



Republic of Namibia

MINISTRY OF EDUCATION

SENIOR PRIMARY PHASE

LIFE SKILLS SYLLABUS

GRADES 4 - 7

For implementation 2016

Ministry of Education
National Institute for Educational Development (NIED)
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Namibia

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Life Skills Syllabus Grades 4 - 7

ISBN: 978-99945-2-082-4

Printed by NIED
Website: <http://www.nied.edu.na>

Publication date: 2014

TABLE OF CONTENTS

1.	Introduction	1
2.	Rationale.....	1
3.	Aims.....	1
4.	Inclusive Education	1
5.	Links to other Subjects and Cross-curricular Issues	2
6.	Approach to Teaching and Learning.....	3
7.	End of Phase Competencies	4
8.	Summary of the Learning Content.....	5
9.	Learning Content.....	7
9.1	Learning Content for Grade 4.....	7
9.2	Learning Content for Grade 5.....	11
9.3	Learning Content for Grade 6.....	15
9.4	Learning Content for Grade 7.....	19
10.	Assessment.....	23
10.1	Types and Methods of Assessment.....	23
10.2	Grade Descriptors	24
10.3	Assessment Detailed Guidelines.....	24
10.4	Assessment Rubrics/Criteria	26
10.5	Summary of Continuous Assessment Tasks	27
Annexe 1:	Assessment Record Sheet for Grades 4 - 7	28
Glossary		30

1. Introduction

This syllabus describes the intended learning and assessment for Life Skills in the Senior Primary Phase level. As a subject Life Skills is within the Humanities areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

NIED has agreed on a fixed curriculum review cycle. The expected year for the implementation of the next review of the Senior Primary Phase is 2016. Under optimal circumstances, this subject would need two periods per week.

2. Rationale

Life Skills as a subject is a way of making meaning out of life. The basic aims of the Life Skills Curriculum are to focus on the optimal, holistic development of all learners.

The particular features of Life Skills at this phase are that learners should:

- have a clear idea of their identity
- apply knowledge in decision making
- be able to function effectively
- be socially responsible
- cultivate and strengthen morals and values

3. Aims

Life Skills promotes the following aims in the curriculum:

- emphasise career guidance, holistic wellness and civic affairs
- prepare the learner holistically for life and their future
- promote and foster the highest moral and ethical values
- develop and enhance respect and tolerance towards other people in all spheres of life
- encourage the teaching of cross-curricular topics
- provide orientation, exploration and skills development through self-awareness and a positive self-image

4. Inclusive Education

Life Skills has a layered syllabus with competencies on different achievement levels to cater for learners with learning difficulties. This will empower learners to achieve and extent their personal potential to contribute positively to society and to cope with and respond to the challenges in their world. Learners in need of additional support will receive learning support by the teacher during the lesson.

Intellectually gifted learners should be catered for through challenging activities and enrichment information. Extra work on the same level as that of other learners cannot be considered as enrichment activities.

In working with every topic, issues should be approached from both male and female perspectives. The perspectives of boys and girls need to be shared in class in order to enrich one another's thinking.

Teachers should ensure that learners with hearing impairments are placed in such a way to benefit maximally from the learning opportunities provided. Verbal information should also be provided in written form to learners with hearing impairments.

5. Links to Other Subjects and Cross-curricular Issues

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to Road Safety measures

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

Grade	Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT	Road Safety
4	Personal hygiene Healthy living habits Cruelty towards animals	Good touch, bad touch Spread and treatment of HIV and AIDS	Puberty Values	Freedom	Choices	Pedestrians
5	Inhalants Recycling	Positive behaviour towards Someone who is living with HIV and AIDS The influence of modern society	Gender and sex Sexual reproductive health Self-identity	Abuse and neglect	The influence of technology on society Child pornography	Cyclists
6	Smoking	Fact and myths about HIV and AIDS Stigmatisation and Discrimination towards people living with HIV and AIDS	Peer pressure and values Abstinence Risky sexual behaviour	Rights and Responsibilities Gender-based violence	Budget	Passengers

		Universal safety precautions				
7	Vandalism Conservation	Care and support towards people living with HIV and AIDS Alcohol abuse	Learner pregnancy	Human trafficking Child labour	Saving and spending	Public transport

6. Approach to Teaching and Learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The prior knowledge of learners should always be the starting point of every lesson. Information on prior knowledge should be gained by the teacher through asking questions or brainstorming on the topic. The conveying of new knowledge should not take more than 10-15 minutes, depending on the topic and task at hand.

The teacher should keep in mind that the best ways of learning in Life Skills is through experiential learning and hands-on activities. Suggestions of teaching and learning strategies are:

- individual work
- pair work
- group work
- whole class activities

Co-operative and collaborative learning should be encouraged through pair or group work. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

In Life Skills examples and issues should be taken from the learners' immediate community and environment. It is important to embrace the African context in Namibia. Examples of everyday issues and problems should be included in lessons.

7. End of Phase Competencies

On entry to the Senior Primary phase, all learners are expected to have knowledge on how to care for their environment. Learners demonstrate knowledge about the link between their personal, social and natural environment. Learners explain the importance of a healthy lifestyle. They will be able to practice personal hygiene. They will demonstrate knowledge about emotions and body changes. They will be able to demonstrate safe behaviour in dangerous situations. They will demonstrate basic knowledge on road safety.

All learners, despite their intellectual or academic level are able to accomplish basic living skills. A few learners will just be able to manage the minimum number of competencies and must receive Learning Support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completing the Senior Primary Phase in Life Skills, learners are expected to be able to:

- make informed decisions about subject choices and their influence on possible careers
- make informed decisions about personal health
- respond effectively to challenges in his or her world
- demonstrate an understanding and appreciation of the responsibilities towards the self, other people and animals
- demonstrate respect and tolerance towards other people's values.

8. Summary of the Learning Content

TOPICS GRADE 4	TOPICS GRADE 5	TOPICS GRADE 6	TOPICS GRADE 7
CAREER GUIDANCE			
<ul style="list-style-type: none"> • Conduct in class • Motivation and goals • Homework • Importance of work 	<ul style="list-style-type: none"> • Reading • Study time • Study • Tests and examination skills 	<ul style="list-style-type: none"> • Motivation • Goal setting • Study skills • Personal strengths and weaknesses • Listening skills 	<ul style="list-style-type: none"> • Leadership • Time Management • Learning styles • Examination skills and strategies • Subject choices and careers • Apply to the right school • Entrepreneurial skills
HOLISTIC WELLNESS			
<ul style="list-style-type: none"> • Puberty • Good touch, bad touch • Spread and treatment of HIV and AIDS • Personal hygiene • Healthy living habits • Skin cancer • Household responsibilities • Friendship • Respect • Choices • Success and disappointment • Values 	<ul style="list-style-type: none"> • Positive behaviour towards someone who is living with HIV and AIDS • Gender and sex • Sexual reproductive health • Self-identity • Initiating a friendship • The influence of technology on society • Abuse and neglect • Child pornography • Bullying • Medication • Inhalants • Borrowing 	<ul style="list-style-type: none"> • Fact and myths about HIV and AIDS • Stigmatisation and discrimination towards people living with HIV and AIDS • Universal safety precautions • Assertive behaviour • Rights and responsibilities within a friendship • Peer pressure and values • Abstinence • Risky sexual behaviour • Smoking • Lung cancer • Budget 	<ul style="list-style-type: none"> • Care and support towards people living with HIV and AIDS • Learner pregnancy • Human trafficking • Child labour • Bullying • Crises • Grief/Bereavement • Separation and divorce • Alternative health practices • Alcohol abuse • Alcohol induced cancer • Saving and spending

TOPICS GRADE 4	TOPICS GRADE 5	TOPICS GRADE 6	TOPICS GRADE 7
CIVIC AFFAIRS			
<ul style="list-style-type: none"> • Cruelty towards animals • Freedom • Road safety (Pedestrians) 	<ul style="list-style-type: none"> • Recycling • Volunteerism • Road safety (Cyclists) 	<ul style="list-style-type: none"> • Child rights and responsibilities • Senior citizens • Road safety (Passengers) 	<ul style="list-style-type: none"> • Vandalism • Conservation • Road safety (Public transport)

9. LEARNING CONTENT

9.1 LEARNING CONTENT FOR GRADE 4

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
9.1.1 CAREER GUIDANCE		
Conduct in class	<ul style="list-style-type: none"> • acquire and internalise values on proper conduct in class 	<ul style="list-style-type: none"> • discriminate between acceptable and unacceptable behaviour in class • develop class rules • link rules to consequences for disobeying them
Motivation and goals	<ul style="list-style-type: none"> • understand the link between motivation and goals 	<ul style="list-style-type: none"> • explain what motivation and goals are • explain the link between being motivated and achieving goals • set realistic goals
Homework	<ul style="list-style-type: none"> • understand the importance of homework 	<ul style="list-style-type: none"> • explain what homework is • explain the reasons for homework • list guidelines for doing homework
Importance of work	<ul style="list-style-type: none"> • understand why work is important 	<ul style="list-style-type: none"> • explain what work is • identify the importance of work • discuss the difference between leisure and work
9.1.2 HOLISTIC AWARENESS		
Puberty	<ul style="list-style-type: none"> • acquire knowledge about changes during puberty 	<ul style="list-style-type: none"> • explain what puberty is • discuss changes during puberty • discuss emotional changes associated with puberty

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Good touch, bad touch	<ul style="list-style-type: none"> • know how to say no to bad touch 	<ul style="list-style-type: none"> • discriminate between good and bad touch • explain ways to protect yourself from bad touch • identify and evaluate a situation of bad touch
Spread and treatment of HIV and AIDS	<ul style="list-style-type: none"> • know how HIV is spread 	<ul style="list-style-type: none"> • explain the difference between HIV and AIDS • discuss how HIV is spread • describe the relationship between the use of antiretroviral medication and living positively
Personal hygiene	<ul style="list-style-type: none"> • know about the importance of a clean body 	<ul style="list-style-type: none"> • explain how to keep the body clean • discuss ways to prevent the spread of bacteria and other harmful germs on the body • discuss the importance of hygiene for someone living with HIV and AIDS
Healthy living habits	<ul style="list-style-type: none"> • understand the importance of healthy living habits 	<ul style="list-style-type: none"> • distinguish between cultural food, junk food and healthy food • discuss the importance of exercise • discuss the importance of healthy food for people living with HIV and AIDS
Skin cancer	<ul style="list-style-type: none"> • know how to prevent skin cancer 	<ul style="list-style-type: none"> • explain what skin cancer is • discuss the role of the sun in developing skin cancer • discuss the prevention of skin cancer

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Household responsibilities	<ul style="list-style-type: none"> • understand responsibilities at home 	<ul style="list-style-type: none"> • identify household chores learners have at home • explain the importance of doing household chores • discuss ways to strike a balance between work and play at home
Friendship	<ul style="list-style-type: none"> • appreciate the value of having friends 	<ul style="list-style-type: none"> • explain what a friend is • discuss important aspects of choosing a friend • explain the qualities of a good friend
Respect	<ul style="list-style-type: none"> • know the importance of respect towards others and their property 	<ul style="list-style-type: none"> • explain respect and self-respect • discuss whom to respect • identify ways to respect yourself and others
Choices	<ul style="list-style-type: none"> • know the importance of making correct choices in life 	<ul style="list-style-type: none"> • discuss different choices • explain responsibilities for each choice • discuss how to deal with wrong choices
Success, disappointment and failure	<ul style="list-style-type: none"> • know how to deal with success, disappointment and failure 	<ul style="list-style-type: none"> • discuss the meaning of success • explain how to cope with disappointment • discuss ways to deal with failure
Values	<ul style="list-style-type: none"> • know the importance of values 	<ul style="list-style-type: none"> • explain what a value is • discuss different family values • discuss the most important values to have

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
9.1.3 CIVIC AFFAIRS		
Cruelty towards animals	<ul style="list-style-type: none"> • understand the importance of animal care 	<ul style="list-style-type: none"> • list animals that can be kept as pets • discuss proper conduct towards animals • demonstrate how to bring awareness to the community on proper animal care
Freedom	<ul style="list-style-type: none"> • understand the implications of freedom 	<ul style="list-style-type: none"> • explain what freedom is • identify the difference between rights and responsibilities • discuss freedom of movement
Road safety (Pedestrians)	<ul style="list-style-type: none"> • know appropriate pedestrian behaviour 	<ul style="list-style-type: none"> • identify different road signs • discuss dangerous pedestrian behaviour • explain pedestrian rules

9.2 LEARNING CONTENT FOR GRADE 5

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
9.2.1 CAREER GUIDANCE		
Reading	<ul style="list-style-type: none"> • improve reading skills 	<ul style="list-style-type: none"> • list different reading materials • discuss the value of reading • discuss the concept of reading with understanding
Study time	<ul style="list-style-type: none"> • understand how to manage study time effectively 	<ul style="list-style-type: none"> • identify own time management • discuss the concept of “time” • discuss how to plan study time
Study	<ul style="list-style-type: none"> • understand how to study 	<ul style="list-style-type: none"> • discuss various study habits • identify a good study attitude • demonstrate note taking skills
Tests and examination skills	<ul style="list-style-type: none"> • acquire tests and examination skills 	<ul style="list-style-type: none"> • explain what to do: <ul style="list-style-type: none"> - before tests and examinations - during tests and examinations - after tests and examinations • discuss important rules during tests and examinations • discuss different types of tests
9.2.2 HOLISTIC WELLNESS		

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
Positive behaviour towards people living with HIV and AIDS	<ul style="list-style-type: none"> • know how to behave towards people living with HIV and AIDS 	<ul style="list-style-type: none"> • discuss the problems, fears, feelings and thoughts a person living with HIV and AIDS might experience • discuss how the school and individuals can behave positively towards someone who is living with HIV and AIDS • identify myths that can lead to stigma and discrimination against someone living with HIV and AIDS
Gender and sex	<ul style="list-style-type: none"> • understand the difference between gender and sex 	<ul style="list-style-type: none"> • explain the difference between gender and sex • explain the role the media plays in gender stereotyping • discuss the necessity of gender equity
Sexual reproductive health	<ul style="list-style-type: none"> • gain knowledge on sexual reproductive health 	<ul style="list-style-type: none"> • explain what sexual reproductive health is • discuss myths about sexual reproductive health • discuss the reproductive cycle and conception
Self-identity	<ul style="list-style-type: none"> • consider the importance of name and identity in self-awareness 	<ul style="list-style-type: none"> • discuss the importance of a name for personal identity • discover the uniqueness of every person • reflect on own identity
Initiating a friendship	<ul style="list-style-type: none"> • understand the key elements of friendship 	<ul style="list-style-type: none"> • discuss how to treat a friend • describe the characteristics of a good friend • explain how to start a friendship
The influence of technology on society	<ul style="list-style-type: none"> • realise the influence of technology on daily living 	<ul style="list-style-type: none"> • define technology • discuss different types of technology • explain negative and positive influences of technology on society

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
Abuse and neglect	<ul style="list-style-type: none"> understand the effect of abuse and neglect 	<ul style="list-style-type: none"> differentiate between abuse and neglect identify different types of abuse explain where to get help when abused
Child pornography	<ul style="list-style-type: none"> understand the dangers of child pornography 	<ul style="list-style-type: none"> explain what pornography is discuss the dangers of child pornography discuss the role of technology in child pornography
Bullying	<ul style="list-style-type: none"> recognise bullying and develop coping skills 	<ul style="list-style-type: none"> explain what bullying is explain the difference between a bully and a victim discuss reasons for bullying and how to deal with it
Medication	<ul style="list-style-type: none"> acquire knowledge on medication 	<ul style="list-style-type: none"> discuss the difference between prescribed and over-the-counter medication explain how medication can be misused and the consequences thereof discuss rehabilitation possibilities
Inhalants	<ul style="list-style-type: none"> know about the dangers of inhalants 	<ul style="list-style-type: none"> explain what an inhalant is and name different inhalants describe the dangers of inhalants discuss the reason for using inhalants
Borrowing	<ul style="list-style-type: none"> understand the consequences of borrowing 	<ul style="list-style-type: none"> explain what borrowing is explain the advantages of borrowing discuss the dangers of borrowing
9.2.3 CIVIC AFFAIRS		
Recycling	<ul style="list-style-type: none"> understand the importance of recycling 	<ul style="list-style-type: none"> discuss the effect of litter on the environment demonstrate the recycling process illustrate various recycled products

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
Volunteerism	<ul style="list-style-type: none"> • realise the importance of civic duties and volunteerism 	<ul style="list-style-type: none"> • state civic duties appropriate to your age and position • outline what volunteerism is • plan a personal volunteering activity
Road safety (Cyclists)	<ul style="list-style-type: none"> • know appropriate cyclists' behaviour 	<ul style="list-style-type: none"> • identify different road signs • explain rules for cyclists • discuss dangerous cyclists' behaviour

9.3 LEARNING CONTENT FOR GRADE 6

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
9.3.1 CAREER GUIDANCE		
Motivation	<ul style="list-style-type: none"> • understand the importance of being self-motivated 	<ul style="list-style-type: none"> • discuss intrinsic and extrinsic motivation • explain characteristics of an internally motivated person • investigate the importance of self-motivation
Goal setting	<ul style="list-style-type: none"> • understand how to set realistic goals 	<ul style="list-style-type: none"> • explore the characteristics of realistic goals • distinguish between long and short-term goals • develop an action plan to achieve goals
Study skills	<ul style="list-style-type: none"> • acquire effective study skills 	<ul style="list-style-type: none"> • describe ways to organise study area at home or hostel • explain steps in the SQ3R study method • develop own action plan for study
Personal strengths and weaknesses	<ul style="list-style-type: none"> • understand the influence of personal strengths and weaknesses on career choice 	<ul style="list-style-type: none"> • explain the concepts strengths and weaknesses • analyse own strengths and weaknesses • discover the link between strengths and weaknesses and careers
Listening skills	<ul style="list-style-type: none"> • know good listening skills 	<ul style="list-style-type: none"> • differentiate between listen and hear • list barriers to listening • explain listening strategies
9.3.2 HOLISTIC WELLNESS		
Facts and myths about HIV and AIDS	<ul style="list-style-type: none"> • differentiate between facts and myths about HIV and AIDS 	<ul style="list-style-type: none"> • explain what HIV and AIDS is • discuss facts and myths on HIV and AIDS • discuss how to deal with myths on HIV and AIDS

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
Stigmatisation and discrimination towards people living with HIV and AIDS	<ul style="list-style-type: none"> • know how to address stigma and discrimination against people living with HIV and AIDS (PLWHAs) 	<ul style="list-style-type: none"> • describe situations that might lead to HIV and AIDS related stigma and discrimination • explain how to address stigma and discrimination against people living with HIV and AIDS • discuss why people discriminate against people living with HIV and AIDS
Universal safety precautions	<ul style="list-style-type: none"> • understand how to make informed HIV risk assessment and embrace sound safety precautions 	<ul style="list-style-type: none"> • explain what universal safety precautions is • discuss some universal safety precautions • create safety rules for the classroom based on universal safety precautions
Assertive behaviour	<ul style="list-style-type: none"> • know how to express assertive behaviour 	<ul style="list-style-type: none"> • discuss what assertive behaviour is • identify the characteristics of assertive behaviour, • differentiate between assertiveness and arrogance and explore assertiveness techniques
Rights and responsibilities within a friendship	<ul style="list-style-type: none"> • know rights and responsibilities of individuals in friendship 	<ul style="list-style-type: none"> • discuss what friendship is • differentiate between different kinds of friendship • discuss the rights and responsibilities of each person involved in a friendship
Peer pressure and values	<ul style="list-style-type: none"> • understand that peer pressure can influence personal values 	<ul style="list-style-type: none"> • explain what values are • discuss how peer pressure can influence personal values • discuss how to deal with peer pressure that are against personal values
Abstinence	<ul style="list-style-type: none"> • understand abstinence as a healthy choice 	<ul style="list-style-type: none"> • discuss the meaning of abstinence • discuss the consequences for not abstaining • list typical phrases people use to pressure others for sex and strategize appropriate responses to those phrases

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
Risky sexual behaviour	<ul style="list-style-type: none"> • gain knowledge of risky sexual behaviour 	<ul style="list-style-type: none"> • explain what sexual behaviour is • discuss healthy and responsible sexual behaviour • discuss consequences of engaging in risky sexual behaviour
Smoking	<ul style="list-style-type: none"> • know about the consequences of smoking cigarettes and/or marijuana 	<ul style="list-style-type: none"> • discuss reasons why people smoke cigarettes and/or marijuana • explain the effects of smoking cigarettes and/or marijuana on the body • discuss social and financial implications of smoking cigarettes and/or marijuana
Lung cancer	<ul style="list-style-type: none"> • know the facts about lung cancer 	<ul style="list-style-type: none"> • explain what lung cancer is • discuss symptoms of lung cancer • discuss the prevention of lung cancer
Budget	<ul style="list-style-type: none"> • know how to manage money through planning and budgeting 	<ul style="list-style-type: none"> • explain what a budget is • explain the advantages of having a budget • identify the importance of proper planning and budgeting
9.3.3 CIVIC AFFAIRS		
Child rights and responsibilities	<ul style="list-style-type: none"> • understand that children's rights go hand in hand with responsibilities 	<ul style="list-style-type: none"> • differentiate between a right and a responsibility • discuss the Child Rights Charter • discuss how the Child Rights Charter is reflected in the Namibian Constitution
Senior citizens	<ul style="list-style-type: none"> • develop respect towards senior citizens and recognise their needs 	<ul style="list-style-type: none"> • explain when is a person a senior citizen • discuss behaviour towards senior citizens • discuss ways to fulfil the needs of senior

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
Road safety (Passengers)	<ul style="list-style-type: none"> • understand the importance of safe behaviour during travelling 	<ul style="list-style-type: none"> • explain what a passenger is • discuss different types of passenger transportation • discuss safe behaviour of passengers in different types of transportation

9.4 LEARNING CONTENT FOR GRADE 7

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
9.4.1 CAREER GUIDANCE		
Leadership	<ul style="list-style-type: none"> • understand the responsibilities of a leader 	<ul style="list-style-type: none"> • discuss the characteristics of a good leader • explain the responsibilities of a leader • discuss mutual respect between a leader and a follower
Time management	<ul style="list-style-type: none"> • know how to manage time effectively 	<ul style="list-style-type: none"> • report on study time used • develop a study plan • demonstrate effective time management
Learning styles	<ul style="list-style-type: none"> • know about different styles of learning 	<ul style="list-style-type: none"> • explain different learning styles • discuss the benefit of knowing individual learning style • determine individual learning style
Examination skills and strategies	<ul style="list-style-type: none"> • attend to examination skills and strategies 	<ul style="list-style-type: none"> • discuss preparation before examination • explain examination rules and regulations • discuss strategies during examination writing
Subject choices and careers	<ul style="list-style-type: none"> • understand the link between subjects and careers 	<ul style="list-style-type: none"> • explore subjects choices in neighbouring schools • explain the importance of choosing the right subjects • demonstrate the link between subjects and careers
Apply to the right school	<ul style="list-style-type: none"> • understand the relationship between subject choices and a suitable school 	<ul style="list-style-type: none"> • discuss differences and similarities between career orientated and academic schools • discuss the application process • discuss what to do when none of the surrounding schools are offering the subjects you are interested in

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
Entrepreneurial skills	<ul style="list-style-type: none"> • acquire entrepreneurial skills 	<ul style="list-style-type: none"> • describe the characteristics of an entrepreneur • explain the process to start a business • demonstrate how to start a business
9.4.2 HOLISTIC WELLNESS		
Care and support towards people living with HIV and AIDS	<ul style="list-style-type: none"> • know how to care and support people living with HIV and AIDS 	<ul style="list-style-type: none"> • discuss how to show empathy towards people living with HIV and AIDS • explain ways to provide care and support • discuss the impact of care and support on the lives of people living with HIV and AIDS
Learner pregnancy	<ul style="list-style-type: none"> • know about different ways of pregnancy prevention 	<ul style="list-style-type: none"> • discuss reasons why learners become sexually active • explain ways of preventing learner pregnancy • discuss the consequences of being a learner parent
Human trafficking	<ul style="list-style-type: none"> • understand the problem of human trafficking 	<ul style="list-style-type: none"> • explain what human trafficking is • explain the dangers of believing promises • discuss various types of human trafficking
Child labour	<ul style="list-style-type: none"> • know the difference between child labour and household chores 	<ul style="list-style-type: none"> • explain what child labour is • discuss the reasons for child labour • disclose where to report child labour
Bullying	<ul style="list-style-type: none"> • know how to cope with bullying 	<ul style="list-style-type: none"> • discuss types of bullying • discuss strategies to prevent bullying • explain how to deal with bullying
Crises	<ul style="list-style-type: none"> • know how to identify and deal with crises 	<ul style="list-style-type: none"> • explain what a crises is • report resources in times of crises • discuss factors that influence the response to crises

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
Grief/bereavement	<ul style="list-style-type: none"> • understand the process of coming to terms with grief/bereavement 	<ul style="list-style-type: none"> • explain the difference between grief and bereavement • discuss the steps of bereavement • discuss the importance of resilience
Separation and divorce	<ul style="list-style-type: none"> • gain insight on the effects of separation and divorce 	<ul style="list-style-type: none"> • identify factors leading to separation or divorce • discuss the effects of divorce and separation on family members • identify coping skills to deal with divorce and separation
Alternative health practices	<ul style="list-style-type: none"> • know about alternative health practices 	<ul style="list-style-type: none"> • explain what alternative health practices are • discuss different alternative healing practices • discuss the benefits and drawbacks of alternative health practices
Alcohol abuse	<ul style="list-style-type: none"> • understand the dangers of alcohol abuse 	<ul style="list-style-type: none"> • discuss the different types of alcoholic beverages • differentiate between alcohol use, alcohol misuse, alcohol abuse and alcoholism • identify the risks of alcohol use
Alcohol related cancer	<ul style="list-style-type: none"> • understand the link between alcohol abuse and cancer 	<ul style="list-style-type: none"> • identify different types of cancer related to alcohol abuse • explain the symptoms of different types of cancer related to alcohol abuse • discuss the treatment of alcohol related cancer
Saving and spending	<ul style="list-style-type: none"> • understand the importance of managing money 	<ul style="list-style-type: none"> • list saving facilities • discuss the importance of saving • explain responsible spending strategies

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
9.4.3 CIVIC AFFAIRS		
Vandalism	<ul style="list-style-type: none"> • know about the impact of vandalism 	<ul style="list-style-type: none"> • explain what vandalism is • discuss why people vandalise property and the impact of it on the community • discuss how to prevent vandalism
Conservation	<ul style="list-style-type: none"> • understand the importance of conservation 	<ul style="list-style-type: none"> • define conservation • discuss different types of conservation • explore how to reduce the carbon footprint
Road safety (Public transport)	<ul style="list-style-type: none"> • know the benefits and dangers of public transport 	<ul style="list-style-type: none"> • discuss what public transport is • discuss the advantages and disadvantages of using public transport • report on rights and responsibilities when using public transport

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching assess a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of the teaching-learning process, and which will be assessed. However, it is intended that the curriculum be behaviour-change driven.

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible.

10.1 Types and Methods of Assessment

Continuous Assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements. Continuous assessment must be clear, simple and manageable. Learner-centred principles and practice should be used. Teachers must elicit reliable and valid information of the learner's performance in the competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points and how they need to improve. The learner's progress in Life Skills must be reported to parents on the school report. Parents should be encouraged to reward achievements, and be given suggestions as to how they can support their child's learning activities.

Formative Assessment

Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning.

Assessment has a formative role for learners and teachers if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative Assessment

Summative assessment is an assessment made at the end of the school year based on the accumulation of the assessment marks of the learner throughout the year in any given subject. **No end-of-term tests or examinations should be written in Life Skills.** Continuous assessment marks need to appear on the learners' reports every term. The three terms' assessment marks need to be added together at the end of the year to give a picture of the learners' skills and knowledge obtained during the year.

Informal and Formal Methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's participation in investigating things, interpreting phenomena and data, applying knowledge, communicating and making valued judgments.

Evaluation

Continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the needs of each learner. At the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

10.2 Grade Descriptors

The learner's level of achievement in relation to the competencies in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grades 4 to 12 letter grades are related to percentages. The relation between the grades awarded and competencies are shown below.

Grade	% Range (Gr. 4-12)	Competency Descriptions
A	80%+	Achieved Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Competencies very well. The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	60-69%	Achieved Competencies well. The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	Achieved Competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of Competencies to be considered competent. The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Not achieved the minimum number of Competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Assessment Detailed Guidelines

Types of Continuous Assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and homework activities may be recorded for continuous assessment.

In Life Skills in the Senior Primary Phase the continuous assessment tasks are as follows:

Written Task
 Visual Creative Task
 Performing Task
 Project
 Portfolio

Each task will count 20 marks. ***During the first and second term four different tasks must be assessed (two tasks per term). One task (own choice) and the portfolio must be assessed during the third term.***

Suggestions for a written task, visual creative task, performing task and project are:

Written task (Individual work)	Creative task	Performing Task	Project
essay paragraph worksheet table article list case study map research summary note taking graph	a display poster collage song poem comic strip acronyms brochure card slogan drawing painting	role-play drama song mimic recitation dance puppet show debate demonstration	interview practical demonstration research models poster comic strip

Criterion-referenced Grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the Competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria descriptors mean and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.4 Assessment Rubrics/Criteria

The following criteria should be used in assessing Life Skills:

Task	Criteria	Description	Mark	Total
Written Task	Knowledge	Knowledge is a familiarity, an awareness, a comprehension of the facts, information, description and skills acquired through experience and learning of the selected topics from the syllabus.	10	20
	Completeness	All the requirements of the tasks are met	5	
	Presentation	General organisation of the tasks	5	
Creative Task	Neatness of task	Overall tidiness of tasks	5	20
	Completeness	All the requirements of the tasks are met	5	
	Originality	Generate innovative ideas and alternatives	5	
	Instructions followed	Tasks are completed according to given instructions	5	
Performing task	Preparation	General preparedness of learners	5	20
	Participation	Take part effectively and freely in given activities	5	
	Originality/execution	Generate innovative ideas and the presentation thereof	10	
Project	Applied knowledge	Application of information	5	20
	Neatness	Neatness of project	5	
	Completeness	All the requirements of the tasks are met	5	
	Research	Indication of resources used	5	
Portfolio	Presentation	Neatness of portfolio	5	20
	Completeness	Completeness of portfolio	5	
	Creativeness	Layout and decoration of portfolio	10	

10.5 Summary of Continuous Assessment Tasks

Assessment Record Sheet for Grades 4 - 7

Teacher:

Year:

School:

Grade:

Names	Terms	Written Task				Creative Task				Performing Task				Project				Portfolio				Total Term Mark(40/4x10)	Year Mark (Term 1+2+3/3=)	Symbol		
		Knowledge	Completeness	Presentation	Total	Neatness	Completeness	Originality	Instructions followed	Total	Preparation	Participation	Originality/Execution	Total	Applied knowledge	Neatness	Completeness	Research	Total	Presentation	Neatness				Completeness	Total
		10	5	5	20	5	5	5	5	20	5	5	10	20	5	5	5	5	20	10	5	5	20	100	100	
	1																									
	2																									
	3																									
	1																									
	2																									
	3																									
	1																									
	2																									
	3																									

Annexe 1: Assessment Record Sheet for Grades 4 - 7

Teacher:

Year:

School:

Grade:

Names	Terms	Written Task				Creative Task				Performing Task				Project				Portfolio				Total Term Mark(40/4x10)	Year Mark (Term 1+2+3/3=)	Symbol		
		Knowledge	Completeness	Presentation	Total	Neatness	Completeness	Originality	Instructions followed	Total	Preparation	Participation	Originality/Execution	Total	Applied knowledge	Neatness	Completeness	Research	Total	Presentation	Neatness				Completeness	Total
		10	5	5	20	5	5	5	5	20	5	5	10	20	5	5	5	5	20	10	5	5	20	100	100	
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	3																									
	1																									
	2																									
	3																									

Assessment Record Sheet for Grades 4 – 7

Teacher:

Year:

School:

Grade:

Names	Terms	Written Task				Creative Task				Performing Task				Project				Portfolio				Total Term Mark(40/4x10)	Year Mark (Term 1+2+3/3=)	Symbol			
		Knowledge	Completeness	Presentation	Total	Neatness	Completeness	Originality	Instructions followed	Total	Preparation	Participation	Originality/Execution	Total	Applied knowledge	Neatness	Completeness	Research	Total	Presentation	Neatness				Completeness	Total	
		10	5	5	20	5	5	5	5	20	5	5	10	20	5	5	5	5	20	10	5	5	20	100	100		
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	3																										

GLOSSARY

Assertive	self-confident
Bereavement	a state of being sad because someone passed away
Contemporary	part of the present
Discriminate	to make a difference between objects or people
Etiquette	correct way of behaviour
Grief	emotional response to a major loss
Holistic person	person as a physical, emotional, psychological and social being
Inhalant	substance a person breathes in
Leisure	activities done during free time
Pedestrian	person on foot
Portfolio	a file, book or any other method used to keep a learner's work or documents
Pornography	visual display of sexual arousal material
SQ3R	scan, questions, reading, writing, recall
Substance	mood-altering ingredient
Superstition	belief in the supernatural
Universal	worldwide



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