for school announcements, tests that have been marked, papers you must give to your parents and so on. As papers become outdated, such as an event that has passed, throw them away.

Make ‘To Do’ lists. Always spend a minimum of 15 minutes per day, preparing your To Do list for tomorrow. In doing so, you will know exactly what tasks you have to accomplish the next day.

Make an effective study area. Designate a quiet, well-lit area for studying. Don’t study in front of the television, or in an area of your home where you’re bound to be distracted. Hang a Do Not Disturb sign on your door. If you can’t find a quiet spot at home, go to the library. In addition, you should study while sitting at a table or desk. Avoid studying in a very comfortable chair or a bed, which may cause you to feel drowsy.

Get your beauty sleep. Get a good night’s rest. This will ensure you are alert and ready to learn the following day.

Eat properly. Eat three healthy meals each day, along with fruit for snacks. Don’t overload on sweets, which cause many people to feel tired.

Avoid overload. While you may sign up for extra school activities, such as softball or chess, don’t take on too much. First determine how much study time you need. Then, choose one or two extra mural activities that you enjoy.

Use one calendar. Use one calendar to plan all of your school and personal activities, rather than two or more. When you use more than one, you run the risk of scheduling conflicts and missed appointments. This is very important. Heed the old proverb: A man who wears two watches, never knows the correct time.

Heed – Listen to/Follow
**Colour-code.** You may consider colour-coding similar activities on your calendar. For example, highlight all upcoming tests in yellow, study time in green and recreational\(^1\) activities in pink.

**Write it down.** When you learn of an upcoming test, event, or anything you must prepare for or attend, immediately jot it in your planner. Don’t wait for later, or you may forget about it.

**Break up your study time.** Determine how many study hours you need, and schedule study time in your planner. For example, if you need six hours of time to study for a test, you may break that time up into six sessions, of one hour each. Choose the six days, and make a Study Time notation in your calendar.

**Schedule consistent study times.** Set aside time every day for study, and make it consistent. For example, set your study time for each afternoon from 4:00pm to 6:00pm. Whatever you do, avoid last minute studying and cramming.

**Break it up.** Break up big tasks into smaller, bite-sized jobs. For instance, if you have to study three chapters in your history book, study one chapter at a time each day. If you have to work on a project, break it down into three or four stages.

**Eat your broccoli first.** Imagine eating your pudding before your broccoli. What would be left for you to look forward to? Just the same, do your homework for your most difficult subjects first. Then, everything else will be a breeze, and therefore, more enjoyable.

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**CASE STUDY 5.2.1**

*Sandy is a member of the school’s Community Service Group. The group had decided to take the children from the local Children’s Home on a picnic at the local dam. Everyone had been given a task to do. Sandy was asked to organise the sandwiches. She was very excited about the outing, especially because she had just bought a new costume and towel. On the night before the outing, Sandy put on*

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\(^1\) *Recreational* – Activities that are done for pleasure rather than work.
her new costume and gave her sister and grandmother a quick modelling show. The next morning, Sandy overslept – she had switched off the alarm next to her bed and gone back to sleep.

In a panic, she threw her costume into a beach bag and rushed downstairs. Everyone had finished eating breakfast - there was no time for anything except a cup of coffee anyway. ‘Have you got everything?’ her mother asked. ‘Swimming costume, towel, sunscreen? What about food?’ Sandy realised that she had forgotten a towel and sunscreen. However, and this was far more serious, she had forgotten about the sandwiches she was supposed to have made. It was too late to buy bread and make sandwiches so she just had to buy a packet of biscuits. She felt really bad that she had let her group members and the children down.

A few weeks later, The Community Service Group was asked to organise a tea party for the local old people’s home. Sandy offered to make the sandwiches. No one wanted her to. They reminded her about what had happened at the Dam outing. “It will be different this time, you’ll see. Trust me, everything will be a success!” she said. And, it was...she remembered to do everything.

Activity 5.3.1

Complete this activity in your Life Skills books under the heading: Case Study – Getting organised.

1. Using the information given under Tips for Getting Organised to help you, identify 4 things that contributed to Sandy being disorganised for the Children’s Home party.

2. When Sandy offers to help at the Old people’s tea party she makes a success of everything. What do you think she did differently for this party? List 3 possible things.
Module 6: Bullying

Unit 6.1 - What is Bullying?

When somebody deliberately tries to hurt, scare or upset another person then this action can be called bullying. Bullying is also, usually, something that happens repeatedly. There are five main types of bullying:

- **Physical bullying:**
  - Hitting, kicking, slapping, pinching, pushing, stealing or hiding items, etc.

- **Cyber bullying:**
  - Spreading rumours or saying mean things using social media such as WhatsApp or Facebook.

- **Verbal bullying:**
  - Teasing, name calling, insulting, swearing, etc.

- **Social bullying:**
  - Ignoring, spreading rumours, excluding, etc.

- **Emotional bullying:**
  - Threatening, intimidating, teasing, name calling, insulting, etc.

Unit 6.2 - Reasons for Bullying

If you want to stop being bullied, then it is sometimes useful to understand why people become bullies or do things that can be called bullying. Many psychological studies have been conducted to try and find out why some people become bullies and others don’t. No one has been able to find the recipe that ‘bakes a bully’. However, they have been able to identify some common factors.

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42 Psychological (say: sigh kho lojik al) - Having to do with the way the mind works
One or more of the following might cause somebody to behave like a bully:

- They have family problems (divorced parents, alcoholic mother and/or abusive father).
- They have been or are being bullied themselves.
- They have no friends and they feel angry and lonely so this is a way of making people pay attention to them.
- They have a low self-image and when they make other’s feel weak, they feel strong.
- They want other people to think they are big and powerful.
- They are selfish and want their own way.

Unit 6.3 - Can Bullies Stop Being Bullies?

Nobody likes to be bullied. Nobody likes bullies either. Some bullies may seem to have a lot of friends and appear to be popular but usually these people are only pretending to be friends with the bully because they are scared of him/her. More often than not, bullies end up being unpopular and lonely. Ask yourself the following questions and be honest with your answers:

a. Have you ever said something mean to another person – called them a name or told them to ‘shut up’?
b. Have you ever told somebody that they can’t play with you and your group of friends?
c. Have you ever said something untrue about somebody else?
d. Have you ever said something to or about somebody that you knew would upset them?
e. Have you ever hidden something that belonged to another person because you thought it would be funny to see them upset?
f. Have you ever written graffiti that insulted somebody?
g. Have you ever threatened to hurt somebody – hit them or beat them up?
h. Have you ever forced somebody to give you something that wasn’t yours?
i. Have you ever laughed at somebody else when a bully is making fun of them?
j. Have you ever deliberately tripped somebody as a joke?
k. Have you ever insulted somebody or teased them because they were fat or skinny or had red hair, etc.?
l. Have you ever spread a rumour – told somebody else what somebody told you?
A. If you answered ‘yes’ to 1 or 2 of the above, then you have, at some stage in your life, bullied somebody.
B. If you answered ‘yes’ to 3 or 4 of the questions, then people around you probably think you can be a mean person.
C. If you answered ‘yes’ to 5 or more of the questions, then you need to take a serious look at the way you behave towards other people – you might be a bully and not even know it. If you suspect that you are a bully, you need to think carefully about why you bully others. You should talk to somebody you trust about the problem.

These are some things that you can do to break the bullying habit:
- Figure out what ‘triggers’ your need to bully and try to stay away from these situations.
- Find ways to control your anger and aggression.
- Set yourself goals, e.g. For the next hour I am going to be polite to everyone
- Ask a teacher or church member for counselling or other help.
- Apologise to the people you have bullied in the past.
- Focus on things you are good at so that you have a good self-image and don’t need to steal other people’s happiness when you have none of your own.
- Accept the fact that you can’t always get your own way.
- Accept the fact that people can be irritating and stubborn or stupid.
- Accept that everybody deserves to be treated with respect.
- Get a sense of humour – don’t take life too seriously. Don’t sweat the small stuff.

Unit 6.4 - Reading about Bullies

This story was taken from a blog on the internet. Aylinda, who is now 24 years old, thought it would help people who are being bullied, or who are bullies, to read her story.

Aylinda’s Story

It’s never too late to say you’re sorry….

On Wednesday night, I had dinner with an old friend from Primary School. We hadn’t seen or talked to each other since I moved away after 7th grade – over 15 years ago. Through a random common friend showed her my blog and she saw that
I was back in town. She emailed to ask if I’d like to meet up for dinner. It was fun seeing her – one of those “So... what have you been up to for the past 15 years?” sorts of dinners. We had a blast reminiscing about old memories, talking about what our other friends were up to now, and catching up on each other’s current lives.

And then, just as we were finishing dinner and drinks, she turned to me. “There’s actually another reason I wanted to meet up with you tonight,” she said. I waited, confused. “Do you remember...” she paused, looking uncomfortable... “That note in your suitcase?”

Did I remember? How could I forget? ...

My family moved around a lot when I was growing up. In 2nd and 3rd Grade, I lived in the Benoni area. I had an amazing group of friends, including the girl I met for dinner on Wednesday. I was devastated when my parents told me we were moving again at the end of the year, and I would have to leave all my best friends behind.

Flash forward to 7th grade – we moved back to Benoni and I could not have been more thrilled. My friends threw a surprise welcome back/birthday party for me, and I felt like I was finally home again. But, things had changed, as they often do at that age for groups of girls. There were a couple new girls in the group that I didn’t know. You wouldn’t know it meeting me now, but back then I was actually really shy. A few months into the school year, the new girls decided that, for whatever reason, they didn’t like me. And, if they didn’t like me, that meant no one else could, not even all my former best friends.

I’m sure some of you can relate to what happened then. I remember everyone avoiding me. I remember sitting down next to them at break only to have everyone get up and leave.

And then there was the note.

One day during school, I opened my pencil box to find a note lying in it. Passing notes was very popular back then, so I was excited, assuming it was some gossipy
tidbit from a friend. I opened it. And I was paralyzed by what I read. The note was hastily scribbled and said something along the lines of: Die. Nobody likes you.

I know this might seem silly now, but to a 7th grade girl, getting a note like this was the end of the world. I vividly remember just standing there, staring at the note, reading it over and over again. My heart started beating faster and I felt the blood rushing to my face. I had no idea what to do. Was anyone watching? Were they waiting for my reaction? Should I just close the pencil box and leave? The note wasn’t signed. I had no idea who had written it, but I figured the new girls were behind it.

I remember that it was not the end of the day and therefore I was not able to go home and cry in peace. It was just before first period, and I had to sit in class all day with my head down, wondering who else knew about this ultimate shame. I also remember how I felt. And I felt horrible. And betrayed. And sure that nothing would ever be good again.

And then, last Wednesday night, my friend told me that she was the one who had written that note so many years ago. She had asked me to dinner because she wanted to say she was sorry. She said she had thought about that note often over the years and cringed at the fact that she had done something so horrible. She said she regrets writing it, and that she didn’t even really know why she did it. It wasn’t that she didn’t like me. She did. We were friends. It was probably just that she was trying to look cool.

This story is not meant to make my friend (and yes, I still call her a friend) feel bad. On the contrary – I’m impressed that she had the courage to apologize, so many years later, for something that I didn’t even know she was behind. It’s clearly water under the bridge now, and as I told her last night, I know that peer pressure and wanting to be cool makes girls do and say stupid, mean things.

I don’t blame her for wanting to fit in. I know now that she didn’t really mean what she wrote. But, I didn’t know that then.
It’s sad how common it is for girls to put other girls down to make themselves feel better or look cool. I’m certainly not immune to the pressure – I’m sure I’ve snubbed others (though not nearly this harshly, I’d hope) in the past, too, in an effort to impress others. But that doesn’t mean it’s okay.

I’m hoping that by writing this post and sharing my story, it will encourage others, especially those that might still be going through those hard Primary school and High school years, to really THINK about how your actions will affect others. Looking cool is not worth making others feel badly. Obviously I’m very happy now, and made a great new group of friends in High school. But, it doesn’t mean I’ll ever forget about that note or how it made me feel.

And, to those of you that are the current victims of bullying – know that you are NOT alone. It will get better. I promise. I decided that the perfect way to end all of this was with another note, and leave it on the bathroom mirror at a local primary school yesterday. In fact, I wrote two notes. But this time – they were happy.

Module 7: Cultural Rites of Passage

Unit 7.1 - What is a Rite of Passage?

A rite of passage is an important event that happens at a particular stage of development or growth in our lives. Normally, we will celebrate more than one rite of passage in our lifetime and this celebration is usually associated with a ritual of some kind, e.g. a party, a speech, an exchange of rings.
Some rites of passage are common to more than one culture, e.g. turning 21 is considered a milestone and this rite of passage is usually celebrated with a party. Other rites of passage are specific to one culture or religion, e.g. in the Jewish culture, turning 13 is considered significant and marks the time when a child becomes an adult.

**Activity 7.1.1**

In groups of 3-4, discuss the following:

- What cultural or religious beliefs does each group member have?
- How does each group member celebrate birthdays in his/her culture and do any of the birthdays have particular importance?
- Does your culture have a special ceremony when somebody dies?
- How are wedding ceremonies conducted in your culture or religion?

**Unit 7.2 - Rites of Passage and Specific Cultures**

Here is some basic information about a few rites of passage from different cultures:

**The meaning and significance of the birth ritual in Traditional African culture**

Ancestors are very important in traditional African culture. The ancestors have the power to protect or punish people. When a baby is born, the child must be introduced to the rest of the family or clan at a special ceremony and, in doing so, the child is also presented to the ancestors.

**The meaning and significance of circumcision**

Circumcision is most commonly associated with male children, but some cultures also practice female circumcision. For boys, circumcision involves cutting away the foreskin of the penis. Although this is considered to be a cultural ritual, it is also a very hygienic thing to do. For this reason, many people have their boy children circumcised for medical reasons rather than cultural ones. Jewish and many Muslim boys are usually circumcised.

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43 **Ancestors**: People that were part of your family but that have died (People that one is directly descended from, e.g. Great Grandfather or Great Great Grandmother)
soon after they are born. In traditional African culture boys are circumcised when they begin puberty and circumcision is performed to show that a boy has become a man.

**The meaning and significance of baptism**

Baptism (Christening) is a ritual that is usually associated with Christian churches. Some of these churches baptise their church members when they are babies and some when they are adults – sometimes both.

When a baby is baptised, a minister or priest sprinkles holy water on the baby’s forehead and makes the sign of a cross with the water. In Christianity, a cross is a symbol of goodness and **everlasting** life and the water symbolises washing away of sins. The baby is also given a name and, once the ceremony is complete, the baby is considered to be a formal member of the church.

When an adult is baptised, water is also used to show that sins have been washed away and a new way of life has begun. This ceremony is similar to the baptism of a child and is usually conducted to symbolise a person’s ‘rebirth’.

Many other cultures also have naming ceremonies for their babies, but they do not have a ritual like Baptism.

**The meaning and significance of weddings**

A Muslim marriage means the joining of two families, not just the joining of a man and a woman. Marriage is seen as a contract that is blessed by Allah (God) and is undertaken with the purpose of having children. In Muslim culture, a man may have more than one wife. In Hindu culture marriage is a life-long commitment to one person. Marriage is seen as something sacred and holy, rather than a contract. A Hindu marriage is believed to be one of the ways a family can honour their ancestors. In Jewish culture, marriage is seen as a holy promise that is bound by a contract in the sight of God. The husband and wife are considered equal but they have different roles. The man must provide for the family and protect his wife and children. The woman must look after the home and raise the children. Getting married, in African culture, brings two families together. A marriage

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44 Everlasting – Never ending
agreement is made between the families and the future husband promises to pay lobola for his bride, to the future bride’s family. In the past, lobola was usually paid with cows, but in modern times, money can also be used. For Christians, the main purpose of marriage is to spend a life with somebody that you love and to produce children. When Christians get married, they promise God that they will be faithful to each other and love and respect each other.

**The meaning and significance of death**

Muslims believe that there is another world after death – they call it paradise. A Muslim believes that when he/she dies, if a good life has been lived, their soul will go to paradise. Hindus believe that death is part of a continuing cycle of birth, life, death and rebirth. After death, the soul of the person is transferred to another body. The Hindus call this re-incarnation. Jewish people believe that, if they live a good life; their souls will be resurrected in a perfect world at some future point in time. Christians believe that, when they die, God will judge their life. If they have been good Christians, then their souls will go to Heaven. If not, their souls will go to Hell.

**Activity 7.2.1**

Discuss the following, in groups of 2-3

a. Why are ancestors considered to be important in traditional African culture?

b. Jewish, Muslim and African cultures circumcise their boy children. How does the African cultural rite of passage different from that of the Jews and Muslims?

c. The role of women and men in marriage is different in each culture. Do you think women and men should be equal in marriage or do you think that the man should be the head of the house? Why?

**Unit 7.3 - Reading about Rites of Passage: Customs Associated with Death**

When a person dies, their body can be buried in a grave (burial) or burnt and the ashes kept or scattered (cremation). In some cultures, the dead are buried in a coffin. In other cultures, the dead are wrapped in a white cloth called a shroud.
People of the Muslim and Jewish faith bury their dead in a special Jewish or Muslim cemetery. In both of these cultures, the burial must take place within 24 hours of death. A Muslim’s grave must always face their holy city – Mecca. Hindu’s cremate their dead. After the cremation, the ashes are scattered in water – a river, a dam, a lake or the sea. In traditional African culture, it is important for a person to be buried in the same place that he/she was born. The deceased is buried facing his/her home so that the home is guarded by the spirit of the deceased person. However, if that person died a violent death then they are buried facing away from their home so that those who are still living do not suffer the same death. People of the Christian faith are permitted to choose whether they want to be buried or cremated. There is usually a religious ceremony at the deceased funeral where people who knew the person who is dead have a chance to speak about him/her and ask God to take their soul to Heaven.

Burials and ceremonies associated with death are not just practiced for the sake of the person who has died; they are also an important part of the healing process that the people who have lost a loved one must go through. These customs help people to cope with their grief.

Activity 7.3.1

Work in groups of 2-3. Discuss the following:

a. Why do you think Muslims and Jews insist on burying their dead within 24 hours of death? (Think about the area where these religions began.)

b. Christians are normally buried in a coffin while the Muslim people bury their dead wrapped in a material shroud. Why do you think these two cultures differ in this way?

c. How would you advise a family who practise traditional African culture to bury their loved one if they could not or were not allowed to bury him/her at the place of their birth?

d. Funerals can cost families a lot of money. Do you think that less money should be spent on funerals?

e. People of the Christian faith can choose to be buried or cremated. Which of these two options do you think is better? Why?
Dignity is: *The state or quality of being worthy of honour or respect.*

Religion plays an important role in giving people dignity. Each religion has a set of rules that its believers are expected to follow. This set of rules, also called a Code of Conduct, makes sure that people treat each other and themselves with respect. When we treat other people with respect, we give them dignity. When they treat us with respect, they give us dignity.

**Unit 8.2 - Codes of Conduct and Religion**

Read what each of the following people has to say about the Code of Conduct and dignity in their religion.

**I believe that the main purpose of the Muslim faith is to teach people how to live peacefully with each other. This gives every human being dignity.**

**Christianity has a Code of Conduct called the Ten Commandments. One of these commandments is ‘Love your neighbour’. This commandment makes sure that every person has dignity.**
Activity 8.2.1

Complete this activity in your Life Skills books using the information in Module 7 and 8. Use the heading: *Rites of Passage*.

Select one of the following religions: Hinduism, Judaism, Buddhism, Christianity, Islam, Baha’i faith. Answer the questions, listed below, about the religion you have chosen. Use full sentences.

1. Does the religion have a set of rules or a Code of Conduct?
2. Does this Code of Conduct have a name? What is it?
3. How many rules are there in the Code of Conduct?
4. Which two rules do you think are the most important? Why?
5. Which of the rules in the Code of Conduct is most likely to ensure that people are treated with respect and have dignity? Give a reason for your selection.

**Formal Assessment: Examination**

Your assessment task for this term is a Formal Examination. The exam will be set on all of the work that you have covered during the year. However, your teacher will give you some guidelines on which information you should pay special attention to. Your teacher will also revise and consolidate some of the more complicated topics that you have dealt with this year. If there is anything specific that you would like him/her to explain or revise, then all you need to do is ask. Your teacher should be available to help you prepare for the exam.

**Study Tip: Move Before You Study**

Exercising your body may help your brain. Moving can help get your brain ready to study.

**Study Tip: Pick Your Study Spot**

The important thing is to find a place where you'll pay attention.

**Study Tip: Listen to Music While You Study**

Some people study better with music because it helps them ignore other sounds around them. Other people get so into the music that they forget about what they're
supposed to be doing. Try it and see how you do. Pick music that won't have you singing instead of paying attention to your work. Instrumental music from the Baroque period is excellent music to study by. Bach, Handel and Vivaldi are examples of Baroque composers.

**Study Tip: Take Breaks While You Study**
Taking a short break might help you to concentrate. When you work on something for a long time, you may start thinking about other things. So, get up, do some jumping jacks or take a 10-minute walk. Then, come back to your studying. You should be ready to focus again. Be disciplined - you can't work for 10 minutes and take a 20-minute break!

**Study Tip: Don't Cram for Tests**
When you have to remember information, it's best to go over it many times over a few days. That way, you have a chance to really learn it. Don't wait and try to cram everything into your head the night before.