



basic education

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LEARNER BOOK

YEAR ONE

LIFE SKILLS OCCUPATION:
PERSONAL AND SOCIAL WELLBEING

DRAFT

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YEAR 1

TERM 1

Weeks 1 – 10

UNIT 1	Week 1 - 2	TOPIC: DEVELOPMENT OF THE SELF
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SUBTOPIC: Positive self-esteem: Body image

The learner will be able to

- Explain “who am I” as a person?
- Understand and respect physical body changes
- Understand other influences on body image: media and society
- Accept the self

Key concepts

Use a dictionary to explain the following concepts

Hormones

Ejaculation

Ovaries

Breast

Self-esteem

Media

Influence

Body image

Self-acceptance

Who am I?

Explain “Who am I” as a person.

Read the following essay on information of “who am I” and respond to questions that follow:

Who Am I?

I have often wondered what it is that makes me who I am. Is it my personality, or my character? Is it the way that I dress? Maybe it is my choice of career? Or, maybe it is a combination of all of these things because I don't think that there is one description or label that is capable of defining me completely.

I like to think that for the most part, I am a pretty easy person to get along with. I am generally a positive person to be around and I try not to judge anyone for the choices that they make or the beliefs that they subscribe to. I just treat everyone with the same respect that I would like to be treated with. However, this does not mean that I am a pushover. I do not suffer fools gladly and if you try to take advantage of me you are very likely to see a completely different side of me! I think that this is something that is probably true of most people though, so maybe I am fairly typical in that respect.

I am a shy person and at times I feel incredibly awkward around people, especially those that I don't know. I am the type of person who will hang back and observe strangers before making the decision about whether or not I want to join in with the group. It is because of this that I am often wrongly labelled as being standoffish or antisocial. This could not be further from the truth. I love to be around people once I get to know them, it is just that I

am painfully shy at the beginning. Sometimes I wish that I could make people understand this because I am sure that I have missed out on many potential friendships because of this shyness that seems to come across as my being a nasty type of person, but then again maybe only the people who have had patience are the type of friends that I should be pursuing.

Once I get to know you, that is when you will get to see the real me. Not the shy and wary exterior, but the real person inside. The person who can have razor-sharp wit fuelled by sarcasm, but who is also incredibly warm and supportive of those I care about. The person inside loves to laugh and will tell you lots of stories about the crazy antics that my slightly dysfunctional family gets up to and the stupid clumsy things that I have done. My closest friends would describe me as funny, loyal and genuine, but it takes a lot for people to get to that point where I am willing to show that side of me.

They say that there are two sides to every coin and that sums me up pretty well. I might be outgoing and sociable, but I am also shy and awkward. I can be warm and loving, but I am also capable of cutting someone down with my sharp tongue. Everything about me happens in contrast and depends on who I am with and how comfortable I feel around them.

In conclusion, there are many different things that make me who I am. It is not just my character and my personality, but also the things I do and say. I seem to be made up entirely of opposites and contradictions. There are so many different elements that make up this puzzle that is me – a unique individual.

ACTIVITY

Read the essay and extract Five attributes that defines the author “Who he/she is” as a unique individual.

Look at yourself. Identify ten attributes that make you a unique individual that defines “Who you are”.

Understand and respect physical body changes

ACTIVITY

Read these letters that teens wrote to a ‘Help from Auntie’ page in a teen magazine.

Dear Auntie

I am so worried. There must be something terrible the matter with me. Last night I had a pain in my stomach and this morning there was blood on my panties. I am too scared to tell my mother.

Please help me **Thembi (Age 12)**

Dear Auntie

I feel so stupid- my voice is cracking up. Sometimes it is squeaky and other times it is deep. I try not to talk because it is so embarrassing. Have I got cancer? **Sipho (Age 13)**

Dear Auntie

I am so embarrassed. Sometimes my penis goes hard and points upwards. This shows through my pants and I am scared people will see. The other morning, I woke up and my pyjamas were wet and sticky with white stuff. What is wrong with me?

Archie (Age 13)

Dear Auntie

I am so miserable. My brother and his friends keep calling me ‘spotty’ and ‘fatty’. In the last few months I have put on weight but I have not eaten food and my skin is a mess. It used to be clear but now it’s covered in spots. What can I do?

Maria (Age 14)

Adapted from: OXFORD Successful: Learners Book-Life Skills page (9-10)

QUESTIONS

As a class, discuss the questions below with regards to the letters above

What is happening to Thembi?

Why must Thembi stop worrying? Explain in two sentences.

Is there anything wrong with Archie?

Explain in three sentences to Archie what is happening to him.

Why is Maria putting on weight and having trouble with spots? Explain in two sentences.

--

How can Maria improve her body image? Explain in three sentences.

Has Sipho got cancer?

Explain in two sentences to Sipho what is happening to his voice.

Physical changes

Read with understanding the following content with regards to body changes and work on the activity below

Puberty is a time of great change in our bodies. Our bodies are changing physically and because of this our emotional beings are affected. Our physical changes involve the following: acne appears on the face, gain weight, pubic and underarm hair starts growing and genital organs become bigger. Inability to solve problems, going through changes in mood, want to try new things and wanting to be independent from your parents.

Emotional changes

Emotional changes involve different feelings that amongst others:

- One feel embarrassed easily,
- Experiencing sexual feelings,
- Wanting to be independent from your parents,
- Ability to solve problems,
- Going through changes in mood
- And to try new things.

ACTIVITY

Tabulate the differences in body changes of boys and girls below:

Changes in boys	Changes in girls

Answer the following questions:

How do you visually perceive your body and yourself?

How do you feel about your physical appearance?

- How we think and talk to ourselves about our bodies

Our sense of how other people view our bodies?

Understand other influences on body image: media and society

In group of four learners read the information on influences on body image

Society surrounds us. It's the people in our classroom, family at home, strangers on the street. It's our lives as they pass us by. It's everything in the world. Most importantly, it's a monster. People struggle to become what society depicts as "beautiful" when true beauty actually lies within. Society's image of what is beautiful and what isn't is the cause of many low self-esteems and negative self-images when they could be positive and confident.

Girls want to be like Barbie and have the perfect figure with the perfect life. If Barbie were a real woman, she would be 5'9", weighing barely 110 kilogram with an 18" waist, 39" bust, have 33" hips, and wear a size three in shoes. Her body would be destroyed. She wouldn't be able to menstruate, have children, hold her own organs inside her body, or walk, she'd be forced to walk on all fours, and would be deemed anorexic.

The perfect image that society portrays is the cause of this. Women want to be like the models on TV and have the perfect body that will drive men crazy, but that isn't necessary.

A real man wouldn't love someone because she looked like her favourite childhood doll—he would love her for the beauty she has hidden away on the inside.

Boys think they have to be built and muscular, not short and overweight, tall and scrawny or vice versa. They see football players, buff and strong, and wish to be like that. Overworking and beating themselves up because no matter how hard they try, the ideal body they want is impossible. Society has pushed us too hard to be perfect.

That's not to say being pushed towards something is always a bad thing. People make it in the world because they have been motivated by loved ones around them. If all someone needs is a push to start working harder, it can make a real impact.

Social media images are filled with people presenting the best version of themselves. Social media can then hurt your body image by constantly exposing yourself to the ideal body type, leading to constant comparison of yourself to unrealistic standards. Additionally, photoshop and filters are readily available to users playing into the unrealistic body image. This can make you feel inadequate and affect your body image

TIPS TO IMPROVE SELF ESTEEM

Appreciate all that your body can do.

Every day your body carries you closer to your dreams. Celebrate all of the amazing things your body does for you—running, dancing, breathing, laughing, dreaming, etc.

Keep a top-ten list of things you like about yourself

You will list things that you like about yourself. These things should not be related to how much you weigh or what you look like. Read the list often. Add to it as you become aware of more things to like about yourself.

Remind yourself that “true beauty” is not simply skin-deep.

When you feel good about yourself and who you are, you carry yourself with a sense of confidence, self-acceptance, and openness that makes you beautiful. Beauty is a state of mind, not a state of your body.

Look at yourself as a whole person.

When you see yourself in a mirror or in your mind, choose not to focus on specific body parts. See yourself as you want others to see you — as a whole person.

Surround yourself with positive people.

It is easier to feel good about yourself and your body when you are around others who are supportive and who recognize the importance of liking yourself just as you naturally are.

Shut down those voices in your head that tell you your body is not “right” or that you are a “bad” person.

You can overpower those negative thoughts with positive ones. The next time you start to tear yourself down, build yourself back up with a few quick affirmations that work for you.

Wear clothes that are comfortable and that make you feel good about your body.

Work with your body, not against it.

Become a critical viewer of social and media messages.

Pay attention to images, slogans, or attitudes that make you feel bad about yourself or your body. Protest these messages: write a letter to the advertiser or talk back to the image or message.

Do something nice for yourself

Something that lets your body know you appreciate it. Take a bubble bath, make time for a nap, or find a peaceful place outside to relax.

Use the time and energy that you might have spent worrying about food, calories, and your weight to do something to help others.

Sometimes reaching out to other people can help you feel better about yourself and can make a positive change in our world.

ACTIVITY

Indicate how the following factors influence your body image. Use the template below.

Society	Media
Parents	Television
Peers	WhatsApp
Facebook	Instagram

Ways to promote self-acceptance

Read with understanding the following content and give a brief summary on each:

Accept yourself

Acceptance is the ability to unconditionally value all parts of who you are. That means you acknowledge all of yourselves. The good and the things that need improvement. For most of us, self-acceptance can be hard. You tend to be critical of yourself, but there are a number of ways to learn to accept yourself and your life. It all begins with your state of mind.

Acknowledge your reality

Sometimes facing reality is not the easiest thing to do but accepting your current situation can make you happier in the present and lead to a better future. Understanding, accepting, and working with reality is both practical and purposeful. Acknowledging your reality will help you choose your dreams wisely and then help you achieve them.

Practice radical honesty

When you admit your own pretence, you can begin to powerfully create a new future. Denying your current reality, especially if it is a bad one will not make it go away. Dealing with the bad stuff is a way to get to the good stuff but it takes practice.

Identify your part.

To fully accept your reality, it is important to acknowledge any role you may have played, good or bad, in getting where you are. Ask yourself questions related to your current situation to help work toward solutions. To fully accept your reality, it is important to identify what you may have done to foster success or failure. Once you know what you are dealing with, you can work toward the best next steps.

Admit your mistakes.

Remember that you cannot fix anything until you admit there is a problem. Try to view your mistakes not as failures but as learning opportunities and have the strength within yourself to realise the control of their reality and that you are the only one who can change it. Decide what is important to you and set your mind to it.

Own your outcomes.

Work toward owning every part of your reality, not just the things that need work but also your strengths and successes. Owning all your outcomes can help teach you to do better next time, to see failure as a learning moment.

Do not let fear get in your way.

Do not let fears, especially fears of what others think of you stand in your way. You must be willing to do things in the unique ways you think are best, and to reflect on any feedback you receive.

Count on your competencies.

It is easy to look in the mirror and point out all your insecurities. But to face your reality, it is best to start counting all positives. Make a list of your strengths, the things you are good at, the values that you hold, and the accomplishments you have achieved. Counting on your competencies helps you realise your strengths, which in turn will help you improve your attitude toward yourself.

Let go of your biases.

Do not get caught up in the life you think you are supposed to have, but work on creating the reality you are meant to live. Your biases can blind you to almost any reality. You can try to ignore them but closing your eyes will not make them disappear. Instead, learn to understand them and let them go.

Accepting that struggle will always be part of your reality.

Do not shy away from challenges, but rather wade into the struggle and get comfortable with operating and living there. Struggles are a way of life, and we have to learn to confront them.

Make a plan for reaching your goal.

Include steps you will take to create a new reality. Break your goal into small steps that you can accomplish one at a time to build your confidence and self-worth as you go. Your new reality can begin to happen once you have a plan with specific goals.

Remember, you will never be able to create the right reality if you are not willing to let the wrong reality go.

ACTIVITY

Checklist on body image

Tick the most appropriate answer

STATEMENT	YES	NO
When my peers correct me when I'm wrong I get angry.		
I feel very disappointed when I fail a test.		
I try to please everybody even when they disappoint me.		
I am able to laugh at my mistakes and correct them.		
I accept feedback from my parents positively.		
I look at my life with a positive outlook.		
I know that setbacks are not permanent.		
I do not envy other children's possessions.		
I do not like the way my body looks.		
I do not like the way I read in class, most of the time I keep quiet.		

ACTIVITY

Look at the following statements and say if you think any of these will help you to accept yourself just as you are. Give a reason for each answer

Statements	Reason
Dying your hair bright green	
Ignoring the teasing from peers	
Enjoying a healthy lifestyle to improve your body	
Wearing designer label clothes	
Wearing clothes that fit your shape	
Enjoying the fact that you are a young adult and making the most of the changes happening to you	

Write five sentences about your best qualities and why you admire these things about yourself. Use the words in the box to help you.

Funny, intelligent, friendly, considerate, patient, gentle, compassionate, enthusiastic, forgiving, helpful, caring, trustworthy, hard worker, honest,

ACTIVITY

You are unique as a person. Which means there is no body like you. You have unique features like thumbprint and identity number

Work with a partner. Compare your thumbprints. In one sentence explain your observations

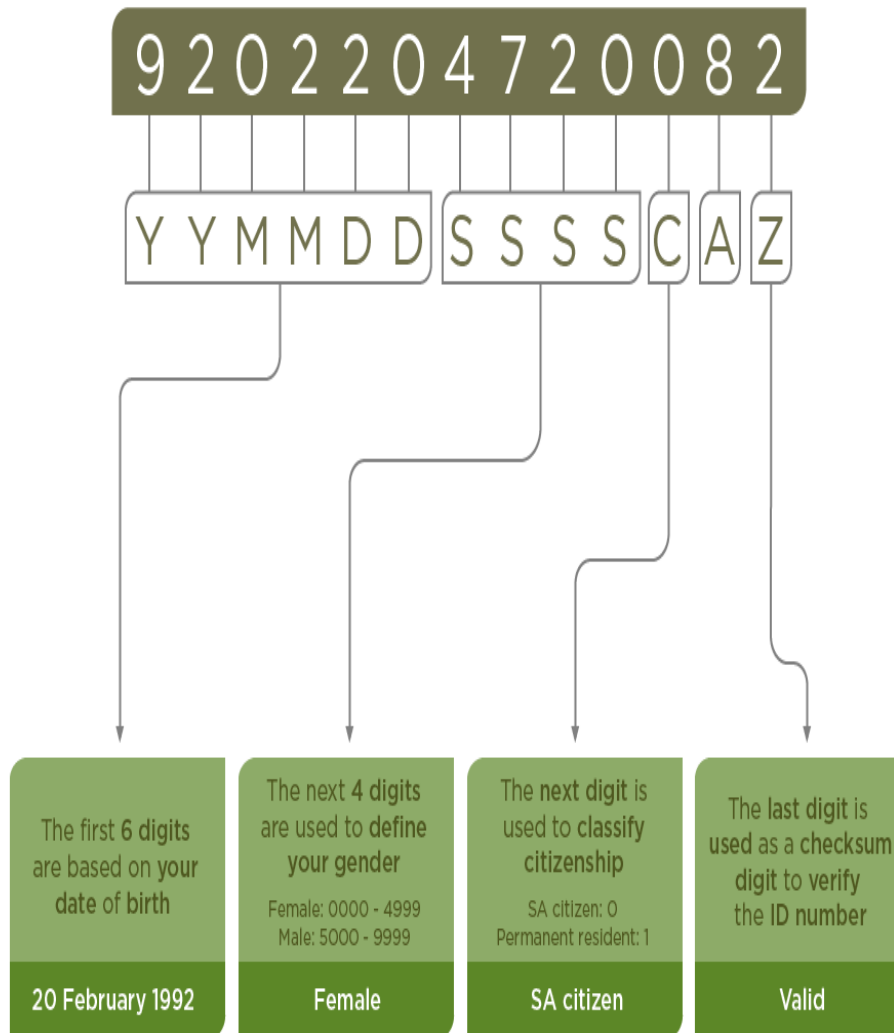
Focus on own uniqueness e.g. Fingerprints



Study the poster below with the sample of the ID and make sense of the numbers in your groups

DRAFT

South African ID Number



ACTIVITY

Use your birth certificate to identify the following:

The **Six** digits that indicate your date of birth

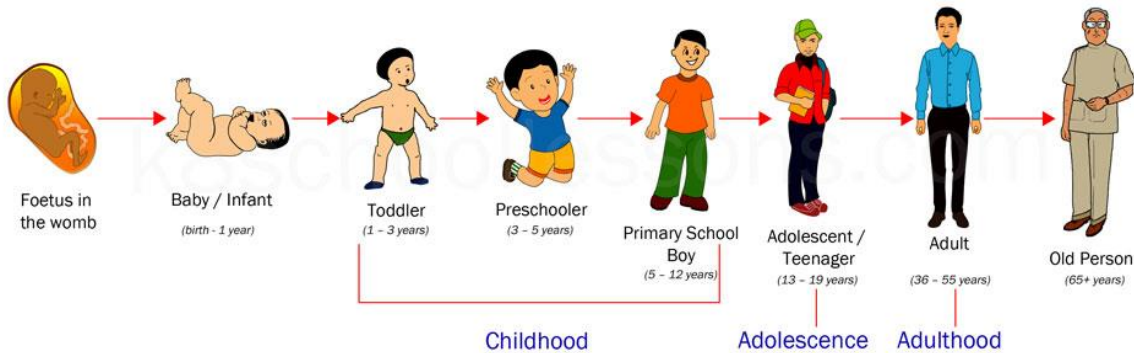
The **Four** digits that indicate your gender

The **One** digit that indicate your citizenship

The **Two** digits that indicate your verification

ACTIVITY

Identify yourself with the stage you are in and indicate the changes you experience. There after design a collage of yourself on the different stages/ positions in family.



[Highspeedtraining.co.uk/hub/child-development-in-early-years](https://highspeedtraining.co.uk/hub/child-development-in-early-years)

Criteria	Not achieved	Partially achieved	Achieved	Outstanding
	1	2-4	5-6	7-10
Identification of a stage	No evidence and knowledge of stage identification	Lack knowledge of stage identification	Good knowledge of the stage identification	Excellent knowledge of stage identification
	1	2	3	4-5
Infant stage	No evidence of an illustration/ photograph/ piece of paper or fabric as an infant stage	Lack of illustration/ photograph/ piece of paper or fabric as an infant stage	Good illustration/ photograph/ piece of paper or fabric as an infant stage	Excellent presentation of illustration/ photograph/ piece of paper or fabric as an infant stage
	1	2	3	4-5
Childhood stage	No evidence of illustration/ photograph/ piece of paper or fabric as a childhood stage	Some attempt of illustration/ photograph/ piece of paper or fabric as a child	Good presentation of illustration/ photograph/ piece of paper or fabric as a childhood stage	Excellent presentation through illustration/ photograph/ piece of paper or fabric as a childhood stage
	1	2	3	4-5

Adolescent stage	No evidence of illustration/ photograph/ piece of paper or fabric as an adolescent stage	Some attempt illustration/ photograph/ piece of paper or fabric as an adolescent stage	Good illustration/ photograph/ piece of paper or fabric as an adolescent stage	Excellent illustration/ photograph/ piece of paper or fabric as an adolescent stage
Design, creativity use of colour and appearance	1	2	3	4-5
	No evidence	Attempt at creativity	Good creativity and appearance	The pictures were organised, attractive and outstanding.

UNIT 2	WEEK 3 - 4	TOPIC:HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES
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SUBTOPIC: Food hygiene

The learner will be able to:

- Understand and explain the importance of food hygiene
- Understand the importance of proper food storage and preparation
- Understand and identify safe and harmful ingredients in food preparation
- Identify types and forms of substance abuse

Key concepts

With the aid of a dictionary, define the following concepts

Food hygiene

Food storage

Ingredients

Preparation

Importance of food hygiene

Read with understanding the content on the importance of food hygiene

- Food hygiene and safety prevent germs from multiplying in foods and reaching dangerous levels.
- Food hygiene ensures daily healthy family living.
- It keeps one healthy and prevents extra cost of buying drugs and medical check-up.
- It minimises the spread of micro-organisms from being spread from surfaces to humans
- It minimises the rate at which one can contract food poisoning.
- Since washing of hands is an important personal hygiene practice, it helps minimize and prevent the spread of bacteria on foods and on kitchen tools.
- Proper food hygiene and safety keeps insects and rodents out of our entire house as kitchen is seen as one of the breeding grounds for such apart from the toilet.
- Ready to eat foods are advised to be chilled in the fridge; by keeping such food in the fridge, bacteria are not allowed to grow on them. Such foods include salads, yoghurt, milk and deserts.
- Food safety and proper hygiene on business wise is also very necessary especially when dealing with public consumers, by practicing good hygiene, it goes a long way in protecting consumers' health and they tend to develop confidence regarding your products and foods. When they have developed confidence in the food you are providing for them, they keep coming back to you and your business certainly will have a good reputation and longer life span.

The above food hygiene tips cut across the 4 C's in which we really need to put into consideration to prevent food safety hazards, and they should serve as a daily reminder when preparing food, these 4 C's clearly define what food hygiene is- as the practise of proper **cleaning**, **chilling** and **cooking** of food to prevent **cross contamination** and spread of bacteria both at home and at food factories.

ACTIVITY

Write five things that you can do to keep food safe to eat.

Name three kinds of food must you wash before you prepare and eat?



Write a summary of how you experience food hygiene in your family

Understand and explain the importance of food storage and preparation

Read with understanding the importance of food storage and preparation

Practice personal hygiene

Personal hygiene is a practice everyone should follow because food has an effect on our health, it is important to always wash our hands with soap and water before handling and preparing food. These includes our utensils such as plates, spoons and cups that we need to wash as well before using them to serve food.

Refrigerate foods that can easily be destroyed by heat

There are certain foods that cannot withstand environmental heat for a longer time for example meat, fish, leafy vegetables etc. Such foods need to be properly chilled in the refrigerator to preserve them longer and to keep away from harmful organisms growing on them.

Raw foods should be kept separate from dried or cooked foods

Cooked foods cannot be kept together with the raw food. Foods like meat, fish and fruits, soup and stew should be frozen in different sealed containers and they should be kept in a different compartment of the fridge to avoid cross contamination which can occur through dripping.

After marinating fish or meat, do not use the same bowl or plate to serve food or place another food into it, you can only use the sauce to cook food but not to serve food because it will be unhealthy for your consumption.

Wash fruit and vegetables with salt or vinegar

Most fruits and vegetable are freshly purchased from the farm, store or market; these foods do contain sand, insect and residues in them, it is very important to rinse vegetables and fruit with water, salt or vinegar before storing them in the food rack.

Use appropriate kitchen tools for food preparation

There are various kinds of kitchen tools/utensils designed for different purposes. Make sure you use the right tool at the right time. For instance, a meat chopping board can

easily serve as a growth medium for bacteria and mould, this can be seen growing on the surface or the edges if not properly washed after usage, use a different chopping board for cutting vegetables and other sensitive foods to prevent food poisoning and always wash and disinfect cutting tools. Thoroughly wash the fruits and vegetables.

Keep grains, powdered and dried foods away from liquid

Food safety should be applied on grains, dried and powdered foods storage. Wet food attracts moulds easily, Moulds grow in filaments forming a tough mass and this can be very visible. Grains, powdered, baked, and dried foods should be properly stored away from liquid, as moulds can easily grow on them causing illness, allergy and food poisoning to both adults and kids.

Cook food to an appropriate temperature to destroy bacteria

Cooking food to the required temperature is an important food safety practice, as raw foods like egg and meat can easily result in different infections if not properly cooked. Foods like pork, chicken, beef and sausage should be cooked longer until there are no traces of pink on the flesh, joints and bones of such meat because germs can easily settle in such parts.

Keep insects and pests away from food areas

Insects and pests' control is another important food safety tips to be taken into consideration, as these creatures are often seen in our houses, especially in places like the fridge corners, kitchen cupboard, shelves and at dark corners of the kitchen. Cockroaches, flies and rodents as we know are very terrible insects and pest; they can carry pathogen from one surface to another, while pegging on food items which can lead to food borne illness, for this reason, it is wise to always cover the pots containing foods, spray the shelves, clean our refrigerator when you notice any foul smell and dripping.

Use clean water to prepare food always

Food safety is also important practice to be carried out when washing, mixing and cooking food. Dirty water has many ways of affecting our systems and our general health. Foods that are prepared with dirty water can easily lead to vomiting, diarrhoea,

stomach upsets, cancer (leukaemia) and skin rashes among other dangerous effects, therefore, it is important to always use clean water to wash and cook food.

Clean the kitchen counter and mop the floor after each food preparation

Food safety and hygiene can also be put to check by making sure that our kitchen counters and surfaces are cleaned and disinfected after food preparation- By doing this, you have kept flies, ants and cockroaches away from coming in contact with your foods as they love to dance around food particles which are left untidy on such places.

The stove or gas top should be properly wiped before you go to bed, it is when everything is quite that these insects come out of their hiding places to eat of the remnants, and if you can locate their holes, it is wise you spray with insecticide to eliminate them totally.

Keep food that has been contaminated with bacteria and viruses away from spreading to people and pets

Food safety relates to both humans and pets, once you notice that a particular food item has formed moulds throw it away and do not try to save cost by eating such or feeding it to your pet.

If dried foods are not properly kept or have been kept for too long, they can be poisonous and can be very dangerous to both humans and animals. This food poisoning can also be found in poultry feeds and other livestock feeds especially if the foods are not properly stored. Washing of kitchen towels and racks is very much important as they also carry the germs.

The kitchen and every tool or equipment in it needs to be washed, kept clean and need to be disinfected frequently. Kitchen towels or racks are very important items in the kitchen

These towels are used daily to open hot lids, to remove foods from microwave or oven, to bring down boiling soup from heat and to wipe of food or water from our wet hands. Often times while using these towels, they get wet in the process which means that microorganisms can harbour on these damp surfaces, so it will be very proper to wash, disinfect and properly sun dry our kitchen towels to prevent bacteria from being spread from one item and surface to another, these towels should be kept separated from other items like aprons and hand gloves.



Safe and harmful ingredients

Read the information below on safe and harmful ingredients and then answer the questions that follow.

Many of the foods we eat today are processed foods, for example tinned or re packed. Most processed foods consist of several ingredients, for example:

- Added salt or sugar
- Preservatives –substances added in food to prevent decomposition
- Colourants – chemicals to give food a brighter colour
- Flavourants –substances that alters and enhance taste in food and drinks
- Added vitamins and minerals.

Some studies have shown that ingredients such as sugar, colourants, Flavourants and preservatives are harmful because they can cause allergies like asthma or cause children to be overactive. Some added ingredients are safe and improve the quality of the food.

Harmful ingredients in food preparation

These are examples of harmful ingredients

- Monosodium glutamate (MSG)
- Artificial Food Colouring
- Sodium Nitrate
- Guar Gum
- High-Fructose Corn Syrup
- Artificial Sweeteners
- Carrageenan

- Sodium Benzoate
- Trans Fat
- Xanthan Gum
- Artificial Flavouring
- Yeast Extract etc.

Safety measures for harmful household products and medication

- Buy natural product that do not contain dangerous chemicals.
- Teach your family about harmful household products.
- Read the labels of household products carefully.
- Do not put household products in cold drink bottles.
- Put rat and insect poison away from reach of people.
- Put household cleaning cupboards in high shelves/ out of reach of people.
- Keep all medicine in a safe place and use them appropriately.

ACTIVITY

List **five** dangerous/ harmful ingredients in food preparation

In groups of five read the food labels on the poster below and identify the nutritional value thereof

Nutrition Facts	
4 servings per container	
Serving size	1 cup (180g)
Amount per serving	
Calories	245
% Daily Value*	
Total Fat 12g	14%
Saturated Fat 2g	10%
Trans Fat 0g	
Cholesterol 8mg	3%
Sodium 210mg	9%
Total Carbohydrate 34g	12%
Dietary Fiber 7g	25%
Total Sugars 5g	
Includes 4g Added Sugars	8%
Protein 11g	
Vit. D 4mcg 20% · Calcium 210mg 16%	
Iron 3mg 15% · Potas. 380mg 8%	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Nutrition Facts	
6 servings per container	
Serving size	1 cup (230g)
Amount per serving	
Calories	245
% Daily Value*	
Total Fat 12g	14%
Saturated Fat 2g	10%
Trans Fat 0g	
Cholesterol 8mg	3%
Sodium 210mg	9%
Total Carbohydrate 34g	12%
Dietary Fiber 7g	25%
Total Sugars 5g	
Includes 4g Added Sugars	8%
Protein 11g	
Vit. D 4mcg 20% · Calcium 210mg 16%	
Iron 3mg 15% · Potas. 380mg 8%	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

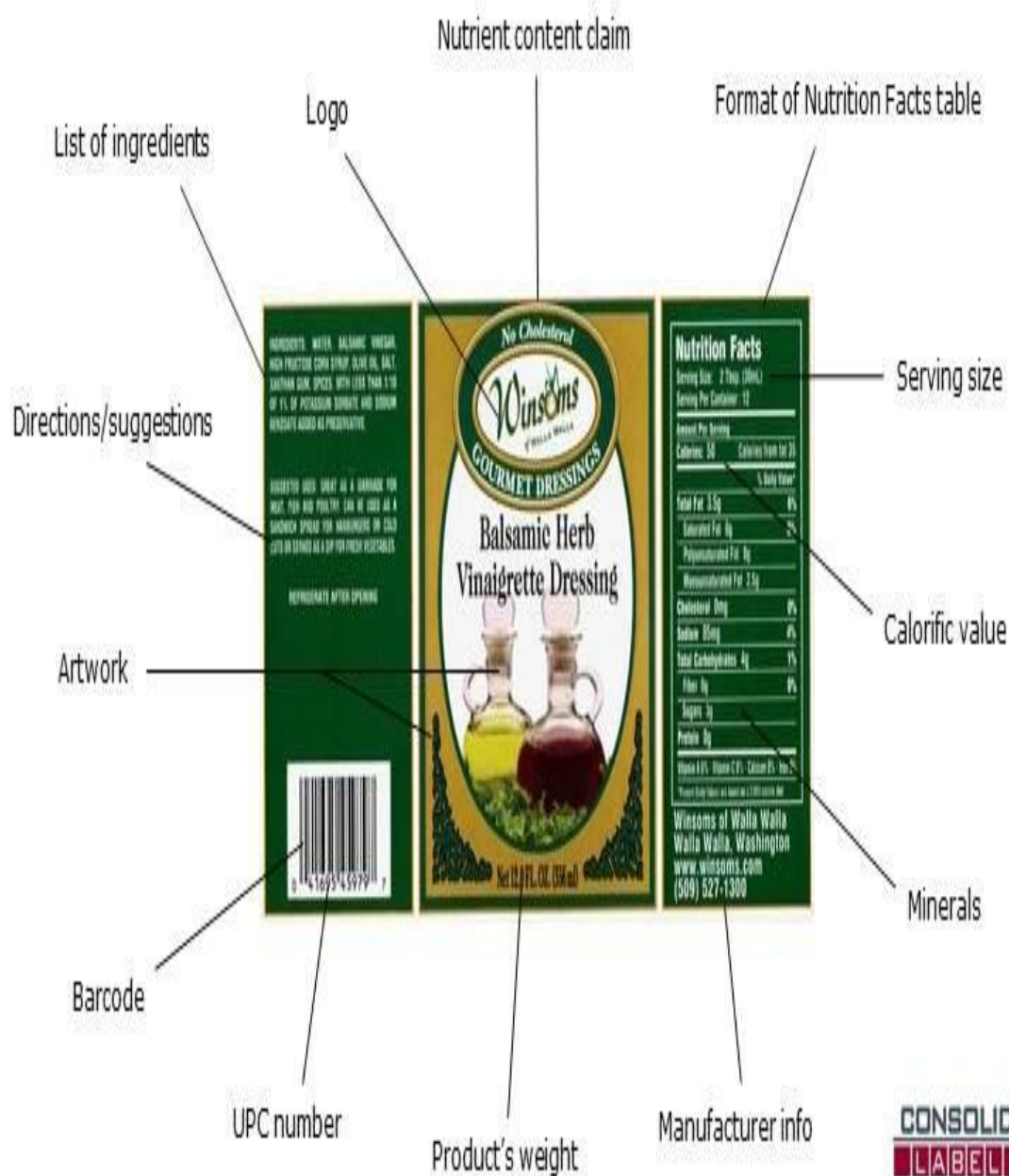
bwc75657378 Barewalls

Write down **three** harmful ingredients you can identify on the food label and discuss the effects on the body

Harmful ingredients	Effects to the body

ACTIVITY

Read the following food labels. Identify safe and harmful ingredients. Make a tick of all safe ingredients and underline all harmful ingredients. Use the dictionary for the words you do not understand



**CONSOLIDATED
LABEL CO.**

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 240mg	6%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

(For educational purposes only. These labels do not meet the labeling requirements described in 21 CFR 101.9.)

FOOD LABELS 101:

Understanding the Nutrition Facts Label

1	Nutrition Facts	
	8 servings per container	
	Serving size 2/3 cup (55g)	
	Amount per serving	
	Calories 230	2
	% Daily Value*	
3	Total Fat 8g	10%
	Saturated Fat 1g	5%
	Trans Fat 0g	
	Cholesterol 0mg	0%
5	Sodium 160mg	7%
	Total Carbohydrate 37g	13%
	Dietary Fiber 4g	14%
	Total Sugars 12g	
	Includes 10g Added Sugars	20%
7	Protein 3g	
	Vitamin D 2mcg	10%
	Calcium 260mg	20%
	Iron 8mg	45%
	Potassium 235mg	6%
	* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	



Penn Medicine

Amazon. Com/New food- label- poster- nutrition/dp/b01HQVQ5DQ

Types and forms of substance abuse

Read with understanding the content on substance abuse

Substance abuse is a pattern of drug use that leads to significant problems such as failure to attend work or school, driving a vehicle while under the influence. The use of illegal drugs or the use of prescription or over-the-counter drugs or alcohol for purposes other than those for which they are meant to be used, or in excessive amounts. Substance abuse may lead to social, physical, emotional, and job-related problems

Interpersonal

Interpersonal refers to something involving or caring among several people. It is our ability to get along with others.

Intrapersonal

Intrapersonal refers to “within a person,” that is, **taking place within one person's self or mind**. It's not to be confused with interpersonal, which refers to something occurring “between people.”

Prevention measures

Prevention measures mean any reasonable measures taken by any person in response to an incident, to prevent, minimize, or mitigate loss or damage, or to effect environmental clean-up

Early detection

Early diagnosis focuses on detecting symptomatic patients as early as possible.

ACTIVITY

Define the following concepts:







Substance abuse

Interpersonal factors

Intrapersonal factors

Prevention measures

Examples of different types of substances that can be abused

	Narcotics Even termed as 'Opioids' and originally derived from substance 'Opiates' and its common form includes morphine and heroin		Cocaine Cocaine is a strong stimulant mostly used as a recreational drug. it is commonly snorted, inhaled, or injected into the veins.
	Hallucinogens Produces sensory hallucinations involving any of the 5 body senses. Common types of hallucinogens include LSD, PCP and peyote		Inhalants Drugs that are to be inhaled and are available either as a Gas or Solvent . Most common Inhalant products like nail polish and gasoline
	Amphetamines Boosts alertness and increases activity of the central nervous system, the most used form of stimulants are amphetamines		Cannabis Marijuana use has been legalized in certain states by prescription because of its psychoactive effects.

ACTIVITY

Complete the following table with regards to substances

Substance	What it looks like (use pictures or drawings)	How is it used	What it does to the body
Cocaine			
Cannabis/ marijuana			
Cough mixture			
Hallucinogens			
Nyaope			

Interpersonal and intrapersonal factors that contribute to substance abuse

Interpersonal factors

These factors are due to relationships with peers, intimate partners, and family members. A person's closest social circle peers, partners, and family members can shape an individual's behaviour and range of experience

Intrapersonal factors

These are factors “within a person,” that is, **taking place within one person's self or mind**. It's not to be confused with interpersonal, which refers to something occurring “between people.” Example: Low self-esteem, boredom, identity crisis

ACTIVITY

In groups of five learners, discuss the intrapersonal and interpersonal factors that contribute to substance abuse and present orally in class.

Symptoms of substance abuse

Read the information below about symptoms of substance abuse and then populate the table below.

- Feeling that you must use the drug regularly — daily or even several times a day
- Having intense urges for the drug that block out any other thoughts
- Over time, needing more of the drug to get the same effect
- Taking larger amounts of the drug over a longer period than you intended
- Making certain that you maintain a supply of the drug
- Spending money on the drug, even though you cannot afford it
- Not meeting obligations and work responsibilities, or cutting back on social or recreational activities because of drug use
- Continuing to use the drug, even though you know it's causing problems in your life or causing you physical or psychological harm
- Doing things to get the drug that you normally wouldn't do, such as stealing
- Driving or doing other risky activities when you're under the influence of the drug
- Spending a good deal of time getting the drug, using the drug or recovering from the effects of the drug
- Failing in your attempts to stop using the drug
- Experiencing withdrawal symptoms when you attempt to stop taking the drug

ACTIVITY

Fill in the table with symptoms of substance abuse

Emotional	Social	Physical

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Prevention measures: early detection

As groups, read the prevention measure against substance abuse and discuss how substance abuse can be prevented

- **Effectively deal with peer pressure.** The biggest reason teens start using illicit drugs is because their friends utilize peer pressure. No one likes to be left out, and teens (and yes, some adults, too) find themselves doing things they normally wouldn't do, just to fit in. In these cases, you need to either find a better group of friends that won't pressure them into doing harmful things, or they need to [find a good way to say no](#). Learners should prepare a good excuse or plan of time, to keep from giving into tempting situations.
- **Deal with life pressure.** Learners today are overworked and overwhelmed, and often feel like a good break or a reward is deserved. But in the end, drugs only make life *more* stressful — and many of them all too often fail to recognize this in the moment. To prevent using drugs as a reward, find other ways to handle stress and unwind. Take up exercising, read a good book, volunteer with the needy, and create something. Anything positive and relaxing helps take the mind off using drugs to relieve stress.
- **Seek help for mental illness.** Mental illness and substance abuse often go together. Those with a mental health illness may turn to drugs to ease the pain. Those suffering from some form of mental health illness, such as anxiety, depression or post-traumatic stress disorder should seek the [help of a trained professional for treatment](#) before it leads to substance use.
- **Examine every risk factor.** If they are aware of the biological, environmental, and physical risk factors they possess, they are more likely to overcome them. A history of [substance abuse in the family](#), living in a social setting that glorifies drug abuse and/or family life that models drug abuse can be risk factors.

- **Keep a well-balanced life.** Learners who take up drugs when something in their life is **not** working, or when they are unhappy about their lives or where their lives are going. Look at life's big picture and have priorities in order.

ACTIVITY

Name two ways that you can use to detect whether someone is likely to use substances, and come up with prevention measures.

Discuss protective ways that reduce the likelihood of substance abuse and present in class

UNIT 3	Week 5 - 6	TOPIC:CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES
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SUBTOPIC: Children's Rights and responsibilities

The learner will be able to:

- Explain "Children's Rights" as stipulated in the South African Constitution
- Explain and understand the meaning of responsibilities as a child / youth
- Differentiate between Children's Rights and responsibilities between home and school

Key concepts

Define the following concepts

Rights

Children's rights

Constitution

Responsibility

Explain children's rights and responsibilities as stipulated in the Constitution of South Africa

Read the information on children's rights and responsibilities as stipulated in the South African Constitution. Discuss what the rights and responsibilities mean for you.

The South African Constitution lists the needs of children. It says that children must be supported. Children have rights based on their needs. Children have needs which need to be fulfilled so that they have a happy childhood and they are able to grow up as responsible citizens who are caring, independent and strong. These rights must be practiced by all people. Each and every one's rights comes with responsibilities.

“Children's Rights” as stipulated in the Constitution of South Africa

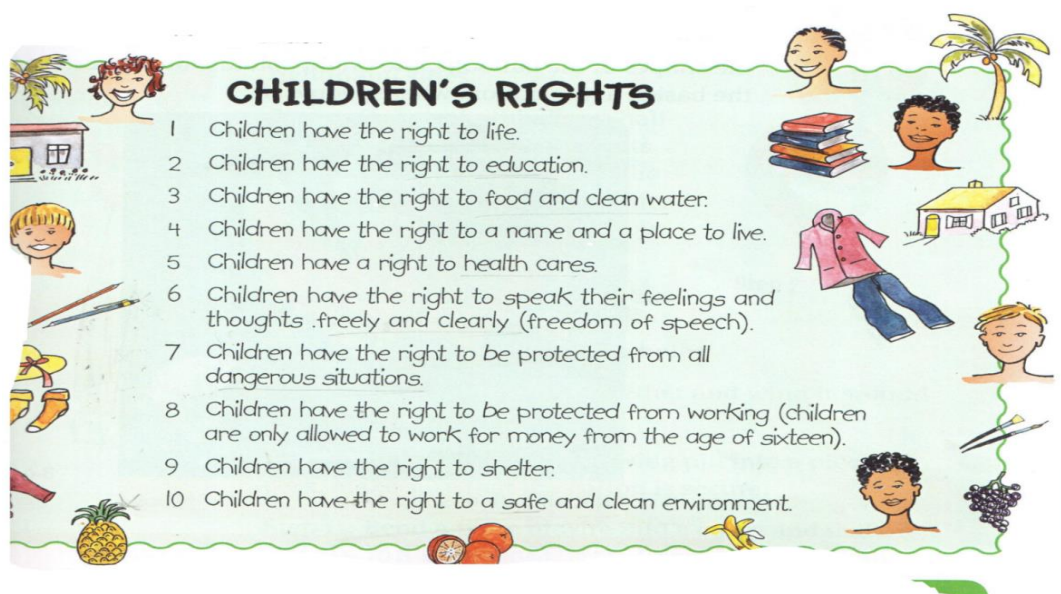
Every child has the right to:

- A name and a nationality from birth.
- Family care or parental care, or to appropriate alternative care when removed from the family environment.
- Basic nutrition, shelter, basic health care services and social services.
- Be protected from maltreatment, neglect, abuse or degradation.
- Be protected from exploitative labour practices.
- Not be required or permitted to perform work or provide services that are inappropriate for a person of that child's age or risk the child's well-being, education, physical or mental health or spiritual, moral or social development.
- Not be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be kept separately from detained persons over the age of 18 years.
- Be treated in a manner, and kept in conditions, that take account of the child's age and have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result.
- Not be used directly in armed conflict, and to be protected in times of armed conflict

Explain and understand the meaning of “Responsibilities” as a child/youth

- The right to family care, love and protection and the responsibility to show love, respect and caring to others especially the elderly.
- The right to a clean environment and the responsibility to take care of their environment by cleaning the space they live in.
- A right to food and the responsibility not to be wasteful.
- A right to good quality education and the responsibility to learn and respect their teachers and peers.
- A right to quality medical care and the responsibility to take care of themselves and protect themselves from irresponsible exposure to diseases such as HIV/Aids.
- A right to protection from exploitation and neglect and the responsibility to report abuse and exploitation.

Children’s rights are as follows:



Many rights come with responsibilities. These responsibilities are the actions that you must take so that you and the people around you can enjoy their rights. The Bill of Responsibilities is a guide to help you make choices and take actions that are best for everyone.

ACTIVITY

Complete the table on Children's rights and responsibilities at home and school

Home	
Children's rights	Responsibilities
	To show love, respect and caring to others especially the elderly.
	To take care of their environment by cleaning the space they live in.
	Not to be wasteful
	To take care of themselves and protect themselves from irresponsible exposure to diseases such as HIV/Aids.
	Report abuse and exploitation.
School	
Children's rights	Responsibilities
A right to good quality education	
The right to a clean environment	
A right to food	
A right to protection from exploitation and neglect	

ACTIVITY

Group activity: writing of class rules

Brainstorm about your classroom rules that everybody in your class would accept and respect

Example of classroom rules

Classroom Rules

1

I Listen and follow instructions

2

I allow one person to speak at a time

3

I raise my hand and wait to speak

4

I use all equipment safely

5

I speak politely and use my manners

Subtopic: Reading for enjoyment and understanding

The learner will be able to:

- Importance of reading for enjoyment and understanding
- Understand the importance of reading and studying
- Understand and have a knowledge of the basic reading and study skills
- Apply skills to develop memory; ability to recall

You have to brainstorm and summarise learnt content. When brainstorming start at the middle of the page and write heading in the centre. Separate ideas from the initial idea into subheadings. Break subheadings using short phrases or just a key word to explain the subheadings into details. Use simple illustrations where necessary. It is difficult to get information if you do not understand concepts.

ACTIVITY

Definition of concepts

Define the following concepts, make use of the dictionary before reading:

Skimming

Scanning

Intensive reading

Extensive reading

Speed

Paraphrasing

Importance of reading for enjoyment and understanding

When reading for enjoyment one has to make sure that the book is in their level. To check learners must count the number of unfamiliar words. If there are more than five unfamiliar words, they must not choose that book. Reading for enjoyment must be fun! Select books with the title that is of interest to you and enjoy!



Caution for reading:

Reading for information one needs to be thorough. Comprehend and stop to get meaning for unfamiliar words. The following strategies should be followed if one does not understand the meaning of words:

- ✓ Check for glossary
- ✓ Consult dictionary
- ✓ Re read the whole sentence and try to make meaning of the word
- ✓ Check for familiar words in your vocabulary.

Importance of reading

Read the information on the importance of reading

Reading helps you discover the world

Reading is a gateway to learning anything about everything. It helps you to discover new things and educate yourself in any area of life you are interested in. You can find a book on just about any subject you can imagine, dive in and start learning. You can learn about your interests (and even yourself) through reading things you enjoy.

Reading develops your imagination and creativity

When you watch television or a movie, all the information is given to you on the screen – there is nothing you need to imagine. A book in its pure form is just words on a page, and your minds must do the work, imagining the words coming to life. This does wonders to develop your creativity and imagination.

Reading improves vocabulary and communication

Giving you access to a world of words is one of the best ways to improve your vocabulary and enhance your spelling skills. New knowledge that is gained through enjoyment tends to stick and does not even feel like work. Both your written and spoken communication abilities can be improved through regular reading.

Reading helps with building a good self-image and playing well with others

Learning new concepts, discovering exciting places and understanding others' perspectives is key to building a well-rounded self-image – not to mention the self-esteem boost from being able to read well. It is at early ages that you can be most easily influenced, and a positive reading experience can do wonders to help you form a positive perception of yourself. Reading also has social benefits. You can discuss stories with others and form friendships over shared interests.

Reading improves concentration and reduces stress

Not only does reading focus your attention entirely on the task at hand, but it also immerses you in the information, improving concentration and memory of what you read. Getting completely involved in a book can help you relax and feel calm.

- **Reading is important** because it helps a you to grow mentally, emotionally and psychologically.
- Every book gives you an opportunity to learn new things and explore new ideas.
- **Reading** books increases your knowledge and makes you smarter.
- A person who knows how to read can educate themselves in any area of life they are interested in.
- We live in an age where we overflow with information, but reading is the main way to take advantage of it.
- Reading develops the imagination. TV and computer games have their place, but they are more like amusement

Importance of reading for enjoyment

- Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life
- Reading for pleasure has social benefits as well and can make people feel more connected to the wider community.
- Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others.
- Reading for enjoyment will improve your reading skills. Learners are likely to read above the expected level for their age.
- Learners who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little.

ACTIVITY

Do you think reading is important for everyone? Share your thoughts in a brainstorm fashion about why reading is important to our society (think of all the things we read in a day)

Not everyone has access to books and not everyone can read. Share how you feel about reading a book.

What can you do to make reading material available to the class?

Understand and have a knowledge of the basic reading and study skills

Different types of reading skills

The different types of reading skills are:

Vocabulary

A good vocabulary is an important part of learning success. This reading skill is necessary to understand the meaning of words, their definitions, and their context.

The more words you know, the better you are at reading and understanding the texts you read.

Fluency

Fluency is the ability to read aloud with understanding, accuracy, and speed. It is a skill needed for good reading comprehension. If you are fluent in reading you know how to read smoothly, at a good pace, using proper tone, and without making too many errors.

Sentence Construction & Cohesion

Sentence construction and cohesion may seem like a writing skill, but it's an essential reading skill. Connecting ideas between and within the sentences are called cohesion, and these skills are essential for reading comprehension.

Reading Comprehension

Understand the meaning of the text – both in storybooks and information books. In fiction books, you imagine the characters and share an emotional and adventurous journey with them. In non-fiction books, you gain new information, which deepens your understanding of new topics and concepts. Reading comprehension is a complex skill that requires time and practice to develop fully.

Reasoning & Background Knowledge

This skill helps you to use the background knowledge to make inferences and draw conclusions. You can relate what you have read to what you know. You can also read between the lines to pull out the information when it's not literally spelled out in the text.

Working Memory & Attention

These skills are closely related but different and are part of a group of abilities known as executive function. When you read, attention helps you absorb the information from the text, and working memory allows you to retain that information. This helps you gain meaning and build knowledge from what you read.

ACTIVITY

In pairs, read paragraph 3 of the text below with accuracy and speed, the teacher will time you for each reading.

You will be guided by the teacher to take turns

- Read paragraph 3 aloud, then stop.
- The teacher will check the duration of your reading and record in a piece of paper
- Read silently.
- Read the same text aloud for the second time, the teacher will time you; check whether your reading time has improved.
- Look up the highlighted words in your dictionary and define them in your activity books.
- Select Three of the highlighted words to construct new sentences
- Use one of the highlighted words to write a paragraph (example; admission- “Unathi fell sick during the night. Her mother took her to a hospital. Unathi was admitted for two days in Intensive Care Unit. The doctor indicated that she had a flu infection. She was discharged after four days in hospital.”

MY STRENGTH

What is strength?

1. Strengths are tasks or actions that you can do well. These include talents, knowledge, and skills. People use these traits and abilities in their daily lives to complete work, relate with others, and to achieve goals Strength is a transferable skill, it is like your portable skills that you take from job to job (e.g., communication and people skills, analytical problem solving and planning skills) Personal traits: Your unique qualities (e.g., dependable, flexible, friendly, hardworking, expressive, formal, punctual and being a team player).

2. Strengths include:

Good Personal Qualities, Successful Hobbies, Talents and Skills, Environmental Resources, and Even Good Interests

3. I am going to mention what I think my strengths are :

I am a good listener , and that's what I found in myself ,I love to meet people and to listen their stories , from where they come , what's their **future** goal ,what's their interest ,what's their **traditions**, I listen to them with a great interest and that's

eventually make them all my friends, when I got **admission** to my school ,one of the girl was badly crying , I went to her ,and ask what happened why are you crying in this way , she **respond** that my mother left me here , and am **missing** her ,and I laughed hard and told her ,look at the gate , my mom is also going ,LET's enjoy this ,after that we became good friends and it's been 18 years we are together :)

4. **I am adoptive to working environment** ,where ever I go ,I use to adjust myself according to the surrounding , I found this strength when I joined Amal Academy ,there was not a single friend of mine and still I muster up courage to take pre career fellowship class, and there I adjust according to their rule and **regulation**.
5. **I have friendly nature**, and sometimes that's make me stand out, Mostly I make friends in my first meeting.
I have great convincing power, I mostly convince my colleagues' teachers, and so I found it my strength.
6. **One of my strengths is my strong work ethic**. When I commit to a deadline, I do whatever it takes to deliver, from school times, I used to make **strategies** to cover my whole syllabus within deadlines, and I always succeed in doing so. I love sketching, once I assigned to complete a sketch and I did it before time :)
7. Everyone is unique in his/her strengths, always try to figure out these strengths, because once you know your strength you can become a **champion** of your field.

Importance of studying

- Studying is a key skill used not only in education, but also in day-to-day life. It builds knowledge and understanding of a subject area which helps prepares you for your future. Whether that be progressing through education or starting a new job or apprenticeship.
- Studying at school is key when trying to achieve the targets and grades you want, especially if you are considering moving on to further education. Such as going to university. Study and research skills are also something that employers look for when recruiting. It shows a willingness to learn and understand what an industry is about. As well as showing initiative when it comes to researching and developing skills.

- Studying is not just important for educational development, but also builds personal skills. Having good study skills can improve your confidence, competence, and self-esteem. As well as helps reduce stress and anxiety around deadlines and exams.
- Studying does not only help you get through a particular class, but it can change your entire educational journey, make your day-to-day life a little easier and help prepare you for a big future full of opportunity.
- If you want to do well on quizzes, tests and exams, and you need to study to do so unless you're taking a class on a topic, you're already very familiar with. But even then, studying can still help you brush up.
- Many learners wait until the last minute, like the night before a big test to study.
- Studying helps you get more and more familiar with the material until you know it, which can help you write better papers and perform better on tests.
- Creating a few daily study habits can help you succeed in your current studies and any classes that come after it.
- Study in a quiet place with no distractions, that means turning off your phone for a little while.
- Break the material down so that you study a little of it each day for 20 minutes or so instead of spending hours cramming it in all at once.
- Study at the same time every day so that it becomes part of your routine, and first do the work you're looking forward to least to get it out of the way.
- Reduces anxiety and improves confidence
- It saves time for your other activities
- Helps to develop important skills
- Prepares you for future

Applying skills to develop memory; ability to recall

Read the useful tips below to improve your memory

Useful tips for improving your memory:

Retrieval: practise remembering the information or skill.

- For example, when studying, a simple way to do this is to shut your eyes, and try to recite your notes or ideas, not simply read them over again.
- Forcing ourselves to retrieve the information makes it easier to remember, because it is harder than simply reading it.

- It also strengthens the neural pathways associated with the concept.

Elaboration: expanding on what you know, and making connections.

- Our brains really like connections between ideas. It makes them much easier to remember.
- This is one reason why it is easier to remember something that is related to a topic that you already know about, than a completely new idea.
- It is therefore helpful to try to explain new ideas in your own words and/or describe how they relate to your existing knowledge.

Interleaving(alternating): working on various different subjects at the same time.

- Thinking about different subjects, spending perhaps half an hour on each at a time, helps you to remember each better.
- This may be because it gives your brain a bit of a rest from each one, allowing your subconscious to work on it while you are thinking about something else.
- The authors of Make It Stick suggest that it goes back to our prehistoric past, and the need to assess a problem before you can find a solution.

Generation: working out the answer as you go.

- Otherwise known as ‘thinking out loud’ or ‘making it up on the spot’, depending on your point of view, working things out from first principles helps you to remember them.

Reflection: review what happened.

- Benefits of thinking about and reviewing events more generally. But it seems that reflecting also helps you to fix the lessons from an experience in your mind.

Mnemonics: using tricks to trigger memory.

- Mnemonics are phrases and tricks designed to trigger your memory.
- Mnemonics can also be more complicated, such as making lists linked to images to assist recall.

Calibration: finding out what you don't know.

Calibration is a necessary part of learning. It is extremely difficult to learn anything if you don't understand that you need to know it. Ways of calibrating include seeking out feedback, and taking tests.

ACTIVITY

Memory List (How do you remember?)

Look at the words on the board for one minute. After the words have been erased/ removed. Write as many words as you can remember in your books.

Discuss the results of the memory exercise. What strategies (refer to tips above) did you use to remember the words? (Did you have a strategy?)

Discuss ways in which we use memory in daily life: as learner, phone numbers (cell phones, beepers, text messages, etc.) remembering faces, clothes people wear, names, lyrics, etc. What is easier and harder for you? Share with the whole class

ACTIVITY

Write short sentences with the following concepts

September

Class

School

Teacher

Pencil

Lesson

Worksheet

Book

--

ACTIVITY

Learners work on the activity:

Opposites 1

Learners write the opposite of the word in the space provided.

in	_____	left	_____
go	_____	last	_____
no	_____	up	_____
bad	_____	day	_____
new	_____	begin	_____
on	_____	long	_____
before	_____	full	_____
get	_____	bottom	_____
sad	_____	hot	_____



DRAFT

UNIT 5	Week 9 - 10	FORMAL ASSESSMENT
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Assignment: Design and make a poster

DRAFT

YEAR 1

TERM 2

Weeks 1 – 10

UNIT 1	Week 1 - 2	TOPIC: DEVELOPMENT OF THE SELF
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Subtopic: Abilities, interests and potential

The learner will be able to:

- Understand the differences between abilities, interests and potential
- Identify own abilities, interest and potential
- Explain the relationship between abilities, interest and potential

Definition of key concepts

Define the following concepts

Abilities

Interests

Potential

Understanding the difference between abilities, interests and potential

Read the notes and answer question below:

Abilities

Abilities are your natural talents. Are you good with words, confident, able to concentrate, clever or good working with numbers or figures, good with your hands or doing the practical

work, artistic, or good at sports? Do you have a good memory, learn easily, good in solving problems, speaking, and writing or get on well with people?

Interest

The activities that you want to know/enjoy doing/ things that one like to be involve in/ have a good connection. These are the activities that hold your attention in your academics and professional life. One must understand what motivate him or her. Whether is to do outdoor activities/work with people/artistic or to be involve in the business world etc.

Potential

This means when one shows the capacity to develop into something else or shows the abilities that can lead to future success or usefulness.

ACTIVITY

Your **abilities** are things you do well, such as art, sport, writing songs and poems, model-making or outdoor activities. An ability is a skill or talent you are born with or something that you have learnt.

Identify your abilities

Activity	I find it easy	I find it hard	I have never tried it
Answer questions in class			
Draw a picture			
Skip with a rope			
Sew			
Kick a ball			
Bake cookies			
Play a musical instrument			

Ride a bicycle			
Run fast			
Work in the garden			
Fix things			
Sing and dance			

Think about other things you are good at. List them

Interests are things you like and enjoy doing such as your hobbies or sport activities

Potential is abilities and interests that you can develop and that will lead to success in the future.

ACTIVITY

What do you like doing? Make a list of ten things. These are your interests.

List three things that you like doing and that you can do well. These are your abilities

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Is there a connection between interests and abilities? Explain

Now think of something that you have not yet tried, but you would like to do in the future.
You can develop this potential.

Explain the relationship between abilities, interests, and potential

Read the content with understanding

The smoothest and surest means of developing skills lies in the intersection of abilities, interests and potential: that set of activities for which an individual has both the raw native talent, the desire (interests) and potential which is when one shows the capacity to develop into something else or shows the abilities that can lead to future success or usefulness.

Talent has long demonstrated that they are good predictors of the quality of adjustment of individuals to both work and leisure activities. To succeed work settings and to gain the most out of leisure, however, one cannot rely only on raw undeveloped talents. One must develop specific skills to enhance their talents.

An extremely successful and talented individual in one field may share similar core talents with another (similarly successful and talented) person in a quite different field, but these people may rely on entirely different skills that they have built on an identical set of talents. Talents tell them something about what sort of skill might be readily acquired, given sufficient training opportunities, but they are not sufficient to predict the precise sets of skills that individuals will ultimately develop.

Similarly, interests provide a direction to the development of their habits and activities. They are foundational for the development of skills, but in a different manner than talents. Interests serve primarily to select, out of a mix of potential activities, the ones in which an individual will engage. The smoothest and surest means of developing skills lies in the

intersection of talents and interests: that set of activities for which an individual has both the raw native talent (talents) and the desire (interests).

In the absence of sufficient talents, even the strongest interest will be sufficient to move the individual forward only slowly in the gaining of skill required for particular talent fields. Interest may be enough to satisfy any individual within leisure activities, but most employers will become impatient with a worker who habitually takes longer than others to master key responsibilities-regardless of how interested the employee is.

Likewise, a person can have wonderful aptitudes, appropriate for all sorts of talent fields, but without sufficient interest, individuals will not devote the time and effort required to build skills on their foundations. This difference is why it is so important to have adequate information about their talents and interests prior to making major investments of time, effort, and resources toward the development of talent in any field.

Talents and interests are only minimally related to one another, both are closely related to the sorts of skills that individuals develop and the activities and jobs that people choose.

ACTIVITY

Individual work: Complete the questionnaires

Answer questions by filling in the following questions. Tick as many boxes that best describes you. Analyze and report briefly on your interests

Questions	always	seldom	never
1. Do you enjoy working with numbers and calculations?			
2. Do you pay attention to details			
3. Are you good at working with your hands?			
4. Are you fascinated by buying and selling			
5. Are you fascinated by electricity			
6. Do you enjoy performing in front of people			
7. Are you good in Maths?			
8. Are you fascinated by nature?			

9. Do you enjoy creating with your hands			
10. Are you good in fundraising			
11. Do you like entertaining others			
12. Do you take good care of your appearance			
13. Are you fascinated by number patterns?			
14. Do you like taking pictures?			
15. Do you enjoy making clothes			
16. Do you sometimes buy things and sell for profit?			
17. Do you always keep up with the latest trends in fashion			
18. Do you have interest in minerals and mining?			
19. Do you enjoy mental Maths?			
20. Do you enjoy drawing and painting?			
21. Do you like molding/sculpting?			
22. Do you enjoy negotiating deals			
23. Are you good in marketing products?			
24. Are you confident and enjoy the showbiz life?			
25. Do you like science			
26. Study of planet earth and beyond			
27. Do you like to conduct research and experiments with different solutions in the lab			
28. Do you take a keen interest on sickness and diseases causes, symptoms and cures			
29. Are you accurate, neat and focused			


Compare list of interests to other learners in class and write down the ones you do not have.

Others interests	My own interests
Reading (example)	Taking care of children (example)

(Any other relevant answers)

ACTIVITY

Cut **FIVE (5)** pictures from magazine and paste in your books to show your interest



UNIT 2	Week 3 - 4	TOPIC: HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES
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SUPTOPIC: Basic First Aid in Different Situations

The learner will be able to:

- Understand the concept First Aid
- Have knowledge of the basic First Aid: safety
- Identify and differentiate between cuts and grazes, burns, scalds and sunburn, sting and bites, bruises, poisoning, bleeding, and choking

Understand the concept first aid

Read the information on basic first aid

Basic first aid in different situations

It is important that every home, school, sporting centre and community centre has a basic first aid kit and that there is always someone trained in basic first aid at all these places.

First aid is medical help or treatment that you give to someone who is injured before the doctor gets there. If someone is badly injured, you must call an adult or phone the **emergency services** immediately to get help. Stay calm and stay out of danger yourself. Do not move the injured person or give them anything to drink or eat.

Signs that someone is badly injured.

- The person is not moving
- There is a lot of blood
- The person is choking and cannot breathe
- The person has big wounds or burns on their body
- The person is vomiting

Accidents happen all the time and people get injured. Very often, the injuries are not serious and you can treat them by using first aid. Always wash your hands with soap and water before you do First aid and wear disposable latex gloves before you touch blood.



A basic first aid kit must include the following:



- Disposable gloves for protection
- Plasters for cuts and grazes
- Bandages: for sprain or more serious wounds
- Tweezers: to remove splinters but not stings
- Cotton wool: to clean wounds
- Scissors: to cut bandages or clothing
- Cream: for bites or stings
- Antiseptic solution: to clean wounds.
- Antihistamine cream: frost bites or stings
- Tablets: for fever or pain on case of illness
- Emergency phone numbers: to get further medical assistance

Basic first aid rules

- Always cover your hands with gloves or plastic bags before touching anybody who has been hurt.
- Clear the area around the person who has been hurt.

- Keep calm
- Ask someone to contact emergency services
- Check if the person is awake and breathing
- Loosen any tight clothing
- Never move the person who has been hurt.
- Check the injury and follow basic first aid procedures depending on the injury



Adapted from: Spot On: Life Skills –Learners Book- Grade 6 (page 151)

ACTIVITY

- What is First Aid?

- What should be contained in a First Aid Kit?

ACTIVITY

- Every first aid kit needs disposable gloves. What can you use instead of disposable gloves that will protect you from infection?

- Why is it important to keep calm in an emergency situation?

- How would you check if the person who has been hurt is awake and breathing?

- Why should you never move a person who has been hurt?

--

- Find out and write down the following emergency numbers for community: ambulance, fire station, police station, hospital, all emergencies contact number

Identify and differentiate between the following: cuts, grazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding and chocking

Read the following content so that you have clear knowledge on the use of basic first aid.

What are wounds, cuts and grazes?

A wound is a break or damage to the skin surface. Minor wounds do not usually need medical attention and can usually be treated with first aid.

What causes wounds, cuts and grazes?

Wounds can be caused by something sudden, such as a cut, a fall or a bad knock.

Cuts, grazes and lacerations are all examples of wounds. Cuts are usually caused by a sharp object like a knife or glass, or even a sheet of paper. Lacerations are a deep cut or tear of the skin - they usually have irregular jagged edges.

Grazes (also known as abrasions) are superficial (surface) injuries where the upper skin layer is damaged by friction. Grazes can happen when a person falls off a skateboard or

bike and their body moves across the ground. 'Road rash' is a term used to describe these injuries in cyclists or motorcyclists, resulting from the skin scraping the road surface.

Puncture wounds are deep wounds caused by a sharp pointed object, such as a nail, penetrating the skin. An [animal bite](#) can also cause a puncture wound. Puncture wounds may not bleed very much, but they are prone to infection.

Surgical wounds are cuts made during surgery – they are usually closed with stitches (sutures).

Other types of wounds can be caused by being immobile, such as bed sores or pressure [sores and ulcers](#).

When should I see my doctor?

You can look after most minor wounds, such as many cuts and abrasions, yourself, by keeping them clean and preventing infection. Most wounds will heal themselves, but you should see a doctor or nurse if:

- the wound is deep, including puncture wounds, or doesn't stop bleeding when you apply pressure
- you can't properly clean dirt and debris out of the cut
- the wound has dirt, a thorn, glass or other foreign body in it
- you have cut your hand from punching something
- the cut is over a joint
- the wound is more than a few millimetres deep and/or the sides of the cut don't sit together well by themselves (i.e. the wound "gapes"). These may need to be closed with stitches, tissue glue or staples
- the wound is in or near your eye or is on your eyelid and is not shallow
- you notice changes around the wound, such as spreading redness, increasing pain, tenderness or swelling, or it starts oozing pus
- you develop a temperature
- the wound is from a bite, whether by an animal or another human
- the wound is contaminated with soil or saliva, or was sustained in dirty water
- you have [diabetes](#)
- you're not sure whether you're up to date with your [tetanus](#) shots
- you have a wound that's not healing or is very slow to heal

Self-care for wounds, cuts and grazes

You can look after most minor cuts and wounds yourself, by following these steps

- stop any bleeding by holding a clean cloth or bandage on it and apply firm light pressure
- wash your hands well before cleaning the wound
- clean the wound by rinsing it with clean water and picking out any dirt or debris with tweezers
- antiseptic creams are not necessary and may delay healing
- dry the wound by patting the surrounding skin with a clean pad or towel
- replace any skin flaps over the wound if possible with a moist cotton bud or pad
- cover the wound (small wounds can be left uncovered) with a non-stick or gentle dressing; avoid tape on fragile skin
- keeping the wound covered keeps it moist which helps it to heal
- if the wound is in an area that's difficult to dress (such as the scalp), concentrate on keeping the area clean and dry
- change the dressing every day

See a doctor or nurse for a [tetanus immunisation](#) within a day if you (or any injured person) have had a cut or abrasion and any of the following apply:

- it is more than 10 years since your last tetanus shot or you can't remember when you last had a tetanus shot
- you have had fewer than 3 tetanus immunisations in your lifetime, or you're not sure how many you've had
- it is more than 5 years since your last tetanus shot and there was dirt in the cut or abrasion, or the cut is deep

It's also important to care for yourself, as this helps wounds heal faster. So eat healthy food, avoid smoking, and avoid drinking too much alcohol.

Avoid swimming with any cut (unless it's a minor abrasion) until your cut is healed

Cut



What is a burn or scald?

Burns are damage to the tissue of your body caused by heat, too much sun, chemicals or electricity. Scalds are caused by hot water or steam.

Burns and scalds can range from being a minor injury to a life-threatening emergency. It depends how deep and how large they are.

When should I call an ambulance?

Call an ambulance or go straight to your nearest emergency department if:

- the burn is deep, even if the person doesn't feel any pain
- the burn is larger than a 20 cent piece
- the burn involves the airway, face, hands or genitals
- the skin looks leathery
- there are patches of brown, black or white
- the burn was caused by chemicals or electricity
- the patient is having trouble breathing

What are the symptoms of a burn or scald?

A superficial burn, also known as a first-degree burn, affects the outer or top layer of skin only. It may be blistered, red and painful.

A partial thickness burn (second-degree burn) damages the first and second skin layers. It may be mottled red and white, dark red or pale yellow. It will be painful and is often blistered.

A full thickness burn (third-degree burn) reaches as far as the fat underneath the skin. It may look brown, black or white, and feel dry and leathery. A full thickness burn can destroy nerves so may not be painful.

What causes burns and scalds?

The most common causes of burns are:

- scalds from hot drinks such as cups of tea or coffee, hot water or steam from kettles or pots, or hot water taps in the kitchen or bathroom
- contact with flames
- contact with hot objects such as stoves, irons, hair straighteners and hot coals
- chemical burns from swallowing things, such as drain cleaner or button batteries, or from spilling chemicals such as bleach, oven cleaner and concrete onto the skin
- electrical burns

How to treat burns and scalds?

Most small burns will heal themselves in 10 to 12 days. If the burn does not have any blisters or broken skin, such as sunburn, a simple moisturiser such as sorbolene is the best treatment. For all other burns seek medical treatment for appropriate dressings.

The treatment for serious burns includes:

- pain relief medicine
- dressings
- possible admission to hospital
- perhaps surgery

Picture of a scald



Picture of a burn



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<https://www.shutterstock.com/image-photo/scars-caused-by-scald-leg-1094568032>

Sting and bite

Whether you are in the water, on a mountain trail, or in your backyard, wildlife you encounter have ways of protecting themselves and their territory.

Insects, such as bees, ants, fleas, flies, mosquitoes, wasps, and arachnids, may bite or sting if you get close. Most won't bother you if you don't bother them, but knowing what to look for is key.

The initial contact of a bite may be painful. It is often followed by an allergic reaction to venom deposited into your skin through the insect's mouth or stinger.

Most bites and stings trigger nothing more than minor discomfort, but some encounters can be deadly, especially if you have severe allergies to the insect venom.

Prevention is the best medicine, so knowing how to recognize and avoid biting and stinging animals or insects is the best way to stay safe.

The animals you should recognize and understand depend very much on where you live or where you're visiting. Different regions of the United States are home to many of these creatures.

The season also matters. For example, mosquitoes, stinging bees, and wasps tend to come out in full force during the summer.

Pictures of different bites and stings

The form a bite takes depends on what type of insect bit you. Take a look at the photos below to help identify which insect may have caused your bug bite.

Picture of a Mosquito bites



Picture of a Spider bites



Sunburn

- Excessive exposure to ultraviolet (UV) radiation can damage the skin and may cause skin cancer, including dangerous melanoma.

- Each time you expose your skin to UV radiation, you increase your risk of developing skin cancer.
- You don't have to be sunburnt to increase your risk of skin cancer.
- Sunburn can start to occur in as little as 11 minutes and, depending on the severity, can take a few days or weeks to heal.
- There is no cure for the symptoms of sunburn except time and patience.
- Mild sunburn can be treated at home, but severe and blistered sunburn needs prompt medical attention.
- For sunburn apply cold compress and Aloe Vera lotion. Avoid cream with petroleum which can cause infection.

Picture of Sunburn



Bleeding

Bleeding, also called haemorrhage, is the name used to describe blood loss. It can refer to blood loss inside the body, called internal bleeding, or to blood loss outside of the body, called external bleeding.

Blood loss can occur in almost any area of the body. Internal bleeding occurs when blood leaks out through a damaged blood vessel or organ. External bleeding happens when blood exits through a break in the skin.

Blood loss from bleeding tissue can also be apparent when blood exits through a natural opening in the body, such as the mouth, nose and other ways.

The common causes of bleeding

Bleeding is a common symptom. A variety of incidents or conditions can cause bleeding. Possible causes include:

Traumatic bleeding

An injury can cause traumatic bleeding. Traumatic injuries vary in their severity. Common types of traumatic injury include:

- puncture wounds from items like needles, nails, or knives
- crushing injuries
- gunshot wounds

When is bleeding a sign of an emergency?

If bleeding is severe, seek help immediately. You should seek emergency help if you suspect internal bleeding. This can become life-threatening.

People who have bleeding disorders or take blood thinners should also seek emergency help to stop bleeding.

Seek medical help if:

- the person has gone into shock or has a fever
- the bleeding cannot be controlled using pressure
- the wound requires a tourniquet
- the bleeding was caused by a serious injury
- the wound may need stitches to stop bleeding
- foreign objects are stuck inside the wound
- the wound appears to be infected, such as swelling or leaking a whitish-yellow or brown pus, or has redness
- the injury occurred due to a bite from an animal or human

When you call for help, emergency services will tell you what to do and when they'll arrive.

In most cases, emergency services will tell you to continue to put pressure on the wound and keep reassuring the person who's bleeding. You may also be told to lay the person down to reduce their risk of fainting.

How is bleeding treated?

A person can bleed to death in 5 minutes. Bystanders may be able to save a life before emergency personnel can arrive.

There is a national campaign called Stop the Bleed to teach anyone how to stop bleeding. People in mass casualty events have died from blood loss even when their wounds shouldn't have been fatal.

First aid for traumatic bleeding

It's possible to treat external traumatic bleeding. Seek emergency help if the person is having any of the emergency signs listed above and if you need help to stop the bleeding.

The person who is bleeding should try to remain calm to keep their heart rate and blood pressure controlled. Either heart rate or blood pressure being too high will increase the speed of bleeding.

Lay the person down as soon as possible to reduce the risk of fainting, and try to elevate the area that's bleeding.

Remove loose debris and foreign particles from the wound. Leave large items such as knives, arrows, or weapons where they are. Removing these objects can cause further harm and will likely increase the bleeding. In this case, use bandages and pads to keep the object in place and absorb the bleeding.

Use the following to put pressure onto the wound:

- a clean cloth

- bandages
- clothing
- your hands (after applying protective gloves)

Maintain medium pressure until the bleeding has slowed and stops.

Do not:

- remove the cloth when bleeding stops. Use an adhesive tape or clothing to wrap around the dressing and hold it in place. Then place a cold pack over the wound.
- look at the wound to see if bleeding has stopped. This can disturb the wound and cause it to begin bleeding again.
- remove the cloth from the wound, even if blood seeps through the material. Add more material on top, and continue the pressure.
- move anyone with an injury to the head, neck, back, or leg
- apply pressure to an eye injury

What are the signs of a medical emergency?

You will need emergency medical care if:

- bleeding is caused by a serious injury
- bleeding can't be controlled
- bleeding is internal

Paramedics will attempt to control the bleeding before rushing you to the hospital. In some cases, care might be given at home or while on a stretcher. The treatment required will depend on the cause of the bleeding.

Nosebleed:

Sit upright and don't tilt your head back. Loosen any tight clothing around your neck. Pinch the lower end of the nose close to the nostrils and lean forward while you apply constant pressure for five to ten minutes. Don't release and check the nose as it can prolong bleeding. If the nose bleeding is as a result of trauma, you can reduce swelling by holding an ice pack against the bridge of the nose after the bleeding slows down.

Picture of a Nose bleed



<https://www.google.com/search?sxsrf=APq-WBvAv43n87IsGleuTgQRi0>

Bruises

A bruise is a common skin injury that results in a discoloration of the skin. Blood from damaged blood cells deep beneath the skin collects near the surface of the skin, resulting in what we think of as a black and blue mark.

Causes of a Bruise

People typically get bruises when they bump into something or when something bumps into them.

- Bruises can occur in some people who exercise vigorously, such as athletes and weight lifters. These bruises result from microscopic tears in blood vessels under the skin.
- Unexplained bruises that occur easily or for no apparent reason may indicate a bleeding disorder, especially if the bruising is accompanied by frequent nosebleeds or bleeding gums.
- Often, what are thought to be unexplained bruises on the shin or the thigh, for example, actually result from bumps into a bedpost or other object and failing to recall the injury.

- Bruises in elderly people frequently occur because their skin has become thinner with age. The tissues that support the underlying blood vessels have become more fragile.
- Bruises are also more common in those taking medicine to thin the blood.

Symptoms of a Bruise

- Initially, a fresh bruise may actually be reddish. It will then turn blue or dark purple within a few hours, then yellow or green after a few days as it heals.
- A bruise is commonly tender, and sometimes even painful for the first few days, but the pain usually goes away as the colour fades.
- Because the skin is not broken in a bruise, there is no risk of infection.

When to Seek Medical Care

- Call the doctor if the bruise is accompanied by swelling and extreme pain, especially if you take a blood-thinning medication for a medical condition.
- Call the doctor if bruising occurs easily or for no apparent reason.
- Call the doctor if the bruise is painful and under a toenail or fingernail.
- Call the doctor if a bruise does not improve within two weeks or fails to completely clear after three or four weeks.
- Go to an emergency room if you think you have a broken bone along with the bruise.
- Some bruises, such as those on the head or the eye, can cause a lot of anxiety.
 - If a bruise (sometimes called a "goose egg") occurs on the head, but the person did not black out and is able to remember the accident, it is unlikely that a serious head injury has resulted. On the other hand, if the person cannot remember what happened and you suspect the person may have a concussion, they should be taken to the nearest emergency room.
 - If a bruise occurs just above the eye, you can expect the bruise to travel to the area just under the eye, possibly causing a black eye, because of the effects of gravity. As long as you are able to move the affected eye in all directions and do not have changes in your vision, it is unlikely to be a serious injury that requires a visit to the hospital.

Exams and Tests

If an injury is obviously a bruise and the doctor does not suspect any broken bones, the doctor will probably not perform any tests.

- If there is swelling or severe pain, the doctor may want to get an X-ray of the area to make sure there are no broken bones.
- If bruising occurs frequently and for no apparent reason, the doctor may have your blood tested to look for a bleeding disorder.
- Certain bruises, a pattern of bruises over time and in various stages of healing may alert a doctor to the possibility of physical abuse.

Bruises Treatment -- Home Remedies

The treatment for a bruise is most effective right after the injury, while the bruise is still reddish.

- A cold compress such as an ice pack or a bag of frozen vegetables should be applied to the affected area for 20-30 minutes in order to speed healing and reduce swelling. Do not apply ice directly to the skin. Wrap the ice pack in a towel.
- If the bruise takes up a large area of the leg or foot, the leg should be kept elevated as much as possible during the first 24 hours after the injury.
- Acetaminophen may be taken for pain as instructed on the bottle. Avoid aspirin or ibuprofen because they slow the blood from clotting and may, in fact, prolong the bleeding.
- After about 48 hours, heat in the form of a warm washcloth applied to the bruise for 10 minutes or so two to three times a day may increase blood flow to the bruised area, allowing the skin to reabsorb the blood more quickly. Ultimately, the bruise will fade in colour.

Medical Treatment for a Bruise

Doctors have no special treatment for bruises other than the techniques described above: ice packs and later heat, over-the-counter medications for pain, and elevation of the bruised area, if possible.

A suspected victim of domestic abuse may be referred to a social worker.

Bruise Prevention

To prevent a bruise:

- Wear protective gear (like shin guards) while playing contact sports such as soccer.

- Place furniture away from doorways and common walking paths within your home.
- Keep phone and electrical cords away from open areas where you may trip and fall.
- Be sure floors are kept dry and that rugs are slip resistant.
- Keep floors free of clutter.
- Plug in a small night light or use a flashlight if you need to walk to the bathroom during the night.
- If your doctor has prescribed blood-thinning drugs, be sure to have regular monitoring and adjust medications as necessary.

Picture of a Bruise



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Poisoning

Is an injury due to swallowing, inhaling, touching or injecting of chemicals that make a person who has swallowed the poison spit it out or vomit? A patient's symptoms can be burns, redness around affected area. In case of swallowing poison, there will be vomiting, difficulty in breathing and drowsiness. When poison is on the skin, remove any contaminated clothing using a glove. Rinse the skin for 5-20 minutes in a shower or with a hose pipe or use any container to pour water for showering off.

Poisoning

Picture of a man with abdominal pain.



Picture of a man with abdominal pain.

If you or someone you know has swallowed or breathed in a poison, and you or they have serious signs or symptoms (nausea, vomiting, pain, trouble breathing, seizure, confusion, or abnormal skin colour), you must either call an ambulance for transport to a hospital emergency department or call a poison control centre for guidance.

If the person has no symptoms but has taken a potentially dangerous poison, you should also call a poison control centre or go to the nearest emergency department for an evaluation.

Poison is anything that kills or injures through its chemical actions. Most poisons are swallowed (ingested). It can also enter the body in different ways:

- By breathing
- Through the skin
- By IV injection
- From exposure to radiation
- Venom from a snake bite or insect bite

What Are the Symptoms of Poisoning?

Signs and symptoms of poisoning are so wide and variable that there is no easy way to classify them.

- Some poisons enlarge the pupils, while others shrink them.
- Some result in excessive drooling, while others dry the mouth and skin.
- Some speed the heart, while others slow the heart.
- Some increase the breathing rate, while others slow it.
- Some cause pain, while others are painless.
- Some cause hyperactivity, while others cause drowsiness. Confusion is often seen with these symptoms.



You should be aware that some of these procedures require a person who is well trained in First Aid

Choking

When a person have severe difficulty in breathing because of a constricted or obstructed throat or a lack of air.

What is the first aid treatment for choking?

- Stand to the side and just behind a **choking** adult. For a child, kneel down behind.
- Give 5 abdominal thrusts. Perform five abdominal thrusts (also known as the Heimlich manoeuvre).
- Alternate between 5 blows and 5 thrusts until the blockage is dislodge.

Five-and-Five

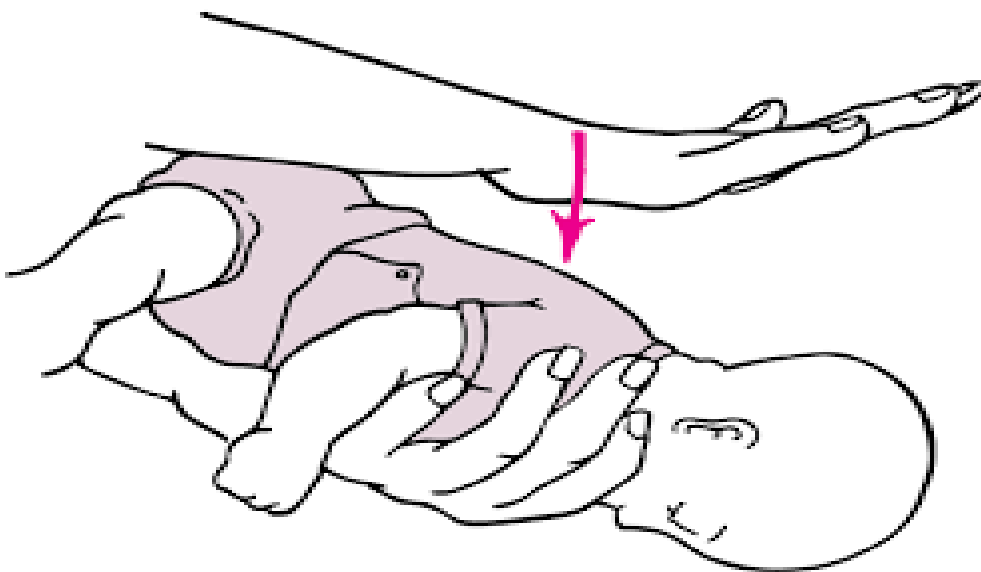
Give 5 back blows



Give 5 abdominal thrusts



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These tips can help you protect your child from choking while they are eating:

1. Sit while eating
2. Encourage your child to chew food well
3. Keep food pieces small.
4. Cook, grate or mash hard foods, particularly hard fruit and vegetables like carrots and apples.

ACTIVITY

Read the notes on Basic First Aid and complete the table

Type of situation	Basic First Aid
1. Cuts and grazes	
2. Chocking	
3. Poisoning	
4. Burns, scalds and sunburn	
5. Stings and bites	
6. Bruises	
7. Bleeding	

ACTIVITY

You are requested to bring items that are needed for a First Aid Kit e.g. plaster, bandages (handmade accepted)

Explain how the following items are used

First Aid Items	How it is used
Disposable gloves/ Plastic bags	
Plasters	
Bandages	
Cotton wool	
Tweezers	
Scissors	
Creams	

ACTIVITY

Work in groups of five, role play using the knowledge you acquired in class to demonstrate how you will apply basic first aid using items that are in the kit. Your teacher will allocate each group a scenario

- Group 1: one of your classmates is having a nose bleed
- Group 2: You were playing and one of your classmates fell and had a cut
- Group 3: When you were dishing up at the kitchen a plate with hot food fell on your classmate's foot and she experienced a scald

RUBRIC: Role play

Criteria	Not achieved	Partially achieved	Achieved	Outstanding
	1	2	3	4-5
Identify the correct item to use for a specific condition	No evidence and knowledge of the correct item to use for the specific condition	Some knowledge of the correct item to use for the specific condition.	Good knowledge understanding of the correct item to use for the specific condition	Excellent and outstanding identification of the correct item to use for the specific condition
	1	2	3	4-5

Correct use of the item from the first aid kit	No evidence and knowledge on the correct use of the item from the first aid kit	Some knowledge of Correct use of the item from the first aid kit	Good knowledge of Correct use of the item from the first aid kit	Excellent and outstanding Correct use of the item from the first aid kit
Application of universal precautions	1	2	3	4-5
	No application of universal precautions	Some attempt on the application of universal precautions	Good application of universal precautions	Excellent and outstanding application of universal precautions

DRAFT

UNIT 3	Week 5 – 6	TOPIC: WORLD OF WORK
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SUBTOPIC: Career fields

The learner will be able to:

- Have knowledge and understanding of the different career opportunities available
- Identify basic requirements for particular careers
- List school subjects related to particular career fields

ACTIVITY

Definition of key concepts

Define the following concepts

Career

Job

Career field

Have knowledge and understanding of the different career opportunities available

Read about the different career fields and check which one you can associate yourself with.

Architecture and engineering

People in the architecture and planning fields are responsible for designing new structures or creating aesthetically pleasing, practical and structurally sound environments. Many positions require an undergraduate (can be done with a college or a skill development centre) or graduate degree (at the university or University of technology). Jobs in this field include:

- Architect
- Civil engineer
- Landscape architect
- Sustainable designer
- Biomedical engineer

Arts, culture and entertainment

This career field is dedicated to enriching people's lives through culture and the sharing of arts and self-expression. There are formal educational programs for these fields, but these careers also include self-taught people who have natural talent. Some jobs in this field include:

- Singer/songwriter
- Music producer
- Art curator
- Animator/video game designer
- Filmmaker
- Graphic designer
- Fashion designer
- Photographer

Business, management and administration

The business, management and administration career fields are best for business-minded individuals with a liking for communication. They work to execute various processes necessary for the functioning of businesses. It usually involves working in an office environment. Here are some of the positions in this field:

- Human resources manager
- Marketing assistant
- Accountants
- Secretary
- Entrepreneur/small business owner
- Real estate agent
- Business development manager

Communications

The communications career field is about mastering the art of delivering a targeted message to diverse groups of people. Some positions in this field include:

- Journalist
- Copywriter
- Communications manager
- Public relations specialist
- Meeting/event planner
- Social media manager
- Brand manager

Community and social services

The community and social services career field include jobs that offer tangible support to people and communities to enrich the lives of people.

Based in ideals of social justice and equality, this career path is for people who want to improve social systems and services. Often, people go in this field because there is a specific group of people they wish to advocate for or help.

Some jobs in this field include:

- School counsellor
- Speech pathologist
- Rehabilitation counsellor
- Licensed clinical social worker
- Child welfare social worker
- Palliative and hospice care worker

Education

The education field is dedicated to the art of skilfully disseminating knowledge and information to people. The most obvious job in this field are teachers, but it is not just limited to teaching. There are also management, administrative and board member jobs, for example.

Here are some jobs you can find in this field:

- Special education teacher
- School principal
- Superintendent
- College professor
- School librarian
- Substitute teacher

Science and technology

Science and technology is a diverse career field that generally involves scientific research and the development of innovative technologies that benefit humanity.

Scientific professions often involved some degree of mathematics or computer science knowledge.

These professions all belong to this career field:

- Archaeologist
- Software engineer
- Laboratory technician
- Microbiologist
- Physicist

Installation, repair and maintenance

The installation, repair and maintenance career field is dedicated to helping customers operate specialized machinery. Workers in this field have a vast knowledge of their trade. They help to install, maintain, troubleshoot and repair a variety of different objects in the modern world.

Jobs in this career field include:

- Auto mechanic
- Landscaper and groundskeeper
- Bicycle repairer
- Wind turbine technician
- Plumber

Farming, fishing and forestry

The farming, fishing and forestry career fields are ideal for people who enjoy the outdoors. Providing food for people, this career field is an essential part of society. These professions work directly with ecosystems and manage them in various ways. People get the opportunity to be close to wildlife and nature. It includes the growing and harvesting of plants and animals for human consumption.

Jobs in this career field include:

- Agricultural worker
- Animal breeder
- Nursery worker
- Forest and conservation worker
- Fisher

Government

The government career-field comprises jobs where you work directly with government institutions on a federal, state or local level. It is a diverse career-field with a variety of different occupations. Sometimes, people who seek to advance in this profession pursue an education in political sciences.

Jobs in government can include:

- School cafeteria worker
- Congressional staff
- National park ranger
- Mail carrier
- Elementary school teacher

Health and medicine

This career profession involves healthcare services that provide care for people. They are an essential part of our society. This professional field often requires specialised training and certification.

Here are some examples of professions in health and medicine:

- Anaesthesiologist
- Dental assistant
- Nurse
- Veterinarian
- Physical therapist

Law and public policy

Within the law and public policy field, the variety of occupations include criminal justice, public policy advocacy and political lobbying. This career field comprises all the employment sectors. You can find a job in government, non- profit, think tanks and large for-profit companies.

Here are some jobs in this career field:

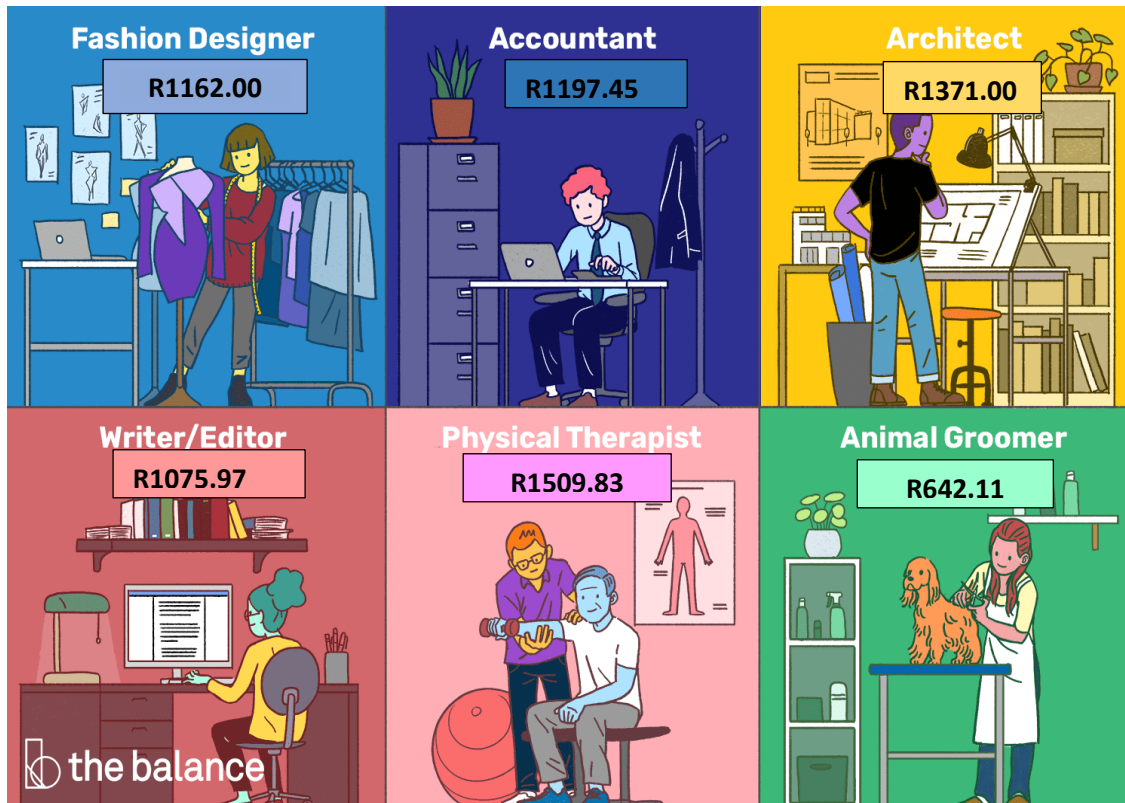
- Lobbyist
- Public administrator
- Paralegal
- Lawyer
- Labour relations specialist

Sales

Choosing a career path in sales involves working to sell items or services to individuals and businesses. People require in-depth knowledge of what they are selling. This field is customer service oriented, and it often helps to have good interpersonal skills.

Jobs in this career field include:

- Sales associate
- sales development rep
- Account executive
- Regional sales manager
- VP of sales



Careers in Commerce



Banking



Investments



Insurance



Capital Market



Accounting & Taxation



Company Secretary



Cost & Work Accountant



Cost & Management Accountant



Actuaries



Certified Financial Planner



WallStreetMojo

Environmental Careers

Hydrologist

Studies water flows through channels and associated rock formations

Water Quality Officer

Works for water authorities on water sampling, surveys, quality analysis, pollution control & treatment

Environmental Health Officer

Investigates environmental threats to local population

Ecotourism

Trail leader, lodge manager, instructor, tour guide

Environmental Consultants

Works on client contracts on environmental audits impact assessments, pollution, waste management and environmental policy

Ecologist

Plans & undertakes floral and fauna surveys

Conservation Officer

Implements schemes for the creation and protection of habitats

Scientific Officer/Field Survey Worker

Designs experiments and field studies and evaluates results

Researcher

In universities & research institutes

9 Types of Design Jobs for Creative People





Identify basic requirements for careers

Fishing: Gained through first-hand experience. Some technical and vocational schools offer programs in the field of fishery technology that develop useful skills in navigation and operating fishing gear

Farming: Trained through hands on experience and in some instances can require doing tertiary studies.

Plumbers: Good at problem solving, can follow technical plans, and understand the importance of health and safety. A person's skills are also important.

Early childhood teacher: Early childcare teacher, play schoolteacher, English Communication, Life Skills etc.

List school subject related to career fields

Office Administration: Computer literacy, Business Literacy, English Communication.

Early Childhood Development: English Communication, Maths literacy, Life Skills.

Mechanical Technology: Mathematics literacy, Technology, English Communication.

Service Technology: Upholstery- theory of upholstery and restoration of furniture, Engineering drawing, Upholstery Practical, English Communication, Mathematical Literacy, Computer Literacy.

School subjects related to career fields

Career fields	Subjects
Languages	11 Official/13 Non official languages
Human and Social Sciences	Geography, History, LO, Religious Studies
Arts and Culture	Dance Studies, Design, Music, Visual Arts
Services	Consumer Studies, Hospitality Studies, Tourism
Business, Commerce and Management Studies	Accounting, Business Studies, Economics
Agricultural Science	Agricultural Sciences, Agricultural Management Practices Agricultural Technology
Engineering and Technology	Civil/Electrical/ Mechanical Technology, EGD
Physical, Mathematical, Computer and Life Sciences	Physical Science,, Maths Lit, Computer Application Technology(CAT) Information Tech (IT).

ACTIVITY

Draw two mind maps representing your abilities and interests. Below is an example of a mind map



What is the thinking and learning skills required for the following subjects?

- Languages
- Social Sciences
- Life Orientation
- Mathematics

ACTIVITY

Design a poster based on the career of your choice. Your poster must include the following:

- Name of the career
- Dress code for the career
- Tools or working equipment for the career
- Activities related to the working environment and invitation of different people to the world of work
- Place of institution of employment
- Personality Characteristics
- Requirement for the chosen career
- Where to study and duration
- Related careers

You will use your poster on career dress-up day to do an oral presentation on your career.

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Criteria	Not achieved	Partially achieved	Achieved	Outstanding
	1	2-4	5-6	7-10
Dress code for the career	No understanding of a dress code for the selected career	Lack of understanding of a dress code for the selected career	Good understanding and knowledge of a dress code for the selected career.	Excellent knowledge and understanding of dress code for the selected career
	1	2	3	4-5
Tools or working equipment for the career	No evidence of tools or equipment for the career	Lack of evidence of tools or equipment for the career	Good presentation of evidence of tools or equipment for the career	Outstanding presentation of evidence of tools or equipment for the career and understanding of the use thereof
	1	2	3	4-5
Activities related to the working environment and invitation of different people to the world of work	Poor evidence of activities related to the working environment and did not invite different people from the world of work	Some attempt to show evidence of activities related to the working environment and invited different people from the world of work	Good presentation of activities related to the working environment and invited number of different people from the world of work	Excellent presentation through knowledge and required skills to implement activities related to the working environment and invited number of different people from the world of work
	1	2	3	4-5
Place of institution of employment	Lack evidence of knowledge of the place of institution of employment	Some attempt to present knowledge and skills used in the place of	Good presentation of knowledge and skills used in the place of	Brilliant presentation knowledge and skills used in the place of

		institution of employment	institution of employment	institution of employment
Personality Characteristics	1	2	3	4-5
	No display of personality related to the career	Attempt to display personality related to the career	Good display of personality related to the career	Exceptional display of personality related to the career
Requirements of the career	Lack understandin g of requirements of the career chosen	Some understanding of requirements of the career chosen	Good understanding of requirements of the career chosen	Excellent understanding of requirements of the career chosen
Where to study	Poor understandin g of the relevant places of study of the career of choice	Some understanding of the relevant places of study of the career of choice	Good understanding of the relevant places of study of the career of choice	Exceptional understanding of the relevant places of study of the career of choice
Duration	Lack of knowledge on the duration of study	Poor knowledge on the duration of study	Good knowledge on the duration of study	Excellent knowledge and understanding on the duration of study
Related careers	Lack of knowledge on the related careers of study	Minimum knowledge on the related careers of study	Noble knowledge on the related careers of study	Outstanding knowledge related careers of study

Extra information to be shared with learners in preparation for those who will continue to pursue their careers in the TVET colleges or FET Band.

Options available after grade 9

- Train for a technical/practical career at a TVET college.
- Get a learnership/apprenticeship.
- Join the military (army or navy) – you need a matric for this.
- Join the Sea Cadets.
- Join the police.
- Become a life saver, etc.

Get qualified in a specific trade or vocation

There will always be a demand for good tradesmen, no matter how the world changes. Technical Vocational Education and Training (TVET, formerly FET) colleges offer courses in a wide range of industries for example:

- plumbing,
- motor mechanics,
- jewellery making,
- clothing production,
- beauty therapy,
- hair care,
- bricklaying,
- welding,
- bookkeeping,
- Edu-care,
- furniture making,
- yacht building,
- hospitality and tourism etc.

You do not have to wait until they've matriculated to start at a TVET college. With a Grade 9 or 10 they can join a TVET college and study towards a National Certificate (Vocational) or NCV, which is equivalent to a high school matric certificate. With an NCV, they may even be able to continue their studies at a University of Technology.

Public TVET colleges are all registered and accredited by the Department of Higher Education and Training (DHET). Private colleges also have to register, but some do manage to operate illegally - so before you register at a private institution, it's very important to check that they're above board! For more info about private TVET colleges, go to the FET Colleges website.

Course fees depend on the college, type and duration of the course and whether you're studying part- or full time. Financial aid is available from the National Student Financial Aid Scheme (NSFAS).

5.2. Apply for a learnership

The TVET college education may be a good alternative to matric or university, not everybody has the time and money to study full time. Learnerships and **apprenticeships** will allow learners to get practical experience in a specific field while getting an accredited qualification. Learnerships and apprenticeships are basically the same, but while an apprentice tends to work in a trade like:

- motor mechanics,
- hairdressing,
- welding or jewellery making,

In this case a learner refers to somebody who works in a professional or service-related career such as project management.

A learnership is a fantastic way to develop skills, gain experience and obtain a qualification, all at no cost. In fact, they may even earn a salary or an allowance while their employer pays for their studies!

You can negotiate a learnership on your own by asking your employer to provide training and sponsor some courses at an educational centre (like a TVET college). Or you could apply for an opportunity through the government's learnership programme, whether you already have a job or are currently unemployed. The learnership programme is implemented by the Sector Education and Training Authorities (SETAs), who can provide a list of approved companies that offer learnerships in each of the 27 economic sectors that they represent.

For a full list of SETAs (with contact details), see the website of the Economic Development Department.

5.3. Join the Sea Cadets (Grades 6-12)

If you are in Grade 6 to 12 you can join the sea cadets, a navy-endorsed programme that gives teens training in all sorts of maritime skills. Each cadet unit is linked to a land-based training ship and there are units across the country, from Cape Town and Richards Bay to Centurion, Johannesburg and Springs.

There are weekly training sessions, leadership camps during school holidays and an annual camp in Simon's Town which is hosted by the South African Navy. Learner will learn skills such as seamanship, radio communications, first aid, firefighting and welding – things that will help them in a maritime career and possibly even in civilian jobs. For more information and to find a unit in your area, visit the [Sea Cadets website](#).

5.4. Become a lifesaver

If you are 16 years old, loves water and reasonably fit, can do a professional lifesaving course. These courses are not very expensive and you do not have to live near the beach to become a lifesaver! Public pools and water parks may employ lifeguards from as young as 16, provided that they have the correct qualifications.

You will also have a great, bankable skill to take on a gap year: summer camps and cruise ships are always looking for qualified lifeguards.

There are more than 80 lifesaving clubs across the country, in the coastal as well as the inland provinces. Contact Lifesaving SA for information on your nearest club and courses or visit the [Lifesaving SA website](#).

SUBTOPIC: Different learning style: visual, aural, kinaesthetic, reading and writing

The learner will be able to:

- Explain what a learning style is
- Differentiate and explain the different learning styles
- Identify their own learning style

Definition of concepts

Define the following concepts:

Learning style

Aural learning

Kinaesthetic learning

Explain what a learning style is

In pairs, read the content about learning styles and answer questions.

The term “learning styles” speaks to the understanding that every learner learns differently. Technically, an individual’s learning style refers to the preferential way in which the learner

absorbs, processes, comprehends and retains information. For example, when learning how to build a clock, some learners understand the process by following verbal instructions, while others have to physically manipulate the clock themselves.

Differentiate and explain the different learning styles

Learning styles have gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience. In other words: everyone's different.

Visual learning Style

- You love magazines
- You relate to written graphs, drawings and notes
- You need to take notes at all costs and become frustrated if they don't
- You have a photographic memory
- You prefer absolute silence when they are studying, there should be no movement or noise
- You are very good at spelling words
- You like explaining things in detail
- You prefer written instructions than verbal instructions
- You want to see things so that they can concentrate better
- You like daydreaming in class

Auditory learning Style

- You prefer listening to the news
- Enjoy speaking and socializing
- You enjoy listening to music and singing
- You will ask you to repeat numbers when teaching
- You take their time when reading and read slowly
- You are very talkative in class
- You prefer to listen and learn quickly from spoken word
- Information must be heard rather than seen
- You are very good at debates and class discussions
- You understand better when they read instructions aloud

Kinaesthetic Learning Style

- You get restless in class if the periods are too long
- Your spelling is very weak, they often struggle to spell the words correctly
- You like using their hands when talking, and talk very fast
- You listen to music while they are studying
- You love role playing and sports
- You enjoy being active, they can't sit still
- You are good at using tools to learn
- You enjoy demonstrations from the teacher, or they want to demonstrate activities
- You like building things, they are hands on
- You will enjoy and benefit a lot from education excursions

ACTIVITY

Based on what you have learnt on learning styles; select your own dominant learning style and provide a description/explanation of how you learn.

Learning styles	Description of how I learn
Visual learning style	
Aural/ auditory learning style	
Kinaesthetic Learning Style	
Reading and writing	

ACTIVITY

Read the following steps on learning styles, your teacher will guide you to go through the different steps

This session will help you to explore and understand various ways to learn, but despite differences in learning styles, you can be successful.

You must explore and identify your unique learning style. This is the first step to being able to understand the optimum learning style(s) that is most impactful to you

Step 1: You can put the ear plugs and insert them in your ears. Then draw without writing words or speaking anything that comes from your mind. Thereafter you shall have drawn a sequence of the speech or words you thought of. You can withdraw your ear plugs and ask yourself what you were communicating.

Step 2: Read aloud the famous speech or but do not memorise anything. Do not take notes of what you are reading. When you are finished, try to reconstruct the speech or poem you were reading.

Step 3: Write on the paper another poem while your brother/sister/friend copies it word for word. When you are finished, have your brother/sister/friend put away their notes and recite the poem or speech to you.

Ask: Which of the three parts of step 2 was most comfortable and why?

You must know that you are all different as others are auditory learners, visual learners, and tactile learners. You have to select the learning style that makes you delivery most comfortable and have a reception style that helps you retain information most comfortably.

You must explore which learning style best suits you as there are a number of subjects you are doing. All of them are unique and need different learning styles for you to understand them that is Can you use a variety of learning styles in all situations.

UNIT 5	Week 9 - 10	FORMAL ASSESSMENT
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- Controlled test (must include all topics covered in Term 1 and 2)

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YEAR

TERM 3

Weeks 1 – 10

UNIT 1	Week 1 - 2	TOPIC: DEVELOPMENT OF THE SELF
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SUBTOPIC: Peer pressure and Bullying: What it is

The learner will be able to:

- Explain and understand the concept peer pressure in context
- Explain and understand the concept bullying in context
- Give examples of peer pressure in different situations: home, school and community
- Respond appropriately to peer pressure in different situations
- Give examples of bullying
- Respond appropriately to bullying in different situations
- Know where to get help if they are experiencing peer pressure or being bullied

Definition of key concepts

Define the following concepts

Peer

Pressure

Bullying

Situation

Help

Cyberbullying

Explain and understand the concept peer pressure

Read for understanding

Peer pressure is the influence wielded by people within the same social group. It is also the term used to describe the effect this influence has on a person to conform in order to be accepted by the group.

Peer pressure is when you are influenced by other people (your peers) to act in a certain way. If you are with friends who are doing something that you typically would not do and they convince you to do what they are doing.

Teenagers are influenced every day by their peers. In fact, every time your teenager spends time with their peers, they are being influenced. Even though they may not realize it, just by spending time together they are learning from one another. Sometimes peer influences can be positive like encouraging each other to try new things or step out of their comfort zone in a positive way. But peer pressure also can be negative, especially when it relates to bullying.

Examples of positive peer pressure at home, school and community

- Pushing a friend to study harder so they can get better grades.
- Getting an after-school job and convincing friends to get a job too.
- Saving money for a big purchase like shoes and encouraging friends to do the same.
- Disapproving of intolerant jokes or gossiping.
- Being encouraged to join the Debate Team can improve your self-confidence and your listening and thinking skills
- Going to college can be positive for your future
- Following the rules can keep you out of trouble and focus on what is important
- Showing up at school on time helps you learn discipline
- Respecting others will help you go far and will lead to people treating you well.
- Being honest helps people trust you
- Exercising is good for stress and fitness
- Avoiding drugs can keep you out of jail
- Working hard leads to achievement

- Listening to music
- Volunteering at the children's home lets you share your knowledge and skills

Examples of negative peer pressure at home, school and community

- Convincing a friend to skip school.
- Pushing someone to buy cigarettes.
- Pressuring a friend to drink or try drugs.
- Encouraging a peer to fight or bully someone.
- Drinking alcohol while you are underage can lead to jail and is dangerous when you are young.
- Encouraging a peer to smoking can cause addiction which can result in lung cancer.
- Asking a friend to experiment with drugs can be deadly.
- Being encouraged to fight someone can lead to an assault charge.
- Stealing something on a dare can lead to imprisonment or a fine or both.
- Having sexual relations before you are ready or before you want to can lead to pregnancy and STDs.
- Bullying or teasing others.
- Putting your health at risk with too much bodybuilding or dieting.
- Wearing clothes you do not like because it is expected by your friends.
- Doing anything you do not want to do

Appropriate responses to peer pressure, assertiveness and coping skills and where to find help

Read the content below to respond appropriately to peer pressure

Assertiveness

Assertiveness can help you control stress and anger and improve coping skills.

Make the decision to positively assert yourself.

Commit to being assertive rather than passive or aggressive and start practising today.

Aim for open and honest communication.

Remember to respect other people when you are sharing your feelings, wants, needs, beliefs or opinions.

Listen actively

Try to understand the other person's point of view and do not interrupt when they are explaining it to you.

Agree to disagree

Remember that having a different point of view does not mean you are right, and the other person is wrong.

Avoid guilt trips

Be honest and tell others how you feel or what you want without making accusations or making them feel guilty.

Stay calm

Breathe normally, look the person in the eye, keep your face relaxed and speak in a normal voice.

Take a problem-solving approach to conflict

Try to see the other person as your friend not your enemy.

Practise assertiveness

Talk in an assertive way in front of a mirror or with a friend. Pay attention to your body

Use 'I'

Stick with statements that include 'I' in them such as 'I think' or 'I feel'. Don't use aggressive language such as 'you always' or 'you never'.

Be patient

Being assertive is a skill that needs practice. Remember that you will sometimes do better at it than at other times, but you can always learn from your mistakes.

ACTIVITY

- Give different ways in which peer pressure can influence a person

Explain how you will respond to peer pressure at the following place:

- School

- What can a person do to cope with peer pressure?

ACTIVITY

Two learners are selected. The Two learners will read the script for role play below. The Two learners must prepare so that they role play in class. Learners in class will then respond to questions after the role- play.

The Role Play

Role play a scenario on peer pressure and respond to questions

Read each scene and answer the questions below each one.

Jaydan: Look at that kid. He's such a loser

Eric: Who?

Jaydan: That new kid. What's he even wearing anyway? That shirt is so dumb.

Erick: He's alright. He's just quiet.

Jaydan: He's alright? Did you see him in P.E.? He's the whole reason we lost today. I was talking with the guys and we think we're going to have to teach him a lesson.

Erick: What kind of lesson?

Jaydan: You know. Just scare him a little on the bus ride home today. You in?

Erick: I don't know. I think we should just leave him alone.

Jaydan: You're such a chicken, Eric. Are you worried about getting in trouble? Because that bus driver is like 90 years old. There's no way he'll know.

Erick: It's not that. It's just that ...

Jaydan: Just that what? You'd rather hang out with that loser than us? Fine. I'll find someone else to go to the game with me this weekend.

Erick: That's not what I said, OK?

Jaydan: Wow Eric! You used to be so cool. Now you're like my little sister or something. Are you with us today or not?

- Who's doing the pressuring?

- What kinds of words is he using to do it?

- What effect might those words have? Is influence being used in a positive or negative way? Explain in detail.

Explain and understand the concept bullying in context

Read with understanding the content on bullying

- Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm.
- It can involve an individual or a group misusing their power, or Learners may see it as a way of being popular, showing off or making themselves look tough
- Bullying can happen in person or online, via various digital platforms and devices and it can be obvious or hidden. Bullying behavior is repeated, or has the potential to be repeated, over time.
- Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Some of the reasons learners bully others:

- Some learners bully to get attention, while others just like making other people feel afraid of them
- Some learners may be jealous of the person they are bullying.

- Another reason why learners bully others is that adults do not teach learners the skills they need to be able to tolerate and appreciate the differences of others. When learners see other learners who are different, they make fun of them.
- Some learners bully because it makes them feel important.
- Others learn from the example set by parents or a sibling.
- Peers influence each other. Friends who bully could convince learners that it is acceptable and influence them to join in.
- Learners may have family problems
- They have been bullied themselves
- Hide their lack of social skills



Examples of bullying

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.

Social bullying can include:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- Imitating unkindly
- encouraging others to social exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying

The Cyber Bullying is defined as intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.

Cyber bullying can be open or secret bullying behaviors using digital technologies including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

- abusive or hurtful texts, emails or posts, images or videos
- deliberately excluding others online

- nasty gossip or rumors
- imitating others online or using their log-in.

ACTIVITY

Work in groups of five and read the statement below based on cyber bullying and present response orally in class.

Your friend shows you an inappropriate picture of the girl who just broke up with him. He wants you to forward it to everyone you know.

- How will you deal with the situation?

Responding appropriately to bullying in different situations



- If you are being bullied there is a lot you can do. While different tactics work for different people, the first thing you should do is try to work it out yourself.
- Depending on how bad the bullying is (and as long as you do not feel at risk, scared or physically threatened) you might want to try and work it out yourself – as a first step.
- The more empowered you are, and the more you can help yourself, the better chance you have to stop the bully.

- If the bully does not change their behaviour that is when talking to someone else can be really helpful.
- The bully wants you to react. Their goal is to take away your power, make you sad and scared. And if you show them you are not sad and scared, they will often lose interest and they cannot take away your power.
- Remember they want to upset you constantly so you get angry. If you don't get angry, the bully will lose their *own* power.
- Remember that bullies are human - they eat, sleep and live just like you do. The only difference is that you are NOT a bully! Bullies act the way they do because they lack the attention or parental love and nurturing that you have. They are insecure and bully only to feel powerful.
- Bullies look for a reaction from you and often lose interest if they are not given the satisfaction of getting one.
- Walk away when the bully approaches you. Try and imagine you are walking away from a stranger. Both you and your body language will show you don't care.
- Concentrate on thinking about something else (maybe a concert you want to go to, or a new outfit you want to buy.)
- When the bully approaches you, count to 100 and keep walking. They'll never see how upset you are.
- Yell "STOP" and walk away. Keep walking and do not turn around no matter what they say.
- When a bully call you a name or tells you, your sneakers are ugly -- look at them in the eyes and laugh hysterically and say, "I know my sneakers are ugly." Keep laughing hysterically and walk away without any additional conversation
- When the bully harasses you and calls you names, look them in the eyes, LAUGH and walk away without any additional conversation.
- Keep the Communication Lines Open
- Promote Anti-Bullying and Address Bullying Behaviours

Speak Up!

- If learners are being bullied, **they need to**
- Be Part of the Solution
- Become a Peer Mediator
- Start an Anti-Bullying Campaign

- Local Health and wellness counselling helpline

Some great comeback lines to deal with bullies are:

- Whatever!
- Do you feel better now?
- If you're talking about me behind my back, clearly my life is a lot more interesting than yours is!
- Let's move on!
- You finally found something funny to say?
- I'm not sure why you keep saying these things about me, but I don't care.
- Be really cool and stop this!
- Enough!
- Why are you talking to me?
- Here we go again. This is boring. Let me know when you're done.
- I've been called worse from better.
- Wow, did you come up with that all by yourself?
- Pardon me, but you seem to think that I care.

Where to get Help: Tell an Adult About the Bully

It may seem scary to tell someone but, telling will not only get you help, it will make you feel less afraid. If you are being physically bullied and are in danger you must speak with a trusted adult immediately. If you can't go to your parents, seek out a trusted teacher, guidance counselor or school psychologist.

If you've told a grown-up before and they haven't done anything about it, tell someone else. Tell them exactly what happened, who did the bullying, where and when it happened, how long it's been happening to you, and how it's making you feel. When you tell your teacher, guidance counselor or school psychologist, ask them what they will do to help stop the bullying. It is their job to help keep you safe. Most adults really care about bullying and will do everything they can to help you. Keep telling until someone does help you.

ACTIVITY

Read the case study on bullying and answer the questions that follow:

My bullying story

Carolyn

When I was in Primary school, I was a very happy, smart, and outgoing learner. I had lots of friends. Later on, I started secondary school, some older learners started to bully and tease me because I was wearing our school uniform very well and teachers use to appreciate me. All my friends from Primary school left me because they did not want to be seen with me because they did not want to be marked. Everything at school was all about money and clothes. I had huge glasses and I regard myself as ugly and everyone laughed at me. A boy who was in grade 8 started to follow me around. He called me names, took my stuff and made up rumours about me. One day he and his friends beat me up on my way home. No one wanted to be friends with me anymore. Then I became friends with two girls in my class. They started making up rumours about me. Everyone kept telling me what a bad person I was. When I was in grade 8, the bullying got even worse. Everyone said I was ugly, and I should just kill myself because I am useless and stupid. In grade 9 my mom made me attend afternoon classes. The learners in the afternoon class started bullying me, too. They followed me around and took photos of me in the bathroom to send them to the whole school. When I got home from school, I would go to my room and cried all evening. I never talked to anyone. My grades dropped and my teachers started to talk to my parents. They told them I was lazy and refused to participate. They knew I was bullied but they never did anything to stop it because I reported the matter several time to them. Everyone hated me and I did not have a single friend and felt lonely and very rejected in my new school.

I just want to tell everyone who is going through the same challenge that it is hard, and you might feel like giving up sometimes, but you have to be yourself and stay confident. Do not let them get to you. I know you are suffering, but at some point, you will be proud of yourself for all that you have been through. if anyone judges you, it is their own problem. Those people have no idea what you have been through. They probably could not even take it. But you had to take it. And you are still here going on with your life. That is why you can be proud of yourself.

Note well that bullying comes in different forms. For example, physical, cyber, verbal, social, emotional, racial bullying.

<https://www.pacerteensagainstbullying.org/pacer-story/my-bullying-story-3/> November 18, 2015

Questions:

- Define bullying

- Mention the type of bullying experienced by Carolin

- Explain the above mention type of bullying experienced by Carolin

- List two causes of bullying

- Give two places where Carolin can find help

- If it was you being bullied, write a letter to a bully and explain how it feels like to be bullied

Case study – letter rubric

Criteria	Not achieved	Partially achieved	Achieved	Outstanding
	1	2	3	4-5
Structure of the letter	Improper structure of a friendly letter	Some attempt to write a letter with an address and the paragraph	Good layout of a letter with the address introduction, paragraph and salutation	Excellent presentation of a letter with the correct introduction, body with punctuation marks and salutation
Content of the letter	Little Understanding of bullying and expression the issue at hand	Some attempt to provide knowledge and skills to deal with bullying	Good narrative of dealing with bullying and adequate understanding of bullying	Excellent narrative bullying knowledge and skills with accurate concise explanation of bullying
Expression of emotions, feeling and the way to deal with it	No understanding of the bullying, emotions that goes with bullying and different ways to deal with it	Some attempt on the understanding and explanation of bullying and the ways to deal with it	Good understanding and explanation of bullying	Excellent narrative bullying knowledge and skills with accurate concise explanation of the feeling
	1	2	3	4-5
Understanding of the concepts	No or poor attempt, lacks meaning and direction to understand the concept	Included, but is riddled with too many words and unclear of concepts and bullying	Brief and precise. Understanding of the bullying as a concept	Brief, precise and clearly articulated with practical understanding of bullying

UNIT 2	Week 3 - 4	TOPIC:CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES
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SUBTOPIC: Nation-building and Cultural Heritage

The learner will be able to:

- Explain how cultural heritage unifies the nation: national symbols, national days
- Have knowledge and understanding of national symbols such as flag, anthem, coat of arms etc.
- Understand the importance of the listed national days: Human Rights Day (21 March), Freedom Day (27 April), Heritage Day (24 September), Reconciliation Day (16 December) Women's Day (9 August) , Africa Day (May), Mandela Day (18 July) , Youth Day (16 June)

Definition of key concepts

Define the following concepts:

- Culture

- Heritage

- National symbols

- National days

Explain how cultural heritage unifies the nation: national symbols, national days

Read the content below to understand how cultural heritage unifies the nation

Here are nine crucial reasons why it is important to preserve our cultural heritage.

- It conveys messages and values that give meaning to people's life.
- It represents the identity of a social group.
- It can provide a sense of unity and belonging within a group and allows us to better understand previous generations and the history of where we come from.
- It is a source of economic development.
- It represents a vehicle for understanding the diversity of people and developing a policy for peace and mutual comprehension.
- It strongly influences our sense of identity, loyalties, knowledge, beliefs, emotions, and behaviour.
- It leads to wider awareness of our cultural complexity and their bases.
- It is a reflection of people's technology, creativity and their level of intellectual development.
- It is a unique and irreplaceable source of life and inspiration.

Knowledge and understanding of national symbols such as flag, anthem, coat of arms, etc.

Read with understanding the national symbols with their meanings

South African National Symbols

The national coat of arms



The national coat of arm can be interpreted as follows:

The coat of arms:

- **A coat of arms** is a special symbol of a country or a family.

South Africa's coat of arms has a **Protea**, an emblem of beauty and our national flower in the centre.

Above that is a **secretary bird** with outspread wings.

Between the wings of the secretary bird, you can see **the sun**, which is a symbol of the promise rebirth, reflection and knowledge.

The ears of wheat symbolise growth and fertility.

The elephant tusks symbolise wisdom and strength.

Between the ears of wheat is a **shield with images of the Khoisan people**, the first inhabitants of the land. This shows identity and spiritual protection of the nation.

Above the shield you can see a **spear and a knob-kierie**. They are lying down and this shows we want peace rather than war.

- The motto on the coat of arms is in the Khoisan language of the Xam people, and means “Unity in diversity”.
- The coat of arms is used on all government documents and letter. It is displayed on public buildings.

ACTIVITY

Work in pairs

- Why do you think the 27 April 2000 was chosen for the unveiling of the Coat of Arms?

- Label the Coat of Arms and write the meaning of each symbol

The Coat of Arms

Symbol: _____
Meaning: _____

with understanding the content below

Africa Flag

South Africa Flag



The South African flag consists of equal sized horizontal lines with red top and blue bottom.

These blue and red lines are separated by a green Y-shaped stripe with thin white stripes around them. On the left side of the flag is a black triangle surrounded by a thin yellow strip.

Although colours don't have a formal meaning, black, green and yellow colours indicate Nelson Mandela's political party, while the red, white and blue colours are also found in the African National Congress and the old Boer Republics flags.

The South African flag was inspired by the colours and meanings of the old South African flags:

- **red** = blood flowing in conflicts
- **blue** = sky
- **green** = the territory of the country
- **black** = Black people in Africa
- **white** = European people
- **yellow** = Symbolizes gold from natural sources

Blue Crane



The Blue Crane is the national bird of South Africa, and there are around 20 000 left in the country.

The Blue Crane is one of the most recognisable birds in South Africa, and is also known as the Stanley Crane or Paradise Crane. Their diet is mainly insects, but they will also eat frogs, lizards and small fish. When the female Blue Crane lays her eggs, she always lays two. She and the male take turns sitting on the eggs until they hatch, and raise the chicks together.

National Flower: King Protea



The King Protea, (*Protea cynaroides*), is a flowering plant. Its flower head (what the layman will call the 'flower') is the largest in the genus *Protea*: the species is also known as Giant Protea, Honey-pot or King Sugar Bush. It is widely distributed in the south-western and southern parts of South Africa of the fynbos region.

The artichoke-like appearance of the flower-heads of the king Protea lead to the specific name 'cynaroides', which means 'like cynara' (the artichoke). The name does not do justice to the beautiful flower-heads of this Protea, which is the largest in the genus. A number of varieties in colour and leaf shapes are found, but the most beautiful is the pink coloured flower.

It is the flagship of the [Protea Atlas Project](#), run by the South African National Botanical Institute. This unusual flower has a long vase life in flower arrangements, and makes for an excellent dried flower.

Galjoen Fish



The galjoen is found only along the South African coast. It keeps to mostly shallow water, is often found in rough surf and sometimes right next to the shore and is known to every angler. Near rocks, the colour of the galjoen is almost completely black, while in sandy areas the colour is silver-bronze. It is also known in KwaZulu-Natal as blackfish or black bream. The record size is over 55 cm and 7 kg, however the average is much smaller. The galjoen is a game fighter.

The diet of the galjoen consists mainly of red bait (ascidians), small mussels and barnacles. The scales are very firmly attached. The fins are well-developed with prominent spines.

The Springbok



The Springbok (Afrikaans: spring = jump; bok = antelope, deer, or goat) (*Antidorcas marsupialis*) is a small brown and white gazelle that stands about 75 cm high. The males can weigh up to 50 kg and the females up to 37 kg. The Latin name *marsupialis* derives from a pocket-like skin flap which extends along the middle of the back on to the tail. The springbok can lift this flap, which makes the white hairs underneath stand up in a conspicuous 'fan'.

Typical of this species is the pronk (jumping display), which led to its common name. Both sexes have horns but those of the ram are thicker and rougher. This species has adapted to the dry, barren areas and open grass plains and is thus found especially in the Free State, North West province and in the Karoo up to the west coast of South Africa.

They are herd animals and move in small herds during winter, but often crowd together in bigger herds in summer. They eat both grass and leaves and can go without drinking-water, because they get enough moisture from the succulent leaves. Where drinking-water is available they will use it.

The springbok was a national symbol of South Africa under white minority rule (including a significant period prior to the establishment of Apartheid). It was adopted as a nickname or mascot by a number of South African sports teams, most famously by the national rugby team. It appeared on the emblems of the South African Air Force, the logo of South African Airways (for which it remains their radio callsign) and the Coat of Arms of South Africa. It also featured as the logo of 'South Africa's Own Car', the Ranger, in the early 1970s.

The Springbok remains the national animal of South Africa.

After the demise of apartheid, the ANC government decreed that South African sporting teams were to be known as the Proteas, however, the rugby team still maintain the name Springboks after the intervention of then-president Nelson Mandela, who did so as a gesture of goodwill to the mainly white (and largely Afrikaner) rugby supporters.

The National tree: Real yellowwood

The yellowwood family is primeval and has been present in South Africa for more than 100 million years. The species is widespread and is found from Table Mountain, along the southern and eastern Cape coast, in the ravines of the Drakensberg up to the Soutpansberg and the Blouberg in Limpopo.

In forests, they can grow up to 40 meters in height with the base of the trunk sometimes up to 3 meters in diameter. In contrast, trees that grow in unsheltered places like mountain-slopes, are often short, bushy and gnarled. The bark of the real yellowwood is khaki-coloured to grey when it is old, deeply split and peels off in strips. The crown is relatively small in relation to its height and is often covered with grey lichen. Male and female cones resemble pine cones and are white, light green or pink. The female cone has a fleshy podocarpium on which the seed, which takes on the shape and colour of a cherry, develops. The leaves are strap-shaped, 25–40 mm. long on mature trees, larger, to 100 mm. long, on vigorous young trees, and 6–12 mm. broad, with a bluntly pointed tip.

It is a slow-growing tree. The wood is hard, similar to yew wood, used for furniture, panelling, etc. Due to past over-exploitation, little is now cut.

ACTIVITY

Complete column B with the required information

Column A	Column B
South African National Symbols	Provide the name of the symbol and write two sentences on it
	
	
	The colours and Meaning:
	



DRAFT

South African Flag & National Anthem



THE NATIONAL FLAG

Nkosi sikelel' iAfrika.
Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba sa heso,
Setjhaba sa South Afrika - South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee.

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

ACTIVITY

- Work in groups and discuss how the anthem helps to unify the nation. Share your answers with the whole class



Understand the importance of national days

Read with understanding the content on national days.

Human Rights Day (21 March)

The day aims to promote respect of human rights, promote the protection, development and attainment of human rights, to monitor and assess the observance of human rights in South Africa. The South African Human Rights Council was launched on 21 March 1996. The day is celebrated after the fateful events of Sharpeville demonstrators were gunned down by police. The Native Laws amendment Act of 1952 extended Government control over the movement of Africans to urban areas and abolished the use of Pass Book which is referred to as the document which Africans were required to carry on them to that they were allowed to enter a white area in favour of a reference book which had to be carried at all times by all Africans. Failure to produce the reference book on demand by police was a punishable offence. The Pan Africanist Congress (PAC) proposed an anti-Pass campaign to start on 21 March 1960. All men were to take part in the campaign without their passes and present themselves for arrest.

Campaigners gathered at police stations in townships near Johannesburg where they were dispersed by police, At the Sharpeville police station a scuffle broke out, Part of a wire fence was trampled, and these allowed the crowd to move forward. The police opened fire, apparently without having been given a prior order to do so. Sixty-nine people were killed and 180 wounded.

In apartheid South Africa this day become known as Sharpeville Day and although not part of the official calendar of public holidays the event was commemorated among anti-apartheid movements.

Freedom Day (27 April)

Freedom Day commemorates the first democratic elections held in South Africa on the 27th April 1994.

Youth Day (16 June)

In 1976 protests started in African schools after a directive from the then Bantu Education Department that Afrikaans had to be used on an equal basis with English as a language of instruction in secondary schools. The issue was more on Bantu education system, which was characterised by separate schools and universities, poor facilities, overcrowded classrooms, and inadequately trained teachers. On the 16th June 1976 more than 20 000 pupils from Soweto began a protest march. In the wake of clashes with the police, and the violence that ensued in few weeks and approximately 700 people of which many were youth were killed and property destroyed. This day was previously known as Soweto Day.

Women's Day (9 August)

National Women's Day in South Africa is a powerful day for equal rights

In South Africa, August is Women's Month - and each year August 9th is celebrated as Women's Day.

Women's Day celebrates the strength and resilience of women and their contribution to society and country.

Women's Day forms part of South Africa's Women's Month which provides an opportunity to pay tribute to the generations of women whose struggles laid the foundations for the progress made in empowering women and achieving gender equality to date. Women's Day is an important day to call for equality. Women's Day continues to focus on significant issues

National Women's Day in South Africa draws attention to many of the important issues that women in Africa still face such as domestic violence, discrimination and harassment in the workplace, equal pay, education for girls and more.

Heritage Day: 24 September

September 24 was previously known in South Africa as Shaka Day, a day commemorating the Zulu King of Shaka. He was known for uniting the Zulu clan together and forming the Zulu nation.

Heritage Day on September 24 is a day that celebrates South Africa's roots, their rich, vibrant, and diverse cultures. South Africa is called the "Rainbow Nation" due to its colour and diversity, and this is why Heritage Day exists. Its goal is to nurture and embrace South African culture for what it truly is, accepting all races and genders. The day is usually celebrated with a cookout known as a braai and we suggest that you channel your inner South African and celebrate with a feast of your own

Reconciliation Day (16 December)

The day of reconciliation is also known as the Day of the Vow as the Voortrekkers in preparation for the battle on 16 December against the Zulus took a Vow before God that they would build a church and that they and their descendants would observe the day as a day of thanksgiving should they be granted victory. The day foster reconciliation and national unity.

During the earlier part of the 19th century many Afrikaners farmers left the Eastern Cape moved inland. Among them was the Voortrekkers which was a group of Afrikaners

protesting British colonialism and seeking independent republics on what was reputedly empty land. The land was not empty and clashes between these Afrikaners and indigenous people were inevitable.

Late in 1837 one of the Voortrekker leaders, Piet Retief entered into negotiations for land with Dingane who the Zulu King was. In terms of the negotiations Dingane promised the Voortrekker land on condition they return cattle to him which were stolen by Sekonyela the Batlokwa chief. They both sign a treaty on the 6th February 1838. Retief and his entourage were murdered in the ceremony and this event was witnessed and described by Francis Owen who was a missionary in his diary. Numerous lives were lost on that battle.

On 16 December 1838 about 10 000 troops under the command of Dambuza – Nzobo and Ndlela attacked the Voortrekkers and many people lost their lives during the battle and these included the Voortrekkers and the Zulus.

Africa Day (25 May)

Africa Day is the annual commemoration of the foundation of the organisation of Africa Unity on 25 May 1963. It is celebrated in various countries on the African continent as well as around the world. It was formerly known African Freedom Day and African Liberation Day. The organisation was transformed into Africa Union on 9 July 2002 in Durban, but the day continues to be celebrated in 25 May

Mandela Day (18 July).

Nelson Mandela International Day is an annual international day in honour of Nelson Mandela celebrated on 18 July. Mandela's birthday. The day was officially declared by the United Nations in November 2009. Mandela Day is not meant as a public holiday, but as a day to honour the legacy of Nelson Mandela, South Africa's former president and his values through volunteering and community service Mandela Day is a global call to action that celebrates the idea that each individual has the power to transform the world. The ability to make inputs. Nelson Mandela has fought for social justice for 67 years. People are requested to do their 67 minutes to honour the day as it brings together people around the world to fight poverty and promote peace, reconciliation, and cultural diversity.

ACTIVITY

Fill in the missing information on the table below:

DATE	NAME OF THE NATIONAL DAY	SIGNIFICANCE
18 July		Nelson Mandela was born on 18 July
	Africa Day	Was formerly known African Freedom Day and African Liberation Day.
16 December		On 16 December 1838 about 10 000 troops under the command of Dambuza – Nzobo and Ndlela attacked the Voortrekkers and people lost their lives during the battle and these included the Voortrekkers and the Zulus
24 September	Heritage Day	
	Human Rights Day	The day is celebrated after the fateful events of Sharpeville demonstrators were gunned down by police.
16 June		On the 16 th June 1976 more than 20 00 pupils from Soweto began a protest march. Violence that ensued in few weeks and approximately 700 people of which many were youth were killed and property destroyed.
27 April	Freedom Day	.
	Human Rights Day	The day is celebrated after the fateful events of Sharpeville demonstrators were gunned down by police

ACTIVITY

Select One national day that takes place during the third Term. Plan and participate in the celebration of a national day. Your plan and celebration must include the following:

- Clear objectives to achieve
- Clear laid out plan of the activities that will take place before and during the celebration.
- Programme for the celebration
- The name and the theme
- Implementation of the plan (all planned activities are done on the day)

RUBRIC: PLANNING AND CELEBRATING A NATIONAL DAY

TOTAL: 55

Criteria	Not achieved	Partially achieved	Achieved	Outstanding
Plan of celebration of national day	1	2	3	4-5
	Lack of a clear plan for the national day celebrations	Some attempt of a national day celebration plan	Good presentation of a national day celebration plan	Excellent presentation of a national day celebration plan
Programme for the celebration	1	2	3	4-5
	No evidence of a programme for the celebration of a national day	Some attempt of a programme for the celebration of a national day	Good presentation of a programme for the celebration of a national day	Excellent presentation of a programme for the celebration of a national day
Theme of the day	1	2	3	4-5
	Lack of knowledge of a theme of the celebration of the national day	Some attempt of the celebration of the national day	Good presentation of and brief celebration of the national day	Excellent presentation and outstanding accurate understanding of a national day
Implementation of the plan	1	2	3	4-5
	No evidence of knowledge of the national day	Some attempt evidence of knowledge of the national day	Good evidence of knowledge of the national day	Excellent evidence of knowledge of the national day celebration plan.

	celebration plan.	celebration plan.	celebration plan.	
Achievement of Objectives	1	2	3	4-5
	No evidence of knowledge of achievement of objectives	Some attempt of achievement of the objectives	Well-articulated and achieved Objectives	Excellent achievement of objectives

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UNIT 3	Week 5- 6	TOPIC: WORLD OF WORK
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SUBTOPIC: History of money

The learner will be able to:

- Show an understanding of the history of money
- Point out traditional societies, promissory notes, coins, paper money, electronic banking
- Explain the role of money in everyday living and give examples of what it is used for.

Definition of concepts

Define the following concepts:

- Promissory notes

- Coins

- Paper money

- Electronic banking

- Bartering

- Payer

- Payee

Traditional and modern societies: History of money

Read with understanding the content on the traditional and modern societies

Traditional societies

- Over 100 000 years ago, people provided for their own needs
- They were **self-sufficient** and lived on whatever was provided by nature
- There was no trade and no money
- Examples of people who lived self –sufficient lives were the hunter-gatherers in South Africa, the Twa in Zaire, the Inuit in Alaska and the Aborigines in Australia.
- They lived on meat from the wild animals and the food from plants. **This is called hunting and gathering**
- They used everything they produced
- People had to use all the goods and services available
- The community used basic methods to hunt and harvest foods
- They lacked technology so most of their activities revolved around people producing all the things that they needed to survive. This is called **subsistence economy**

Modern societies

- Most modern societies use coins, notes, debit or credit cards to pay for goods or services
- They also use electronic banking such as **internet banking**
- Modern society is an **industrialised society** that uses technology to produce goods for trade
- People have specialised skills and have to rely on other people to produce goods and provide services that they cannot make or provide

Bartering

While hunting and gathering means that people provided for their own needs, hunters were gradually able to tame and keep their animals. This led to herding. Herders moved from place to place to find food and water for animals and themselves. They kept cattle and goats and would rather live off the goats' milk than kill them.

Animals were only killed when there was not enough wild meat to eat. Herders moved in larger groups from place to place. As groups met each other, they exchanged goods.

As societies developed and started to travel, people started to specialise in the production of specific goods and foods. They realised that people in other areas had items they needed or wanted.

A system of trade developed, whereby personal possessions of value could be exchanged for other goods. This kind of exchange dates back to 9000-6000 BC and is called **bartering**, and is still in use today. The first people didn't buy goods from other people with money. They bartered with each other.

Disadvantages of bartering:

- It was not always practical.
- It was difficult to find what you wanted or needed.
- Goods were difficult to carry or to transport.
- There is no common measure of value.
- Certain goods can't be divided into smaller units.

- No late payments can be allowed.
- Storing goods is difficult.
- It was difficult to work out the real value of the items because people attached different values to different items.

Promissory notes

Promissory note is a note to which one party (**payer**) promises in writing to pay a sum of money to the other party (**payee**) on a stipulated date.

A promissory note is also called IOU which stands for “I Owe You”

Payer: Somebody who pays somebody.

Payee: Somebody to whom money is paid or owed to.

A promissory note must include the following:

- The term “Promissory Note”.
- The amount that the note is worth.
- Interest that will be added.
- When the payment has to be made
- The place where payment is to be made
- Name of payee
- Payer’s signature
- Terms of payment
- Date until when the promissory note is valid

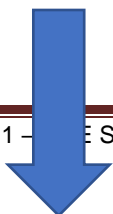
Early forms of money

The first evidence of a type of money was cowry shells. They were used in 1200 BC in China. In 1000 BC, China produced imitation cowry shells - this can be thought of as the original development of coins. In about 500 BC, pieces of silver were the earliest coins. These coins were first used in Lydia (Turkey). In 118 BC, leather banknotes were used in China.

Time lines on the development of money

9000BC

Barter with livestock and crops.



1200BC

Cowrie shells used as money in China.

Most widely and longest used currency in history.



1000BC

“Money” made from metals, such as copper. They often had holes in the centre, so they could be strung together, for safe-keeping.



700BC

Coins made from precious metals such as silver, bronze and gold. Coins were valued according to size and weight.

Later, coins were stamped with its value, so there was no need to weigh them.



800BC

Paper currency appeared in China.



1950

Credit cards were issued, and used in the USA.



Today

Internet banking, ATMs used.

ACTIVITY

- What is the difference between a payer and a payee?

- What is a promissory note?

- What is another name given to promissory note?

- Differentiate between Traditional and Modern Society. Provide two differences

--

- Define bartering and give an example of how bartering was practised.

ACTIVITY

- Tabulate the differences between the traditional and modern society

Traditional society	Modern society

- Name five things that were used before money was invented.

History of paper money in South Africa

Read the information on the history of paper money in South Africa

- In 1782, the Dutch Governor Van Plettenberg of the Cape introduced paper money because he could not get enough coins from Holland.
- This early paper money was issued in rix-dollar and silver denominations (value stated on a note or coin), which was the currency of the Cape then.
- However, there was no printing press in the Cape at the time, so all the notes until 1803 had to be hand written.
- Each note had a government hand stamp indicating their value and the date of the issue.
- In 1962, a banknote factory was established in the Republic of South Africa.
- Ever since, this factory has printed the notes for the South African Reserve Bank



Security features on a South African Banknote

- Watermark within the paper
- Security thread running through the paper.
- High quality paper
- Print quality

When people started trading goods for money, they gathered in certain areas to make it easier for buyers and sellers to meet. This is called Urbanisation.

The role of money in everyday living

Read the content on the role of money in everyday living

- It is a medium of exchange: use it to buy goods and services.
- Unit of account: standard measure of how much goods and services are worth.
- Store of value: it holds its value over time.

- Money is anything that is used as a medium of exchange. (Anything that is used to enable trade to take place.)

Money has **four** important characteristics that make it a sustainable medium of exchange.

- It is scarce,
- It is durable
- It is portable
- It can be divided into smaller units

Is it possible that in the future, coins and banknotes will become as out of date as cowrie shells?

Electronic banking

- There are many economists who predict that one day we will be living in a cashless society.
- What they are saying is that at some time in the future we will make all payments using bank cards and electronic technology.
- Electronic banking, which is also known as Electronic Funds Transfer (EFT), uses computers and electronic technology to make transactions.
- In the modern world people do not want to waste time standing in queues in banks.
- They also want to be able to do their banking and make transactions after working hours when banks are closed.
- This is why all banks now offer various forms of electronic banking services to their clients.

Automatic Teller Machines (ATMs)

- You can withdraw, deposit and transfer money between accounts using ATMs.
- They are usually located outside banks.
- All that you need to make a transaction at an ATM is your bank card which has your account number and your secret Personal Identification Number (PIN number).
- This is your security, because without your PIN number other people cannot get access to your account.
- You must never let anyone know your PIN number.



Online or Internet banking

- You can perform many different banking transactions using your personal computer.
- For example, you may use your computer to view your account balance, make transfers of money between accounts, and pay bills electronically.
- In order to access your bank account you first have to go online, which means you must be connected to the Internet.
- Then you need to type in your secret PIN number.



Cell phone banking

- If you make an agreement with your bank, you can use a phone to call or ask them to pay bills or transfer funds.
- Many cellular phones now also have Internet access so they can be used like computers to do Electronic Funds Transfers (EFTs).



Bank cards

- Credit cards and debit cards are two types of bank cards which people can use to pay for goods and services electronically without using money.
- Shops and businesses have small machines connected to computers, which are connected to banks.
- When you make a purchase at a shop, the cashier records the price of the products or service by scanning a bar code or entering the price manually into the till.
- He or she then swipes your card through a bank machine which extracts your banking details and then transfers the amount out of your account into the shop's account.



Advantages and disadvantages of using the internet for banking and buying

Advantages	Disadvantages
Available 24 hours a day	More information needed by online stores before purchasing a product
Consumers and producers need not be in the same place	Personal information not always safe: credit card fraud
More choice in products and services	Cannot check the quality before you buy
Saves on travelling and time	No percolated customer service
Faster communication and access to information	Difficult to return faulty goods

ACTIVITY

Answer the following questions

- Name 5 activities rendered by banks.

- Why do you think some people prefer Internet banking?

- Do you think that Internet banking is safe? Give a reason for your answer.

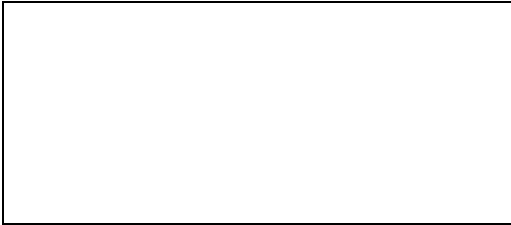
ACTIVITY

Compare money (past and present)

Money of the past	Money of the present

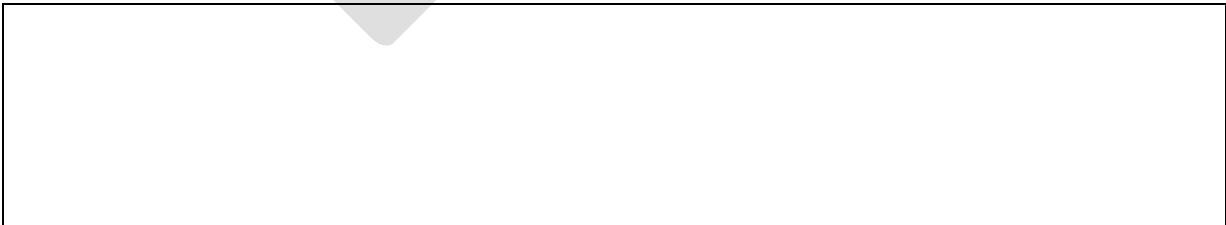
- Fill in the missing information on the timeline of money from 9000BC to 1950

9000BC Barter with livestock and crops.
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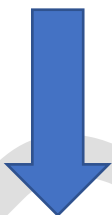
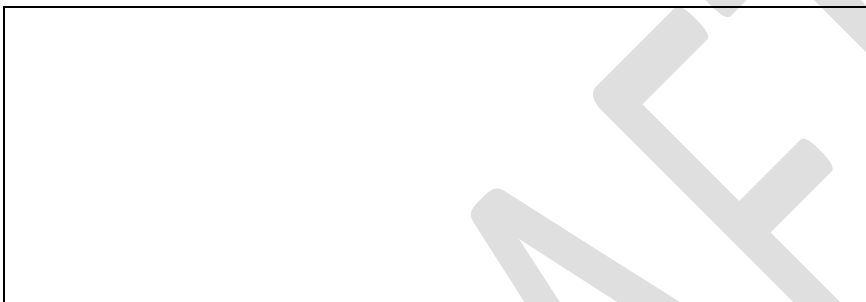


1000BC

“Money” made from metals, such as copper. They often had holes in the centre, so they could be strung together, for safe-keeping.



800C
Paper currency appeared in China



**UNIT
4**

Week 7 - 8

TOPIC: WORLD OF WORK

SUBTOPIC: Needs and wants

The learner will be able to:

- Differentiate between needs and wants
- Explain and list basic needs of individuals and families

Definition of key concepts

Define the following concepts:

- Wants

- Needs

Difference between needs and wants:

Read with understanding the content about the needs and wants

- Basic needs are something that we cannot do without if we wish to survive.
- Basic needs are called primary needs.
- Basic needs include things like food, clean water, shelter and clothing.
- A want is a desire or craving for certain things that we would like to have.
- Wants are also called secondary needs as we do not need them for our survival.
- An example of secondary needs is expensive jeans.
- You need a roof over your head, enough food and water to stay healthy, basic health care and clothing.
- Everything that goes beyond this – a big house, brand-named clothes, fancy foods and drinks – is a want.

ACTIVITY

Explain the difference between needs and wants to establish their own understanding in terms of individuals and families.

Needs	Wants
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Basic needs for individuals

Read the content on basic needs for individuals and families.

- **Food:** this should include a variety of types of food, such as fruit, vegetables, bread or rice or maize, meat or fish or nuts.



- **Clothing:** the need for clothing is for warmth and protection from the sun.



- **Shelter:** this also provides protection from cold and heat and other forms of weather, like rain, frost and strong winds, as well as threats to our safety.



- **Water:** it is important that water is clean enough to drink.



- **Sanitation:** to manage your waste and keep your living areas clean and hygienic.



Basic needs of families

The basic needs of families include all those needs of individuals as well as other more social needs of small groups such as:

- **Safety and security:** humans have always stayed together in families and parents have protected their children against threats to their safety.
- **Providing:** work or the means to provide food and other individual basic needs for members of the family who are not able to provide these needs for themselves, for

example with young children and old or sick family members. Parents and other children usually provide needs either by working and earning money or by growing or producing food.

- **Recreation:** family members all have needs to rest, relax and play. Sometimes they will do this as individuals, sometimes with friends and often with other family members.



- **Primary health care:** this is the basic need of the sick, the very old and the very young to be looked after by other family members.
- **Cultural needs, such as religious or other beliefs:** many families worship together

ACTIVITY

Answer the questions below

- Explain in your own words what is meant by the term basic needs.

- Name **FIVE (5)** basic needs for any individual.

- Analyse your **FIVE (5)** basic needs and arrange them in order of importance from important to least important.

- Discuss the order of your **FIVE (5)** needs with a partner and after your discussion change the order of your list if you think you need to.

Basic needs of communities:

Read and interact with the content on the basic needs of communities and the country.

The government of a country is responsible for providing the basic needs of communities, such as:

- good quality housing
- healthcare
- education and access to schools
- water and sanitation (for example, waste removal services)
- safety and social security (for example, police stations)
- social and recreation amenities (for example, parks, sport grounds, libraries, youth centres)
- transport and roads
- electricity (for example, in the home and streetlights)
- a sense of belonging

Basic needs for country

- natural resources
- money to pay for infrastructure (for example, roads, schools and hospitals)

- land that can be farmed to provide food
- educated and trained labour force
- stable efficient government.

ACTIVITY

Read through the case study and answer the questions that follow

Case study: The Adams family lose their home and the community comes to their rescue

The Adams family of Mannenburg, a suburb of Cape Town, lost their home and all their possessions in a fire. The family consists of Shamiel, who is 12 years old, his mother and father, who are in their 30s, his younger brother and sister, who are 8 and 3, and his grandmother, who is 65.

She has back pain and has to sleep in a special bed. Mr Adams has a job as a store man, but his salary is not enough to afford a car so he travels to work by mini-taxi and the two elder children walk to school. Mrs Adams looks after the grandmother and baby daughter, and earns a small income by baking biscuits in her oven and selling to people in the community. Fortunately they live in a very friendly community where the people have come together to help them by providing them with all their basic needs.

- List all the items that the community would have to provide for the Adams family to satisfy all their basic needs.

- Suggest FIVE items that Shamiel, a Grade 7 learner, will need.

- Mention specific things some of the family members would need in order to carry on with their lives as they did before the fire.

- Describe how you would help his family meet their needs if you were one of their neighbours.

ACTIVITY

The teacher distribute pictures of needs and wants.

- Learners are instructed to paste them on the correct columns drawn.

Needs	Wants

DRAFT

UNIT 5	Week 9 - 10	FORMAL ASSESSMENT
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- Assignment: Project on career fields

DRAFT

YEAR 1

TERM 4

Weeks 1 – 10

UNIT 1	Week 1 - 2	TOPIC: DEVELOPMENT OF THE SELF
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SUPTOPIC: Respect for self and others' bodies

The learner will be able to:

- Understand and explain respect for self and others' bodies

- Understand and explain how to respect others' bodies
- Understand the importance own of respecting own and others' bodies

Definition of concepts

Define the following concepts:

- Respect

- Body

- Self-esteem

Understand and explain respect for self and other bodies

Read with understanding the content regarding respect for self and others' bodies.

Respecting someone means thinking about their feelings and well-being, because they have rights, just as you do. Remember that, just as you respect their rights, they should respect yours.

It is important to respect your body because it is the only one you have. Respecting your body means keeping it safe from harm, for example, from being hurt by someone, having an accident or abusing your body with alcohol, cigarettes or drugs.

Respecting your body also means taking care of it by:

- Keeping clean

- Eating healthy food
- Exercising
- Drinking lots of water.

There are parts of the body that are private, like your penis, your vagina and your buttocks. Your privacy must be respected, and you, too, must respect the next person's privacy. As you grow older and your body develops your need for privacy increases. There are things that you should be allowed to do in private, like taking a bath or going to the toilet.

No one is allowed to touch your private parts unless it is a medical doctor or nurse, and in the presence of your parents.

No one is allowed to ask you to touch their private parts.

Nobody has the right to tell you to keep unwanted touches a secret.

It is okay to say 'no' to any unwanted or uncomfortable touch, for example being forced to hug or kiss someone, or to sit on someone's lap.

How to respect and care for own body.

Read with understanding content on how to respect and care for your own body.

You need to care for your own body. You care for your body in different ways

You need good food to grow healthy and strong.



You need exercise to stay fit and strong.



You need to drink clean water every day.

You need to get enough sleep every night.

Your body needs to be clean.



ACTIVITY

Use the picture below and make a list of how you can take care and respect your body.

Activity 1 Care and respect for our bodies

With a partner, read the labels and discuss this picture.

Look after your mind!

Your body needs a good rest too!

Be positive and feel good about yourself.

Sleep for at least 11 hours at night!

I respect and care for my body

Show respect for your body by being careful of what you eat.

Early to bed, early to rise, makes you strong, healthy, happy and wise.

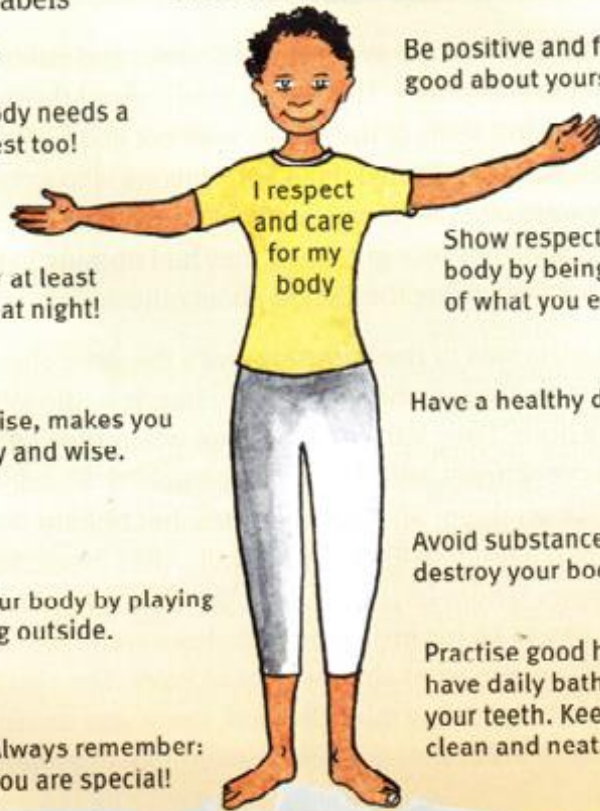
Have a healthy diet.

Exercise your body by playing and running outside.

Avoid substances that will destroy your body.

Always remember: you are special!

Practise good hygiene – have daily baths and brush your teeth. Keep your hair clean and neat.



Understand and explain how to respect others' bodies.

Read the information below on how to respect others' bodies

Showing respect for someone else's body is never touching them in a way that makes them feel uncomfortable and causes pain

There are good touches and there are bad touches. Good touches make you feel loved and respected. Bad touches make you uncomfortable



ACTIVITY

Read the sentences below.

Underline the correct phrase that shows that you respect your body, and which shows that you do not respect your body. Discuss your responses with the whole class.

1. a) I am so short that I think everyone laughs at me. (Respect/Do not respect)
b) I am very short, but I am strong and fit. (Respect/Do not respect)
2. a) My mother can hit me because I stole money from her. (Respect/Do not respect)
b) My mother will punish me for stealing, but she will not harm me. (Respect/Do not respect)
3. a) When I feel sick, I must tell someone who will help me. (Respect/Do not respect)
b) When I feel sick, I must keep quiet. My father has Aids and is very sick. My aunty says I must not worry him. (Respect/Do not respect)
4. a) I do not care if anyone looks at me when I am on the toilet or bathing or changing my clothes. (Respect/Do not respect)
b) Nobody except the people who truly care for me can see or touch my body. (Respect/Do not respect)
5. a) I am worried about starting at a new school. To feel better, I smoke dagga with the boy next door. My family does not care. (Respect/ Do not respect)
b) I am worried about starting at a new school. I tell my family how I feel and I ask my big brother to walk with me to school. (Respect/Do not respect)

ACTIVITY

Respecting own and others' bodies

Answer the following questions:

- How would you feel if someone laughs at you because your body is different?

- Why should you care for your body?

- What do you think happens to people who use drugs?

ACTIVITY

Read the story of the Ugly Duckling and reflect on the moral lesson and share with the class. Relate this to the content on respecting own and other's bodies.

ACTIVITY

Develop an action plan to improve your own abilities.

what is your goal	why is your goal important	What are the activities you need to implement to achieve the goal	who is responsible for the achievement of your goal	when is the start date and end date of your goal	what resource do you learner need to achieve your goal	how will the you be able to see if the goal is achieved

UNIT 2	Week 3 - 4	TOPIC: HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES
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SUBTOPIC: Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot etc.

The learner will be able to:

- Understand and explain the concept communicable diseases
- Give examples of communicable diseases
- List and explain causes of communicable diseases
- Identify signs and symptoms of communicable diseases
- Know where to find available treatment for communicable diseases

Definition of concepts

Define the following concepts

- Communicable

- Symptoms

- Communicable disease

- Disease

Understand and explain the concept communicable diseases

Read with understanding content on communicable diseases, examples and causes.

Communicable diseases are diseases that can be passed from an infected person to a healthy person. For example, if a person with a cold blows their nose and then shakes your hand or coughs near you, they pass on their germs and you could get the cold.

Diseases that spread very quickly from one person to another are called contagious.

Examples of communicable diseases

Tuberculosis

Cholera

Measles

Chicken pox
Mumps
Colds and flu
Pertussis
Athlete's foot
HIV/AIDS
COVID-19

Explain causes, signs and symptoms of common diseases

Read with understanding the content on causes, signs and symptoms of common diseases

Chicken pox

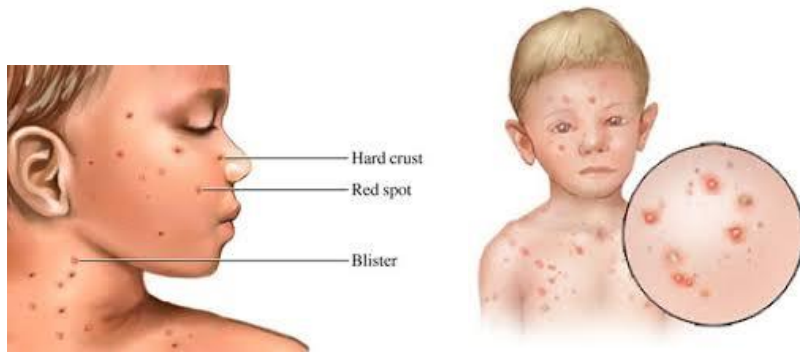
Chickenpox is a rash illness caused by a virus. Once a person is exposed to the chickenpox virus, it takes between 2 and 3 weeks before the symptoms appear. Chickenpox usually occurs in childhood. Adults who contract chickenpox are usually more ill, especially with pneumonia. Chickenpox is very common and highly contagious. Approximately 3 million cases occur each year in the United States. More than 90% of Chickenpox cases occur in children less than 12 years of age.

Symptoms of chickenpox

The symptoms of chickenpox vary from individual to individual. Some people may experience all of these symptoms while others experience one or two.

The most common symptoms of chickenpox are:

- Mild fever. The fever varies between 38°C to 42°C and returns to normal when the blisters have disappeared.
- backache
- headache
- sore throat
- a rash (red spots)
- blisters filled with fluid



Transmission of chickenpox

Chickenpox is transmitted through the air. When a patient with chickenpox coughs or sneezes, they expel tiny droplets that carry the chicken pox virus (varicella-zoster virus, VZV). If a person who has never had chicken pox inhales these particles, the virus enters the lungs and is carried through the blood to the skin where it causes the typical rash of chickenpox. The infected droplets cause an initial infection in the respiratory epithelium.

The incubation period of chickenpox is between 10 and 20 days.

Before the typical rash appears, patients often develop a fever, headache, swollen glands and other flu like symptoms.

Skin vesicles contain the virus but are not the primary sources. Scabs are not infectious. Patients are contagious from 2 days before onset of the rash until all lesions have crusted.

Prevention of chicken pox

Chickenpox can be prevented. The easiest way to prevent catching chicken pox is to get vaccinated. However, vaccination is only successful in 70% to 90% of all vaccinations. Individuals who have been vaccinated but still acquire chickenpox, usually have a milder disease that heals more quickly than non-vaccinated individuals.

The Flu

Explanation of the flu

The Flu is a contagious disease that is caused by the influenza virus. It is a viral infection of the respiratory tract that causes fever, headache, muscle aches, and weakness. The flu

is different from a cold. The flu usually comes on suddenly. The flu is also called: Asian flu; Asian flu type A; Asian flu type B; Flu; Influenza A; Influenza B.

If you have the flu, you should:

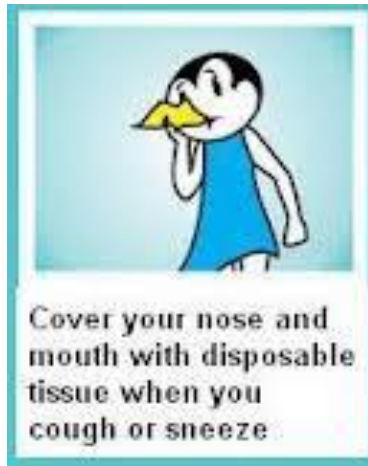
- Rest;
- Drink plenty of liquids;
- Avoid using alcohol and tobacco; and
- Take medication to relieve the symptoms of flu.

Symptoms of flu

Symptoms start 1-4 days after the virus enters the body. There are several symptoms for the Flu.

The most common symptoms are: fever, cough with or without mucus, nasal discharge, headache, muscle aches and stiffness, shortness of breath, chills, sweating, fatigue, malaise, stuffy nose, sore throat, clammy skin, nosebleed, nausea and vomiting, diarrhoea, loss of appetite.





Causes of flu

The flu is caused by a virus. It is transmitted from person to person, usually by inhaling infected droplets from the air.

Transmission of flu

A person who has the flu can spread the flu starting one day before they begin to feel sick. The amount of time a person can spread the flu depends on whether they are an adult or child.

Adults can pass the flu virus to others 3-7 days after their symptoms begin. Children can pass the virus for longer than 7 days.

Prevention of flu

Certain strains of the flu virus can be prevented by Anti-influenza vaccines, also called flu shots.

Mumps

Explanation of Mumps

Mumps is a very contagious viral infection that is common in children. The virus makes the salivary gland on the side of your face swell up so you look a bit like a monster. The swelling is on the side of your jaw, just under your ear. Mumps is a contagious viral infection that used to be common in children before the introduction of the MMR vaccine



Symptoms of mumps.

The symptoms of mumps usually develop 12 to 25 days after becoming infected with the mumps virus (this delay is known as the incubation period). The average incubation period is around 17 days.

Swelling of the parotid glands is the most common symptom of mumps. The parotid glands are a pair of glands responsible for producing saliva. They are located on either side of your face, just below your ears.

Both glands are usually affected by the swelling, although sometimes only one gland is affected. The swelling can cause pain, tenderness and difficulty with swallowing.

Other symptoms of mumps include headaches, joint pain, and a high temperature, which may develop a few days before the swelling of the parotid glands.

Causes of mumps

Mumps is caused by the mumps virus, which belongs to a family of viruses known as paramyxoviruses. These viruses are a common source of infection, particularly in children.

When you get mumps, the virus moves from your respiratory tract (your nose, mouth and throat) into your parotid glands (saliva-producing glands found on either side of your face), where it begins to reproduce. This causes the glands to swell.

The virus can also enter your cerebrospinal fluid (CSF), which is the fluid that surrounds and protects your brain and spine. Once the virus has entered the CSF, it can spread to other parts of your body, such as your brain, pancreas, testicles (in boys and men) and ovaries (in girls and women).

How mumps is spread

Mumps is spread in the same way as colds and flu through infected droplets of saliva that can be inhaled or picked up from surfaces and transferred into the mouth or nose.

A person is most contagious a few days before the symptoms develop and for a few days afterwards.

During this time, it's important to prevent the infection spreading to others, particularly teenagers and young adults who have not been vaccinated.

If you have mumps, you can help prevent it spreading by:

- regularly washing your hands with soap
- using and disposing of tissues when you sneeze
- avoiding school or work for at least 5 days after your symptoms first develop

Prevention of mumps

You can protect your child against mumps by making sure they are given the combines MMR vaccine for mumps, measles and rubella.

The MMR vaccine is part of the routine NHS childhood immunisation schedule.

Your child should be given 1 dose when they're around 12 to 13 months and a second booster dose at 3 years and 4 months.

Once both doses are given, the vaccine provides around 88% protection against mumps.

Anyone who did not have both doses of the MMR vaccine as a child can contact a GP to arrange to be vaccinated.

Treatment for mumps

There's currently no cure for mumps, but the infection should pass within 1 or 2 weeks.

Treatment is used to relieve symptoms and includes:

- getting plenty of bed rest and fluids
- using painkillers, such as ibuprofen and paracetamol – **aspirin should not be given to children under 16**
- applying a warm or cool compress to the swollen glands to help relieve pain

Tuberculosis (TB)

Explanation of Tuberculosis

Many people die from tuberculosis every year, but it is a sickness that can be cured.

The disease develops slowly. It is important to know the signs of TB and to treat it early.

TB can pass very easily from one person to another.

Symptoms depend on where in the body the TB bacteria is growing.

TB disease in the lungs may cause symptoms such as a bad cough that lasts three weeks or longer, pain in the chest and coughing up blood or sputum (phlegm from deep inside the lungs).

People with TB are often tired and weak, they lose weight and have no appetite.

They can also have a fever and sweat at night.

People who think they have TB should go to the health clinic. Some of the person's spit will be examined under a microscope to check for the TB Bacteria. Sometimes they will have a chest X-ray. If the person has TB they will get tablets to treat it. The person must take the tablets every day for at least six months – but sometimes for as long as two years.

How to prevent getting TB.

The tuberculosis (TB) vaccine protects children better than adults against the disease. It can easily be prevented through eating a healthy diet and improving living conditions to stop overcrowding.

- Having the BCG vaccination prevents the disease.

- An infected person should cover his or her mouth when he or she coughs and should never spit on the floor.
- If one person in a house has TB, everyone in the house should be tested for TB.
- If possible, the person with TB should sleep separately from the others.

Signs and symptoms	Prevention strategies	Available treatment
Bad cough for over one month, cough up blood, chest pains, shortness of breath, no appetite, loss of weight, night sweats.	Drink plenty of water. Get enough sleep and take regular exercise. Do not smoke or drink alcohol.	Antibiotics. The infected person must take antibiotics for a long time such as six months. Once the person has started the course of antibiotics, they are not infectious any more.

Athlete's foot

Explanation of athlete's foot

Athlete's foot is a common skin disease caused by a fungus. The fungus lives in water. You can get it by walking barefoot in a public changing room. It makes the skin between the toes flake and itch. Athlete's foot is uncomfortable, but not serious.

It can go away on its own, but is easily cured with special cream or powder.

Athlete's Foot



COVID-19

Explanation of COVID-19

The COVID-19 pandemic, also known as the coronavirus pandemic, is a global pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)

It was firstly discovered in the Wuhan City, Hubei Province, China.

It was initially reported to the WHO on December 31, 2019. On January 30, 2020, the WHO declared the COVID-19 outbreak a global health emergency. On March 11, 2020, the WHO declared COVID-19 a global pandemic, its first such designation since declaring H1N1 influenza a pandemic in 2009.

Symptoms of Covid-19

The major clinical symptoms of the disease are fever, non-productive cough, fatigue, malaise, and breathlessness. Severe illness such as pneumonia, acute respiratory distress syndrome (ARDS), and death occurs in the elderly and patients with comorbid conditions. Severe illness is more likely in elderly patients and those with certain underlying medical conditions

Transmission of Covid-19

COVID-19 transmits when people breathe in air contaminated by droplets and small [airborne](#) particles containing the virus. The risk of breathing these in is highest when people are in close proximity, but they can be inhaled over longer distances, particularly indoors. Transmission can also occur if contaminated fluids reach the eyes, nose or mouth,

and, rarely, via contaminated surfaces. Infected persons are typically contagious for 10 days, and can spread the virus even if they do not develop symptoms. Mutations have produced many strains (variants) with varying degrees of infectivity and virulence.



ACTIVITY

- List five communicable diseases

- Name three communicable diseases that begin with symptoms of headache and fever.

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ACTIVITY

- Describe the causes of the common cold (flu), chicken pox, athlete's foot and Tuberculosis

Communicable diseases	Causes
Common cold	
Measles	
Chickenpox	
Athlete's foot	
Tuberculosis	

- Identify 3 symptoms of each communicable disease

Common diseases	Signs and symptoms
Tuberculosis	
Mumps	
Common colds	
Chicken pox	
Athletes foot	

COVID-19	

DRAFT

UNIT 3	Week 5 - 6	TOPIC: CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES
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SUBTOPIC: Dealing with violent situations

The learner will be able to:

- Explain what a violent situation is
- Identify potential violent situation at home, school, community
- Identify ways to avoid and protect oneself from violent situation and where to find help

Definition of concepts

Define the following concepts:

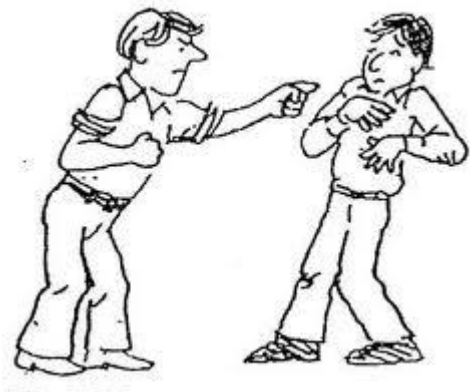
- Violent situation

- Protect

- Violence

Explain what a violent situation is

Read with understanding the content on violent situations.



We all experience conflict at home, and even at school, and it is a normal part of our everyday lives. Sometimes conflict result in shouting, crying and even violence.

Violent situations can happen at home when arguments take place between family members (parents, grandparents, brothers and sisters) and even members of the community. Children should be able to grow and develop in a safe environment. Knowing how to identify and handle disagreement at home in a positive way will create happier situations at home.

Violence can be categorized in a number of ways. Violent crimes are typically divided into four main categories, based on the nature of the behaviour: homicide (the killing of one human being by another, sometimes for legally justifiable reasons), assault (physically attacking another person with the intent to cause harm), robbery (forcibly taking something from another person), and rape (forcible sexual intercourse with another person). Other forms of violence overlap with these categories, such as child sexual abuse (engaging in sexual acts with a child) and domestic violence (violent behaviour between relatives, usually spouses).

Violence can also be categorized according to its motivation. Reactive, or emotional, violence typically involves the expression of anger a hostile desire to hurt someone that arises in response to a perceived provocation. Proactive, or instrumental, violence is more calculated and is often performed in anticipation of some reward.

Identify potential violent situations

There are many warning signs of potential violence that may be observed in the classroom, home, workplace, walking at night. Knowing a colleague or student's normal behaviours and observing signs of unusual behaviour changes may give indications of potential for violence. Pay attention to how he/she speaks about work or class, comments about self, and statements about others or home life. The warning signs listed below are examples of characteristics you may observe in an individual that has a potential for violence.

These are some examples of potential violent situations in school, home and community; assault, robbery, sexual assault including rape.

Way to avoid and protect oneself from violent situation at home and at school

- Be more respectful in our disagreements.
- Never intentionally exclude our peers from activities.
- Try to always understand the line between friendly teasing and bullying. This often varies based on your relationship with your peer and their personality.
- And if you find yourself feeling angry a lot, or having trouble controlling your emotions, ask for help from a trusted adult.
- start an initiative, club, or programme within the school that works on reducing violence in your school.
- Silence can be deadly”. It turns out that this is often very much the case. If you have witnessed a learner being abducted or violently abused in or around school, one of your first instincts should be to report it to your school or local authorities, based on the situation.
- Social media is your chance to reach out to decision-makers, raise awareness, and inspire change. If violence against children in schools is an important issue to you, social media can be used to shed light on the situation in your school or multiple schools in your country.

Ways to avoid and protect oneself from violent situation (community)

These are some of the ways a community can use to protect and avoid violent situations:

- Get involved. Volunteer to help in anti-crime and other neighbourhood and community
- Improvement efforts. Encourage groups you belong to (such as religious, civic, and social) to help stop crime.
- Use common-sense tips to reduce your risk of being a crime victim. Stay in well-lighted, busy areas; travel with a friend if possible; walk in a confident, assured way. Avoid known trouble spots.
- Report crimes and suspicious activity to police; agree to testify when necessary. Stand up for what you believe in if you want a safe community.
- Get to know your neighbours and agree to look out for each other. Get organized; work with the police.
- Find ways to settle arguments without violence.
- Use common courtesy. It helps ease tensions that can result in violence. Good manners are important.

- Do not carry illegal weapons, buy stolen property, use illegal drugs, or engage in other criminal activity. It's the wrong message to send a child.
- Make sure your children know safe places to go when they are scared or need help. And make sure they know where you are and how to reach you. Have them memorize or carry with them important

Protect yourself during violent incidents by recognizing abusive patterns beforehand and identifying safe hiding spaces in your home that are far away from any potential weapons. If violence appears unavoidable, make yourself a small target. Dive into a corner, curl up into a ball, and protect your face and head with your arms. Do not wear scarves or long jewellery. In calm moments between violence, locate a physical place where you can feel safe and relaxed

ACTIVITY

Learners read the scenario below.

Discuss and answer these questions below.

Incident on the way home

Jxx is on her way back home from school. She has to go through a bushy area to get to her home. Four guys are waiting for her. They are members of a gang and known to be violent. Two of them go to the same high school as Jxx. The four guys throw her on the ground and force her to have sex with them. After the incident, Jxx doesn't say anything to anyone because she is scared of what the gang members could do to her and her family. Three months later, she finds out that she is pregnant. When she goes to the clinic, the doctors tell her that she is also HIV-positive.

- Identify a potential violent situation that Jxx find herself on her way home.

- Discuss ways she could have used to avoid and protect herself from the violent situation.

- If Jxx confided in you the very same day this happened, how would you advise her to address the situation?

ACTIVITY

- List people that you know and trust whom you can talk to about anything.

ACTIVITY

Learners research about places of help in their community and report in class.

Learners use the template below:

Place of help	Contact details

Where to find help

South African Police Service

In a case of domestic violence or sexual assault, the South African Police Service will help you find:

- medical attention;
- shelter
- victim counselling.

SAPS emergency number: 10111

People Opposed to Woman Abuse (Powa)

Powa provides counselling, both over the phone and in person, temporary shelter for and legal help to women who have experienced violence.

- Website: <http://www.powa.co.za>(link is external)
- Tel: 011 642 4345
- E-mail: info@powa.co.za(link sends e-mail)
- Social media: [Facebook](#)(link is external) and [Twitter](#)(link is external)

ChildLine South Africa

This non-profit organisation helps abused children and their families with a free counselling service. It deals with issues such as physical and sexual abuse, substance abuse, behavioural problems and trafficking, and gives legal advice.

- Website: <https://www.childlinesa.org.za/>(link is external)
- Toll-free helpline: 0800 055 555
- E-mail: olcadmin@childlinesa.org.za(link sends e-mail)
- Social media: [Facebook](#)(link is external) and [Twitter](#)(link is external)

Child Welfare South Africa

Child Welfare South Africa focuses on child protection, child care and family development. Neglect and child abuse can also be reported.

- Website: <http://childwelfare.org.za/>(link is external)
- Tel: 074 080 8315
- E-mail: info@childwelfare.co.za(link sends e-mail)
- Social media: [Facebook](#)(link is external) and [Twitter](#)(link is external)

Families South Africa (Famsa)

Famsa provides counselling and education to help improve marriages and families. It helps in cases of domestic violence and trauma, divorces and mediation. There are 27 offices across the country.

- Website: <http://www.famsa.org.mzansiitsolutions.co.za/>(link is external)
- Tel: 011 975 7106/7

Tears Foundation

TEARS Foundation provides access to crisis intervention, advocacy, counselling, and prevention education services for those impacted by domestic violence, sexual assault and child sexual abuse.

- Website: <http://www.tears.co.za/>(link is external)
- Free SMS helpline: *134*7355#
- Tel: 010 590 5920
- Email: info@tears.co.za(link sends e-mail)
- Social media: Facebook and Twitter

The Trauma Centre

The Trauma Centre provides trauma counselling and violence prevention services for people affected by violence

- Website: <http://www.trauma.org.za/>(link is external)
- Tel: 021 465 7373
- E-mail: info@trauma.org.za(link sends e-mail)
- Social media: [Facebook](#)(link is external) and [Twitter](#)(link is external)

Thuthuzela Care Centres

Thuthuzela Care Centres (TCCs) are one-stop facilities that have been introduced as a critical part of South Africa's anti-rape strategy, aiming to reduce secondary victimisation and to build a case ready for successful prosecution. The website also provides access to information on gender-based violence.

- Website: <http://www.soulcity.org.za/>(link is external)
- [Contact details for care centres](#)(link is external)

Gender-Based Violence Command Centre

0800 428 428

STOP Gender Violence Helpline

0800 150 150/ *120*7867#

Halt Elder Abuse Line (Heal) – helpline for elderly people

Helpline: 0800 003 081

E-mail: action@actiononelderabusesa.co.za(link sends e-mail)

Human Trafficking helpline

08000 737 283 (08000 rescue) / 082 455 3664

UNIT 4	Week 7 - 8	TOPIC: WORLD OF WORK
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SUPTOPIC: Financial Literacy: Income and Expenditure

The learner will be able to:

- Explain income and expenditure
- List expenses and income in their own lives

Definition of key concepts

Define the following concepts:

- Income

- Expenditure

- Expenses

Explain income and expenditure

Read with understanding content on income and expenditure

The **income and expenditure** is prepared by non-trading **concerns** to ascertain surplus or deficit of income over expenditures for a particular period. Every day if one needs to buy any item, you need to have an income. Learners are given pocket money which is a form of an income. You have your own needs that need you to spend on. Before you spend you must think of how much you have in the form of pocket money or capital.

Source A: Picture of people spending money on items they need



Source B: Picture of a market place



ACTIVITY

Imagine you have a market day in your school. Your class mates have the products they are selling for profit.

Imagine your parents gave you some cash to spend. Use the template below to indicate your income and your expenses. Indicate the amount you expect to spend on each item.

Personal income and expenses		
Income	Expenses	Price
	Total amount spent =	

UNIT 5	Week 9 - 10	FORMAL ASSESSMENT
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Formal Assessment:

End-of-year examination (must include all topics covered in Term 3 and 4)

DRAFT

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22. (<https://www.accountingformanagement.org>).
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