# Yellow Dot Series

## Life Orientation - Grade 7

### Term 1

## Module 1

**Self-Image (Week 1-2)**

- **Unit 1.1**: Positive Personal Qualities (pg. 3)
- **Unit 1.2**: Personal interests, abilities and potential (pg. 4)
- **Unit 1.3**: How to improve your self-image (pg. 5)
- **Unit 1.4**: Respecting Diversity (pg. 9)

## Module 2

**Changes in boys and girls (Week 3-5)**

- **Unit 2.1**: Physical and emotional changes (pg. 12)
- **Unit 2.2**: How puberty affects our relationships (pg. 15)
- **Unit 2.3**: Respect appreciation and acceptance (pg. 17)
- **Unit 2.4**: Appreciate and accept yourself and others (pg. 18)

## Module 3

**The effects of peer pressure (Week 6-7)**

- **Unit 3.1**: How peer pressure can influence an individual (pg. 25)
- **Unit 3.2**: Appropriate responses to peer pressure (pg. 26)
- **Unit 3.3**: Disagree in constructive ways (pg. 27)
- **Unit 3.4**: Where to find help (pg. 28)

## Module 4

**The world of work (Week 8-9)**

- **Unit 4.1**: Reading and studying (pg. 32)
- **Unit 4.2**: Improve your memory (pg. 34)

## Formal Assessment

**Written Task (Week 10)**

- Project (pg. 38)
- Rubrics (pg. 78)
Module 5
Human Rights in the South African Constitution
(Week 1-2)

Unit 5.1: Application of Human Rights (pg. 48)
Unit 5.2: Application of Responsibilities (pg. 48)

Module 6
Constitutional Rights and Responsibilities
(Week 3-5)

Unit 6.1: Dealing with abuse and identifying threatening/risky situations (pg. 53)
Unit 6.2: Effects of abuse on personal and social health and relationships (pg. 54)
  Unit 6.3: Communication for healthy relationships (pg. 57)
Unit 6.4: Protecting oneself from threatening or risky situations (pg. 58)
Unit 6.5: Protection and places of safety for victims of abuse (pg. 61)

Module 7
Career Fields
(Week 6, 7 and 8)

Unit 7.1: Interests and abilities (pg. 67)
Unit 7.2: School subjects and related careers (pg. 68)
Unit 7.3: Work environment and activities in careers (pg. 70)
Unit 7.4: Opportunities within each career field (pg. 71)
Unit 7.5: Challenges within each career field (pg. 71)
Unit 7.6: Level of education required and duration of study (pg. 72)
Unit 7.7: Services and sources for career fields and study information (pg. 76)

Formal Assessment
Examination (Week 8)
Module 1
Self-Image

A person’s self-image is the mental\(^1\) picture somebody has of themselves. Self-image is a combination\(^2\) of details that are usually visible\(^3\), obvious\(^4\) or provable such as: height, weight, hair color, gender, I.Q. score\(^5\), etc. as well as ideas about oneself that have been learned from personal experiences or by recognising how others behave towards you. A simple definition of a person’s self-image is their answer to the question “What do you believe people think about you?” Generally, the picture each person has of themselves is quite resistant\(^6\) to change. A person’s self-image is usually a mixture of both positive and negative images. Self-image may be a combination of three mental pictures:

1. Self-image resulting from how the individual sees himself or herself.
2. Self-image resulting from how others see the individual.
3. Self-image resulting from how the individual thinks others see him or her.

Unit 1.1
Positive personal qualities

The way you see yourself, develops over time. It is formed by the people you meet, the things that you do and your successes or failures. Some people seem to have everything they need to have a good image of themselves (they are smart, good looking, etc.) but they have a bad self-image. Other people, who do not seem to have everything, develop good self-image despite these challenges. What kind of self-image do you have? Is it the same in all situations?

---

\(^1\) Mental (say: men till) – to do with the mind
\(^2\) Combination (say: kom bin aye shin) – joined together or mixed
\(^3\) Visible (say: viz ibbill) – something that can be seen
\(^4\) Obvious (say: ob vee us) – easily understood/clear
\(^5\) I.Q. score – I.Q. stand for Intelligent Quotient. An IQ score is a number that represents intelligence
\(^6\) Resistant (say: ree zis tint) – not affected by something

Activity 1.1.1

Click the following hyperlink and complete the survey:

http://www.e-trainme.com/questionnaire1.html

Copy and paste the final summary and save it in a Life Orientation folder in the following way: Your name and Class - LO Self-Awareness Questionnaire Summary - Date. This information will not be shared with your teacher but it might provide some helpful insight into your self-image and help you make better decisions in future.

Unit 1.2
Personal Interests, Abilities and Potential

Your self-image is based on information that comes from:

- Your actions and behaviour
- Your interests
- Your abilities
- People you admire
- Other people’s comments to or about you

Activity 1.2.1

Design an Identity Document, in Power Point Format, using the following guidelines. Provide a suitable heading for each Slide:

Slide 1
A picture of yourself with the following information: Name, Date of birth, Age, Nationality, Place of birth, Home Language and any other additional languages.

Slide 2
A picture/s of your family members and/or adults that you are close to. Provide labels for each picture.
Slide 3
Pictures of your friend/s and labels with their names.

Slide 4
A picture of a person, other than a friend or family member, that you admire. Provide a label for the picture and a brief explanation of why you admire that person.

Slide 5
Pictures of three things that you enjoy doing.

Slide 6
A picture of something that you can’t do at the moment, but that you would like to do in the future.

Present your Identity Document to the rest of your class. Remember to Save your work in a Life Orientation folder in the following way: Your name and Class – LO Personal Interests and Information - Date.

Unit 1.3
How to improve your self-image

We all experience problems with self-image at certain times in our lives — especially during our teenage years when we’re figuring out who we are and where we fit into the world. The good news is that self-image changes over time - it is not fixed for life. So, if you feel that your self-image isn’t all it could be, you can improve it.

Self-Image Problems

Before a person can overcome self-image problems and build healthy self-image, it helps to know what might be causing those problems in the first place. Two things, in particular, can have a big impact on our self-image: How others see or treat us and how we see ourselves.
Parents, teachers, and other authority figures influence the ideas we develop about ourselves — particularly when we're young. If parents spend more time criticizing than praising a child, it can be harder for a child to develop good self-image. Because teenagers are still forming their own values\(^1\) and beliefs, it's easy to build self-image around what a parent, coach, or other person says.

Obviously, self-image can be damaged when someone whose acceptance is important (like a parent or teacher) constantly puts you down. But, criticism doesn't have to come from other people. Some people also have an "inner critic", a voice inside that seems to find fault with everything they do. And, people sometimes unintentionally model their inner voice after a critical parent or someone else whose opinion is important to them.

Over time, listening to a negative inner voice can harm a person's self-image just as much as if the criticism were coming from another person. Some people get so used to their inner critic being there that they don't even notice when they're putting themselves down.

Unrealistic expectations can also affect someone's self-image. People have an image of who they want to be (or who they think they should be). Everyone's image of the ideal person is different. For example, some people admire athletic skills and others admire academic\(^2\) abilities.

People who see themselves as having the qualities they admire — such as the ability to make friends easily — usually have high self-image. People who don't see themselves as having the qualities they admire may develop low self-image.

Most people who have low self-image often do have the qualities they admire - They just can't see it because their self-image is trained that way.

\(^1\) Values (say: val use) – standards of behaviour/your judgment of what is important in life
\(^2\) Academic (say: ack a dem ick) – to do with education/schooling
Why Is Self-Image Important?

How we feel about ourselves can influence how we live our lives. People who feel that they're likeable and loveable (in other words, people with good self-image) have better relationships. They're more likely to ask for help and support from friends and family when they need it. People who believe they can accomplish goals and solve problems are more likely to do well in school. Having good self-image allows you to accept yourself and live life to the fullest.

Steps to Improving Self-Image

If you want to improve your self-image, here are some steps to start empowering yourself:

Try to stop thinking negative thoughts about yourself.

If you're used to focusing on your shortcomings, start thinking about positive aspects of yourself that outweigh them. When you catch yourself being too critical, counter it by saying something positive about yourself. Each day, write down three things about yourself that make you happy.

Aim for accomplishments rather than perfection.

Some people become paralysed by perfection. Instead of holding yourself back with thoughts like, "I won't audition for the play until I lose weight," think about what you're good at and what you enjoy, and go for it.

Try new things.

Experiment with different activities that will help you get in touch with your talents. Then, take pride in new skills you develop.

Recognize what you can change and what you can't.

If you realise that you're unhappy with something about yourself that you can change, then start today. If it's something you can't change (like your height), then start to work toward loving yourself the way you are.
Think about what you'd like to accomplish and then plan for how to do it. Stick with your plan and keep track of your progress.

Take pride in your opinions and ideas.
You are entitled to have an opinion and ideas even if they are different to those of other people. Don't be afraid to voice them.

View mistakes as learning opportunities.
Accept that you will make mistakes because everyone does. Mistakes are part of learning. Remind yourself that a person’s talents are constantly developing, and everyone excels at different things.

Exercise!
You'll relieve stress, and be healthier and happier.

Have fun.
Enjoy spending time with the people you care about and doing the things you love. Relax and have a good time — and avoid putting your life on hold.

It's never too late to build healthy, positive self-image. In some cases, where the emotional hurt is deep or long lasting, it can require the help of a mental health professional, like a counselor or therapist. These experts can act as a guide, helping people learn to love themselves and realise what's unique and special about them.
Self-esteem plays a role in almost everything you do. People with high self-esteem do better in school and find it easier to make friends. They tend to have better relationships with peers and adults; feel happier; find it easier to deal with mistakes, disappointments, and failures; and are more likely to stick with something until they succeed. It takes some work to develop good self-image, but once you do, it’s a skill you’ll have for life.

Unit 1.4
Respecting Diversity

People with a positive self-image have respect for themselves and, because of this; they are able to treat other people with respect too. They appreciate each person’s individuality and diversity\(^1\). They value the dignity, privacy and freedom of others. In this way, they enhance\(^2\) the self-image of other people.

Activity 1.4.1

Read the case study. Compose a letter, as if this was happening at your school, and send it, via email, to the school principal. Your teacher will give you the correct email address. Save a copy of your letter in a Life Orientation folder in the following way: Your name and Class - Immigrant at school - Date. Include the following, in your letter:

- A summary of what you have noticed about Jayleigh, her behaviour and the behaviour of the other learners.
- What you think this is doing to her self-esteem.
- What you understand diversity and respect for others to be and why it is important.
- A quote from the South African Constitution that supports your opinions about diversity and respect.
- What you think the Principal can do to solve the problem.
- What you think the children (including you) at the school can do to solve the problem.
- What Jayleigh can do to improve her self-image?

\(^1\) Diversity (say: die verse a tee) – a range of different things

\(^2\) Enhance (say: en hans) – improve or increase

Case Study: An immigrant at school

Jayleigh is a new student at your school. Her family is originally South African but they have been living in Dubai¹ since she was born. During the time they lived in Dubai, Jayleigh’s family became Muslims and the children went to a local school that taught Arabic as their main form of communication. She finds it difficult to speak English, although she does know few words. Because Jayleigh’s family are devout² Muslims, she prefers not to take part in sport or music extra murals, and she has permission to wear a Burka³ to school.

At school, the children don’t speak to her because they can’t understand what she is saying. Some of the children tease her about her clothes. She is usually alone at break time so when the bells rings and all the children go to class, she does not know where to go or what she is supposed to do. She sits on the sport stand in the afternoon, watching the children at extra murals, while she waits for her parents to collect her. They usually collect her at about 16:00.

This is very different from how things were in Dubai. There, she was popular and did well at school. Jayleigh feels lonely and sad and a little scared.

¹ Dubai (say: Doo bah yee) – Dubai a city is situated on the Persian Gulf coast of the United Arab Emirates
² Devout (say: dee vowt) – having or showing deep religious feeling or commitment
³ Burka (say: burr kah) – a long, loose garment covering the whole body from head to feet, worn in public by women in many Muslim countries.
### Interesting Facts About Self-Image

<table>
<thead>
<tr>
<th>Topic</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 70 percent of girls age 15 to 17</td>
<td>avoid normal daily activities, such as attending school, when they feel bad about their looks.</td>
</tr>
<tr>
<td>Among teenage students.</td>
<td>44 percent of girls and 15 percent of boys are attempting to lose weight.</td>
</tr>
<tr>
<td>More than 40 percent of boys in Grade 7-12</td>
<td>regularly exercise with the goal of increasing muscle mass.</td>
</tr>
<tr>
<td>Teenage girls that have a negative view of themselves are four times more likely to take part in activities with boys that they’ve ended up regretting later.</td>
<td></td>
</tr>
<tr>
<td>Only 2% of women think that they are beautiful.</td>
<td></td>
</tr>
<tr>
<td>Many people’s image of themselves is very different from the way other people see them. Usually, people are very self-critical and have low self-esteem.</td>
<td>Take a look at the following video: <a href="http://www.youtube.com/watch?v=litXW91UauE">http://www.youtube.com/watch?v=litXW91UauE</a></td>
</tr>
<tr>
<td>The top wish among all teen girls is for their parents to communicate better with them. This includes frequent and more open conversations.</td>
<td></td>
</tr>
<tr>
<td>75 percent of teens with low self-esteem reported engaging in negative activities like cutting, bullying, smoking, drinking, or disordered eating.</td>
<td></td>
</tr>
<tr>
<td>7 in 10 girls believe that they are not good enough or don’t measure up in some way, including their looks, performance in school and relationships with friends and family members.</td>
<td></td>
</tr>
<tr>
<td>81% of 10 year old girls are afraid of being fat.</td>
<td></td>
</tr>
</tbody>
</table>

**Love the Skin You Are In!!!!!!**
Module 2
Changes in boys and girls

As children grow into young adults, their bodies, emotions and ways of thinking about things change. The time of life when boys and girls become men and women is called **puberty or adolescence**. This can be a very confusing time for young people, especially when nobody has taken the time to explain why changes are taking place and what those changes are. It is also difficult time for friends and family of that person and it is sometimes made more difficult if the friends and family don’t understand that ‘different’ behaviour patterns are all part of a natural process called growing up. So...if you... and your friends...and your family... are all fully informed about puberty then this transition period can be a celebration rather than a curse.

As you go through puberty, you change physically and emotionally. These changes are the result of hormone changes in your body. For girls, the hormone is called **oestrogen** and for boys it is called **testosterone**. Some of the physical changes differ for boys and girls and some are common to both gender groups, e.g. growing taller or getting hairier. The emotional changes are usually more stressful than the physical ones because, during puberty, members of the opposite sex, and what they think about each other, become more important than they were before. The need to be liked or loved becomes significant – if you don’t have a healthy self-image, this could be problematic.

Unit 2.1
Physical and emotional changes

Here are some normal emotional changes that both boys and girls have to deal with:

- Being worried about your changing body shape.
- The need to be more independent and make your own decisions or choices without asking an adult.
- Finding it important to be part of a ‘group of friends’ and wanting them to play a more important part in your life. (Choose them wisely!)
• People responding to you differently. If you are tall for your age then people may think you should 'act older,' or if you are small for your age they may insist on treating you like a child.
• A community expects more from older children – this might make you feel nervous or anxious.
• Mixed up feelings and mood changes. This is hormonal¹ and is very difficult for young adults and their parents to deal with.
• One minute you have lots of energy and the next you feel so absolutely dead tired that you just want to be left alone to 'veg out'. This is particularly difficult for parents to understand.
• Changes in the way you think and your sense of what is right and wrong – particularly with regard to physical contact.

**Girls' changes**

• Bodies become curvier and hip bones widen.
• There is weight gain, particularly on the hips. This does not mean you have to start a diet to lose weight. In fact you would be unhealthy if you did not put on some weight. It just means that you are getting a womanly shape. Just continue to eat healthy foods and get regular exercise.
• Muscles get bigger and stronger, but they do not show up as much as boys' muscles.
• Breasts start to develop. First there is a small swelling under the nipples, and then the whole breast area starts to get bigger.
• Menstruation starts.
• Your skin may change slightly and pimples may develop.
• There may be some whitish jelly from the vaginal area before or in between periods. (Don't worry it's just your body's way of cleaning itself.)

¹ Hormonal (say: hor moan nil) – A hormone is a substance produced in an organism to stimulate specific cells or tissues into action. To be hormonal means to behave in a certain way because hormones are stimulating your body to do something.
Boys’ changes

- Boys gain weight and shoulders get wider.
- Muscles start to get bigger and stronger.
- You may notice that you are getting an ‘Adam's apple’. This is your larynx or voice box getting larger and sticking out at the front of your throat. Your voice may seem to be all over the place, squeaky then deep or even sound like it is cracking. Don't worry - when your larynx has finished growing your voice will sound ‘normal’ again and probably a bit deeper than before.
- The penis gets longer and wider and testes¹ (or testicles) get larger.
- Breasts look like they're developing a bit! (Don't worry this is quite normal and usually goes away by the end of puberty.)
- Your skin may change slightly and pimples may develop.
- Apart from hair starting to grow on your body, it also grows on your face, like a beard, moustache or sideburns. Usually it's pretty thin at first but gets stronger and darker towards the end of puberty.
- You get erections² sometimes because you're nervous or excited and other times when it just happens by itself! This can be a bit embarrassing, at first, but other people don't usually notice them as much as you do and if you don't think about the erection or you concentrate on something really boring (like saying the alphabet backwards) things will settle down again.
- You may have ‘nocturnal emissions’³ or wet dreams while you are sleeping. The ‘wet’ stuff is semen⁴ and you haven't wet the bed! It is also a normal part of growing up.

¹ Testes (say: test ease) – male reproductive glands (singlular: testis)
² Erections (say: ee rock shins) – enlarged and rigid state of the penis
³ Nocturnal emission (say: knock turn nil – ee rock shins) - also known as a wet dream, it is a spontaneous orgasm during sleep that includes ejaculation for a male, or vaginal wetness or an orgasm (or both) for a female.
⁴ Semen (say: sea min) – male reproductive fluid
Do you know the story of the ugly duckling that turned into a swan?

There may be times during puberty when you feel that you have a lot in common with the duckling! Gradually though, you will turn into a swan! Well perhaps not, but you will turn into the wonderful, unique adult that is you."

If you would like to read more, have a look at the Adolescence topic on the Teen Health site (Hover over the highlighted word, press Ctrl and left click to access the Teen Health site).

### Activity 2.1.1

1. In your LO workbook, write today’s date and the heading: Changes in boys and girls
2. Draw a table similar to that below. Design the table so that it has two columns. In the first column, write a Title Heading for Boys’ Changes and Girls’ Changes, depending on whether you are a boy or a girl. In the second column, write a Title Heading: My concerns.

<table>
<thead>
<tr>
<th>Boys’/Girls’ Changes</th>
<th>My Concerns</th>
</tr>
</thead>
</table>

3. Select any five changes that might occur during puberty. Your selection can include both emotional and/or physical changes. Summarise the changes you have selected, and, using only key words, write your selection into column one of the table.
4. In the second column, using correct grammar and punctuation, explain, in one sentence, why this change is something that you would be concerned about.

### Unit 2.2

**How puberty affects our relationships**

During puberty, many young people find that their relationship with family and friends begins to change. It is at this stage of their lives that young children begin to feel that they can make their own decisions and they start to develop their own identity. Sometimes, this need to be taken seriously or to have their opinions viewed as worthwhile comes into conflict with society’s expectations or the rules and regulations that govern a culture.
Understanding the changes and how these impact on relationships

Some teenagers tend to argue more with family members – especially when they think that they are not being treated as the ‘almost adults’ that they are. They often find younger siblings irritating and childish and feel indignant when they are expected to follow the same rules as their younger sisters or brothers. This conflict, when combined with the moodiness caused by hormonal changes, is very challenging for families to deal with.

Many teenagers begin to identify with their friends on a far more significant level than before. This may be because the other teenagers are going through the same crises as they are and this creates a common bond. Unfortunately, this common bond can sometimes become destructive and the need ‘to belong’ and ‘be liked’ by peers leads to behaviour that is illegal, dangerous or does permanent damage to family relationships.

It is natural for teenagers to become more interested in their friends during puberty and it is also natural for romantic relationships to become more important.

The best advice that a teenager can follow is: Find an adult that you trust and confide in them when you are faced with relationship issues that confuse you – particularly with regard to romantic relationships that start becoming physical. It is not a good idea to seek advice from your friends – they only know as much as you do.

1 Crises (say: cry sees) – problems/emergencies/challenges (singular – crisis)
Respect, appreciation and acceptance

Respect refers to a feeling of admiration for somebody because they have certain qualities, abilities or accomplishments that you aspire to.

Respect also refers to appreciation of other people’s rights, feelings and belongings. Appreciation means that you recognise the value and worth of something. Acceptance means that you value other people for what they are and what they are capable of in the same way as you accept the reality of who and what you are.

A previous section of these notes dealt with self-image and how that self-image can be developed by you and the people around you. When you reach puberty, your body and emotions will begin to change and this might affect your image of yourself. Because your friends start becoming more important, the things they say about you and the opinions they have about you, especially in terms of physical changes, could have a negative effect on your self-image. You might fall into the trap of feeling inadequate. Respect the changes that are occurring, accept that there are certain changes you have no control over, and believe that you are wonderful just the way you are. You do not need anybody else to tell you what you already know. And, if you know it with conviction, nobody can make you think anything else.

1 Inadequate (say: in add a quit) – less than needed/not good enough
2 Conviction (say: kon vick shin) – with absolute certainty/without any doubt
Remember, though, that respect works both ways…..if you want people to treat you with respect, then you must show respect to them as well.

**How to show respect for other people:**
- Compliment people instead of making fun of them.
- Listen carefully when other people speak.
- When people give their opinions, consider them carefully before responding.
- Consider what people like and don’t like.
- Try to say good things about people when they are not around and try to steer clear of gossip and saying mean things about people behind their backs.
- Look at people when you talk to them – the expression on their face and in their eyes will tell you what impact your words are having.
- Each person has the right to control their own actions and you should respect that right by allowing them to say ‘No’ if you ask them to do something they don’t really want to do.

**Unit 2.4**

**Appreciate and accept yourself and others**

Puberty is a life-changing stage in human development and it is a process that every young person must go through in order to reach adulthood. Because it is so significant, many cultures have special celebrations and ceremonies to honour the change from child to adult. The Jewish culture (Judaism) celebrates the onset of puberty when children turn thirteen. For boys, this is called a Bar mitzvah and for girls it is called a Bat mitzvah. In certain African cultures, boys are required to participate in an initiation process that is designed to prepare them for manhood.
Activity 2.4.1

1. Make use of the following websites to research the varieties of ways that puberty is celebrated. This is also sometimes referred to as a Rite of Passage.

- http://hinduism.about.com/od/basics/a/Hindu-Samskaras.htm
- http://judaism.about.com/od/lifeevents/a/whatisabarmitzvah.htm
- http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation_1.shtml
- http://www.wisegeek.org/what-is-rumspringa.htm#slideshow

2. Prepare a Power Point presentation of no more than 5 slides, with recorded audio commentary, on one of the following cultures:
   - Hindu (Samskaras), Islam (Rites of passage), Judaism (Bar and Bat mitzvah), Christianity (Confirmation), Amish (Rumspringa), African Traditional Religions (Rites of passage)

3. Save a copy of your presentation in a Life Orientation folder in the following way: Your name and Class – LO Appreciation and Acceptance - Date.

Developing an attitude of appreciation

Perhaps you have seen the advert on T.V. where a few women are asked what they would like to change about themselves. In the advert, the women were very quick to say that they thought their hair was too thin or their ears were too big. When the same women were asked what they liked about themselves, they took a lot longer to answer and some of them couldn’t think of one thing.

There is a very strange habit that most people get into when they approach adulthood. What’s more, this habit seems to afflict\(^1\) almost everybody and, once the habit is formed, it follows people into their adult lives. Once you understand how crazy and illogical it is, however, you will see that it is simply a trap. Fortunately, it is a trap you can escape from! It is called the 90-10 trap.

\(^1\) Afflict (say: a flikt) – cause pain or trouble or be a problem
If you observe the people you come into contact with, you might notice that most of them tend to focus their attention, thinking and conversations on the worst 10% of their lives. The 90% in the trap stands for the rest of a normal day – which is usually pretty good – and the 10% stands for the remaining part of our day that might be filled with problems and hassles. Obviously, every day is different and some days are really bad. But, the way a typical day plays out is probably like this:

Suppose for illustration’s sake, you had ten things to do during the day. Nine of them go reasonably well. The last one doesn’t. Which one do you think about most that evening? Which one do you text your friends about? Which ones do you discuss with your parents? You get the idea.

Suppose, in addition, that you interact with ten people during that day. Nine of them are pleasant and respectful, but one was a real jerk! What do you say when somebody asks you how your day was? “You know, I had a pretty good day and everyone was nice to me.” Probably not. A more typical answer might be… “One of the kids at school was a real jerk!”

The point is this: You don’t have to ignore the dramatic parts of your day or ignore the hassles and problems. Focusing only on what is good and right in your life is going a bit far. However, creating a bit of balance in what you chose to focus on is a healthy way to approach life. Try to talk about the good things 90% of the time and complain about the 10% of unpleasant experiences, 10% of the time.

Falling into the 90-10 trap is like looking at a beautiful painting and, instead of appreciating the beauty, focusing on the fact that you don’t like the artist’s signature.

So, how does the 90-10 trap relate to you and your adolescence? Well, if you fall into the 90-10 trap with your daily life, you will fall into the same trap with your self-image. The 90% of you that is fantastic and worth appreciating, will become overshadowed by the 10% that is not so wonderful (and you had better believe that everybody has something about them that is not ideal).
Once you fall into this trap, you will begin to do the same with other people. You will start to compare your 10% with other people and, if you come up short, you might begin to feel inadequate. This could lead to depression and jealousy – tough emotions to deal with.

Just for fun, the next time you talk to your parents or a friend, ask them to tell you about the best part of their day. You’ll probably catch them off guard! And, you might just be the one to start a positivity and appreciation epidemic.

Oprah Winfrey, famous T.V. talk show host and philanthropist, keeps a gratitude journal. Each day, she writes down five things that she appreciated during the course of the day.

Use the following link to see what Oprah has to say about her gratitude journal.


Start a journal of your own in which you do the following every day:

1. Write 5 things that happened to you during the course of the day that you really appreciated.
2. Write 5 things that you did today or about yourself, that made you feel good about yourself.

Try it for two weeks, without skipping a day, and see whether you are escaping from the 90-10 trap. Good luck.
Module 3
The effects of peer pressure

As you grow older, you'll be faced with some challenging decisions. Some don't have a clear right or wrong answer — like should you play soccer or field hockey? Other decisions involve serious moral questions, like whether to bunk, try cigarettes, or lie to your parents.

Making decisions on your own is hard enough, but when other people get involved and try to pressure you one way or another it can be even harder. People who are your age, such as your classmates, are called peers. When they try to influence how you act, to get you to do something, it's called peer pressure. It's something everyone has to deal with — even adults.

Defining Peer Pressure
Peers influence your life, even if you don't realize it, just by spending time with you. You learn from them, and they learn from you. It's only human nature to listen to and learn from other people in your age group. In the 1980s some researchers did an interesting study on the dynamics of peer pressure.

Case Study:
Why is social pressure so great during adolescence?

A team of doctors decided to conduct an experiment to study the ways in which group pressure influences young people. To accomplish this, they invited 10 teenagers into a room and told them they were going to evaluate their "perception" to learn how well each student could "see" the front of the room from where he sat.

Actually, all the teenagers were very close to the front of the room and everybody could see quite easily. What the doctors were actually studying was not the eyesight of the students, but the effects of group pressure.
The doctors said, "We’re going to hold up some cards at the front of the room. On each card are three lines — Line A, Line B, Line C, each of different length. In some cases Line A will be the longest; in other cases Line B will be the longest, and in still other cases Line C will be the longest. Several dozen cards will be shown with the lines in a different order. We'll hold them up and point to Line A, Line B and Line C on each card. When we point to the longest line, please raise your hand to show that you know it is longer than the others." They repeated the directions to make sure everybody understood, and then raised the first card and pointed to the top line.

**Object of the Game**

What one student didn't know was that the other nine had been secretly informed earlier to vote for the second longest line. In other words, they were told to vote wrongly.

The doctors held up the first card and pointed to Line A, which was clearly shorter than Line B. At this point, all nine students co-operated in the scheme and raised their hands. The fellow being studied looked around in disbelief. It was obvious that Line B was the longest line, but everybody seemed to think Line A was longer.

He later admitted that he thought, “I must not have been listening during the directions. Somehow I missed the point, and I'd better do what everybody else is doing or they'll laugh at me.” So he carefully raised his hand with the rest of the group. Then the researchers explained the directions again: "Vote for the longest line; raise your hand when we point to the longest line."

It couldn't have been simpler! Then they held up the second card, and again, nine people voted for the wrong line. The confused fellow became tenser over his predicament, but eventually he raised his hand with the group once again.

Over and over he voted with the group, even though he knew they were wrong.
This one young man was not unusual. In fact, more than 75 percent of young people tested behaved that same way. They sat there time after time, saying a short line was longer than a long line! They simply didn't have the courage to say, "The group is wrong. I can't explain why, but you guys are all confused." A small percentage - only 25 out of 100 - had the courage to take their stand against the group, even when the majority was obviously wrong. This is what peer pressure does to an insecure person.

Power of a Friend
Another interesting characteristic was revealed by this study. If just one other student recognized (voted for) the right line, then the chances were greatly improved that the fellow who was being studied would also do what he thought was right. This means that if you have even one friend who will stand with you against the group, you probably will have more courage, too. But, when you're all by yourself, it's pretty difficult to take your stand alone.

Now, this raises an interesting question. Why is social pressure so great during adolescence? Why are we so afraid of being rejected by the group? Why must we do what we're told by those of our same age? Why can't we be independent? The answer to these questions goes back to the subject of inferiority.

When you feel worthless and foolish — when you don't like yourself — then you are more frightened by the threat of ridicule or rejection by your friends. You become more sensitive about being laughed at. You lack the confidence to be different. Your problems seem bad enough without making them worse by defying the wishes of the majority. So you dress the way they tell you to dress, and you talk the way they tell you to talk, and all your ideas are the group's ideas.

You become afraid to raise your hand for what you know is right, or to express any of your own views. Your desire is to behave in the "safest" way possible. These behaviours all have one thing in common: They result from feelings of inferiority.

This article was adapted from Preparing for Adolescence: How to Survive the Coming Years of Change by Dr. James Dobson with the permission of Gospel Light/Regal Books (Ventura, CA 93003). Copyright 1989.
Unit 3.1
How peer pressure can influence an individual

Peers can have a positive influence on each other. Maybe another student in your science class taught you an easy way to remember the planets in the solar system or someone on the soccer team taught you a ‘cool’ trick with the ball. You might admire a friend who is always a good sport and try to be more like him or her. Maybe you got others excited about your new favorite book, and now everyone’s reading it. These are examples of how peers positively influence each other every day.

Sometimes peers influence each other in negative ways. For example, a few kids in school might try to get you to bunk class with them, your soccer friend might try to convince you to be mean to another player and never pass the ball, or a kid in the neighbourhood might want you to shoplift with him.

Why Do People Give in to Peer Pressure?

Some kids give in to peer-pressure because they want to be liked, to fit in, or because they worry that other kids might make fun of them if they don’t go along with the group. Others go along because they are curious to try something new that others are doing. The idea that “everyone’s doing it” can influence some kids to leave their better judgment, or their common sense, behind.
Unit 3.2
Appropriate responses to peer pressure

Walking Away From Peer Pressure

It is tough to be the only one who says "No" to peer pressure, but you can do it. Paying attention to your own feelings and beliefs about what is right and wrong can help you know the right thing to do. Inner strength and self-confidence can help you stand firm, walk away, and resist doing something when you know better. It can really help to have at least one other peer, or friend, who is willing to say "No," too. This takes a lot of the power out of peer pressure and makes it much easier to resist. It's great to have friends with values similar to yours who will back you up when you don't want to do something.

You've probably had a parent or teacher advise you to "choose your friends wisely." Peer pressure is a big reason why they say this. If you choose friends who do not use drugs, bunk class, smoke cigarettes, or lie to their parents, then you probably won't do these things either. Try to help a friend who's having trouble resisting peer pressure. It can be powerful for one kid to join another by simply saying, "I'm with you - let's go."

Even if you're faced with peer pressure while you're alone, there are still things you can do. You can simply stay away from peers who pressure you to do stuff you know is wrong. You can tell them "No" and walk away. Better yet, find other friends and classmates to hang around with.

Ultimately, how you deal with peer pressure is a reflection of how you feel about yourself. Your self-image will play a major role in your responses to peer pressure. People who have low self-image usually respond to peer-pressure in a passive or aggressive manner. People who are self-confident are usually assertive in their response to peer pressure.
Here are a few examples of each type of response. If you react to peer-pressure in the ways listed in column one and two, you might have to take a serious look at why you have fallen into the 90 -10 trap of self-esteem.

<table>
<thead>
<tr>
<th>Passive people</th>
<th>Aggressive people</th>
<th>Assertive people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept things the way they are.</td>
<td>Try to control others.</td>
<td>Stand up for their rights without disregarding the rights of others.</td>
</tr>
<tr>
<td>Give in easily to others.</td>
<td>Can be rude, mocking, sarcastic or violent.</td>
<td>Express their views when required but also listen to what others have to say.</td>
</tr>
<tr>
<td>Go along with what others want.</td>
<td>Want their own way.</td>
<td>Are calm and polite during discussions, even if they don’t agree with another’s opinions.</td>
</tr>
<tr>
<td>Do not stand up for themselves.</td>
<td>Do not listen to other people’s opinions.</td>
<td>Remain calm and seldom lose their temper.</td>
</tr>
<tr>
<td>Do not voice their opinions.</td>
<td>Attack other people’s opinions.</td>
<td>Take action that is thought through and when appropriate.</td>
</tr>
<tr>
<td>Do not stand up for other people when they are in trouble.</td>
<td>Lose their tempers easily.</td>
<td>Meant it when they say ‘No’ and don’t feel guilty about it.</td>
</tr>
<tr>
<td>Do not take action easily.</td>
<td>Take action without thinking about consequences.</td>
<td></td>
</tr>
<tr>
<td>Feel guilty when they say ‘No’.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit 3.3**

**Disagree in constructive ways**

If you are in a situation where you are feeling pressured, there are a few practical skills you can try.

- Say ‘no’ in a firm and calm voice and keep on saying ‘no’ until the pressure is removed.
- Suggest another activity.
- Use humour to change the atmosphere.
- Explain the reasons why you cannot do what is being asked.
- Ignore the person exerting pressure and talk to somebody else or leave the area.
- Make an agreement with at least one other friend to stick together and support each other.
- Be very clear in your own mind about what is right or wrong and stick to these principles and beliefs.
- Don’t take things personally – remember that you are disagreeing with an idea and not the person.
Unit 3.4
Where to find help

If you continue to face peer pressure and you're finding it difficult to handle, talk to someone you trust. Don't feel guilty if you've made a mistake or two. Talking to a parent, teacher, or school counsellor can help you feel much better and prepare you for the next time you face peer pressure.

Apart from friends and trustworthy adults, there are several helplines you can call for free advice and counselling. You can find their current contact details in a telephone directory, on the Internet or information services.

**ChildLine South Africa**
Assistance from trained counsellors for abused young people.
0800 055 555

**lovelLife** understands your sexuality
Youth line: 0800 121 900
http://www.lovelife.org.za/

**LifeLine**
24 hour crisis intervention service.
Emotional first aid station.
011 715 2000

**FAMSA**
Confidential counselling for parents and young people who feel they need to speak to somebody.
011 788 4784/5
http://www.familylife.co.za/

**SA Depression and Anxiety Group**
 sms: 31393
 011 262 6396
Emergency: 0800 567 567

Activity 3.4.1

Answer the questions about the case study, in your LO workbook. Use the following heading: Activity 3.4.1 Peer Pressure

1. What Grade is Sanjay in and how old do you think he is?
2. What, in this case study, makes Sanjay feel left out?
3. Who is Anand and how old do you think he is?
4. Why do you think Sanjay looks up to Anand?
5. Do you agree with Anand that a man has to watch sport on T.V. in order to be a real man? Justify your answer.
6. In what manner does Sanjay give in to the peer pressure he feels from his friends and Anand?

Case Study:
Why is social pressure so great during adolescence?

Sanjay is in Grade 7. He is average in sports, but likes to play cricket, football, etc. However, Sanjay does not like watching cricket or any other match on TV. He finds it boring to sit in front of the TV and watch other people play. He would rather go out and play the games himself. But, everybody else seems to enjoy watching sports and Sanjay feels left out. Whenever there is a match on, practically every other boy is glued in front of his TV set and Sanjay does not know what to do.

He is going somewhere with his friend Anand who is a few years older, and Sanjay looks up to him as his ideal. Anand asks him about the India-Pakistan match and Sanjay sheepishly tells him that he does not watch cricket matches. Anand is a die-hard cricket fan (although he watches more than he plays) and he is extremely surprised. He looks at Sanjay as if he is weird. He tells Sanjay, almost in disgust, that he cannot be a man if he does not like watching cricket matches. He makes it sound as if it is a disease not to have an interest in watching cricket. Anand thinks it...
is his duty to pressurise Sanjay in this way to make him, what in his eyes is being a real 'man.'

Sanjay feels diffident (lacking in confidence) about himself. He believes in everything that Anand tells him. He develops an inferiority complex, believing he must be lacking in masculinity for not wanting to watch cricket matches. He forces himself to watch cricket for the next week. He likes it sometimes, but after a while, he gets bored. He is more interested in watching the Discovery channel, or other informative programmes. He then accepts that his disinterest in watching cricket matches is a weak point – a character flaw.

Formal Assessment (70)

Project

Go to the Formal Assessment Activity at the end of the Term 1 notes. Read through the project details so that you can start preparing for the project. Your teacher will discuss the project requirements with you.

Module 4

The world of work

There is an important link between reading with comprehension and studying well because studying is not just about learning for memorisation. Genuine and worthwhile learning is about remembering information AND understanding information and concepts so that they can be applied in different situations.
Not everybody enjoys reading, but it is a skill that everybody needs if they would like to be successful students and citizens. One of the reasons that human beings, as a species, are so successful is the fact that they can read and write. Information can be passed on from one generation to the next through the written world. Reading and writing are so important that we call the time before humans started reading and writing – Prehistorical.

There are three main types of reading: Reading for enjoyment, Reading for information and Reading for comprehension.

**Reading for enjoyment** includes activities such as reading sms texts, newspaper articles, novels and poetry, etc. Research has shown that children who read for pleasure are likely to do significantly better at school than their peers. The research found that children who read for pleasure made more progress in Maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read. It was further found that children (and adults) who read for enjoyment find reading pleasurable because they are able to visualise the characters, events and information. In other words – they produced a movie in their mind – the words on the page took on a higher meaning.

**Reading for information and comprehension** requires a little more effort than reading for enjoyment, especially if you are studying. This is because your attention has to be focused on gathering information, understanding it and remembering it. However, there are some techniques that you can use to help you.
How did you learn how to ride your bike? Someone probably gave you a few lessons and then you practiced a lot. You can learn how to study in much the same way. No one is born knowing how to study. You need to learn a few study skills and then practice them.

**Why work on your study skills?** It will make it easier for you to learn and do well in class, especially as you move up to the Senior Phase of your schooling.

Here are six steps to smarter studying:

**Pay Attention: Good Studying Starts in Class**

Here’s a question for you: *Did you know that before you even begin studying, you’ve already started?* Huh? Here’s what we mean. When you pay attention in class and take good notes, you are starting the process of learning and studying.

Do you have trouble paying attention in class? Are you sitting next to a loud person? Is it hard to see the board? Make sure you’re sitting in a good seat that lets you pay attention. Tell your teacher or parents about any problems that are preventing you from paying attention and taking good notes.

**Good Notes = Easier Studying**

Not sure how to take notes? Start by writing down facts that your teacher mentions or writes on the board during class. Try your best to use good handwriting so you can read your notes later. It’s also a good idea to keep your notes, quizzes, and papers organized by subject.
Plan Ahead and You'll Be Glad You Did

Waiting until Thursday night to study for Friday's test will make for a homework night that's no fun! It also makes it hard to do your best. We're all guilty of putting things off sometimes. One of the best ways to make sure that doesn't happen is to plan ahead.

Ask for a cool calendar (something you like and can keep by your desk or study area) and write down your test and assignment due dates. You can then plan how much to do after school each day, and how much time to spend on each topic. Are lessons or extra-curricular activities making it hard to find time to study? Ask your mom or dad how to make a schedule of what to do when.

Break It Up!

When there's a lot to study, it can help to break things into chunks. Let's say you have a test on 20 spelling words. Instead of thinking about all of the words at once, try breaking them down into 5-word chunks and working on one or two different chunks each night. Don't worry if you can't remember something on the first try. That's where practice comes in. The more days you spend reviewing something, the more likely it is to stick in your brain.

There are also tricks called mnemonic (say: new-MON-ik) devices that can help you remember stuff. When you're trying to memorize a list of things, make up a phrase that uses the first letter of each. For example, are you trying to learn the eight planets and their order from the sun? Think: My Very Excellent Mother Just Served Us Nachos to remember Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Your teacher can give you ideas, too.
Another way to chunk information is to study regularly instead of just the night before. You can always review your notes and read over the chapters you're working on. Or, if you're studying math or science, do some practice problems.

How much studying should you do each night? Most brains can only pay attention for about 45 minutes. So, if you've been working for a while and find it hard to pay attention, try taking a break for some water or a walk around the house. Just fight the temptation to turn on the TV or stop working!

**Lose the Confusion - Ask for Help**

You can't study effectively if you don't understand the material. Be sure to ask your teacher for help if you're confused about something. You can check yourself by reading through your notes. Does it all make sense? If not, ask your teacher to go over it with you. If you're at home when the confusion occurs, your mom or dad might be able to help.

**Sleep Tight!**

So the test is tomorrow and you've followed your study plan - but suddenly you can't remember anything, not even 2+2! Don't panic. Your brain needs time to digest all the information you've given it. Try to get a good night's sleep and you'll be surprised by what comes back to you in the morning.

---

**Unit 4.2**

**Improving your memory**

**Train your brain**
Remembering what you have heard or read is an important life skill as well as a study skill. Many people lose their train of thought midway through a sentence - and it's not just about "senior moments". Have you ever left a room to go and do something and then forgotten what you left the room for? How many times in the last month have you forgotten where you put something? - a Maths book, your cell phone, the house keys...

Absent-mindedness is not just about “getting older”, says neuropsychologist Dr. Joanna Iddon. She says, “In a recent study of healthy people, the average number of memory slips, like putting the coffee jar in the fridge, was around six per week, irrespective of age, gender and intelligence. In fact, it was the younger, busier people that were the most absent-minded.”

Remembering is an active process. This means that we have to make a point of remembering, not only in our studying, but also in our general life. If we make an active effort to train our brains to remember daily things, then the brain becomes conditioned - it becomes a habit to remember.

Making the most of your memory involves paying better attention, planning and organising. Luckily, there are some tricks and strategies to help you boost your brain power.

**Associate the memory with the environment:** If, for example, a joke is learned in the presence of a particular smell, that same aroma may cue the memory for that joke. “More simply, when in an exam, I advise my students to visualise the place in which they were revising as a cue to memory,” says Andrew Johnson, memory specialist and lecturer in psychology at Bournemouth University.

**Clench your fist:** Research suggests that balling up your right hand and squeezing it tightly actually makes it easier to memorise phone numbers or shopping lists. "Later, when you want to retrieve the information, clench the left hand. Researchers think the movements activate brain regions key to the storing and recall of memories."
Learn something before bed: “The best way to ‘consolidate a memory’ is to go through the information just before going to sleep,” explains Dr. Johnson. “This is because there are fewer ‘new’ interfering memories so you will remember it better the next day.”

Say the alphabet: “When you cannot recall a piece of information such as the name of an actor in a film, use the alphabet search method, i.e. going through the alphabet to find the first letter of the word or name you are trying to remember in order to jog your memory – it really works,” says Dr. Iddon.

Drink more milk: Scientists asked 972 people to fill in detailed surveys on their diets and to complete eight tests to check their concentration, memory and learning abilities. Adults who consumed dairy products at least five or six times a week did far better in memory tests compared with those who rarely ate or drank them.

Exercise more: Several studies have shown that aerobic exercise improves cognitive (brain) function and is particularly good at enhancing memory. Exercise is also thought to encourage the growth of new brain cells in the hippocampus – an area of the brain important in memory and learning.

Get dancing: Music with strong rhythms and patterns - like reggae and salsa - are best for memory and problem-solving. The more complex the dance, the more the brain will be challenged.

Say it out loud: This is the easiest of all methods for remembering everything from where you put your car keys to what you need from the shop to revising for a test, say memory experts. Say what you want to remember out loud to yourself - or even mouth it.

Don’t swallow it whole: When someone gives you a phone number, use ‘chunking’ as a way of remembering it, suggests Dr. Moulin. “So, when given a string of numbers to remember such as 123957001066, break it down into 12 39 57 00 10 66 or even 1239 5700 1066. Try to chunk numbers according to something you find meaningful, like the age of someone you know, an address or a famous date.”
Don't Smoke: It can cause significant damage to your memory, say researchers at North Umbria University. When 69 students aged 18 to 25, were asked to memorise a list of tasks, those who had never smoked did best, remembering to complete 81% of the tasks. The smokers - on an average of 60 cigarettes a week - managed to get through only 59%.

Use imagery: One type of mnemonic - or memory aid - relies on imagery rather than words. “A classic way of remembering a person’s name is to try and imagine it (or something associated to it) on the person’s face,” says Dr. Moulin. So, if you meet John Bridge – imagine a bridge on his face. Psychologists have found that the more bizarre and vivid the image the better it works.

Make it mean something: While the digits 5019114421945 are hard to remember as they are meaningless, try assigning each set of three digits a meaning, advises Dr. Moulin. Try a car model, a favourite football formation, a birth day, etc. These facts may not be easy to remember - but not as hard as digits in raw form. Look for meaning in everything - especially if you can refer it back to yourself.

Eat like Europeans: A Mediterranean diet - low in red meat and dairy and high in omega-3 fatty acids found in oily fish and nuts - can help preserve memory. A study, in the journal Neurology, observed the diets of 17,478 people with an average age of 64. Those who followed the Mediterranean diet were 19% less likely to develop problems with memory.

Doodle: In memory tests, doodlers performed 29% better than non-doodlers when asked to recall names and places, Plymouth University researchers found. Experts say doodling doesn't tax the mind and allows us to concentrate on the task in hand. It stops us daydreaming, too, which is distracting.

Tuck into chocolate: Eating chocolate can improve your memory, said Oxford University scientists, who tested 2,000 volunteers. A separate study at North Umbria University found people given large amounts of flavonols, a compound found in chocolate, found mental arithmetic much easier. Don’t eat too much though!!
**Involve as many senses as possible:** Say it, see it, draw it, hear it and touch, smell and taste it if you can.

**Get enough sleep:** Lack of sleep boosts the formation of beta amyloid, the toxic protein that clogs up the brain, according to a study in the journal Science. “*Disturbed sleep delays storage of memories and makes us forget sooner.*”

**Use it or lose it:** Play games or take part in activities that stimulate the brain’s capacity for remembering. Try this link for some interesting games and activities: [http://www.memory-improvement-tips.com/brain-games.html](http://www.memory-improvement-tips.com/brain-games.html)

You can view the video clips about good study habits and study skills by typing the following into google search engine:

- **Memory trick for Study habits – you tube**
- **Study skills for people who hate to study – you tube**
- **Learn more, study less: The Video course – you tube**
- **Note taking using Minds Maps – you tube**
- **Mnemonics memory tricks to remember anything for tests – you tube**

---

**Important Information**

- You may do research and/or collect data for the following activities at home but all activities must be completed at school.
- Each activity must be submitted for assessment in the format requested by your teacher.
- When using the internet or another resource for information, the information may not be copied directly from the source. Information must be transcribed and written in your own words.
Activity 1

A coat of arms is a unique design painted on a shield. These designs may be inherited, meaning that they pass from a father to his children. In the Middle Ages, these designs were shown on real shields, but today they are usually only drawn or painted on paper. Coats of arms are normally issued for real people but nowadays lots of countries and businesses also have coats of arms. Each symbol on the coat of arms represents something that has an important meaning to that person, country or company.

Use the following link to open a website named Family Crest and Coat of Arms Generator: [http://www.mytribe101.com/crest/](http://www.mytribe101.com/crest/)

Follow the instructions given, to design a personal Coat of Arms:

a. First, enter your family name (surname).

b. Then, enter your family motto. Don't have one? Be creative!

c. Choose two crest colours based on the characteristics offered. The colours you choose should reflect the kind of person you are. Remember, if you choose the same qualities for both colours it will be the same colour!

d. Choose a personal shield pattern based on the characteristics offered.

e. Choose a personal icon based on the characteristics offered.

f. Select ‘generate my crest’.

g. Right click on the crest that you have created. Select ‘Save picture as...’ and save the crest in the Pictures folder on your tablet. Use the following file name: Personal Coat of Arms – Your name and class.

h. Open the Pictures folder in your C-Drive. Locate the Personal Coat of Arms. Copy and paste the Coat of arms into a new word document.

i. Save the Word Document, in your LO folder: Coat of Arms - Your name and class.

j. Position the Personal Coat of Arms in the top left corner of the page. Ensure that the image is text wrapped ‘in front of text' and that it is 8cmX8cm in size. Your teacher will show you how if you do not know how to do this.

k. Create 4 text boxes and 5 label lines. Position the label lines and text boxes so that they point to each component of your Personal Coat of Arms.
1. Label each component and provide a brief description of what made you choose the colour/characteristic. An example has been provided below.

m. You may use fonts and text box colours of your own choosing. Although no marks have been allocated for appearance, the extra effort will give the teacher some insight into the kind of student you are.

n. Your teacher will provide instructions regarding submission of Activity 1.

- **Crest Colour**
  
  My first crest colour is orange. This colour symbolises Ambition. I believe that I should always strive to do more or get better results. Even if I am good at something, there is always room for improvement. If I am not good at something, I should find a way to become better at it.

  My second crest colour is purple. This colour symbolises patience in battle. I believe that life is a struggle against ignorance and that if I work and am patient that my effort will be rewarded with success.

- **Motto**
  
  *discere aeternum* is Latin for Learn Forever. I believe that life is about learning. It doesn’t matter how old you are, learning makes you feel like you are accomplishing something and makes you feel that your life has meaning.

- **Shield Pattern**
  
  The pattern of my shield symbolises wisdom. I believe that it is not enough to just have knowledge. It is more important to know when it is the right time to use that knowledge and how to use it wisely.

- **Icon**
  
  The icon on my coat of arms symbolises perseverance. I know that I will not always get something right the first time. If I give up when I fail at something that is difficult then I will never experience the joy of true success.
**Activity 2**

Ten suggested steps for improving your self-image are provided in Module 3. Select the five steps that you think would be most valuable to you in your journey towards developing a good self-image.

Complete this activity in your Life Orientation book (Start on a new page). Use the following heading:

**Formal Assessment – Term 1**

**Activity 2**

Your teacher will supply the rubric for this activity. Paste the rubric in, under the heading. Complete the following activity.

For each of the steps that you have selected, do the following:

a. Write the title of the step.

b. Give a description of the step, using your own words.

c. Explain in two or three sentences, why you think this step is valuable to you.

**Activity 3**

During puberty, many young people find that their relationship with family and friends begins to change. It is at this stage of their lives that young children begin to feel that they can make their own decisions and they start to develop their own identity. Sometimes, this need to be taken seriously or to have their opinions viewed as worthwhile comes into conflict with society’s expectations or the rules and regulations that govern a culture.

Complete this activity in your Life Orientation book (Start on a new page). Use the following heading:

**Formal Assessment – Term 1**

**Activity 3**

Your teacher will supply the rubric for this activity. Paste the rubric in, under the heading. Complete the following activity:
a. In each cartoon, a conversation is taking place between an adult and a teenager going through puberty. In each case, the teenager’s response can be directly linked to one of the changes listed in Module 2 Unit 2 (pg. 15). These responses are rude and are typical examples of how teenagers think they are misunderstood.

b. For each conversation, explain what ‘puberty change’ you think is most responsible for the teenager’s response. Suggest what the teenager could have said that would have helped the adult understand their actions better. An example has been provided for you.

c. Number your answers correctly and use the correct ‘heading’ before each answer, i.e. Puberty Change and Alternative Response.

**Example**

*What on earth have you done to your hair?*

*Get off my case. Everyone’s doing it. I don’t have to have boring hair like yours!*

**Puberty Change:** Finding it important to be part of a ‘group of friends’ and wanting them to play a more important part in your life.

**Alternative Response:** *Mom, it’s the fashion at the moment and it’s school holidays. I will re-colour it once the new term starts.*

*I’ve sent you three friend requests and you haven’t accepted them!*

*Do NOT friend me on Facebook, Mom!!*

1.
2. Your room is a mess. How can you find anything in there?

Chill, Mom! It’s just a bigger version of your handbag!

3. We will collect you from the party at 10 o’clock!

Jeez! Ten o’clock! What are my friends going to think?

4. James, just lately, you are forever in the bathroom. What are you doing?

Nothing! Just leave me alone, Dad.

OMG! I can’t go out with these zits.
Module 5
Human rights in the SA Constitution

The 1940s are remembered mostly because it was in this decade that the Second World War took place. During this war, the Germans and Japanese treated enemy soldiers and civilians with a great deal of cruelty. Because of this inhumane\(^1\) behaviour, when Germany and Japan were defeated by the Allied Forces\(^2\) a special document was drawn up by a group called the United Nations.

---

\(^1\) Inhumane (say: in you main) – without compassion for suffering or misery/to be cruel

\(^2\) Allied Forces – In World War 2 the two major groups at war were the Allied Forces and the Axis Forces. The Allied Forces were made up of the following countries: United States, Soviet Union, United Kingdom, China, France, Poland, Canada and Australia
One could call this document the Law of the Earth because it was a list of laws and rules that aimed to make sure that every person on this planet had certain basic rights. The Allied Forces hoped that this document would guarantee that the atrocities\textsuperscript{1} that happened during World War 2 would never happen again. The document was called The Universal Declaration of Human Rights (UDHR). If you would like to view a PDF of this document then click the following hyperlink: \url{http://watchlist.org/wordpress/wp-content/uploads/Universal-declaration-of-human-rights.pdf}

The UDHR has served as the foundation for most countries’ Land Laws (Constitutions). A constitution is a special group of laws that states how people should treat each other and how a government should treat people. The UDHR was one of the documents that our present Government considered when the South African Constitution was compiled. In particular, the South African Constitution focussed on the rights that its citizens were entitled to. Chapter 2 of the SA Constitution contains the Bill of Rights – a list of the rights that every SA citizen is entitled to, by law. These rights recognise the injustices\textsuperscript{2} of the past and support the values of dignity, equality and freedom for all. Here is a simplified version of the SA Bill of Rights.

\textbf{EQUAlITY}
Everyone is equal before the law and may not be discriminated against.

\textbf{HUMAN DIGNITY}
Everyone has a basic human dignity which must be respected.

\textsuperscript{1} Atrocities (say: a tross cities) – extremely wicked or cruel acts
\textsuperscript{2} Injustices (say: in jus tis siz) – things that are unfair or wrong
LIFE
Everyone has the right to life.

FREEDOM AND SECURITY OF THE PERSON
You may not be physically detained without trial or abused in any way.

SLAVERY, SERVITUDE AND FORCED LABOUR
You may never be subjected to slavery or forced labour.

PRIVACY
Your right to privacy includes your body, home and possessions.

FREEDOM OF RELIGION, BELIEF AND OPINION
You have the right to think, believe and worship however you may choose.

FREEDOM OF EXPRESSION
You have the right to say, read and study whatever you choose but hate speech is not allowed.

ASSEMBLY, DEMONSTRATION, PICKET AND PETITION
You have the right to peacefully assemble, demonstrate and protest.

FREEDOM OF ASSOCIATION
You have the right to associate with anyone.

POLITICAL RIGHTS
You may form a political party, run for office and vote for any party in free and fair elections.

CITIZENSHIP
No citizen may be deprived of citizenship.

FREEDOM OF MOVEMENT AND RESIDENCE
You have the right to enter and leave the Republic at will.

FREEDOM OF TRADE, OCCUPATION AND PROFESSION
You have the right to choose any legal trade or occupation freely.

LABOUR RELATIONS
Every worker and employer has the right to organise and negotiate to further their aims.

ENVIRONMENT
You have the right to live in a protected, healthy environment.

PROPERTY
No-one may be deprived of property, except in terms of law of general application.
HOUSING
You have the right to access adequate housing.

HEALTH CARE, FOOD, WATER AND SOCIAL SECURITY
You have the right to health care, adequate food and water and social security.

CHILDREN
Every child has the right to a name, nationality and protection from abuse and exploitation.

EDUCATION
You have the right to a basic education in the official language of your choice.

LANGUAGE AND CULTURE
You have the right to use the language of your choice and practise your own culture.

CULTURAL, RELIGIOUS AND LINGUISTIC COMMUNITIES
You have the right to form, join and maintain cultural, linguistic\(^1\) and religious grouping of your own choice.

ACCESS TO INFORMATION
You may access any information held by the state for the protection of your rights.

JUST ADMINISTRATIVE ACTION
You have the right to administrative action\(^2\) that is lawful, reasonable and fair.

ACCESS TO COURTS
You have the right to resolve legal disputes\(^3\) in a court or another impartial tribunal\(^4\).

ARRESTED, DETAINED AND ACCUSED PERSONS
When arrested, you have the right to remain silent, to be brought before a court within 48 hours and the right to legal representation.

The laws in the SA Constitution are upheld by a special Constitutional Court – the judgments made here are higher than any other law or group of people in the country.

In South Africa, we celebrate Human Rights Day on 21 March. This day has been set aside to give us time to reflect on the importance of our Constitution and honour the people who fought to ensure that South Africa is a rights-based and democratic society.

\(^1\) Linguistic (say: lin gwis tick) – to do with language

\(^2\) administrative action – action taken by the people who are in charge of how people live and what services they get

\(^3\) Legal disputes (say: lee gil - dis pyewt) – disagreements based on lawful right and wrong

\(^4\) impartial tribunal (say: im par shill – try bju nil) – a ‘court’ where decisions made do not favour one group/person over another group/person
**Unit 5.1**

**Application of human rights**

Everyone is entitled to basic human rights. It is the government’s responsibility to make sure that the Bill of Rights is practised in this country and that human dignity, equality and freedom are available to all its citizens. The government needs to allocate money wisely so that basic services are provided. It is also the government’s responsibility to educate the people in the country about their human rights so that no-one is disadvantaged.

**Unit 5.2**

**Application of responsibilities**

As citizens, if we want to benefit from the rights in the SA Constitution, then we have a responsibility to respect the rights of others. *To get rights……we have to give rights.* In other words, we can’t expect the right to be protected from bullies but consider it acceptable to post rude messages or say mean things using media such as mix-it or Google chat.

A person who accepts the responsibility that comes with the rights in the Constitution will:

- Show respect to other people.
- Be tolerant of other people’s differences.
- Use mediation and negotiation to solve conflict instead of violence and anger.
- Be patient with other people.
- Be a good listener.
- Be slow to get angry and quick to forgive and be understanding.

**Activity 5.2.1**

Listed, in this activity, are some of the responsibilities that the government has to make sure that people receive their Constitutional Rights. Each responsibility that the government has, has a corresponding responsibility for each person living in South Africa. This activity requires you to identify these individual responsibilities.
• Complete this activity in your LO workbook.
• Write the date and the heading, Activity 5.2.1: Application of responsibilities.
• Copy the activity and add the missing information. An example has been provided for you.
• Copy the example into your workbook too.

THE RIGHT TO LIFE
The Government's Duty: To provide services that protect the lives of their citizens: hospitals, fire departments, police and so forth.
My Duty: Not to behave in a way that places my life at risk.

THE RIGHT TO PRIVACY
The Government's Duty: To keep people's information private and confidential.
My Duty: ______________________________

THE RIGHT TO EDUCATION
The Government's Duty: To build enough schools and train enough teachers.
My Duty: ______________________________

THE RIGHT OF ACCESS TO HEALTH CARE, FOOD AND WATER
The Government's Duty: To provide clean running water and garbage removal services.
My Duty: ______________________________

THE RIGHT TO A CLEAN ENVIRONMENT
The Government's Duty: To put laws in place that prevent companies from polluting the environment.
My Duty: ______________________________

THE RIGHT TO BE PROTECTED FROM SLAVERY OR FORCED LABOUR
The Government's Duty: To pass and enforce minimum age and wage laws for workers.
My Duty: ______________________________
Case Study: Freedom Hero

Iqbal Masih was born in Pakistan in 1982. When he was four years old, he was sold into slavery by his parents because they needed money to pay off debt. He was put to work at a carpet factory. He worked on the carpet looms until he turned ten. Then, he decided to run away. He refused to go back to the carpet mill because he knew his rights as a citizen. Pakistan had a law that banned slavery and child labour, but the Government of Pakistan could not enforce the laws properly. A group known as the Bonded Labour Liberation Front (BLLF) helped Iqbal to free himself from slavery. They also made sure that he started attending school.

Iqbal believed that all of the children who were being forced to work for no or low wages needed to be released and attend school. He started speaking out against the use of child labour. He gained international attention and soon began making speeches around the world. Iqbal won many awards: Human Rights Youth Action Award; ABC Person of the Week; International Labour Organisation award.

Soon after accepting the ABC award in America, Iqbal returned to Pakistan to continue his schooling. He was murdered on 16 April 1994 – he was 13 years old and had been free from slavery for only two and a half years.

Nobody really knows who murdered Iqbal but there are assumptions that it was the carpet industry bosses because many businesses were losing money as a result of Iqbal’s speeches.

Iqbal is a hero. It takes a lot of courage to stand up to powerful people and speak out against evil.


View Iqbal making a speech by typing Iqbal Masih into the YouTube search engine.
Activity 5.2.2

Answer the following questions, about the Case Study, in your LO workbook. Write the date and use the heading Activity 5.2.2: Freedom Hero.

1. Iqbal was sold into slavery at the age of 4 to help pay debts that his parents had **incurred**. List three rights that he was denied by having to work at such an early age.
2. What knowledge did Iqbal have that made him run away from the carpet factory?
3. What did Iqbal do to help the children who were still being forced to work as slaves or for very low wages?
4. Why do you think Iqbal was murdered?
5. How did the Government of Pakistan let Iqbal down?
6. Everybody has the potential to be a hero if they believe strongly enough that something evil is being done. What ‘evil’ or ‘wrongdoing’ would make you do something heroic?

---

1 Incurred (say: in kerd) – bring upon oneself

Module 6
Constitutional rights and responsibilities

Abuse is the verbal, physical, sexual or emotional maltreatment of another person. Neglecting a person is also considered a form of abuse. Although there are laws that are supposed to protect people from abuse, there are still many cases in which people are harmed. It is important that all people are aware of situations that could lead to them being harmed so that they can identify threats and avoid risky situations.

Abuse between adults and children

Here are some of the ways that children can be intentionally harmed by an adult:

- **Physical abuse**: This is the most easily identified form of abuse because physical injury usually leaves bruises or marks.
- **Sexual abuse**: This includes all forms of inappropriate behaviour or inappropriate touching.
- **Emotional abuse**: This includes behaviour such as excessive criticism, angry yelling or behaviour that causes humiliation.
- **Neglect**: When an adult chooses to neglect the basic needs of a child to things like food, housing, clothes, medical care, supervision after school hours and emotional support.

Abuse between peers

**Bullying is a form of abusive behaviour.** Bullying somebody by calling them names or intimidating them can be just as abusive as beating somebody up physically. Bullying is an agressive form of behaviour that is usually repeated if it is not reported. People who
bully others have usually been bullied themselves by somebody – this does not give them the right to bully! Report bullying and keep on reporting it until the bullying stops.

**Unit 6.1**
Dealing with abuse and identifying threatening and risky situations

There is no single reason why people abuse other people but, hitting, pushing, shouting, beating or name-calling is not a healthy way to treat people and it doesn’t matter who the abuser is. However, there are some things that seem to trigger abusive behaviour. Here are a few of these triggers:

Growing up in a family that is abusive can cause a cycle of abuse because the family members think that this is normal and acceptable behaviour.

Some people have personality disorders or mental illness that interferes with their judgment and ability to relate to other people in an acceptable way.

People who do not know how to control their anger or deal with stressful situations can start to use abuse as a coping behaviour.

Abuse of substances such as alcohol or drugs can make people abuse others because they can’t control their actions when they are under the influence of these substances.
Abuse can happen to people of any age, race or gender. When people are abused, it can affect all aspects of their life and destroy their self-esteem. Being abused can also cause a lot of confusion if the abuser is a family member or friend - someone who should be trusted and who should be relied upon for love.

Children who are abused might have trouble sleeping, concentrating and eating. Their schoolwork might suffer and they might lose interest in extra-mural activities. In trying to cope with their anger or confusion, they might blame themselves or feel guilty and embarrassed. They might begin to act in an aggressive way towards people around them. They might also begin to distrust other people and find it difficult to make friends.

Abuse often leads to depression. Sometimes, it leads to unhealthy coping behaviours such as substance abuse or self-harm...even suicide. People who are being abused often avoid reporting the person who is abusing them because this might mean getting somebody they love into trouble. Sometimes, the people who are being abused don’t even realise that they are being abused because they think this is normal behaviour.

If parents or care-givers are in an abusive or destructive relationship, this can also have an impact on the people around them. Adults sometimes struggle to solve problems in their relationships and it is important for children to realise that this is not their fault. In these situations, children are encouraged to talk to a trustworthy adult about their feelings, thoughts and worries.
Healthy Relationships are relationships where people trust, respect and support each other. People can talk openly about their feelings and concerns without fear of being hurt or punished. Unhealthy relationships are relationships in which one person tries to control another person. If a relationship that you are in is characterised by any of the following, then you have an unhealthy relationship with this person. You should get help from somebody that you trust.

- threatening
- scaring
- making fun and teasing
- physically hurting
- withholding affection
- denying basic rights such as access to food, water and shelter
- abandonment
- not providing adult supervision or adequate care

Case Study:
Toddler tied up at Day Care Centre

Johannesburg - Police, on Wednesday, appealed to the person or people who took the video of a toddler, with her legs and arms bound, at a crèche in Rosettenville to assist in their investigations. The appeal follows the arrest of a 58-year-old woman believed to be the owner of Petite Bumper Day Care, the centre where the alleged abuse took place.

"We are appealing to those who took the video to come forward and assist us with the investigations," spokesperson Captain Tshekiso Mofokeng said on Wednesday.

The Daily Sun reported, on Tuesday, that the toddler was tied up and gagged in a bathroom of the crèche, allegedly by the owner, so that she could watch television. The paper reported that it was in possession of a video of the child trying to free herself. In the video, the child tries to free herself by moving around on the floor until she gets stuck between the toilet and the wall.
Crèche owner Labeeba Truter told the paper she was aware of the incident but had not reported it to police. She claimed she was not responsible for the abuse and that she did not know it was child abuse.

Mofokeng said a case of child abuse was opened but Truter had not yet been linked to the case. He said Truter was being held for questioning as she was the owner of the crèche.

"We are aware of the crime and we are now busy with investigations. We will be interviewing workers to get more information and if she is linked she will be charged," he said.


Activity 6.2.1

Work in groups of 2-4 to talk about the following questions, in preparation for a class discussion.

1. This incident took place in a suburb of Johannesburg called Rosettenville. Do you think this has any relevance to the incident?
2. There was video footage that proves the child that was tied up. Why, then, does the article use the word alleged? (…the centre where the alleged abuse took place.)
3. Have the police been able to establish whether the owner is guilty of abuse? Explain your answer.
4. If the owner is guilty, what kind of punishment should she receive?
5. The owner claimed that she did not know that tying a child up was considered to be child abuse. What is your opinion of her claim?
6. The video was sent in to the Daily Sun by an anonymous person. Who do you think this person is? Why do you think they have not come forward?
7. Do you think that it is possible that the owner is being ‘set up’ or ‘framed’ by a disgruntled\(^1\) parent or employee? Give a reason for your answer.

---

\(^1\) Disgruntled (say: dis grun tilled) – unhappy, upset, angry or dissatisfied

Unit 6.3
Communication for healthy relationships

There are two basic components to effective communication: respect and listening. Learning to respect and accept other people, no matter how different they are from us, or how different their opinions are, is essential to healthy communication. Listening attentively is a vital skill too – there is a good reason why we have two ears and only one mouth. Listen more and speak less….this is a good rule to follow if you want to communicate effectively.

Families who communicate well will develop close, healthy and loving relationships. There may be times when you disagree with a family member – this is normal. However, if these disagreements lead to aggressive or angry outbursts, then the chances are that people are not really listening to each other.

**Always trust your inner voice.** If it feels wrong then it probably is wrong. If, at any time, you feel uncomfortable or threatened by somebody’s behaviour, find somebody you can talk to about the situation. There are many adults who have been formally trained to help children: teachers, religious leaders and school counsellors.

**Activity 6.3.1**

Work in groups of 3-4 to discuss the following and prepare for a report back to the class:

1. Effective communication is dependent on two things. What are they?
2. What three other things are important for good communication.
3. Two of your friends are constantly arguing with each other and yelling. What do you think might be causing this conflict? What advice would you give them?
4. What should you do if you feel uncomfortable or threatened by somebody?
5. Report on an occasion when you disagreed with somebody. Describe the disagreement and how you and the person dealt with the disagreement.
Unit 6.4
Protecting oneself from threatening or risky situations

The best way to protect yourself from a risky situation is to avoid it. This means that you need to be aware of places that could dangerous or people that could harm you, and, stay away from them. Adults, your parents included, often have a better idea of dangerous places and people than children do, so it is a good idea to listen to their advice. Here are some other tips on how to avoid risky or threatening situations:

- Tell your parents/caregiver where you are going and what time you intend to return.
- Leave a contact number so that people can contact you and NEVER go anywhere with somebody you do not know (even if they say they know your parents or have been sent by your parents).
- Be careful about giving your personal details to anyone – this includes information requested on the internet.
- Never arrange to meet somebody you have met on the internet without a trusted adult being present.
- Be watchful when you are leaving school or your house – if somebody looks untrustworthy then trust your instincts and get away. It is far better for somebody to think you are crazy for running away than it is for a criminal to think you are stupid for sticking around.
- Choose friends carefully and spend time with people who accept you as you are.
- If you know of people at your school that are participating in activities that could put you in danger, then report what you know. You can do this confidentially if you think they might hurt you for speaking out.
- If somebody you know is being abused and is too scared or ignorant of their rights to speak out, then it is your social responsibility to report what you know to a trusted adult.
- Have the courage to be yourself and don’t be too embarrassed to say “No” to your friends when they ask you to do something that you know will place you in danger. Spending time with reckless and irresponsible people can place you in danger.

1 Confidentially (say: kon fee den shilly) – kept as a secret

• Abusers are manipulative\(^1\) and often threaten their victims into silence by saying things like: *I will hurt your family if you tell* OR *Nobody will believe you because you are just a kid.* This is the abusers way of preventing abuse from being reported. Keeping abuse a secret does not protect anyone against abuse – the abuse will continue or get worse.

• Learn some basic self-defence techniques. Abusers are often cowards and will quickly disappear if they realise that their chosen victim is not helpless.

Sometimes, despite your best efforts, you can find yourself in a dangerous situation. When this happens, and it is not possible for you to get away, here are a few tips:

• **Try to stay calm and don’t panic.**
• **Talk quietly – don’t shout.**
• **Don’t stare at an angry person.**
• **Don’t do anything to make the person angrier.**
• **Keep out of the person’s reach, if possible.**
• **Go along with reasonable requests that will not harm you.**
• **NEVER leave a public area or get into a car with an attacker if you have any other options.**
• **Run away if it is safe to do so.**
• **Get help.**
• **Attract attention.**

\(^1\) Manipulative (say: min ip you lit iv) – to control another person’s behaviour in a cunning or devious way
Case Study:
Looking for Karate Kids

Shihan Cele is a young adult from Pietermaritzburg who is passionate about karate. He is a karate instructor and owns his own dojo (karate school). His karate skills have been tested in championships and he has a black belt to show how skilled he is. Shihan believes that all teenagers (especially girls), and even younger children, should know how to defend themselves and that they should learn at least one self-defence skill such as karate or judo.

Not long ago, Shihan’s skills were tested in real life. A criminal had been terrorising the women in his neighbourhood and holding a knife at their throats while raping them. On one particular day, while walking through a park, two young women came running past him, screaming frantically for somebody to help their friend. They told Shihan that a man with a knife had grabbed their friend and pulled her behind some bushes. Shihan went to assist. When he got there, the young lady’s skirt had already been torn off and she was putting up a fight. Shihan told the hoodlum to stop. The would-be rapist got up and tried to stab Shihan. Shihan had been trained to defend himself against this kind of attack. He grabbed the attacker’s wrist, twisted it, punched him in the face and kneed him in the stomach. Then, he took out his cell phone and called the police.

Since this incident, two local schools have asked Shihan to give karate classes to their teachers and students so that they will be able to protect themselves from criminals.

Adapted from the article *Looking for karate kids*, The Witness, 21 February 2011
Activity 6.4.1

Answer the following questions about *Looking for karate kids*. Write your answers in your LO workbook. Use the heading *Activity 6.4.1 Looking for Karate Kids*.

1. Which human rights did the young lady who was attacked lose when the criminal attacked her?
2. Are men also in danger of these kinds of attacks?
3. How do you feel about what Shihan Cele did to the attacker?
4. Do you think learning self-defence is a good idea? Give a reason for your answer.
5. How do you think the law should deal with the attacker?
6. Do you think the victim’s friends did the right thing by running away to get help?
7. What kind of help should the young woman get after this incident?

Unit 6.5

Protection and places of safety for victims of abuse

Many South African children are abused on a daily basis. When cases of child abuse are reported, organisations such as Child Welfare and structures such as the Child Protection Unit (CPU) take action to protect these children and remove them from their risky situation. The children are removed from their destructive living conditions and go on to live in places of safety while the government tries to help or punish those who were abusing or neglecting them.

Places of safety are institutions that are set up by the government or funded by charity organisations. Places of safety take care of the basic needs of children and provide them with a loving environment while the juvenile court (a court that is specifically equipped to deal with matters relating to children) decides what would be best for them.

There are many organisations that children can contact if they need help and can’t find a trustworthy adult to help them. Here are a few: **Child line** (0800 055 055); **Rape wise** (0315726690); **Child Welfare** (0861 424453); **Teddy Bear Clinic** (011 484 4554).
Is there a place of safety in your community? You can help by supporting fundraisers arranged by these organisations.

Children are not the only victims of abuse. The Domestic Violence Act gives all family members a real chance to be protected against violence in the home. This Act allows a person to obtain a protection order. This Act can be enforced by the courts through the South African Police Services (SAPS). Some important numbers to know are: **Stop gender violence helpline:** 0800 150 150. **South African Police Crime Stop:** 10111

### Case Study: Protecting yourself against abuse

Read the three case studies and discuss the questions, in groups of 2-3. Your teacher will ask your group to report back during a class discussion.

#### Case Study 1

Cassie-anne’s face was bruised when she arrived at school. Her teacher asked what had happened and she said that she had been injured during the previous day’s netball match. This was not true. Her face had been bruised when her father pushed her against the wall. Her father had a bad temper, especially when he had been out drinking. Last night, Cassie-anne’s father had arrived home drunk and he had been angry with Cassie-anne for not preparing dinner. When she tried to explain that she had arrived home late because of a netball match, her father had thrown her against the wall. Cassie-anne would have loved to get help from her teacher but she was scared to speak about her father – she had nobody else to live with!

1. Why does Cassie-anne’s father hurt her?
2. Do you think Cassie-anne is right to hide the truth from her teacher?
3. What do you think Cassie-anne should do?

---

1 Domestic (say: da mess tick) – to do with a home/house
2 Act – A document of rules/action that has become law
Case Study 2

Dineo had received a new laptop for Christmas and she enjoyed spending time on Facebook and various chat rooms. Her parents did not know much about computers so they didn’t check which sites she was visiting or who she was interacting with on the chat sites. She met a boy by the name of Ishmael on one of the sites and they communicated for about a month. He said that he was the same age as she was – thirteen. Ishmael said that he would love to take her out for Valentine’s Night and asked her to meet him at the local shopping centre. Dineo was flattered¹ - no other boy had ever asked her out. She agreed to meet him. When she got to the shopping centre, Dineo realised that Ishmael was much older than thirteen. She was very scared and did not know what to do…she had not told anyone where she was going and nobody knew about Ishmael.

1. What three mistakes did Dineo make?
2. What two mistakes did Dineo’s parents make?
3. What could Dineo have done once she realised that she was in a risky situation?
4. What should Dineo do if she manages to escape from this risky situation?

Case Study 3

Archie lives with his aunt in a small house. Both of Archie’s parents died in a car crash when he was five years old. He spent three years in foster homes while the courts decided who should look after him. Eventually, his aunt adopted him. He was happy to get out of the foster homes and to live with his aunt. His aunt was a nurse, so she worked long hours and was often away at night. Archie didn’t mind that she wasn’t always there.

¹ Flattered (say: fla tird) – to feel good because a person says something nice about you or makes you feel special
He was quite capable of making his own dinner and doing his homework but his aunt thought that he needed to be looked after by somebody older so she asked their neighbour’s son, Wiekus, to ‘babysit’ when she worked night shift. Wiekus would often creep into Archie’s bedroom late at night and touch him inappropriately. He told Archie that if he said anything to his aunt that Wiekus would say Archie was a liar and that he should be sent back to foster care. Archie does not like it when Wiekus touches him, but he is too scared to say anything to his aunt in case she does not want him around anymore.

1. Do you think that Archie is right to keep this abuse a secret?
2. Should Archie’s aunt be held responsible for the abuse? Explain your answer.
3. Do you think that Archie will be sent back to foster care if he reports Wiekus’s behaviour? Explain your answer.
4. What advice would you give Archie?

Module 7
Career Fields

It's never too soon to start planning your career as an adult. If you decide on a career while you are still young, that goal will guide everything you do and everything you learn. Having a general idea of which strengths and abilities make you more suited to a particular career is a good start. Career field is another way of describing strengths and interests.

Each career field is usually associated with a specific job or line of work. Your unique combination of interest and abilities will help you to select a suitable career direction. Of course, there are exceptions, where people who have made good career field choices have not enjoyed the job that they ended up with. By the same token, there are people who have selected career fields that are not ideal but have made a success of their job anyway.
The table below can be used as a guideline and a starting point for you to decide what you would enjoy doing for a living when you are an adult – not all careers have been listed on this table. As you move through school and university, your interests and abilities might change - be open to this change in direction and be flexible with your career choices. Also, remember that one job might require more than one career field. For example, you might be an excellent artist. In order make a successful living out of this talent, you might need to explore some aspects in the career fields of business.

<table>
<thead>
<tr>
<th>Career field</th>
<th>Examples of Jobs</th>
</tr>
</thead>
</table>
| Facts and figures          | Cashier  
Doctor  
Engineer  
Informal trader  
Surveyor  
Weather forecaster  
Town planner |
| Business                   | Shop keeper  
Business manager  
Banker  
Advertising agent  
Advertiser  
Secretary  
Public relations |
| Words                      | Actor  
Journalist  
Lawyer  
Politician  
Teacher  
Translator  
TV or radio presenter  
Writer  
Copywriter |
| Visual and performing arts | Graphic designer  
Artist  
Clothing designer  
Dancer  
Musician  
Singer  
Window dresser  
Photographer |
| Practical tasks | Builder  
|                 | Carpenter  
|                 | Dressmaker  
|                 | Driver  
|                 | Engineer  
|                 | Hair dresser  
|                 | Electrician  
| Physically active | Ambulance worker  
|                  | Fire fighter  
|                  | Farmer  
|                  | Game ranger  
|                  | Gym instructor  
|                  | Mine worker  
|                  | Pro sport player  
| Social and people skills | Sales representative  
|                       | Estate agent  
|                       | Social worker  
|                       | Lawyer  
|                       | Teacher  
|                       | Doctor  
|                       | Tour guide  
|                       | Psychologist  
| Science and technology | Engineer  
|                         | Electrician  
|                         | Computer programmer  
|                         | Astronomer  
|                         | Pilot  
|                         | Scientist  
|                         | Microbiologist  
| Outdoors (plants, nature, animals, etc.) | Horticulturist  
|                             | Game ranger  
|                             | Land surveyor  
|                             | Horse trainer  
|                             | Zoo keeper  
|                             | Lifeguard  
|                             | Geologist  

**Activity 7.1**

Working in groups of 3-4, discuss the career field that each of the following would fit into best. Your teacher will ask you to report back to the rest of the class.
There are many tests and questionnaires that you can complete in order to find out what career field you fit into best. However, the best test you can take is the one you give yourself when you answer, honestly, the question “What would I like to do for the rest of my life?” Another good question to ask is “What problem would I like to solve?” You should not allow other people to influence your decisions or career choices and, although earning a reasonable income is a good reason to select a career/job, sometimes, no amount of money will satisfy your need to do something that makes you feel useful and successful.

There is a famous saying that goes like this: **Find something that you like to do so much that you would do it for free. Then, figure out a way to make money from it.**
Click on the following hyperlink and complete the aptitude test on careers: http://www.123test.com/career-test/

In this test you will be asked to choose between 4 pictures. You must select the one you most prefer, and click on the tick. You must also select the one you least prefer, and click on the cross. Each picture shows a different kind of work and each one is associated with a different type of personality. These personality types are derived from Dr. John Holland’s theory of careers and vocational choice, known as Holland Codes.

There are 6 personality types in Holland’s model and information on each type is given at the end of the test. The 6 personality types are: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. However, remember that Dr Holland emphasises that each person does not have only one type of personality. Our personality is made up of various ‘amounts’ of each personality type but some are more dominant than others.

Just as your interests and abilities will determine the career field that suits you best, so too will your performance in or preference for a particular school subject steer you towards a particular field of study. If you have a particular interest in a certain school subject, then this might be an indication of the career that would best suit you. No school can offer all of the subjects that a person can study.

Primary schools usually offer a wide selection of subjects and deal with each subject in a basic or introductory manner. At High school level, the subject choice is narrowed and the level and complexity of information increases.

Once tertiary education is reached, the general subjects from High School are further refined, or more complex subject matter is introduced so that a specific career/job requirement can be met.
Usually, career fields are associated with particular school subjects. Here is a selection that you might find useful:

<table>
<thead>
<tr>
<th>Career field</th>
<th>School subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Accounting, Economic management Sciences, Computers, Technology, mathematics.</td>
</tr>
<tr>
<td>Words</td>
<td>Languages, History, Dramatic Arts, Religious Studies.</td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>Visual Art, Dramatic Arts, Music.</td>
</tr>
<tr>
<td>Practical tasks</td>
<td>Science, Technology, Visual Art, Geography.</td>
</tr>
<tr>
<td>Physically active</td>
<td>Phys Ed, Dance and movement, Dramatic Arts.</td>
</tr>
<tr>
<td>Social and people skills</td>
<td>Dramatic Arts, Languages, Religious Studies, History, Life Orientation, Geography.</td>
</tr>
<tr>
<td>Science and technology</td>
<td>Science, Technology, Geography, Life Sciences, Mathematics.</td>
</tr>
<tr>
<td>Outdoors (plants, nature, animals, etc.)</td>
<td>Geography, Biology, Physical Sciences, Life Sciences, Sport/Phys ed.</td>
</tr>
</tbody>
</table>

**Activity 7.2.1**

Here is a list of 15 of the fastest growing careers in the world. Work in groups of 3-4. Your teacher will allocate two of the career choices to your group. Discuss, in preparation for a feedback session, the subjects you are doing currently in Grade 7 that would be most helpful to do well in for each of the careers you have been allocated. The website given below might be helpful. For each of the careers listed below, a job description and salary range (in dollars) is provided: [http://www.whatcareerisrightforme.com/fastest-growing-careers.php](http://www.whatcareerisrightforme.com/fastest-growing-careers.php)

Ambulance Drivers and Attendants, Anaesthesiologist Assistants, Athletic Trainers, Bicycle Repairers, Brick masons, Cargo and Freight Agents, Dental Assistants, Glaziers, Carpenters, Interpreters and Translators, Medical Secretaries, Refrigeration Mechanics and Installers Software Developers, Systems Software, Tapers, Veterinarians
Various careers can be grouped according to their work **environment**. Work environment could mean:

- the geographical location of your job – rural, urban, Cape Town, city centre, your home.
- whether it is indoors or outdoors.
- whether you work in a factory, classroom, cubicle or an office.

Careers can also be grouped according to their primary **activities**. A few activities that are associated with some careers are: writing, problem solving, managing, organising, filing, teaching, selling, socialising, creative thinking, caring testing, designing, drawing or working with your hands.

Every career field has a specific work **environment and activities**. Within each career field, each career and job may differ in terms of environment and activity.

Sometimes, two jobs with the same job name may take place in a different environment and vary somewhat from each other. Think about the environment and activities for one secretary at a law firm and another working at a school. To determine which environment and activity suits you, you will have to investigate different fields. These two components are vital when you are thinking about your future career. You don’t want to end up doing an activity that you love in an environment that you hate and you don’t want to be in an ideal environment doing an activity that you dislike.

The hyperlink below will take you to a website that lists many careers. You will find information on the education required, key skills and key tasks/activities. Select a few careers that you think would match your ability and interest and investigate them. Also select one or two that you think are unusual or that you have never heard of. Research these careers so that you broaden your knowledge of jobs and careers.

Unit 7.4
Opportunities within each career field

Selecting a career can be compared to making an investment in a company that sells things. If there is no market for the things that you are selling, your company will not prosper\(^1\). In other words, before you select a career, you should make sure that there are employment opportunities. Check whether these opportunities will require you to move to another province or country or whether you need to be a certain age, height or have good eyesight. Make sure that, if there is a demand for that particular job, there are enough vacancies\(^2\) - sometimes there are too many people who are qualified to do a particular job. You should also think about whether the opportunities that exist now will still exist once you are qualified. Stay informed about changes in technology and communication, etc. so that you can modify your career selection if you need to.

Unit 7.5
Challenges within each career field

If you interview anybody who is in a job that they enjoy, you will find that there is some part of that job that they do not enjoy doing. This can be a huge challenge to job satisfaction but most people who have made a good choice of career find ways of dealing with these minor\(^3\) irritations without them influencing their overall satisfaction with their chosen career.

Many careers have challenges because they are very complicated, stressful or difficult to do. One of the challenges that lawyers have to deal with, for example, is being able to cope well with public speaking. If you want to become a lawyer but know you get nervous when you have to speak to a group of people then this challenge may be too difficult for

---

1 Prosper (say: pros pirr) – do well financially
2 Vacancies (say: vay kin seas) – work positions that need to be filled
3 Minor (say: mine irr) – small or not important
you to overcome. However, if you really want to become a lawyer, this challenge should not stop you - you can register for a course in public speaking.

Activity 7.5.1

Complete the following activity in your LO workbook. Write the date and use the heading Activity 7.5.1: Challenges within career fields. Draw up a table similar to the one below. For each of the careers listed on the table, suggest two potential concerns – one possible dislike and one challenge. The first one has been completed as an example.

<table>
<thead>
<tr>
<th>Job</th>
<th>Potential Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air traffic controller</td>
<td>Possible dislike: Hours are long and may include a night shift. Possible challenge: It is crucial to be alert and accurate.</td>
</tr>
<tr>
<td>Dentist</td>
<td>Possible dislike: Possible challenge:</td>
</tr>
<tr>
<td>Teacher</td>
<td>Possible dislike: Possible challenge:</td>
</tr>
<tr>
<td>Web site designer</td>
<td>Possible dislike: Possible challenge:</td>
</tr>
<tr>
<td>Air steward/stewardess</td>
<td>Possible dislike: Possible challenge:</td>
</tr>
<tr>
<td>Pilot</td>
<td>Possible dislike: Possible challenge:</td>
</tr>
<tr>
<td>Accountant</td>
<td>Possible dislike: Possible challenge:</td>
</tr>
</tbody>
</table>

Unit 7.6
Level of education required and duration of study

Not all careers require the same level of education. Some careers require a specific level of education while others require a combination of education and experience. There are also careers that do not require much formal education and still others that require only experience and some in-service training.

Careers that require formal education will usually require, at least, a National Senior Certificate (Matric). Some careers will require a Diploma or Bachelor's degree - this is
called **tertiary education** and the duration of these courses is between 3 and 4 years. There are also some careers that require more than a Diploma or Bachelor’s Degree, such as Honour’s, Master’s or Doctor’s Degrees – this is called **post-graduate education**. The duration of each of these courses can vary from 1 to 5 years depending on the area of study.

The table below gives some examples from a few different careers

<table>
<thead>
<tr>
<th>Career field: Clerical and secretarial</th>
<th>Level of schooling and duration of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerk</td>
<td><strong>In service training:</strong> Experienced senior personnel give training over a period of time. <strong>Suggested formal qualification:</strong> Diploma in Public Administration <strong>Duration:</strong> 3 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career field: Engineering</th>
<th>Level of schooling and duration of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical engineer</td>
<td><strong>In service training:</strong> Two years of practical training <strong>Compulsory formal qualification:</strong> Bachelor of Science in Mechanical Engineering. <strong>Duration:</strong> 4 years + 2 years</td>
</tr>
<tr>
<td>Career</td>
<td>Level of schooling and duration of study</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Career field: General Services</strong></td>
<td></td>
</tr>
<tr>
<td>Horticulturalist</td>
<td><strong>In service training:</strong> Experienced senior personnel give training over a period of time.</td>
</tr>
<tr>
<td></td>
<td><strong>Compulsory formal qualification:</strong> Bachelor’s Degree</td>
</tr>
<tr>
<td></td>
<td><strong>Duration:</strong> 3-4 years</td>
</tr>
<tr>
<td><strong>Career field: General Services</strong></td>
<td></td>
</tr>
<tr>
<td>Shop assistant</td>
<td><strong>In service training:</strong> Most shop assistants learn their skills on the job.</td>
</tr>
<tr>
<td></td>
<td><strong>Suggested formal qualification:</strong> Some companies will provide opportunities for further studies in areas that relate directly to their job.</td>
</tr>
<tr>
<td></td>
<td><strong>Duration:</strong> Can vary between 1 day and 1 year.</td>
</tr>
<tr>
<td><strong>Career field: Science and Maths</strong></td>
<td></td>
</tr>
<tr>
<td>Land surveyor</td>
<td><strong>In service training:</strong> Some kind of informal apprenticeship or practical experience is sometimes offered.</td>
</tr>
<tr>
<td></td>
<td><strong>Suggested formal qualification:</strong> Bachelor’s Degree (or equivalent Diploma) specialising in Mathematics, Physical science and Life Skills.</td>
</tr>
<tr>
<td></td>
<td><strong>Duration:</strong> 4 years</td>
</tr>
<tr>
<td>Career</td>
<td>Level of schooling and duration of study</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Career field: General Services</td>
<td></td>
</tr>
<tr>
<td>Jockey</td>
<td><strong>In service training</strong>: Apprenticeship</td>
</tr>
<tr>
<td></td>
<td><strong>Suggested formal qualification</strong>: Grade 8. However, there are physical requirements: must weigh about 30 kg, must wear a size 2 shoe and must pass a medical examination</td>
</tr>
<tr>
<td></td>
<td><strong>Duration</strong>: training 3-4 years.</td>
</tr>
</tbody>
</table>

**Activity 7.6.1**

Your teacher will select a career from the given list. Find the following information about the career you have been allocated.

1. What is the title of job you have been allocated?
2. Which career field does it belong to?
3. What activities are associated with this job?
4. What is the location of this job normally?
5. Which school subjects would you need to take to Grade 12?
6. Is any in-service training or apprenticeship needed?
7. Is any tertiary or post graduate qualification required?
8. Give one possible dislike is associated with this job?
9. Give one possible challenge is associated with this job?
10. Is this a common job choice?
11. Are there job opportunities for people who qualify for this job? Where?
12. What is the expected salary range per month?
Present your findings to the class. You may present your findings in one of the following ways:

A poster with a verbal explanation
OR
A speech with some visual material to support
OR
A Power point presentation with live commentary

<table>
<thead>
<tr>
<th>1. Real estate agent</th>
<th>21. Computer programmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Call centre operator</td>
<td>22. Computer hardware repairman</td>
</tr>
<tr>
<td>3. Graphic designer</td>
<td>23. Optometrist</td>
</tr>
<tr>
<td>5. Tiler</td>
<td>25. Game ranger</td>
</tr>
<tr>
<td>7. Till point operator</td>
<td>27. Athletic Trainer</td>
</tr>
<tr>
<td>8. Merchandiser (Shelf packer)</td>
<td>28. Audiologist</td>
</tr>
<tr>
<td>10. Car mechanic</td>
<td>30. Biochemist</td>
</tr>
<tr>
<td>12. Au Pair</td>
<td>32. Dental Hygienist</td>
</tr>
<tr>
<td>13. Truck driver</td>
<td>33. Glazier</td>
</tr>
<tr>
<td>14. Psychiatrist</td>
<td>34. Social Worker</td>
</tr>
<tr>
<td>15. Prosthodontist</td>
<td>35. Interpreter/Translator</td>
</tr>
<tr>
<td>16. Clothing store sales person</td>
<td>36. Wedding planner</td>
</tr>
<tr>
<td>17. Podiatrists</td>
<td>37. Nurse</td>
</tr>
<tr>
<td>18. Magistrate</td>
<td>38. Farmer (Chicken)</td>
</tr>
<tr>
<td>19. Airline Pilot</td>
<td>39. Tour guide</td>
</tr>
<tr>
<td>20. Lawyer</td>
<td>40. Palaeontologist</td>
</tr>
</tbody>
</table>

Unit 7.7
Services and sources for career fields and study information

Once you have a general idea of the career field and work you would like to do, you need to collect as much information about your choice as possible. You also need to keep up to date with changing technology and society’s needs. There are a variety of sources that you can refer to in order to gather information.

Books that are written specifically for the South African market are very useful. One such book is called *Choose the right career: A practical guide for school leavers* (N Colley).
Newspapers can provide information about what kind of work is currently available, which skills are most in demand and what kind of salary ranges various careers offer.

Tertiary Institutions can be contacted by phone or email in order to obtain career and study information. Some of these institutions even provide this information on their websites. The website for NMMU (Nelson Mandela Metropolitan University) has an extensive section dedicated to careers. These careers are listed in alphabetical order. The site also lists what qualifications you need to embark on this career and it also explains what school subjects and assessment requirements are required to enrol in a particular course. This hyperlink will take you to the NMMU website:

http://www.nmmu.ac.za/Courses-on-offer/Career---study-fields

Internet resources can be used to search for information. Here are a few useful sites:

http://www.pacecareers.com
http://www.sastudy.co.za
http://www.careerhelp.org.za

Personal feedback such as interviewing or job shadowing can provide a useful insight into a possible career choice.

Formal Assessment Examination

Your teacher will give you a study list for the mid-year examinations.

Make sure that you understand what you will be tested on.
If there are sections of work that you do not understand completely then ask your teacher to explain it once again. It is your right and your teacher’s responsibility.

Draw up a study time table so that you have enough time to prepare adequately for all of the examinations you will be writing.
Rubrics for Formal Assessment Term 1

Activity 1: Coat of Arms

### Layout and design elements

<table>
<thead>
<tr>
<th>4</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coat of arms in top left corner</td>
<td>Coat of arms incorrectly placed</td>
<td>Coat of arms not included</td>
</tr>
<tr>
<td>Four text boxes included</td>
<td>Incorrect number of text boxes included</td>
<td>No text boxes included</td>
</tr>
<tr>
<td>Five label lines included</td>
<td>Incorrect number of label lines included</td>
<td>No label lines included</td>
</tr>
</tbody>
</table>

**Sub-total A: _____/12**

### Coat of arms elements

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motto, Shield pattern, Icon and Crest colours included</td>
<td>One or more elements omitted</td>
<td>No elements included</td>
</tr>
</tbody>
</table>

**Sub-total B: _____/3**

### Descriptions and explanations

<table>
<thead>
<tr>
<th>5</th>
<th>3</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation for selected <strong>motto</strong> is very sensible, insightful, informative and matches the selected motto</td>
<td>Explanation for selected <strong>motto</strong> is somewhat sensible, insightful, informative and matches the selected motto</td>
<td>Explanation for selected <strong>motto</strong> is not sensible, insightful, informative or does not match the selected motto</td>
<td>No explanation given</td>
</tr>
<tr>
<td>Explanation for selected <strong>shield pattern</strong> is very sensible, insightful, informative and matches the selected motto</td>
<td>Explanation for selected <strong>shield pattern</strong> is somewhat sensible, insightful, informative and matches the selected motto</td>
<td>Explanation for selected <strong>shield pattern</strong> is not sensible, insightful, informative or does not match the selected motto</td>
<td>No explanation given</td>
</tr>
<tr>
<td>Explanation for selected <strong>icon</strong> is very sensible, insightful, informative and matches the selected motto</td>
<td>Explanation for selected <strong>icon</strong> is somewhat sensible, insightful, informative and matches the selected motto</td>
<td>Explanation for selected <strong>icon</strong> is not sensible, insightful, informative or does not match the selected motto</td>
<td>No explanation given</td>
</tr>
<tr>
<td>Explanation for selected <strong>colour/colours</strong> is very sensible, insightful, informative and matches the selected motto</td>
<td>Explanation for selected <strong>colour/colours</strong> is somewhat sensible, insightful, informative and matches the selected motto</td>
<td>Explanation for selected <strong>colour/colours</strong> is not sensible, insightful, informative or does not match the selected motto</td>
<td>No explanation given</td>
</tr>
</tbody>
</table>

**Sub-total C: _____/20**

**Total Activity 1: _____/25**
**Activity 2: Self-Image**

<table>
<thead>
<tr>
<th>Step 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Appropriate title provided</td>
<td>Title not appropriate or not given</td>
<td></td>
</tr>
<tr>
<td>Description of title, using own words, is very good</td>
<td>Description of title, using own words, is acceptable</td>
<td></td>
</tr>
<tr>
<td>Description of personal relevance is honest and insightful and well communicated</td>
<td>Description of personal relevance is acceptable but could have been better communicated</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total A:</strong> _____/10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Appropriate title provided</td>
<td>Title not appropriate or not given</td>
<td></td>
</tr>
<tr>
<td>Description of title, using own words, is very good</td>
<td>Description of title, using own words, is acceptable</td>
<td></td>
</tr>
<tr>
<td>Description of personal relevance is honest and insightful and well communicated</td>
<td>Description of personal relevance is acceptable but could have been better communicated</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total B:</strong> _____/10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Appropriate title provided</td>
<td>Title not appropriate or not given</td>
<td></td>
</tr>
<tr>
<td>Description of title, using own words, is very good</td>
<td>Description of title, using own words, is acceptable</td>
<td></td>
</tr>
<tr>
<td>Description of personal relevance is honest and insightful and well communicated</td>
<td>Description of personal relevance is acceptable but could have been better communicated</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total C:</strong> _____/10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Appropriate title provided</td>
<td>Title not appropriate or not given</td>
<td></td>
</tr>
<tr>
<td>Description of title, using own words, is very good</td>
<td>Description of title, using own words, is acceptable</td>
<td></td>
</tr>
<tr>
<td>Description of personal relevance is honest and insightful and well communicated</td>
<td>Description of personal relevance is acceptable but could have been better communicated</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total D:</strong> _____/10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Appropriate title provided</td>
<td>Title not appropriate or not given</td>
<td></td>
</tr>
<tr>
<td>Description of title, using own words, is very good</td>
<td>Description of title, using own words, is acceptable</td>
<td></td>
</tr>
<tr>
<td>Description of personal relevance is honest and insightful and well communicated</td>
<td>Description of personal relevance is acceptable but could have been better communicated</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total E:</strong> _____/10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Activity 2: _____/50 ÷ 2 = _______
### Activity 3: Appropriate responses during puberty

<table>
<thead>
<tr>
<th>Picture 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Puberty change that was suggested suits the response by the character and shows excellent understanding of module content</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Puberty change that was suggested somewhat suits the response by the character</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puberty change that was suggested is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a mature understanding of module content and conflict resolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a an acceptable understanding of module content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub-total A: _____/4

<table>
<thead>
<tr>
<th>Picture 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Puberty change that was suggested suits the response by the character and shows excellent understanding of module content</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Puberty change that was suggested somewhat suits the response by the character</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puberty change that was suggested is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a mature understanding of module content and conflict resolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a an acceptable understanding of module content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub-total B: _____/4

<table>
<thead>
<tr>
<th>Picture 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Puberty change that was suggested suits the response by the character and shows excellent understanding of module content</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Puberty change that was suggested somewhat suits the response by the character</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puberty change that was suggested is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a mature understanding of module content and conflict resolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a an acceptable understanding of module content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub-total C: _____/4

<table>
<thead>
<tr>
<th>Picture 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Puberty change that was suggested suits the response by the character and shows excellent understanding of module content</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Puberty change that was suggested somewhat suits the response by the character</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puberty change that was suggested is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a mature understanding of module content and conflict resolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a an acceptable understanding of module content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub-total D: _____/4

<table>
<thead>
<tr>
<th>Picture 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Puberty change that was suggested suits the response by the character and shows excellent understanding of module content</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Puberty change that was suggested somewhat suits the response by the character</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puberty change that was suggested is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a mature understanding of module content and conflict resolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response indicates a an acceptable understanding of module content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative response is not appropriate or not given</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub-total E: _____/4

Total Activity 3: _____/20

Learner's Result for Formal Assessment

<table>
<thead>
<tr>
<th>Activity 1 (25)</th>
<th>Activity 2 (25)</th>
<th>Activity 3 (20)</th>
<th>Total (70)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>