MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

LIFE SKILLS TEACHERS’ MANUAL
GRADES 8 - 10

FOR IMPLEMENTATION IN 2008
The Ministry of Education, through the National Institute of Educational Development (NIED), embarked on the development of a Teachers’ Manual for Life Skills in the Junior Secondary Phase.

The purpose of the manual is to guide teachers to have a better understanding of the presentation of Life Skills as a subject.

The main target users of this manual are School Counsellors, Life Skills Teachers and Subject Heads.

This manual mainly deals with the presentation of topics in Life Skills in the Junior Secondary Phase.

We trust that it will enable teachers to implement Life Skills in schools with great confidence and success.
ACKNOWLEDGEMENTS

This manual was developed under the auspices of the National Institute for Educational Development (NIED). It is meant to help facilitate teaching and learning through the positive presentation of Life Skills in schools.

The commitment and sacrifice of the following people to the development of this manual cannot be over emphasised:

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1. **INTRODUCTION**

The Teachers’ Manual for Life Skills aims to provide the teacher with information about the syllabus and how to use it effectively. The Teachers’ Manual will guide the teacher in implementing the learning programme and provide advice and tools for planning based on the syllabus. The purpose of the guide is to help teachers plan their own teaching at the appropriate level, using a learner-centred approach.

In Life Skills, themes and topics have been grouped to make the main conceptual areas clear. The themes are Career Guidance, Daily Living Skills and Personal Social Skills. Career Guidance focuses on study skills, career research and work ethics. Daily Living Skills focuses on health care, family life and finances. Personal Social Skills focus on self-awareness, relationships and citizenship.

2. **TIME ALLOCATION**

The time allocation is one period per cycle.

3. **SCHEME OF WORK**

The aim/purpose of the Scheme of Work is to give teachers ideas and guidance on subject integration. Teachers are encouraged to draw up their own schemes of work. Topics should be chosen selectively and planned over a period of time to ensure that the syllabus topics are well covered.

By using a Thematic Scheme of Work teachers will be able to develop/plan lessons and activities constructively and in the context of the curriculum design.

4. **YEAR PLAN**

The year plan for Life Skills Grade 8 is spread over 32 topics, Grade 9 over 26 topics and Grade 10 over 33 topics. It might be necessary to use more than one period for some topics, depending on learners’ needs. There are more topics than periods therefore you need to select topics relevant to your learners’ needs.

The Year Plan is flexible and topics could be presented according to needs. If a learner comes with a problem and there is a need to deal with it, it should be presented in class.

**Note to teachers:**

Please take note that this manual is meant to assist teachers in presenting Life Skills. In this manual certain topics contain detailed information. This serves as background information for the teacher. Most topics have several activities. The teacher should select activities that will allow learners to meet the required competencies. The teacher may also use other activities not mentioned in this manual.

Please take note that this manual does not provide you with an introduction to each lesson. You need to decide on your own introduction.
5. BRAIN EXERCISES

The following brain exercises are based on Brain Gym as encountered in *Smart Moves*, a best-selling book written by Carla Hannaford, Ph.D. Dr Hannaford states that our bodies are very much part of our learning and that learning is not an isolated “brain” function. Every nerve and every cell forms part of a network that contributes to our intelligence and our learning ability.

**HINTS**

- The earlier in life you start with brain exercises the better
- Choose brain exercises appropriate for the grade of the learners
- It is advisable to try one or two of these exercises yourself before you start with a lesson
- The exercises could also be done outside the classroom
- It is advisable for learners to do the exercises before studying
- Learners must also remember that it is very important to drink water before any stressful situation or test as we tend to perspire under stress, and dehydration can affect our concentration negatively
- Brain exercises can be effective with large class groups as well as with individuals

The following exercises have been found helpful in improving overall concentration in class.

**ENERGY YAWN**

This exercise prepares the brain for reading aloud, creative writing and public speaking. It enhances proper breathing, which leads to more effective functioning of the brain and release of energy from the body.

**HOW TO DO THIS EXERCISE**

- Put your hands on the sides of your face, on your cheeks, just in front of your ears.
- Open your mouth and pretend to yawn.
- Feel how the muscles move when you open and close your mouth.
- While “pretending” to yawn, gently rub or massage the muscles that open and close your mouth.
- You can make a yawning sound to make the yawn seem more real.

Repeat this exercise 3 to 6 times.
CROSS CRAWL

This exercise helps to coordinate the right and left hemispheres of the brain by exercising the information flow between the two hemispheres. It is useful for improving spelling, writing, listening, reading and comprehension.

HOW TO DO THIS EXERCISE

- Stand upright.
- Put the left hand across the body, raise your right knee and touch your right knee with your left hand.
- Do the same thing. Put the right hand on the left knee as if you are marching.
- Now “march” for about one minute. The idea is to do it slowly.

Breathe in and out slowly and deeply while doing the exercise.
HOOK-UPS

This exercise helps to release tension and improve focus. It works well before a test or a special event such as making a speech. Any situation which will cause nervousness calls for a few “hook-ups” to calm the mind and improve concentration.

HOW TO DO THIS EXERCISE

Step 1

- Stand or sit.
- Cross the left leg over the right at the ankles.
- Take your left wrist and cross it over the right wrist and link up the fingers so that the left wrist is on top.
- Bend the elbows out and gently turn the fingers in towards the body until they rest on the breastbone in the centre of the chest.
- Stay in this position.
- Keeping the ankles and the wrists crossed, close your eyes and then breathe evenly for a few minutes.
- When you breathe in, press your tongue against your palate.
- When breathing out, relax your tongue and breathe out through your mouth.

Repeat this exercise for 1 minute.

Step 2

- Now uncross your legs and hands.
- Put your fingertips together.

Keep breathing in and out slowly for 1 minute.
**THE ELEPHANT**

This exercise helps with listening, comprehension, speech, spelling and memory sequences.

**HOW TO DO THIS EXERCISE**

- Stand upright.
- Point your left arm straight out in front of you.
- “Glue” your head to your arm.
- Make sure you can see your hand pointing in front of you.
- Bend your knees slightly.
- “Draw” a horizontal 8 using your whole body and try to visualise the shape of the 8.

Repeat this 5 times with each arm.

**THINKING CAP**

Your ear is a very sensitive sensory area. This exercise will help to bring blood and oxygen to this area. It helps to get the brain ready for listening comprehension, spelling and improving attention.

**HOW TO DO THIS EXERCISE**

- Place your thumb and index finger at the top of your ear. You will feel that your ear is “rolled up”. Now “unroll” your ear starting at the top and then working your way down to the bottom lobe.
- Unroll your ear one section at a time until you have reached the bottom.
- Do the same with the other ear.

Repeat this exercise 3 or 4 times with both ears at the same time.
CALF PUMP (vertical push-ups)

This exercise helps with breathing, focus, concentration, communication, listening and comprehension and creative writing.

HOW TO DO THIS EXERCISE

- Stand with your hands against a wall.
- Feel the weight of your body on your arms.
- Stretch your right leg out behind you. Keep the right foot on the floor but lift the heel.
- Bend the knee of your left leg.
- Your weight should be on your left leg.
- Press the heel of your right leg down to touch the ground. You should feel a bit of stretching in the muscles of your right leg.
- While pushing the heel of your right leg to the floor, breathe out through your mouth.
- Now relax your right leg so that your heel lifts off the floor and breathe in.

Repeat this 3 to 4 times and then change legs.
**BRAIN BUTTONS**

This exercise helps to improve the flow of blood to the brain and to “switch on” the entire brain before a lesson begins. The increased blood flow helps improve concentration required for reading, writing, etc.

**HOW TO DO THIS EXERCISE**

- Sit upright.
- Stretch your right hand so that there is as wide a space as possible between the thumb and the index finger.
- Put your spaced index finger and thumb into the slight indentations between the collar-bones on each side of the breastbone.
- Press lightly in a pulsing manner.
- At the same time put the left hand over your belly button.
- Gently press on these points for about 30 seconds.
- Change hands and repeat the exercise.

You can do this 2 to 3 times with each hand.

**EARTH BUTTONS**

This exercise prepares the brain for reading, spelling and mathematics.

**HOW TO DO THIS EXERCISE**

- Sit upright.
- Put the fingertips of your right hand just below your bottom lip.
- Put your left hand on the upper edge of the pubic bone.
- Breathe in and out slowly and concentrate on relaxing.
- Breathe the energy up the centre of the body.
- Do this for about 30 seconds.
- Change hands and repeat the exercise.

You can do this 2 to 3 times.
HORIZONTAL 8

This exercise helps the brain to work with numbers. It improves co-ordination, focus and memory.

HOW TO DO THIS EXERCISE

- Stand upright.
- Start with your right hand and imagine that the middle of your body is the middle of the 8.
- Start drawing an 8 from the middle of your body.
- Do not move your body, only your arms.
- Look straight in front of you, pretending that you are drawing on a blackboard.
- Repeat the exercise with your left hand.
- Draw 3 figure 8s, using both hands at the same time.

Do this 3 times.
6. **GRADE 8**

6.1 **CAREER GUIDANCE**
(refer to 10.1.1 in the Life Skills Grades 8 - 10 syllabus)

(a) **STUDY SKILLS**

**MOTIVATION**

Ask any person who is successful in whatever he/she is doing what motivates him/her, and very likely the answer will be “goals”. Goal setting is extremely important to motivation and success. So what motivates you? Why are you at school? If you are at school because that’s what your parents want, you may find it difficult to motivate yourself. However, motivation that comes from within really makes the difference.

Certainly, you need intelligence, knowledge, good self-image, positive attitudes, positive thoughts, study skills and time management, but without motivation, you won’t get far. Think about this analogy.

**Analogy:**

You have a smart car with a full tank of fuel, tuned engine, good set of tyres, CD player, the lot. The car has incredible potential. However, the car cannot start without a key. THE KEY is MOTIVATION!!!!

You can develop your motivation by:

a) Clear interest in what you are doing.
b) A strong desire to learn about the world you live in.
c) Goal setting.

Barriers like anger, boring tasks, blame, negative thoughts, etc. can negatively influence motivation.

**Teachers’ activity:**

Discuss the importance of a good self-image, positive attitude, positive thoughts and clear goals in motivation.

**Group activity:**

Interview someone in your community who is successful and find out what motivated that person.

**Learners’ activity:**

Brainstorm and list things that have a negative impact on your motivation level. Suggest ways to improve your motivation.

Write a letter to yourself in which you commit yourself to be motivated in the achievement of your specific goals.
Learners’ activity:

Complete the motivation and goal setting tree by writing goals next to the roots of the tree. Write motivational strategies around the tree.

List barriers in the achievement of your goals.

Complete the speech bubble with a motivational message from the gardener to the tree.

List of Barriers
TIME MANAGEMENT

Time Management needs to be part of our everyday lives. The society that we live in relies on time management. All educational institutions follow time plans and it is therefore important for individuals to manage their time.

Time management affects every aspect of society. Think about transport systems, freshness of products in shops, business hours, social events, etc., all of these consider time. They start at a certain time and last for a certain time. If you are late, you will miss out or spoil an event for others.

In managing your time the values of respect, order, discipline, the ability to plan and commitment are important.

Once a person starts working, he/she is likely to be paid according to time worked.

Class activity:
Brainstorm the given questions.

Teacher’s activity:
Create a score sheet on time management to evaluate the group.

Divide the class into three teams. Each team should have two weeks to observe the timekeeping abilities of the other two teams. The team that appears to have adhered to the timekeeping Principles most effectively can be rewarded as the winning team.

Questions

- Why do people wear watches?
- Why do we need bells at school?
- What will be the consequences of not having a bell at school?
- What is the advantage of having a time schedule for buses and trains?
- Is time an important consideration for taxi drivers?
- Why do schools have timetables?
- Why certain tasks need to be completed in a certain time?
- Why exams and tests have time limits?

Time management is about PRIORITIES
It results from setting OBJECTIVES AND GOALS
It is about PLANNING
Time management equals SELF-EMPOWERMENT
SELF-EMPOWERED people manage their own time.

How to organize your time:
1. Make an appointment with YOURSELF.
2. Make a “To Do” List.
3. Do one task at a time.
4. Prioritise your tasks.
5. Use a daily planner.
6. Plan all your activities.
7. Be prepared for each activity.

Things to remember when planning your time:
1. Be realistic.
2. Be flexible.
3. Monitor and adjust where necessary.
4. Create a good study environment.
5. Discipline yourself.
6. Reward yourself after completing a study session.
You often hear people saying: ‘I never have time to do the things I like to do’. Managing your time does not mean being busy every minute of the day and night. It means planning your time effectively and not jumping from one thing to the other. Do not work on many things, complete one task successfully before moving to the next task.

The role of procrastination (postponement of work)

Procrastination is putting off the things that you should be doing now.

Slogan

*PROCRASTINATION IS THE THIEF OF TIME*

Characteristics of a procrastinator:

- Putting important tasks off until later and then later and then later, while being busy with tasks that are not so important.
- Always hoping to have more time and a better mood to do a task in the future.
- Approaching deadlines always result in crises.
- Experiences hesitation when having to make a decision.
- Having a low motivational level and self-esteem.

Reasons for procrastination

- Lack of clear goals.
- Underestimating the difficulty of the task.
- Underestimating the time to complete the task.
- Feeling that the task is imposed on you from outside.
- See tasks as being too ambitious.
- Fear of failure.
Teacher’s activity:
Explain and demonstrate the given time management wheel to the learners.

Learners’ activity:
Complete your own time management wheel for each day of the week.
Report back and make adjustments in your time management if necessary.

Time Management Wheel
LISTENING

Listening is one of the most important parts of learning. It has been proved that if you are an active listener in class, then 60 to 70% of your studying is already done.

An active listener listens actively, keeps eye contact, asks questions and may make short notes.

A passive listener listens passively, does not necessarily keep eye contact, does not ask questions and depends only on sense of hearing.

To really listen to someone is an art and it also shows good manners. If you have trouble really listening to others, exercise the following hints to become a good listener. It will help a lot to achieve the goals you have set for yourself.

HINTS TO IMPROVE YOUR LISTENING SKILLS:

1. Keep eye contact with the speaker.
2. Listen attentively.
3. Ask questions when you do not understand the message.
4. Repeat important words of the speaker.
5. Note down important information.
6. Good listeners come to class prepared to take part in discussions.
TEXT FOR LISTENING EXERCISE

Three people Dan, Sam and Bob, who worked on a ship as sailors. They were floating in a small lifeboat after their ship had sunk in a storm at sea. The ship sunk too soon to send a radio call for help. The three sailors were the only people not to drown. They had no food, no water and nothing to help them to catch fish or to get food from the sea.

The three men spoke about their problem: Dan, who knew about how ships travel, said they were about 1600 kilometres from land, and that no ships were likely to pass near them. Sam, the ship’s doctor, said that they could not live more than 30 days without food. They may be lucky and get some water from rain. He also said that if one of them died before the others, the other two could live for longer by eating the body of the dead person.

On the 25th day, Bob, who was very weak suggested that the three should toss a coin and the loser should be killed and eaten by the other two. Dan and Sam agreed. Bob lost the toss and then refused to consent to being killed. Dan and Sam decided that Bob would die soon anyway and killed and ate him.

Five days later Dan and Sam were rescued by a passing ship and brought to land. They were then put on trial for murder. The law states: “Any person who intentionally and unlawfully kills another is guilty of murder.”

Questions:

Answer the questions on the following text:

1. What were the names of the three survivors of the sea drama?
2. Why did they not call for help?
3. What were the biggest problems the three men had?
4. What was the survival agreement between the three survivors?
5. What was the outcome of the toss?
6. What happened to the remaining two men?
READING

The way in which you read is very important, because it largely determines how fast and how well you can read. If you can’t play tennis and continuously miss the ball, you won’t like tennis. It is only once you have really learnt how to hit the ball and acquired the techniques to really play good tennis that you will begin to like it!

The same applies to reading. It’s a technique, which you can acquire! As soon as you have mastered it, you will read faster and better and start to like reading much more! In the same way that you have to practice your arm and eye co-ordination to hit the ball, you have to exercise your eyes to be able to read and understand words fast and accurately.

TEXT ONE

When your friends try to get you to take drugs, then they’re not your true friends. If I were in a situation where others were using drugs and alcohol, I’d refuse. I’d stick to my values and do what I know is right. I wouldn’t let peer pressure get me into trouble.

Everywhere you look there’s some kind of ad showing people who are cool or glamorous or rich or something, and they’re smoking and drinking. But then your parents tell you not to smoke and drink, because it’s bad for you. I don’t know what to think!

It scares me to see what drugs can do to people. My brother got really messed up on drugs. He had to spend more than a year in a special place for people with drug problems. Now that he’s out, he doesn’t know what to do with his life. He doesn’t have anything to take the place of drugs.

It’s just incredible that some kids think smoking is cool. Smoking is so gross and disgusting! The smell alone makes me choke. It’s amazing that tobacco companies manage to stay in business. My friends and I have a great time going places and doing things without drugs. We think drugs are idiotic.

I went to a party where some older kids were drinking beer. Some of them were getting really sick and were vomiting. It sure didn’t look like fun to me!

Comprehensive questions that should be asked to learners:

1. Which group of friends can lead you into trouble?
2. Why is it bad to smoke?
3. How will you feel if you are sent for treatment for drug abuse?
4. Is it possible to stay without using drugs?
5. What kind of problems can you experience after drinking alcohol?
6. What does self-confident mean?
7. When do you feel rejected?
TEXT TWO

Self-confidence means proving to myself that I can do something well. It’s even better if someone else tells you that you are good at something, too.

When people listen to me and pay attention to my ideas, I know they like me. When people don’t listen, I sometimes feel rejected. Listening shows they care about you.

I really feel good when my mom gives me a hug and says, “Have a nice day” before I leave the house. Some people might take a little thing like that for granted, but not me. Also, one day in a store I asked a saleswoman where to find something, and out of the blue she said, “You have a beautiful smile.” For the rest of the day I was happy. These kinds of things have to come naturally and from the heart, but they make all the difference to the way a person feels.

Respect from my family and friends make me feel good. I don’t care if I am not the best football player, or don’t get the highest marks in a test, or don’t succeed at everything I do. I only care that I tried my best and people respect me for it.

If someone says something unkind about you, but you don’t mind much because you know they are wrong – that means you have self-confidence.

Score sheet

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Learners’ activity:

Indicate the last word you have read. Now count the words you have read. The number of words is your reading speed.

Learners’ activity:

Use the given score sheet and do the exercise regularly.
**Teacher’s activity:**

Explain the difference between skimming and scanning.

Identify a chapter in learner’s textbook.

**Learners’ activity:**

Apply the steps of scanning to the chosen chapter.

Read through the chapter carefully.

Underline keywords in your chosen chapter.

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**SCANNING, READING AND UNDERLINING**

**Skimming** is when you glance randomly through a book. The purpose of skimming is to get an "overview" not the specific details of the material. We use it to decide if the book, article or report is worth our time, and has anything new and worthwhile to tell us. Why waste time if we already know it?

**Scanning** is a method of reading a piece of text quickly to find specific bits of information, like names, dates or key words. The word’s origin is Latin, meaning “to climb.”

This means that you don’t always have to carefully read all the words to find relevant information. Scanning is a technique you often use when looking up a word in the telephone directory or dictionary. Scanning involves moving your eyes quickly down the page seeking specific words and phrases.

The following web site has an interesting scanning game:

http://www.bbc.co.uk/skillswise/words/reading/techniques/scanning/game.shtml

**Steps to scanning:**

1. Read all the headings.
2. Read the sub headings.
3. Read the first sentence of each paragraph.
4. Read the summary/conclusion.

Only then, should you read the material slowly and attentively. Try to understand the context of the reading material. Only after gaining a good understanding of the context, should you go over to the next step.

Underline the most important keywords in every paragraph. Keywords are usually nouns.

**Do not underline each sentence in a paragraph.** This has no meaning.
SYNTHESIS AND SUMMARISING

The secret to effective summaries is to do them on the same day or within 72 hours after the work has been covered in class.

What is a summary?
It is a shorter version of the work you have done in class and need to study.
It is not a re-writing of the textbook.
It is however important that the facts should remain the same as in the textbook.

Advantages of summaries:
1. Summaries make a large amount of work manageable.
2. Summaries improve your understanding, if written in your own words.
3. Summaries save study time and help you to remember easily.
4. Summaries help you to give better answers in the tests and exams.

Text:
Pests are animals that eat or damage plants. Some animals only attack specific parts of a plant, for example the leaves. Other animals prefer only specific plants, while other pests will eat every plant.

Fungi, bacteria and viruses are also pests. Some fungi can be seen, but bacteria and viruses are very small and cannot be seen with the naked eye. It is difficult to observe when they start to attack plants, but within a short time the plant will show the damage and start to wilt.

It is very important to check plants for pests and diseases regularly.

Example of a summarised paragraph
Pests are animals, fungi, bacteria and viruses that attack plants.

Example of a mind map

Mind map

Animals

Pests

Bacteria and viruses

Fungi
(b) CAREER OPPORTUNITIES

CURRENT SUBJECTS

It is important for learners to understand the value of each subject and to know the link between subjects and different careers. Compulsory subjects for Grade 8 are Mathematics, Physical Science, Life Science, History, Geography, English and a second language and two pre-vocational subjects.

Table on subjects and relevant careers

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</tr>
<tr>
<td>Translator</td>
<td>Radio Announcer</td>
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<table>
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<tr>
<th>Mathematics:</th>
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<tbody>
<tr>
<td>Pilot</td>
<td>Teacher</td>
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<tr>
<td>Bookkeeper</td>
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<thead>
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<tbody>
<tr>
<td>Nurse</td>
<td>Agriculturist</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>Marine biologist</td>
</tr>
<tr>
<td>Medical doctor</td>
<td>Food scientist</td>
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<tr>
<td>Engineer</td>
<td>Teacher</td>
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<tbody>
<tr>
<td>Medical doctor</td>
<td>Engineer</td>
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<tr>
<td>Marine biologist</td>
<td>Pilot</td>
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<tr>
<td>Pharmacist</td>
<td>Fire fighter</td>
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<tr>
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<tbody>
<tr>
<td>Teacher</td>
<td>Journalist</td>
</tr>
<tr>
<td>Diplomat</td>
<td>Tour guide</td>
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<td>Pilot</td>
</tr>
<tr>
<td>Architect</td>
<td>Nature conservation</td>
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<tr>
<td>Navigator</td>
<td>Environmentalist</td>
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<table>
<thead>
<tr>
<th>Home Economics/Fashion and Fabrics</th>
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</thead>
<tbody>
<tr>
<td>Clothing designer</td>
<td>Teacher</td>
</tr>
<tr>
<td>Caterer</td>
<td>Chef</td>
</tr>
<tr>
<td>Home Economics/Fashion and Fabrics</td>
<td>Hostel matron</td>
</tr>
<tr>
<td>Hotel management</td>
<td>Boutique owner</td>
</tr>
<tr>
<td>Colour consultant</td>
<td></td>
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<table>
<thead>
<tr>
<th>Word Processing and Office Organisation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Data typist</td>
</tr>
<tr>
<td>Clerk</td>
<td></td>
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<table>
<thead>
<tr>
<th>Business Management/Entrepreneurship</th>
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</thead>
<tbody>
<tr>
<td>Business owner</td>
<td>Teacher</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>Curio industrialist</td>
</tr>
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<table>
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</thead>
<tbody>
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<td>Teacher</td>
</tr>
<tr>
<td>Economist</td>
<td>Business manager</td>
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</thead>
<tbody>
<tr>
<td>Technician</td>
<td>Teacher</td>
</tr>
<tr>
<td>Draughtsman</td>
<td>Surveyor</td>
</tr>
</tbody>
</table>

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**Teacher’s activity:**
Discuss the link between careers and subjects, using the table of careers.

**Note to the teacher:**
Share information about relevant careers with other subject teachers.

---

*Life Skills Teachers' Manual Grades 8 – 10; NIED 2007*
### Arts

<table>
<thead>
<tr>
<th>Field</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior designer</td>
<td>Teacher</td>
<td>Performing artist</td>
<td>Photographer</td>
<td></td>
</tr>
<tr>
<td>Goldsmith</td>
<td>Radio announcer</td>
<td>Décor designer</td>
<td>Makeup artist</td>
<td></td>
</tr>
</tbody>
</table>

### Computer Studies

<table>
<thead>
<tr>
<th>Field</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Computer programmer</td>
<td>Data analyst</td>
<td>Computer operator</td>
<td></td>
</tr>
<tr>
<td>Travel agent</td>
<td>Statistician</td>
<td>Graphic designer</td>
<td>Animation artist</td>
<td></td>
</tr>
</tbody>
</table>

### Agriculture

<table>
<thead>
<tr>
<th>Field</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
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</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Farmer</td>
<td>Farm manager</td>
<td>Agricultural technician</td>
<td></td>
</tr>
<tr>
<td>Agricultural Engineer</td>
<td>Agricultural officer</td>
<td>Environmentalist</td>
<td>Agricultural inspector</td>
<td></td>
</tr>
</tbody>
</table>
6.2 DAILY LIVING SKILLS
(refer to 10.1.2 in the Life Skills Grades 8 - 10 syllabus)

(a) HEALTH CARE

PERSONAL HEALTH

It is important to be healthy. Emphasis should be placed on disease prevention rather than on disease detection. It is however important to be able to detect a disease when your body is under distress.

Questionnaire to assess your own health

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many glasses of water do you drink per day?</td>
<td></td>
</tr>
<tr>
<td>2. How many teaspoons of sugar do you take per day?</td>
<td></td>
</tr>
<tr>
<td>3. How many portions of fruit do you eat per day?</td>
<td></td>
</tr>
<tr>
<td>4. How many portions of fatty food or junk food do you eat per day?</td>
<td></td>
</tr>
<tr>
<td>5. How many sweet fizzy drinks do you drink per day?</td>
<td></td>
</tr>
<tr>
<td>6. How many hours do you spend on active sport and exercise per day?</td>
<td></td>
</tr>
<tr>
<td>7. How many hours do you spend in front of the television and computer per day?</td>
<td></td>
</tr>
<tr>
<td>8. How many hours do you sleep per night?</td>
<td></td>
</tr>
<tr>
<td>9. How many hours do you spend in the sun per day without protective clothing, like a hat?</td>
<td></td>
</tr>
<tr>
<td>10. How often do you wash your hands per day?</td>
<td></td>
</tr>
</tbody>
</table>
Teacher’s activity:
Discuss the guidelines with the learners to enable learners to assess their own health.

Guidelines to the assessment of your own health

It is important to drink at least six glasses of water per day.

Please note that you cannot replace water with other drinks.

If you consume too much sugar and sweet fizzy drinks, the body cannot effectively control your blood sugar.

Ten teaspooons of sugar and one fizzy drink is the ultimate per day.

It is necessary to eat at least one portion of fruit per day to provide your body with the needed vitamins.

Too much fatty and junk food can cause weight problems.

Any amount of animal fat can cause cholesterol and should rather be replaced by unsaturated oils like olive oil.

Rather eat fish or chicken, without the skin, than red meat.

The time you spend on exercise and active sport should be in balance with the time you spend in front of the television and computer. Exercise burns fat.

Your body needs its rest. It is important to sleep at least 6 hours per night.

You should never be out in the sun between 11:00 and 15:00 without protective clothing and a sunscreen.

You should wash your hands every time you’ve used the toilet.

Detection of diseases and conditions

A person needs to know ways of disease detection and symptoms of general diseases. Germs cause many general diseases.

It is important to make a distinction between diseases and health conditions. A disease often has an incubation period before symptoms appear. Diseases are usually curable.

A health condition is usually something that you can’t cure, but that can be controlled by a healthy living style and/or medicine, for example diabetes. Other health conditions are constipation, depression and high blood pressure. Health conditions are not caused by germs, but rather by an unhealthy or dangerous living style.
Flu is a common disease and can often be treated without going to a doctor.

**Common symptoms of flu are:**
- Headache
- Fever
- Muscle pain
- Sore throat
- Coughing

During the early stages of flu, pain relievers can be taken. It is necessary to see a doctor when symptoms persist or get worse or when coughing up yellow phlegm or when pain in the chest occurs. Remember to drink lots of fluid when you have flu.

Diabetes is a common health condition. Diabetes occurs when the pancreas does not produce enough insulin and there is too much sugar in the blood. Diabetes can be controlled by a healthy diet and responsible drinking habits. **Common symptoms of diabetes are:**
- Constant thirst
- Frequent urinating
- Fatigue
- Leg cramps
- Prickling sensation in the hands and feet
- Skin infections

**Worksheet on health**

<table>
<thead>
<tr>
<th>Disease</th>
<th>Prevention</th>
<th>Detection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flu</td>
<td>e.g. Eat healthily</td>
<td>e.g. Headache</td>
</tr>
<tr>
<td></td>
<td>Exercise regularly</td>
<td>Fever</td>
</tr>
<tr>
<td></td>
<td>Wash your hands regularly</td>
<td>Muscle pain</td>
</tr>
<tr>
<td></td>
<td>Use tissues to blow your nose</td>
<td>Sore throat</td>
</tr>
<tr>
<td></td>
<td>Drink lots of fluid</td>
<td>Coughing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stuffy or runny nose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Painful joints</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loss of appetite</td>
</tr>
<tr>
<td>Malaria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuberculosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note to the teacher:
It is important that learners should use resource material and ask information at the clinic.
<table>
<thead>
<tr>
<th>Common health condition</th>
<th>Prevention</th>
<th>Detection</th>
</tr>
</thead>
</table>
| Diabetes                | e.g. Eat healthily  
Exercise regularly  
Control your drinking  
Control your stress level  
Control your weight  
Positive thinking | e.g. Constant thirst  
Frequent urinating  
Fatigue  
Leg cramps  
Sensation in the hands and feet  
Skin infections |
| High blood pressure     |            |           |
| Depression              |            |           |
| Cancer                  |            |           |
| Constipation            |            |           |

**Sunburn** is very dangerous and should be controlled. Sunburn can cause cancer. Children like to play in the sun and teenagers like to tan during the holidays. Although it is fun to enjoy the sun, it can be very dangerous and skin cancer can occur. The skin also ages very quickly. The sun’s ultraviolet rays (UV) can cause malignant melanoma, a skin cancer that often spreads to other organs in the body and is difficult to cure.
**SEX AND SEXUALITY**

**Sex** refers to the biological differences between men and women, e.g. women’s chests develop into breasts, while men’s chests remain flat. Another difference between men and women is that women can conceive. Men grow bigger and stronger muscles and their voices deepen. When speaking of sex one is not necessary referring to the sex act (intercourse).

![Sex Illustration]

**Sexuality** is the way in which a person sees him or herself as a man or a woman. It is an umbrella term, which includes a person’s body, feelings, beliefs and values, fantasies, behaviour and responses, dress, decision making, inherited characteristics and relationships with others.

Different cultures have widely differing practices and beliefs regarding sexuality. Some cultures have specific ceremonies regarding the initiation from adolescence into adulthood. Some Namibian cultures circumcise boys. Circumcision is the cutting of the foreskin of the penis and it should be done hygienically to prevent infection. The Nama, Herero, Mbanderu and Caprivi people have specific ceremonies for girls on reaching puberty.
ATTITUDES TOWARDS SEXUALITY

Sexuality has to do with our feelings, fantasies, gender and thoughts. While we sometimes think of it as such, sexuality is not just the act of sexual intercourse. Young adults are at an awkward crossroad. They are no longer children, yet they are not adults. Their bodies and their needs are changing.

Many teenagers fantasize, or daydream, about relationships and sex. It is normal to think about sexuality even if a teenager is not having sex.

Young adults often talk a lot about sex. It is all around in videos, on TV, in magazines and in the movies. Many teenagers talk about sex even though they have not had sex. Sometimes people lie and say they have had sex to seem cool or to be accepted by a group. In reality, about half of the young adults in a high school have not had sexual intercourse.

Sexuality is very complicated. It takes many years to become clear about what is right for you about sex. However, if you have doubts about it, do not have sex. A healthy sexual relationship is respectful and safe. Forcing someone to have sex is never OK, it is rape. Tricking someone into sex is not fair.

Remember, your best advice about sexual issues will come from your parents, pastor or other trusted adults, not other teenagers. Ask your clinic nurse, healthcare provider or librarian about books on sexuality for teenagers.
PERSONAL SEXUALITY AND PREFERENCES

Heterosexuality is the attraction of members of the opposite sex.

Bisexuality is the attraction of members of the opposite as well as the same sex.

Homosexuality is the attraction of members of the same sex.

Asexual refers to persons who are not interested in sexual activities.

Celibacy is a decision to abstain from the act of sex. Homosexuals, bisexuals and heterosexuals can be celibate. Celibacy is not a permanent condition. A celibate person can decide to become sexually active.

Sexism is discrimination or abusive behaviour towards members of the opposite sex.

Learners’ activity:

In your own words define sexism in writing.

Collect newspaper articles dealing with sexism.

Class activity:

Brainstorm and discuss: “Sexism in our society.”
**PEER PRESSURE AND INTIMATE RELATIONSHIPS**

**Peer pressure** means doing something with your friends or in front of your friends to impress them.

Peer pressure can be positive if a learner convinces his/her friends to act wisely and responsibly through example and or advice.

Peer pressure can be negative if a learner begins to think unacceptable behaviour is normal just because peers are doing it. Learners can be influenced by their friends to do things they feel uncomfortable doing, e.g. bullying, shoplifting or swearing. If peer pressure involves sex, alcohol or drugs, the risk of getting HIV and AIDS increases.

It is important that a person should have strong beliefs and values in place before entering into a new situation where others can influence his or her opinion.

By resisting peer pressure, a person can feel isolated, excluded and even rejected because he or she does not want to do what the group does.

**Scenarios:**

- A new girl in the school has just joined a group of friends. Her friends all have sexual relationships and encourage her to have sex also. She is not ready to have sex but says her boyfriend wants to have sex.

- A boy talking to his girlfriend. They want to have sex, but the boy does not want to use a condom. The girl knows that it is not safe to have unprotected sex. He pressures her to have sex without a condom.

- A group of friends is talking together outside the hostel one evening. One person brings some dagga to smoke. One boy has never smoked dagga before and is scared. His friends try to convince him to try it.

Some boys are talking together. An attractive girl approaches them and begins to flirt with one boy. This boy has a girlfriend he loves, but the others try to convince him to make eyes at the girl.
SEXUALLY TRANSMITTED DISEASES

Sexually transmitted diseases (STD) are contracted through sexual intercourse, where the mouth, anus and penis might be involved. Some well known STD’s are syphilis, gonorrhoea, cancroids, Chlamydia, genital warts and herpes.

Symptoms of STD’s are:
- Vaginal discharge
- Painful urinating
- Genital sores
- Swollen lymph glands
- Lower abdominal pain
- Sores and blisters near the sex organs and mouth
- Unexplained fever
- Rash.

Most STDs do not have any symptoms in their early stages. Women do not easily realise that they have a STD, as they have fewer symptoms than men, although STD’s can be more easily transmitted to women. The complications for women are more serious than for men, because the female organs are internal.

Most STDs can be cured if treated in time. If STD’s are not treated they might result in infertility, cervical cancer, and damage to the immune system, as in the case of HIV. Other STDs like syphilis can spread to other parts of the body, like the brain and can cause brain damage. Herpes is a virus like HIV; it is incurable and will stay in your body forever.

Testing for STDs

At the clinic, private medical practice or hospital a patient will be asked for a:
- Urine test
- Blood test
- Sample of any discharge
- Internal examination (women) to take a swab.

All STDs can be prevented by not having unprotected sex and not putting your mouth or hand on or in someone else’s sexual orga

Scenario:

Joshua has been sleeping around with many girlfriends. He notices that he has a discharge from his penis. It is painful and burns. He has just started a relationship with Sophia. He really likes her, but has not had sex with her yet.

Discussion points:

- Steps Joshua immediately has to take.
- The effect of having a STD on his relationship with Sophia.
- Advice to Joshua on a change of life style.
- The impact of STD on the individual and society.
TESTING AND COUNSELLING OF HIV AND AIDS

Being tested for HIV can make a person feel extremely anxious. Even people who have little or no chance of being infected will get upset at the thought of being tested or waiting for a test result. It takes guts to go for a test. Imagine the anxiety of people who think that they are infected. HIV testing is however readily available at all hospitals and New Start centres. Testing is not painful. Depending on the test used, you may receive the results within an hour. Once you know your status, you will be able to plan your life in a positive way.

HIV Counselling is a type of therapy to help people to address their problems and work through their feelings in a caring atmosphere. It is important to receive counselling before you are tested as well as when you receive your results. Medical staff is trained in counselling patients.

Scenarios:

- You find out that your previous boyfriend or girlfriend, with whom you had an intimate relationship, has HIV. Discuss your options and the consequences thereof.

- You think you are HIV positive. Discuss your options and the consequences thereof.

- You go for testing and receive pre-counselling as well as time to consider your options. You decide not to take the test. Discuss the consequences of your decision.

Remember that counselling will be handled with utmost confidentiality.
Testing and counselling process:

The following diagram explains the counselling process.

A person has symptoms or is worried and he/she wants to know his/her HIV status.

What counselling before testing entails: Assessment is done of risk behaviour and the psychosocial condition of the client. Oral and written information is given to the client.

The client is given time to consider the option of testing.

The client refuses blood test. Blood sample of the client is taken.

The test is HIV negative.

The counsellor reinforces appropriate behaviour and encourages change of risky behaviour. Advice is given on care needed to avoid infection and possible transmission.

The client goes for a recheck within 12 weeks. The client receives advice a further re-check is necessary.

The test is HIV positive.

The counsellor breaks the news sensitively and assesses the capability of the person to handle the news. The counsellor discusses the situation with the client and helps the client to adjust to the new circumstances by making appropriate and reasonable plans.

The counsellor provides ongoing counselling involving the family, friends and other resourceful people. The client is motivated to join a support group. The counsellor and client identify other sources of support. The counselor encourages responsible behaviour. The client is motivated to reduce the risk of transmission.

Please keep in mind that testing is usually anonymous and confidential. Anonymous means a test result is not attached to a person’s name but to a code name or number. Confidential means that the test result is only discussed with the person tested.
Socio-Economical Effects of HIV and AIDS

HIV and AIDS do not only affect the health of the individual, but have an effect on every aspect of life such as family life, food supply, business, education and development.

(a) Family
When parents become too weak to do their work, they may lose their jobs. This will mean that they will lose their income. Poor housing, poor health, lack of access to health services and lack of education are common in families affected by HIV and AIDS. Children turn to prostitution and child labour, because they need to provide for themselves and their siblings.

When parents die, their children become orphaned. Often these children are relocated to other family members and sometimes to other towns. Family members taking care of these children are affected financially, because they have to take care of the needs of these children. The government grant does not cater for all the needs of orphans. Sometimes family members neglect or abuse orphans.

Sometimes older children take over the role of the deceased parents and care for other siblings. This cause tremendous stress, especially when the older child is also still at school.

(b) Food supply
People working on farms become too weak to plant and this reduces their family’s food supply. Young people sometimes drop out of school to assist their families financially. This might influence the country’s level of literacy.

People working on farms or in the rural areas may become too weak to plant and thus reduce their families’ food supply.

(c) Business
Usually businesses will try to keep a sick person on their staff as long as possible, but can later expect the person to use their social security benefits. This means that the person will be paid by the social security for a specific time and then will have no further income.

Absence from work also results in a loss of production and profit.

When people die there is a loss of expertise and skills. Companies sometimes find it difficult to replace this expert.

(d) Education
Learners who are forced to help their sick parents often perform poorly in school. Some learners drop out of school. Children often go to school hungry and then cannot concentrate.

(e) Development
The productive age group is the hardest hit by the HIV pandemic. Many children become dependent on government grants. A lot of capital is spent on HIV-related expenses such as medical treatment. This means that capital that should have been used for other developmental projects are being directed to HIV-related activities.
TUBERCULOSIS

Tuberculosis or TB stands for Tubercle Bacillus and is a disease caused by an infection of the bacteria Mycobacterium tuberculosis. Tuberculosis is mainly a disease that infects the lungs, but can infect any other part of the body like the bones, liver, urinary tract and sexual organs. Tuberculosis meningitis is sometimes seen in infected children.

TB can either be active or latent. A person with Active TB disease can infect another person, while a person with latent TB disease is non-infectious. The chain of transmission can therefore be broken by isolating patients with active disease and starting effective therapy.

The rise in HIV infection levels and the neglect of the TB control programme have caused a more common occurrence of tuberculosis. The irresponsible use of prescribed medicine for TB has caused drug-resistant strains of TB to emerge. This kind of TB is called Multi-drug resistant TB (MDR-TB). Currently there is no treatment or cure for MDR-TB.

Prevention and spreading

All infants should be vaccinated with BCG vaccine to prevent infection.

Hygiene is very important in preventing the spread of TB. TB is spread by tiny droplets expelled by people with the active disease of the lungs, when they cough, sneeze, speak, kiss, spit or when someone uses the eating utensils of the infected person. It is important to use a tissue to cover your nose and mouth when sneezing and coughing. Please do not spit or blow your nose (snot) on the ground.

Symptoms of tuberculosis:
- A bad cough that lasts longer than 2 weeks
- Coughing up blood or sputum (phlegm from deep inside the lungs) with blood specs
- Pain in the chest
- Weakness or fatigue
- Weight loss
- Sweating at night
- No appetite
- Fever

Diagnosis
Diagnosis of TB can be made through X-rays, a skin test or sputum test.

Treatment
Most types of tuberculosis are curable, but treatment is needed. For active TB three or four different kinds of antibiotics are given simultaneously over a period of six to nine months. Multiple medicines are necessary to prevent the bacteria building resistance towards the drugs. It is very important that treatment should be taken as prescribed and be completed. Medicine for TB should be taken with food and no alcohol should be used during the treatment period.

All infected adults, as well as the people they were in contact with, should be treated. If tuberculosis is left untreated, a person with active TB will infect about 10 – 15 people every year.
SUBSTANCE ABUSE/SMOKING AND ALCOHOL ABUSE

Smoking

Smoking is the deliberate inhaling of a burned substance like tobacco or dagga. An active smoker is a person using the substance and a passive smoker is a non-smoking person who inhales the poisonous smoke of an active smoker’s cigarette. The smoke from cigarettes or pipes can damage babies’ delicate lungs.

A cigarette is made of tobacco. When a person smokes a cigarette, nicotine and tar are breathed in. These are both poisons. Tar is a sticky substance that blocks the lungs and can cause breathing problems. The tar in cigarettes is the largest cause of preventable death. Therefore, smoking can be seen as slow motion suicide.

Nicotine is a stimulant that goes into a person’s bloodstream and causes poor blood circulation and prevents the heart from working well. The nicotine in tobacco is one of the most addictive drugs known. The nicotine filled blood reaches the brain within a few seconds and causes chemical changes in the body and results in a constant craving for nicotine. Nicotine also affects the growth of many infants in the womb of a smoking pregnant woman.

People who smoke a lot may develop lung cancer or emphysema. Each smoked cigarette shortens a person’s life with about five minutes.

Note to the teacher:
It is important to emphasise that learners are responsible for their own decisions.

Teacher’s activity:
Explain the dangers of smoking and alcohol abuse.

Group activity:
List reasons why people smoke or use alcohol.

Class activity:
Discuss the positive and negative influence of peer pressure on substance abuse.
Learners’ activity:

Imagine that you are a cigarette or a bottle of beer. Write a letter to your users telling them how powerful you are and how much control you have over them.

As an alcoholic or a smoker write a poem as a response to the above mentioned letter.

Smoking costs a lot of money. This money could have been used for improving a family’s health, rather than ruining it. You can buy about 5 kg maize meal with the money for a packet of cigarettes and still get change.

Please keep in mind that cigarettes make you teeth yellow, but when you look at cigarette advertisements, they often show people with very white teeth.

Alcohol

Alcohol is a drug. It can affect your health, causing damage to your liver, kidneys, pancreas and brain. You can become addicted to alcohol. A person who is addicted to alcohol is called an alcoholic and can never be cured. You can be rehabilitated, but the moment you start drinking again, you will fall back into your old ways.

Drinking alcohol will encourage you to take dangerous risks. After your first drink, it is hard to say no to a second one. Alcohol influences your decision-making skills and will delay your reactions. Even one drink will slow down the working of your brain. This is why it is dangerous to drink and drive. Drinking alcohol also increases your chances of making wrong choices when it comes to a sex partner and can lead to the risk of getting HIV and other sexually transmitted diseases.

Alcohol is very dangerous to the unborn baby in the womb of a pregnant woman. It can lead to a permanent condition called Foetal Alcohol Spectrum Disorder in children. Children with this disorder have lower birth weight, deformed ears, widely spaced eyes and a flat nose bridge. Their intelligence level is also affected.

When you drink too much alcohol, you are actually a soft target for being raped or sexually assaulted. Alcohol can also make you very sick and you can die of alcohol poisoning, if taken excessively. Being drunk in public is never a good way to present yourself. It can influence your future.

Children under 18 years are breaking the law if they buy alcohol.
Group activity:
What message do you get when looking at the advertisement of beer in front of the funeral home? Give feedback to the class.

Alternatives to smoking and alcohol:
- Participate in sport and exercises
- Read
- Spend more time on your schoolwork
- Visit your friends
- Join a church group or youth organisation
- Sing in a choir or learn to play a musical instrument
- Join a drama or dance group
- Become a helper at an institution like an old age home or children’s home
- Develop a new hobby.
(b) FAMILY LIFE

GENDER ROLES

Gender refers to socially determined characteristics, roles, ideas, values, attitudes and beliefs which are attributed to males and females by a particular society. Gender roles are related to culture and can change over time.

Many people in Namibia still believe that women are inferior and of lesser intellectual ability than men. Because of this, the majority Namibian women are undervalued, underemployed and underrepresented in decision-making positions.

Activities like cooking, fetching water, hunting, building a house, repairing a car are allocated to specific sexes in certain cultures.
**Group activity:**

Study the diagrams on Gender Roles and debate it.

Create new diagrams for males and females in the traditional and modern society.

**Diagrams on Gender Roles**

- **Typical Working Male**
  - Sleep
  - Work
  - Leisure

- **Typical Rural Housewife**
  - Attend to Children
  - Sleep
  - Fetching water and fire wood
  - Laundry
  - Fields
DIFFERENT TYPES OF FAMILIES

A Family is a social structure in which each member is important and has certain responsibilities. Such a structure requires decisions regarding, rights, privileges and responsibilities towards each other.

In the Namibian culture there are different types of families. A reason for the different family types is because things happen to people which cause the family structure to change. Some children live with both parents, others with one parent and one stepparent, and some live with their grandparents. Some children live with their brothers and sisters or with other family members. Some children cannot live with members of their own family and therefore live with guardians.

In every type of family – rich or poor – there are good and bad parents, good and bad family relationships. Every child must believe that he or she belongs to a “real family”.

<table>
<thead>
<tr>
<th>Information on different types of families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear: Consisting of a father, mother and children</td>
</tr>
<tr>
<td>Extended: Other family members are added to the structure</td>
</tr>
<tr>
<td>Single parent: Consisting of only one parent and children</td>
</tr>
<tr>
<td>Adoptive: At least one parent. A non-biological child is added to the structure by law.</td>
</tr>
<tr>
<td>Foster family: At least one parent. A non-biological child is added temporarily to the structure by law.</td>
</tr>
<tr>
<td>Guardian family: A structure where children live on invitation.</td>
</tr>
<tr>
<td>Children’s home: Non-biological caregivers have to care for a group of children</td>
</tr>
<tr>
<td>Child headed home: A structure without an adult, headed by one of the children</td>
</tr>
<tr>
<td>Grandparent family: Parents are absent, structure headed by a grandfather and/or grandmother</td>
</tr>
<tr>
<td>Instant/blended family: Either the mother or father remarries and two families are blended or joined together</td>
</tr>
</tbody>
</table>
**Group activity:**

In pairs research the types of families in your neighbourhood. Try not to duplicate houses in order to get a full picture of the community.

**Class activity:**

Gather all information received from the research, analyse and determine the number of each type of family in the community.

<table>
<thead>
<tr>
<th>Address</th>
<th>Number of people living in the house</th>
<th>Relationship of members in the household</th>
<th>Challenges and needs of the family</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. 5 Long Street</td>
<td>4</td>
<td>Mother, three children</td>
<td>Not enough space Money and clothes</td>
<td>Single parent family</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
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<tr>
<td>10.</td>
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</tr>
</tbody>
</table>
FAMILY NEEDS

In the past it was important to have a large family. Children could help with growing of crops, feeding the chickens, herding the cattle and hoeing the fields. The bigger the family, the more land could be cultivated. Children did not go to school and had more time to help the family.

In the modern society it is important to look at family size. People have moved from the rural areas to towns and cities. Here the needs of families differ. Education becomes compulsory. Education costs money. Food, electricity and water need to be paid for. Medical treatment is expensive. Family planning becomes important. Family planning involves couples planning about children: when to have children, how many children they would like, the age gap between the children and when to stop having children. The aim of family planning is to ensure that when people have children, they are ready for them and have adequate resources to provide for them.

Most children in our country live in poverty and this has a huge effect on their family living. Poverty can cause stress, depression and neglect of children. However, some poor parents know the importance of the family and give support to their children and help them to become strong, despite the poverty. This gives the children hope for a better future.

<table>
<thead>
<tr>
<th>Questionnaire on Family Planning Myths</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The more children a mother has, the healthier the mother will be.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The spacing of children enables the children to enjoy more privileges.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Family planning is the health worker’s responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Family planning can cause the death of the mother.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Family planning causes abnormalities in babies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Contraceptives make women ill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A woman cannot become pregnant with her first sexual encounter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Abstinence is not a method of family planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Facts about family planning should be taught in schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The more children in the family, the happier the family.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Numbers 1,3,4,5,6,7,8 and 10 are myths (false).
FAMILY CONFLICTS

A family is a unit and therefore functions better when decisions are made by all family members, no matter how young they are. A family has a structure similar to a team of players. Each member is important and has to assume certain tasks and responsibilities. Such a structure requires planning and decision-making regarding rights, responsibilities and privileges of each member of the family.

Conflict is a disagreement between the opinions of people. Conflict is normal within a healthy family and not necessarily negative. Family members differ from each other in age, interests, abilities, personalities and attitudes. This will therefore lead to disagreement and conflict. It is important not to ignore disagreement or conflict, but to talk about it and find solutions.

By not dealing with conflict, negative and positive consequences can occur. Conflict can provide opportunities for learning and personal growth. As conflict situations differ from one another, there is no perfect model for resolving conflict. Some conflict resolution behaviour may be more useful than another, depending on the conflict.

There are different responses to conflict:

- accuse
- act (become violent)
- ignore
- agree
- confront
- aim for a compromise through negotiation
- defend
- deny
- keep quiet and hide feelings or withdraw
- keep the peace by being the doormat
- win at all costs.

Sometimes when there is conflict in a family, the immediate issue of conflict (e.g. asking for more pocket money) may only be part of the problem. During the conflict, some other underlying problems may come to the surface (e.g. not helping at home).

During conflict it is important for everyone involved in the conflict to think about each others needs and feelings. Otherwise the conflict will never be resolved and will likely arise time and again.
(c) FINANCES

UNEMPLOYMENT

Unemployment is the condition of not having a job, often referred to as being "out of work", or unemployed. Not having a job when a person needs one, makes it difficult, if not impossible to meet financial obligations such as purchasing food to feed oneself and one's family, and paying one's bills. Failure to pay rent may lead to homelessness.

Being unemployed may cause malnutrition, illness and death and are major sources of mental stress and loss of self-esteem, which may lead to depression, which may have a further negative impact on health.

Unemployment leads to loss of social contact with other working people. There is not always a purpose for the many hours of the day. The unemployed lacks self-esteem. Unemployment increases the crime rate and the suicide rate.

Unemployment is especially serious for those with family obligations, debts, and/or medical costs. The availability of health insurance is often linked to holding a job. The combination of unemployment, lack of financial resources, and social responsibilities may push unemployed workers to take jobs that do not fit their skills or allow them to use their talents. This may lead to feelings of frustration and unhappiness.
BUDGET

A **Budget** is a plan, giving details of expected income and expenditure. It is necessary to learn how to manage your finances at an early age. Budgeting means that you need to keep in mind how much money you have, how much you need to spend on necessary purchases and how much you will be able to save. Sometimes it is necessary to use your money to buy and sell things to enable you to get more money to buy the essential things and to have money left over to save.

Children need pocket money. The amount of pocket money children will receive will depend on the economical status of the parents. A “fair” amount of pocket money will differ for a poor and a rich parent. Pocket money can be seen as a child’s “salary” and it is educational for children to earn their pocket money and learn how to handle it. With the right of receiving pocket money comes the responsibility of earning that money and spending it wisely.

SCHOOL DEVELOPMENT FUND

The school development fund is the financial contribution of the parent/guardian towards the running expenses of the school. School development funds should be used for items that will benefit the education of the learners. Schools get a subsidy from government according to the number of learners in the school. This subsidy is given in the form of books, cleaning materials, a limited number of photocopy paper, telephone costs and the payment of electricity and water bills. However, other expenses such as sport tours, sport equipment, photocopy machines, photocopy ink, etc. is not covered by the government subsidy and needs to be paid out of the school development fund.

It is important to remember that school development fund is the responsibility of the parent and not that of the learner. Teachers should not harass learners in classes for payment of the school development fund. This action leaves learners with feelings of humiliation, shame and incompetence.
Class activity:
Discuss alternative ways of paying the school development fund.

Learners’ activity:
Write a letter to the school board informing them how you would like the School Development Fund to be spent.

Learners’ activity:
Read this newspaper report and compare the situation described in the report with the situation at your school. Then write a paragraph on it.

Newspaper report

“Catholic Aids Care (CAA) pays a lot of school funds for Orphans and Vulnerable Children (OVC’s), although the Education Ministry’s policy clearly stipulates that OVC’s are exempt from school fees.”

“These funds paid by CAA could be rather used for other services rendered, but some schools and their headmasters insist on the payment of school fees.”

The Namibian Tuesday May 8 2007

Parents, who are not able to pay the school development fund, should negotiate with the principal and school board on alternative ways of payment. This may be either paying the amount in instalments or doing other jobs for the school, like painting the classes or making curtains.

No learner can be excluded from education, because he or she is not able to pay school development fund.

Schools do not have the right to withhold learners’ school reports, refuse copies of learning material or refuse learners to write examination.
BASIC FINANCIAL RECORDS

It is important to keep financial records for reference purposes. Financial records include cash slips, bank statements, hire purchase agreements, accounts, purchase contracts, receipts, etc.

In a modern society, the computer has taken over the manual financial filing system. Information can be stored directly on the computer and it is easily retrievable. It is however wise to keep backup copies of all financial information stored on the computer as computers often get viruses through which information can be lost.

Most account payments and money transfers can be done through internet banking. Even when using this modern technological facility, you need to keep hard copies (physical evidence like a deposit printout) of all transactions as evidence.

Always keep original financial records in a safe place. Do not use original financial records for enquiry purposes, rather use a copy. If an original financial record is required as proof, make sure that you get it back.
## Different financial references

<table>
<thead>
<tr>
<th>Name of record</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash slip</td>
<td>Serves as proof of payment.</td>
</tr>
<tr>
<td></td>
<td>Can be kept to calculate your expenses.</td>
</tr>
<tr>
<td></td>
<td>Has to be kept for guarantee purposes.</td>
</tr>
<tr>
<td></td>
<td>Is needed in case of exchanging of goods (e.g. clothes).</td>
</tr>
<tr>
<td>Account/receipt</td>
<td>Reminder of payment (account).</td>
</tr>
<tr>
<td></td>
<td>Proof of payment (receipt).</td>
</tr>
<tr>
<td></td>
<td>Helps to calculate monthly expenses.</td>
</tr>
<tr>
<td></td>
<td>Is a convenient way of paying when you are not sure of the monthly consumption (water and electricity)</td>
</tr>
<tr>
<td></td>
<td>It is convenient for expensive items, which cost more than you can afford in one month.</td>
</tr>
<tr>
<td>Deposit/withdrawal slip</td>
<td>Proof of deposits or withdrawals from your bank account or savings account (can also be done through the automatic teller machine).</td>
</tr>
<tr>
<td>Cheque/cheque counterfoil</td>
<td>Record of transaction (cheque).</td>
</tr>
<tr>
<td></td>
<td>Record of a specific transaction (counterfoil).</td>
</tr>
<tr>
<td></td>
<td>Secure way of payment.</td>
</tr>
<tr>
<td></td>
<td>Helps with monthly budgeting.</td>
</tr>
<tr>
<td>Bank statement</td>
<td>Summary of all transactions in a bank account.</td>
</tr>
<tr>
<td></td>
<td>It is a way to monitor income and expenses.</td>
</tr>
<tr>
<td></td>
<td>Helps with monthly budgeting.</td>
</tr>
<tr>
<td>Purchase contracts</td>
<td>Proof of purchase.</td>
</tr>
<tr>
<td></td>
<td>States minimum monthly payment to be made.</td>
</tr>
<tr>
<td></td>
<td>Serves as a guarantee.</td>
</tr>
<tr>
<td>Lay-buy agreement/receipts</td>
<td>Ensure ownership of a specific item.</td>
</tr>
<tr>
<td></td>
<td>Ensure the price of the article.</td>
</tr>
<tr>
<td></td>
<td>Do not pay interest on amount outstanding.</td>
</tr>
<tr>
<td></td>
<td>Proof of amount already paid.</td>
</tr>
<tr>
<td></td>
<td>If you cannot pay, the seller must refund you with 90% of the amount already paid.</td>
</tr>
<tr>
<td></td>
<td>The seller cannot force you to buy something else instead.</td>
</tr>
</tbody>
</table>
6.3 PERSONAL-SOCIAL SKILLS
(refer to 10.1.3 in the Life Skills Grades 8 - 10 syllabus)

(a) SELF-AWARENESS

PHYSICAL AND PSYCHOLOGICAL NEEDS

Maslow’s Hierarchy for Needs

Maslow’s hierarchy of needs is a useful model to understand a human being’s physical and psychological needs. This model states that every human being has five categories of needs. A person’s behaviour is largely influenced by the drive to satisfy these needs.

The first level that must be satisfied for survival is at the base of the triangle and is the needs for food, thirst, sleep and housing. These are met by a child’s caregiver, particularly the mother. Once these have been satisfied, the second need for security becomes important. This need is satisfied on a physical and psychological level by family, friends and teachers. Humans are social beings and therefore will strive to meet the third level of psychological needs. Persons need other people around them. A person who is completely isolated from other people soon begins to suffer from serious psychological problems like depression. Teenagers, whose third level of needs is not fully met by their family, may often feel misunderstood and isolated. They then often look for a new group of people to provide them with the support and reassurance to face new situations. These people are often their friends or people like teachers they respect. After the basic needs have been met, a person should strive towards meeting the higher needs of the hierarchy. Some people will get to the fifth level in their adult years, but this will depend on whether the other four needs were satisfied in their formative years.

The hierarchy is only a guideline and does not cater for specific individual needs.
Class activity:

Brainstorm other physical and psychological needs of a person.

Learners’ activity:

Reflect back on a time when you felt extremely lonely and isolated. List all the feelings you had at that moment.

Look at the picture and imagine the situation of the beggar. Make a list of the person’s physical and psychological needs. Give reasons for each need mentioned.

<table>
<thead>
<tr>
<th>Physical needs</th>
<th>Psychological needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Attention</td>
</tr>
<tr>
<td>Food</td>
<td>Understanding</td>
</tr>
<tr>
<td>Sleep</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Clothes</td>
<td>Friendship</td>
</tr>
<tr>
<td>Shelter/housing</td>
<td>Sense of belonging</td>
</tr>
<tr>
<td>Medical services</td>
<td>Value and belief system</td>
</tr>
<tr>
<td>Financial stability</td>
<td>Interest in others</td>
</tr>
<tr>
<td>Education</td>
<td>Good self-esteem</td>
</tr>
</tbody>
</table>

Examples of more individual needs may be:
SELF-KNOWLEDGE

All people are gifted in some ways, meaning that there is an area that they are really good at. This area is called strength. There are things in life that a specific person is battling with and cannot do very well. This is called a weakness. A brilliant athlete is struggling with Maths or a very good student is not doing well in sport.

Strengths are things we can feel proud of. They will help to improve the self-image. It is very good to be aware of your strengths in order to concentrate on them and to develop them to their full capacity. We should all strive to do our very best in whatever we are good at.

No one wants to be continually reminded of his/her weaknesses, it is however good to be aware of it in order to try to improve on them.

Questionnaire of strengths and weaknesses

Select a number from 1 to 5 for each sentence.

<table>
<thead>
<tr>
<th>I am.......</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ...careful in decision-making and choosing an action.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. ...cheerful in most circumstances.</td>
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</tr>
<tr>
<td>3. ...competitive in sport.</td>
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</tr>
<tr>
<td>4. ...confident when talking to strangers.</td>
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</tr>
<tr>
<td>5. ...fond of watching television.</td>
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</tr>
<tr>
<td>6. ...friendly with people, even when they are unfriendly.</td>
<td></td>
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</tr>
<tr>
<td>7. ...fond of doing physical work like gardening.</td>
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</tr>
<tr>
<td>8. ...generous in giving praise to other people.</td>
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</tr>
<tr>
<td>9. ...happier in team sport than in individual sport.</td>
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<tr>
<td>10. ...keen on reading.</td>
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</tr>
<tr>
<td>11. ...loving and considerate towards my parents.</td>
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</tr>
<tr>
<td>12. ...careful about my personal hygiene.</td>
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</tr>
<tr>
<td>13. ...on good terms with my family.</td>
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<tr>
<td>14. ...prepared to study very hard.</td>
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</tr>
<tr>
<td>15. ...confident in using the computer.</td>
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</tr>
<tr>
<td>16. ...respectful towards authority.</td>
<td></td>
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</tr>
<tr>
<td>17. ...comfortable when being alone.</td>
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</tr>
<tr>
<td>18. ...welcomed in most social groups.</td>
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<tr>
<td>19. ...setting myself very high goals.</td>
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</tr>
<tr>
<td>20. ...a good communicator.</td>
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<td></td>
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</tr>
</tbody>
</table>

Note to the teacher:

After completing the questionnaire inform learners about the value of the numbers:
1 and 2 = weaknesses
3 = needs attention
4 and 5 = strengths.
Learners’ activity:

Write an application letter stating why you should get the job.

Note to the teacher:

It is important to keep the company anonymous in order for the learner to reveal his/her true talents.

Learners’ activity:

Make a ME Collage by cutting out words and pictures that describe your strengths and paste it on a sheet of paper. Explain your collage to the rest of the class.

WANTED!

A young person with exciting talents to work in our business. A wide variety of talents is required.

If you think you have a talent, if you want the job… Please apply!!!

Don’t forget to include a list of your talents and achievements. This could be the opportunity of a lifetime!!!

Examples of collages:
FEELINGS/EMOTIONS

Babies usually only feel comfortable or uncomfortable. When a baby feels uncomfortable, he or she will cry. As soon as a baby becomes comfortable, the baby will fall asleep or smile.

As a child grows, he or she experiences/feels other basic emotions. When you experience an emotion, your body usually reacts. (When you see your girlfriend/boyfriend, you feel your heart beats faster and you experience joy.)

You use actions and behaviour to express your emotions/feelings. There are no good or bad feelings/emotions. The way you express your feeling can be good or bad, depending on where you are and how you react, e.g. if you are happy at a soccer match you can jump up and down and yell at the top of your voice, but if you are happy in church it would not be appropriate to do the same.

We live in a society, which approves or disapproves of emotions, instead of the behaviour following the emotions, e.g. anger is not a bad emotion, but smashing a window while being angry, is bad. It will be better to speak out and tell somebody that you are angry. In this way you will also learn to handle your feelings. Keeping your emotions/feelings to yourself can lead to an emotional outburst or ill health later on.

Learners’ activity:
Discuss emotions expressed in the pictures.

Group activity:
Different groups role play The Mood Chain.

Class activity:
Discuss ways in which people in the play could have expressed their moods in a different way.

The Mood Chain

Mrs Kamata had a bad day at work. Her boss scolded her for making a typing error. She felt humiliated and was in a bad mood. At home, she became impatient with her husband, who asked her to look for his slippers. She felt that he was inconsiderate, because she had to cook for the family. She scolded her daughter, Mali, for not having washed the dishes. Mali saw that her mother was in a bad mood and decided not to explain to her that she had to study for a very important test. Mali went to her room, found her sister, Mina, there. She yelled at her, chased her out of the room and slammed the door.
(b) RELATIONSHIPS

FRIENDSHIP

You may sometimes have friends from your neighbourhood, but mostly friendship develops at school. As you become interested in specific sport codes and other activities at school, different friendship groups develop through shared interests. As learners progress through school, they may develop close friendships with one or two others and by the time, they reach adolescence, they may discover that having a special friend from the opposite sex is important.

Characteristics of a friend

1) A friend is someone who is able to cheer you up.
2) A friend accepts you unconditionally.
3) A friend sees you at your worst and loves you even so.
4) A friend is someone with whom you can share secrets in confidence.
5) You can phone a friend for help even in the middle of the night.
6) A friend is always honest with you.
7) A friend shares your sense of humour.
8) A friend is drawn to you not for what you are, but who you are.
9) A friend is someone you can share your dreams with.
10) A friend will help you to meet your needs.
Teacher’s activity:

Explain the terms: responsible and citizen.

Learners’ activity:

Write a paragraph on being a responsible citizen.

Group activity:

Read Timo and Mother.

Discuss their level of responsible citizenship. Give reasons for your answers.

Learners’ activity:

Write an essay on being a responsible citizen.

(c) CITIZENSHIP

A RESPONSIBLE CITIZEN

Being responsible means being dependable, keeping promises and honouring commitments. It is accepting the consequences for what you say and do. It also means developing your own potential.

People who are responsible don't make excuses for their actions or blame others when things go wrong. They think things through and use good judgment before they take action. They behave in ways that encourage others to trust them.

People, who are responsible, take charge of their lives. They make plans and set goals for nurturing their talents and skills. They are resilient in finding ways to overcome problems. They make decisions, taking into account obligations to family and community.

Children need to learn that being part of a family and a community involves accepting responsibilities. When each of us acts responsibly, our families and communities will be stronger.

Citizenship requires us to do our share for our community and our country. Caring about the good of society and participating actively in making things better, means that you are a good citizen.

Participating in community service programme and learning about the importance and value of serving others can be a powerful influence on positive character development.

Timo and Mother

- Timo, where are you going?

- I'm going to a meeting at the youth club. Youth who live in this residential area are getting together to plan how we can clean up that empty area down the street and turn it into a playground.

- That would be great, Timo! But I thought Rukas was coming over tonight.

- He is going with me to the meeting tonight. He also understands the importance of a playground in our community and we would like to make it happen.
CULTURAL DIFFERENCES

In 2002 about 50% of the population in Namibia belonged to the Ovambo ethnic group, and 9% to the Kavango ethnic group. Other ethnic groups were: Herero 7%, Damara 7%, Nama 5%, Caprivian 4%, San 3%, Baster 2%, Tswana 0.5%, White 6% and Coloureds 7%.

The religion was predominantly Christian, but there are also indigenous beliefs, for example the Holy Fire and Ancesteral Worship.

The Namibian languages are English (official); Afrikaans, German, Oshivambo, Otjiherero, Khoekhoe Guwab, Lozi and other indigenous languages.

The people from Ovamboland, Kavango, and Caprivi, who occupy the relatively well-watered and wooded northern part of the country, were originally settled farmers and shepherds. Historically, these groups had little contact with the Nama, Damara and Herero people, who roamed the central part of the country vying for control of sparse pastureland. People from the more populous north have settled throughout the country in recent decades because of urbanisation, industrialisation, and the demand for labour. The San are generally assumed to have been the earliest inhabitants of the country. Later inhabitants include the Nama and the Damara people. The Ovambo and Herero people migrated from northern Africa in about the 14th century A.D.

Namibia is made up of different ethnic groups, each with their own unique culture. All these cultural groups are united as one nation.
ENVIRONMENTAL CARE

Africa is the only continent where it is expected that poverty will increase over the next century. The continent is faced with a serious scarcity of water and fertile soil. Scientists have identified global warming and water scarcity as the greatest environmental problems.

Every year water pollution leads to 50 million deaths among toddlers worldwide. In Africa 500 million hectares of fertile soil have been lost since the fifties because of erosion.

Some indigenous trees are very scarce, because they grow slowly. They are therefore protected by law, because the government is concerned about their destruction. People are not allowed to chop them down. In Namibia some animal species are also protected by law. These protective laws enable tourists to view a great variety of trees and animals in our country. Tourism on the other hand contributes to jobs for the people and income for the country.

Newspaper article:

The Daily News

New development in town
The local authority has decided to cut down all the Camel Thorn trees in the open area in the middle of the town. They plan to build a new shopping centre.
A spokesperson from the municipality said: “The Camel Thorns are not worth saving. We will replace them with grass.”
7. **GRADE 9**

7.1 **CAREER GUIDANCE**

(refer to 10.2.1 in the Life Skills Grades 8 - 10 syllabus)

(a) **STUDY SKILLS**

**MOTIVATION**

Motivation is a process giving direction and purpose to behaviour. Motivation is having the desire and willingness to do something. A motivated person can reach a long-term goal such as becoming a professional soccer player or a short-term goal like passing a History test.

Motivation in education can have several effects on how learners learn and their behaviour towards subjects. It can:

1. Direct behaviour toward particular goals
2. Lead to increased effort and energy
3. Increase initiation of, and persistence in, activities
4. Enhance understanding
5. Lead to improved performance
6. Determine the outcome.

**Intrinsic motivation** is evident when people engage in an activity for their own sake, without an obvious external incentive being present. Reading a story book is a typical example.

Learners are more likely to experience intrinsic motivation if:

- Motivation is not reward-orientated, e.g. a learner studies to pass Grade 9, not because his parents promised him N$100, but because he realizes that passing Grade 9 will enable him to reach Grade 12.
- They believe that they are the agents of their own destiny and not the teacher, the availability of textbooks, the literacy level of their parents, the difficulty of the examination, etc.
- They are motivated towards understanding and life-long knowledge rather than just getting good grades in a test.

Because students are not always internally motivated, they sometimes need **extrinsic motivation**, which is found in environmental conditions that the teacher and the parent create.

**Extrinsic motivation** comes into play when a learner is compelled to do something or act in a certain way because of factors external to him or her (like money or good grades).

Teachers and parents often use punishment and threats as external motivators. These motivators are however not very effective and long-lasting.
Learners’ activity:

Read Ben Saayman’s letter.

Reflect on a person in your own society who also achieved his/her goals in life.

---

**Ben Saayman’s letter** (translated)  EduNews April/June 2007

I want to say something about the article on Mr Pupkewitz issued in the Jan/March 2007 addition.

I also enjoyed the article. It was very inspiring to read about someone who knows about hardship. Despite the hardship he achieved his goals of expanding the family business and at an advanced age still keeps the same standards. It is good to read about someone who has lived a goal orientated life and who did not stop before he reached his goals. If more of the Namibian youth would follow this example, it would benefit our country.

Ben Saayman
18 years

Interview questionnaire

Interview someone in your community who achieved his or her goals in life.

1. What did you do to achieve your goals?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

2. Which resources did you use in achieving your goals? (people, places and things)
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

3. What personal characteristics helped in achieving your goals?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

4. Did you ever doubt your success?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

5. How do you feel now after reaching your goals?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

6. What motivating message can you give to young people?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
Learners’ activity:

Write a vision statement (what you want for the future) and a mission statement (how you are going to get it), applicable to your own life.

Write three goals on separate slips of paper and seal them in an envelope. Date the envelope for a month in advance. On the indicated date, open the envelope and write a paragraph on the success of reaching these three goals.

Learners’ activity

Distinguish between long and short term goals by making a tick in the appropriate block in the Goals table.

GOAL SETTING

A **goal** is the end result of a specific process of activities. **Goal-setting** is based on the notion that individuals need to plan to reach their goals. Reaching a goal is a reward in itself. The achievability of a goal is affected by time needed to complete the task, the perceived difficulty of the task, how specific the goal is and how realistic it is. An ideal goal should present a situation where the time between the start and the ending is not too long. This explains why some children are more motivated to learn how to ride a bicycle than mastering algebra.

A goal should be not too hard or too easy to complete. Learners want to feel that there is a probability that they will succeed. Goals should be defined and specific to the individual. An example of a poorly defined goal is: “to get the highest possible marks.” A learner needs to be specific about which mark he or she wants, e.g. 80%.

Some of your planning will be for the immediate future where as others will only become a reality over a longer period of time and further into the future. It is important to determine, which of your goals will be attainable in the near future and which goals will need more effort and perseverance, as well as a longer time span.

**Short term goal:**
To pass my next maths test with 50%.

**Long term goal:**
To pass Grade 10.

**Goals table**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Long term</th>
<th>Short term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be considerate towards my best friend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To stop being disruptive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To get an average of 65% in the May exams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To become a professional soccer player after school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To sing in the youth choir.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To buy my own car.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To buy sweets at the tuck shop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To do my science homework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To look after my mother, when she is old.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. To wash my school uniform.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(b) CAREER OPPORTUNITIES

CAREER RESEARCH

Your career research process should start by listing different career options available to you according to your subjects, your abilities, your personality and your interests. Think big, but realistically!!

Once you have decided on possible careers, you should look at the positive and negative points of each career. Explore your ideas further by:

- Looking at the nature of the job, e.g. working conditions, working environment
- Job availabilities
- Salary, benefits and service conditions, e.g. working hours
- Training needed
- Financial implication for training
- Promotion possibilities

Table of Thoughts on Careers

<table>
<thead>
<tr>
<th>Negative thought</th>
<th>Positive argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is only one career that I will be able to do.</td>
<td></td>
</tr>
<tr>
<td>I will rather stay unemployed if I cannot get my “ideal” career.</td>
<td></td>
</tr>
<tr>
<td>I am not intelligent enough to go for further studies; therefore, I do not know whether I would be able to find a job.</td>
<td></td>
</tr>
<tr>
<td>Someone else will need to tell me which career I need to follow.</td>
<td></td>
</tr>
<tr>
<td>I will need an intelligence test to tell me whether I am able to go to university.</td>
<td></td>
</tr>
</tbody>
</table>
7.2  **DAILY LIVING SKILLS**  
(refer to 10.2.2 in the Life Skills Grades 8 - 10 syllabus)

### HEALTH CARE

#### THEORIES AND MYTHS ABOUT HIV AND AIDS

Human Immuno Deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) are well-known topics to learners. Myths about HIV and AIDS are stories spread by uninformed people, which other people accept as the truth (false belief).

<table>
<thead>
<tr>
<th>Facts</th>
<th>Myths</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV is a virus infection spread through body fluid.</td>
<td>The virus does not need body fluids to exist.</td>
</tr>
<tr>
<td>AIDS cannot be cured.</td>
<td>AIDS can be cured by sleeping with a virgin.</td>
</tr>
<tr>
<td>You can become infected by touching an infected person’s blood.</td>
<td>You can only be infected by having sex.</td>
</tr>
<tr>
<td>You can become infected by using the same needle as an infected person.</td>
<td>It is okay to share needles.</td>
</tr>
<tr>
<td>People of every race and nationality can be infected with HIV.</td>
<td>White people cannot get AIDS</td>
</tr>
<tr>
<td>It is better to know your status and adjust your living style according to it.</td>
<td>It is better not to know that you have AIDS, because you will die in any case.</td>
</tr>
<tr>
<td>There is no cure for AIDS</td>
<td>Traditional healers can cure AIDS.</td>
</tr>
<tr>
<td>Anybody can get AIDS</td>
<td>AIDS is only a disease of immoral people like prostitutes and homosexuals.</td>
</tr>
<tr>
<td>HIV attacks the immune system and can lead to AIDS.</td>
<td>HIV does not cause AIDS.</td>
</tr>
</tbody>
</table>

**Class activity:**

Discuss why people believe in myths and how false beliefs (myths) can be changed.

**Teacher’s activity:**

Cut the table of facts and myths about HIV and AIDS into separate slips. Let learners draw slips.

**Learners’ activity:**

Decide whether your slip is a fact or a myth.

**Class activity:**

Search for a learner who has a myth to your fact or a fact to your myth. Paste matching myths and facts onto a poster.
### Learners’ activity:
Complete the multiple-choice questionnaire on HIV and AIDS.

### Teacher’s activity:
Provide the correct answers to the learners in order for them to score their work.

## Multiple choice on HIV and AIDS

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AIDS is spread to human beings through eating monkey meat.</td>
<td>a) Any meat contains the virus.</td>
<td>d)</td>
</tr>
<tr>
<td></td>
<td>b) People in Uganda eat monkeys, which is the reason why AIDS infection is high.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) If you do not eat monkey meat, you cannot get AIDS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) The origin of AIDS is irrelevant in the present situation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Cooked monkey meat prevents the spread of AIDS</td>
<td></td>
</tr>
<tr>
<td>2. People infected with HIV</td>
<td>a) Are always sick</td>
<td>e)</td>
</tr>
<tr>
<td></td>
<td>b) Are easily recognisable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Are always sad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Are always thin and pale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Can sometimes live healthy lives for many years</td>
<td></td>
</tr>
<tr>
<td>3. AIDS can mostly be prevented</td>
<td>a) By abstaining from sex</td>
<td>a)</td>
</tr>
<tr>
<td></td>
<td>b) By showering daily</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) By eating healthy food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) By taking a vaccine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) By praying</td>
<td></td>
</tr>
<tr>
<td>4. One can contract HIV</td>
<td>a) By kissing an infected person</td>
<td>d)</td>
</tr>
<tr>
<td></td>
<td>b) By eating from the same plate as an infected person</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) By an infected person sneezing near you</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) By breast feeding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) By using the same toilet</td>
<td></td>
</tr>
<tr>
<td>5. HIV is carried by:</td>
<td>a) Cows milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Meat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Contaminated water</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Alcohol</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) All body fluids</td>
<td></td>
</tr>
<tr>
<td>6. Tears and saliva</td>
<td>a) Are HIV free</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Are very infectious</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Contain only minute amounts of the virus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Are not infectious, except when swallowed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) None of the above</td>
<td></td>
</tr>
<tr>
<td>7. It is possible to get HIV from</td>
<td>a) Greeting somebody</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Mosquitoes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Swimming in a swimming pool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Travelling in a bus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) None of the above</td>
<td></td>
</tr>
<tr>
<td>8. HIV is a</td>
<td>a) Curse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Death sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Punishment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Virus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Medicine</td>
<td></td>
</tr>
<tr>
<td>9. The only way of detecting HIV is</td>
<td>a) Asking a person</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Through a blood test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) By looking into a person’s eyes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) By weighing a person</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Listening to a person’s heart beat</td>
<td></td>
</tr>
<tr>
<td>10. The life expectancy of an HIV infected person is</td>
<td>a) A few days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) A few months</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Many years if living healthy and positively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) A few years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Just the same as any other non-infected person</td>
<td></td>
</tr>
</tbody>
</table>

Correct answers to the Multiple Choice Questionnaire:
1(d), 2(e), 3(a), 4(d), 5(e), 6(c), 7(e), 8(d), 9(b), 10(c).

Score:
- 8 – 10 points = Excellent knowledge
- 5 – 7 points = Good knowledge, but there are some gaps
- 0 – 4 points = Urgent attention should be given to the level of knowledge.
VALUES AND ATTITUDES TOWARDS HIV AND AIDS AND PEOPLE LIVING POSITIVELY WITH HIV AND AIDS

Family members, the media, friends and peers usually have an influence on a learner’s values. Based on these influences the child develops his/her own value system.

A person’s values influence a person’s attitudes. Negative feelings and attitudes towards people living with HIV and AIDS will lead to stigmatisation. In most situations people living with HIV and AIDS will feel excluded from their communities, because the community treats them differently or rejects them. This might cause people to fear revealing their status.

People living with HIV and AIDS are normal human beings. They should be treated with respect and be accepted by their community.

Worksheet on attitudes towards people with HIV and AIDS

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I wouldn’t mind having a learner with HIV in my class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A learner who is infected with HIV should be able to eat lunch with other learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I would avoid a learner whose family member has AIDS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I would work with another learner who is infected with HIV.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Learners infected with HIV should be separated from other learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Learners who are infected with HIV should not play sports with other learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I would feel uncomfortable about giving individual help to a learner infected with HIV.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. People who have AIDS should not be allowed to work in places that handle food.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. If I think a teacher is infected with HIV, I would be afraid to shake hands with that teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I would feel comfortable kissing a friend who has AIDS.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score procedures – attitudes

To obtain a total score for each learner, add the point values for the responses. The higher the total score, the higher the acceptance of persons with HIV or AIDS. The lower the total score, the lower the acceptance of persons with HIV or AIDS (the minimum score is 10, the maximum score is 50)
The following scale should be used to score the items:

**For items: 1, 2, 4, 10**

Agree = 5  
Not sure = 3  
Disagree = 1

**For items: 3, 5, 6, 7, 8, 9**

Agree = 1  
Not sure = 3  
Disagree = 5

---

**CARE AND SUPPORT FOR PERSONS LIVING WITH HIV AND AIDS**

When a person is informed that he or she is HIV positive, the person may not believe it at first. Then the person may become angry with him or herself for not listening to the advice of others and for not being careful. The person might also be very angry with the persons who he or she believes gave him/her the virus. The infected person may feel sad or depressed. One thing is for sure, and that is that this person needs love and affection as well as support.

People with HIV and AIDS need different forms of support, including emotional, financial, social and medical support.

**Emotional support:**

People infected with HIV and AIDS feel stigmatised and therefore need love and care. To be able to remove the stigma, family, friends, colleagues and health workers should work as a team to support the infected person. Some affected family members may also need emotional support.

**Financial support:**

Due to extra care and medical expenses, the infected person may need financial support. There are many non-governmental organisations, which are willing to assist with food and clothing.

**Social support:**

Due to people’s attitudes towards infected people, they may feel excluded and traumatised. The infected person needs as much love, care and understanding from the community as possible.

**Medical support:**

Infected people need to take great care to avoid and protect them from contracting other illnesses that will weaken their immune system. The government helps to provide services in the form of free health services and medication.
Factors that may boost a person’s immune system:

- **Nutrition.** A good diet is essential to improve the low resistance of an infected person’s immune system.
- **Exercise.** Regular exercise helps to keep the infected person healthy.
- **Treatment.** It is important that the infected person should start taking ARV’s as soon as the person’s health deteriorates.
- **A positive attitude.** Family and friends need to encourage the infected person to think positively and develop hope, courage and other coping skills to accept and face the reality of the disease. The most important coping skill is to live positively and refrain from alcohol and smoking.

**Caring for a sick family member**

All AIDS patients cannot be kept in hospital. Therefore family members should be willing to take care of the sick. The sick person will no longer be able to participate in household and personal chores, e.g. preparing food and washing themselves. These chores need to be taken over by someone else in the family. These extra responsibilities may take up a lot of time and may result in having less time to spend on schoolwork. Many children may start missing school and eventually drop out of school.

Many children feel overwhelmed by the huge responsibility. They do tasks like nursing the sick, for which they are not trained, even during the night. They risk being infected themselves, because they do not know what safety precautions to take when handling an infected person. Caring for a sick person can be very exhausting.

**STRESS**

**Stress** is a feeling that is created when we react to particular events. It is the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina and heightened alertness.

The events that provoke stress are called stressors, and they cover a whole range of situations - everything from outright physical danger to making a class presentation or writing a test in your toughest subject.

The reaction to a stressor is known as the stress response. Working properly, the body's stress response enhances a person's ability to perform well under pressure. However, the stress response can also cause problems when it overreacts or fails to turn off and reset itself properly.

**Positive stress**

The stress response (also called the **fight or flight response**) is critical during emergencies, such as when a driver has to slam on the brakes to avoid an accident. The stress response can also be activated in a milder form when there is no actual danger - getting ready to go to a big dance, or sitting down for a final exam. A little of this stress can help keep you on your toes, ready to rise to a challenge. The nervous system quickly
returns to its normal state, standing by to respond again when needed.

**Negative stress**

However, stress does not always happen in response to things that are immediate or that are over quickly. Ongoing or long-term events, like coping with a divorce or moving to a new neighbourhood or school, can cause stress too. Long-term stressful situations can produce lasting, low-level stress that is hard on people. This can wear out the body's reserves, leave a person feeling depleted or overwhelmed, weaken the body's immune system and cause other problems.

**Causes of stress overload**

Although just enough stress can be a good thing, stress overload is a different story - too much stress is not good for anyone. For example, feeling a little stress about a test that is coming up can motivate you to study hard. However, stressing out too much over the test can make it hard to concentrate on the material you need to learn.

Pressures that are too intense or last too long, or troubles that are faced alone, can cause people to feel stress overload. Here are some of the things that can overwhelm the body's ability to cope if they continue for a long time:

- being bullied or exposed to violence or injury
- relationship stress, family conflicts, or the heavy emotions that can accompany a broken heart or the death of a loved one
- ongoing problems with schoolwork related to a learning disability or other problems. Usually once the problem is recognized and the person is given the right learning support the stress disappears
- crammed schedules, not having enough time to rest and relax, and always being on the go.

Some stressful situations can be extreme and may require special attention and care.
**Learners’ activity:**
Complete the questionnaire on stress by giving yourself a tick for each sentence that is true to you. Give each tick a value from 1-5.

**Teacher’s activity:**
Supply the learners with the values of the numbers.

**Learners’ activity:**
Total your score.

**Teacher’s activity:**
After learners have their total scores, give them the results.

**Learners’ activity:**
Write a story about a stressful incident in your life, mention how you coped with the feelings you had.

### Questionnaire on stress

<table>
<thead>
<tr>
<th></th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am tired for no reason.</td>
</tr>
<tr>
<td>2.</td>
<td>I do many different tasks together, rather than one thing at a time.</td>
</tr>
<tr>
<td>3.</td>
<td>I eat all the time, although I am not hungry.</td>
</tr>
<tr>
<td>4.</td>
<td>I hide my feelings from other people.</td>
</tr>
<tr>
<td>5.</td>
<td>I bite my nails.</td>
</tr>
<tr>
<td>6.</td>
<td>I get headaches.</td>
</tr>
<tr>
<td>7.</td>
<td>Little things worry me.</td>
</tr>
<tr>
<td>8.</td>
<td>I cry easily.</td>
</tr>
<tr>
<td>9.</td>
<td>I feel depressed.</td>
</tr>
<tr>
<td>10.</td>
<td>I react strongly when I am criticised.</td>
</tr>
<tr>
<td>11.</td>
<td>I feel lonely.</td>
</tr>
<tr>
<td>12.</td>
<td>I feel rushed.</td>
</tr>
<tr>
<td>13.</td>
<td>I feel impatient.</td>
</tr>
<tr>
<td>14.</td>
<td>I do not sleep well.</td>
</tr>
<tr>
<td>15.</td>
<td>I do not feel hungry.</td>
</tr>
<tr>
<td>16.</td>
<td>I would like to sleep for a week.</td>
</tr>
<tr>
<td>17.</td>
<td>I am moody.</td>
</tr>
<tr>
<td>18.</td>
<td>I cannot concentrate.</td>
</tr>
<tr>
<td>19.</td>
<td>I have stomach-aches.</td>
</tr>
<tr>
<td>20.</td>
<td>I do not feel good about myself.</td>
</tr>
<tr>
<td>21.</td>
<td>I find it difficult to relax.</td>
</tr>
<tr>
<td>22.</td>
<td>I feel as if things are hopeless.</td>
</tr>
<tr>
<td>23.</td>
<td>When things do not go as planned, I get angry and unhappy.</td>
</tr>
</tbody>
</table>

**TOTAL:**

Score:

1 = never  
2 = sometimes  
3 = often  
4 = very often  
5 = always

Result:

The higher your score, the higher is your level of stress.
SYMPTOMS AND HANDLING OF STRESS

Symptoms of Stress Overload

People who are experiencing stress overload may notice some of the following symptoms:

<table>
<thead>
<tr>
<th>Physical symptoms</th>
<th>Emotional symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• physical symptoms, such as stomach problems, headaches, or even chest pain</td>
<td>• anxiety or panic attacks</td>
</tr>
<tr>
<td>• allergic reactions, such as eczema or asthma</td>
<td>• a feeling of being constantly under pressure</td>
</tr>
<tr>
<td>• problems with sleeping</td>
<td>• irritability and moodiness</td>
</tr>
<tr>
<td>• drinking too much, smoking, overeating, or doing drugs</td>
<td>• sadness or depression</td>
</tr>
</tbody>
</table>

Everyone experiences stress differently. Some people become angry and act out their stress or take it out on others. Some people internalize it and develop eating disorders or substance abuse problems. In addition, some people who have a chronic illness may find that the symptoms of their illness flare up under an overload of stress.

Handle stress

The most helpful method of dealing with stress is learning how to manage the stress that comes along with any new challenge, good or bad. Stress-management skills work best when they are used regularly, not just when the pressure is on. Knowing how to "de-stress" and doing it when things are relatively calm can help you get through challenging circumstances that may arise.

Here are some things that can help keep stress under control:

• **Take a stand against over-scheduling.** If you are feeling stressed, consider cutting out an activity or two, opting for just the ones that are most important to you. Learn to say “no”.

• **Be realistic.** Do not try to be perfect - no one is. Expecting others to be perfect can add to your stress level. When you need help to do something, like schoolwork, ask for it.

• **Get a good night's sleep.** Getting enough sleep helps keep your body and mind in top shape, making you better equipped to deal with any negative stressors. Because the biological "sleep clock" shifts during adolescence, many teenagers prefer staying up a little later at night and sleeping a little later in the morning. However, if you stay up late and still need to get up early for school, you may not get all the hours of sleep you need.

• **Learn to relax.** Relaxation creates a sense of well-being and calmness. You can relax by learning simple breathing exercises and then using them when you are caught up in stressful situations. Ensure you stay relaxed by building time into your schedule for activities that are calming and pleasurable, like reading a good book or making time for a hobby, spending time with your pet, or just taking a relaxing bath.

• **Treat your body well.** Experts agree that getting regular exercise helps people to manage stress. Excessive exercise can contribute to stress, thus use moderation. Eat well to help your body get the right fuel to function at its best. It is easy when you
are stressed out to eat on the run or eat junk food or fast food. However, under stressful conditions, the body needs its vitamins and minerals more than ever. Some people may turn to substance abuse as a way to ease tension. Although alcohol or drugs may seem to lift the stress temporarily, relying on them to cope with stress actually promotes more stress because it wears down the body's ability to bounce back.

- **Watch what you are thinking.** Your outlook, attitude and thoughts influence the way you see things. A healthy dose of optimism can help you make the best of stressful circumstances.

- **Solve the little problems.** Learning to solve everyday problems can give you a sense of control. Avoiding them can leave you feeling that you have little control and that just adds to stress. Develop skills to calmly look at a problem, figure out options and take some action toward a solution. Feeling capable of solving little problems builds the inner confidence to move on to life's bigger ones and it can serve you well in times of stress.
DRUGS

**Club drugs** are used by some teenagers and young adults at bars, clubs, concerts, and parties. The most common club drugs used are Ecstasy (MDMA), GHB (soap), Rohypnol (roofies), ketamine (Vitamine K), methamphetamine (Tik), and acid (LSD).

Many people attending clubs and bars do not use drugs, but those that do are attracted to them, because it deepens their experience at the club or bar.

Rohypnol and GHB are often colourless, tasteless, and odourless. They can be added to beverages and ingested unknowingly. Therefore never accept a drink in a glass or open can from someone in a club or bar. If ingested, it can cause a person to become a sex object without consent. GHB is used by males for muscle building.

**Effects:**

<table>
<thead>
<tr>
<th>Ecstasy</th>
<th>GHB “body building drug”</th>
<th>Ketamine</th>
<th>Rohypnol “date rape drug”</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Changes in brain function</td>
<td>▪ Sedative</td>
<td>▪ Delirium (imagined experiences that seem real)</td>
<td>▪ No decision-making control</td>
</tr>
<tr>
<td>▪ Performs poorly on cognitive and memory tasks</td>
<td>▪ Euphoric state (living in a dream world)</td>
<td>▪ Amnesia (loss of memory)</td>
<td>▪ Incapacitate (cannot react normally)</td>
</tr>
<tr>
<td>▪ Increases heart beat</td>
<td>▪ Fat reduction and muscle building</td>
<td>▪ Impaired motor function</td>
<td>▪ Amnesia</td>
</tr>
<tr>
<td>▪ Confusion</td>
<td>▪ Nausea</td>
<td>▪ High blood pressure</td>
<td></td>
</tr>
<tr>
<td>▪ Sleeping problems</td>
<td>▪ Breathing problems</td>
<td>▪ Depression</td>
<td></td>
</tr>
<tr>
<td>▪ Depression</td>
<td>▪ Insomnia (inability to sleep)</td>
<td>▪ Respiratory problems</td>
<td></td>
</tr>
<tr>
<td>▪ Blurred vision</td>
<td>▪ Sweating and anxiety</td>
<td>▪ Death</td>
<td></td>
</tr>
<tr>
<td>▪ Teeth clenching</td>
<td>▪ Tremors (Shaking of hands)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Muscle tension</td>
<td>▪ Seizures and coma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Sweating</td>
<td>▪ Death</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Chills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Kidney, liver failure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Death</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most of the time these drugs are taken in combination with alcohol or other drugs. This will even increase the negative effects.

![Ecstasy pills](image)
(b) FAMILY LIFE

EARLY AND ARRANGED MARRIAGES

Arranged marriages are a traditional practice deeply rooted into many African cultures. Girls are given away to prospective men shortly after birth. In most cases, the prospective husband is already an adult. There are also instances where girls only get to know their husbands on the night of the wedding. Sometimes the girl might be manipulated to marry the man at a very young age, as this brings in some extra wealth for the family.

Case study

Sara’s arranged marriage

Sara, a thirteen year old girl, was living in a rural area where the traditional culture was still very strong. She had her initiation ceremony into adulthood three months ago.

Thomas, a forty year old man and a wealthy business man, asked Sara’s mother for Sara’s hand in marriage. Sara’s opinion was not considered in the decision.

Sara, as a modern teenager, was very upset when she heard about the arranged marriage, because she wanted to finish her school education and become a lawyer.
PREPARING FOR A MARRIAGE

A good marriage takes hard work. You need to choose your life partner very carefully. In order to do that, you need to be mature enough to know what you want in life. Your value system should be well established. In your search for a marriage partner, you will have to look for qualities like loyalty, care, honesty and trustworthiness, good communication skills, reliability, similar background, sober habits, sharing of emotions, being committed.

Commitment means:
- Be there for each other, even when things are not going well
- Care about each other
- Communicate feelings and thoughts
- Handle disagreements and conflicts
- Listen to each other
- Continuously work on the relationship
- Take responsibility in the marriage.

In some communities couples need to go for pre-marital counselling to prepare them for marriage.

ROLES AND RESPONSIBILITIES IN THE FAMILY

It is a big responsibility for an adult to become a parent. There are basic needs that all parents have to provide to their children. These needs are:
- Food
- Clothing
- Shelter
- Love
- Care
- Security
- Education

As a parent you have the responsibility to teach your child how to fit in as a member of the family, community and the Namibian society. It is also important for parents and children to talk together as a family. This brings a feeling of trust and belonging. As a parent, you have a responsibility to teach your children about traditions and values. Parents should raise their children to be honest and hardworking and parents should set a good example.

One of the first things children learn at home is their mother tongue. Through language, children learn how to share their thoughts and feelings with other family members. As children grow, they learn many things from their parents, such as:
- Language and culture
- Tradition and values
- Discipline and appropriate behaviour in the family, community and society.

The equal sharing of household duties in the family is very important. Sharing equally is a very necessary ingredient in a stable and happy family
Group activity:

Study the picture. What would you change to give equal responsibilities to all people in the picture?

Class activity:

Discuss communication in the family and the importance thereof.

FAMILY RELATIONSHIPS

Family communication is the exchange of verbal and non-verbal information among family members. Communication is not only talking, but also listening to what others have to say.

Importance of communication in the family

Communication within the family is extremely important, because:

- it gives opportunities to members to express their needs and opinions.
- it creates an atmosphere of openness in which all feelings can be expressed.
- it creates a platform to solve problems within the family.

The effects of poor communication

Poor communication in the family leads to unhealthy family relationships, including numerous family problems like excessive conflict, ineffective problem solving, lack of intimacy and weak emotional bonding. Poor communication also leads to an increased risk of divorce and marital separation, as well as behavioural problems in children. We can differentiate between three kinds of communication, namely instructional, affective (involving feelings) and body communication. Instructional communication is when a person is told to do something, e.g. go and bath, while affective communication is when persons express their feelings during a conversation. Body communication is where a person is conveying a message, without words.
Ways of effective family communication

For effective communication the following should be kept in mind:

- Communicate frequently
- Be willing to listen
- Openness
- Respect other family members’ opinions
- Think before you talk, do not say something which you will be sorry about later
- Pay attention to non-verbal messages
- Always give positive messages

Learners’ activity:

Read the case study.

Answer the questions in writing.

Case study

Family Communication

Stanley is living with his family in Katima Mulilo. Stanley is on his way from school. He removed his tucked shirt from his trousers and then put it back again. He cannot decide how to wear his shirt. He, in the end, decided to take it out again. When he arrived home, he immediately went to his room, without greeting his mother, who was busy in the kitchen. When his mother called him to have lunch, he went to eat, still wearing his school uniform. His mother greeted him with the question: “Why are you still wearing your school uniform?” Stanley became very annoyed at this question and retreated to his room, without eating lunch. He stayed in his room for the whole afternoon, until his father came to call him for supper. Nobody referred to the incident of the afternoon. The family ate their dinner in silence.

After dinner, his father read the newspaper and he watched the news on television. His mother washed the dishes. Stanley ignored his younger brother, who asked inquisitive questions about why Stanley did not go to soccer practice in the afternoon.

Stanley went to his room, switched on his CD-player on high volume, until his father came to request him to soften the music. He obeyed under protest. He wished to be with his girlfriend, Beauty, as she is the only one he can share his feelings with. Later on, he fell asleep.
Questions

1. Give examples of the following from the case study:

   (a) body communication
   (b) instructional communication
   (c) affective communication

2. What message do you think Stanley wants to convey with his body communication?

3. What does Stanley want to communicate through making his music so loud?

4. Is the communication used in this household, effective? Give a reason for your answer.

5. What can you suggest to improve the communication in this household?

FAMILY PLANNING

Family planning is used as a synonym for the use of birth control, but it may also be used as a term to describe a male – female couple’s wish to limit the number of children they will have and to control the spacing of their children. The phrase family planning is used to indicate that the couple uses birth control to plan their children, rather than preventing pregnancy entirely. There are various ways of birth control e.g. the natural way, contraceptives, condoms, etc.

At least 200 million women in the world want to use safe and effective family planning methods, but are unable to do so because they lack access to information and services or the support of their husbands and communities. More than 50 million of the 190 million women who become pregnant each year have abortions. Many of these are clandestine and performed under unsafe conditions.

The level of unintended pregnancy is lowest in countries with access to effective methods of contraception and where women play a major role in family decision-making.

Reasons for family planning:

- It is a fundamental human right to choose how many children you want to have and when you want them.
- Both parents have a say in the decision to have a baby or not.
- The maternal health should always be taken into consideration.
- It can reduce poverty. Many children can be a financial burden as parents cannot provide in their basic needs like education, food and clothing.
- The prevention of the birth of HIV infected babies. The only method to prevent this is through using a condom.
- It raises female productivity, because the mother can make a positive contribution to the economy of the country.
Class activity:
Read statements and discuss also other reasons for not using family planning.
Discuss the consequences of children being spaced too close to each other.

"My husband knew about the pills. I told him, and he was always against them. We almost broke up over it."
- Guatemalan woman

"I tried to get some tablets, but I was chased from the clinic. I think it was because I looked very young."
- Zimbabwean secondary school student

Teacher’s activity:
Explain the concept entrepreneur and discuss characteristics of an entrepreneur.

Learners’ activity:
List your own entrepreneurial characteristics.

FINANCES

CHARACTERISTICS OF AN ENTREPRENEUR

An entrepreneur is someone who makes new products, designs new ways of making existing products and creates new markets for products. An entrepreneur is a person, who creates work for him/herself. There are many people, who are earning a living wage being entrepreneurs. Many people believe this will be the only way to earn a living in the future, as there will not be enough formal jobs.

Certain characteristic traits are seen in people starting their own businesses.

Some of the characteristics are:
- Confident – Entrepreneurs believe they can succeed
- Responsible – Entrepreneurs are accountable for their own decisions and actions.
- Independent – Entrepreneurs make their own decisions about the running of their business.
- Goal-setter – Entrepreneurs know where they are going. They set goals and make plans of how to achieve them.
- Leader – Entrepreneurs take the lead and are strong decision makers.
- Creative – Entrepreneurs are always on the look out for new and better ways to do things.
- Determined – Entrepreneurs do not give up on a problem. They see things through to the end.
Group activity:

Look at the picture and discuss the characteristics of an entrepreneur.

ENTREPRENEURIAL OPPORTUNITIES

An entrepreneur works for him- or herself. There is room for many more entrepreneurs in Namibia.

If you wish to be an entrepreneur, it is important to identify areas where there are gaps in the market. A gap means that no one is selling the desired product or service, even though people would like to buy or use it.

Self-employment in various countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Self-employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>1 out of every 12 people</td>
</tr>
<tr>
<td>Japan</td>
<td>1 out of every 7 people</td>
</tr>
<tr>
<td>England</td>
<td>1 out of every 10 people</td>
</tr>
<tr>
<td>South Korea</td>
<td>1 out of every 4 people</td>
</tr>
<tr>
<td>Hong-Kong</td>
<td>1 out of every 8 people</td>
</tr>
<tr>
<td>South-Africa</td>
<td>1 out of every 50 people</td>
</tr>
</tbody>
</table>
Class activity:
Discuss the newspaper heading.

Pair activity:
Interview an entrepreneur in your community and report back to class.

Learners’ activity:
List possible entrepreneurial opportunities in your community.

Group activity:
Plan an entrepreneurial day.

Newspaper heading:
Only one in ten school leavers will get a job

Interview questions:
- What would motivate you to become an entrepreneur?
- What planning is needed to start your business?
- What problems do entrepreneurs encounter?
- What are the advantages of having your own business?
BANK FACILITIES

A bank account is an account with a banking institution which records the balance of money for a customer. Bank accounts may have a positive or credit balance, when the bank holds money on behalf of the customer; or a negative or debit balance, when the customer owes the bank money. Accounts opened with the purpose of holding credit balances are referred to as deposit accounts; whilst accounts opened with the purpose of holding debit balances are referred to as loan accounts.

Kinds of bank accounts are:
- Savings account
- Cheque account
- Individual Savings Account

An automatic teller machine (ATM) is an unattended machine, outside some banks and at shops, that dispenses money when a personal coded card is used.

Financial institutions are changing. Banks are now incorporating self-service facilities. This leaves staff free to attend to other banking services. Those who prefer self-service can help themselves and those who prefer more assistance can enter the bank and go to a teller.
7.3 PERSONAL-SOCIAL SKILLS
(Refer to 10.2.3 in the Grade 8 – 10 Life Skills Syllabus)

(a) SELF-AWARENESS

EMOTIONS/FEELINGS

Teenagers are dealing with lots of emotional highs and lows. One minute they might feel great, and the next they may feel sad and tearful. This kind of shift in moods is okay! Their lives are changing, like their bodies. These mood swings are not just hormones, but also the increased pressure they are experiencing. They are facing added responsibilities at home, more pressure at school and also pressure from changing relationships. There are many pressures on teens today and they have to face many challenges and make a lot of decisions.

As they grow older, they will develop the skills they need to manage stress. In doing so teenagers need all the support they can get. They have to reach out to adults and friends – knowing that there is always someone who cares.

Being human is an emotional experience -- we all have our moments of happiness, sadness, anger, depression, anxiety and a host of others feelings.

Coping with emotions

Everyone faces problems and stressors. The question is how we respond to these issues. Teenagers who do not have an available range of coping skills can easily turn to rage, violence, or self harm when upset and vulnerable. Teenagers need ample time to experiment with coping skills. Unfortunately, teenagers do not always get these opportunities. In the everyday rush of life, it is easy to forget to make time to talk to them.

• Communication
  Talking give teenagers the practice to verbalise feelings, helps them to feel validated and can serve as a springboard to problem solving. If a teenager is not good at verbalizing feelings, writing a journal can also provide an outlet for confusing feelings.

• Problem solving
  It is also important to develop the ability to find solutions for their own problems. Problem solving can be as simple as sitting down and brainstorming a list of possible solutions to the given situation. It helps to consider what was done previously in similar situations, and what outcomes were experienced. It is also essential to predict likely consequences, both positive and negative, for each possibility.

• Methods of relaxation
  It is important to learn how to relax. Teenagers who have positive stress relievers are less likely to turn to activities like overeating, smoking, drinking and sex. Some people like quiet, relaxing activities like listening to music, drawing or writing. Others may prefer to be more active and prefer activities like sport and hobbies.
PRAISE, CRITICISM AND ASSERTIVENESS

In its common usage praise is the act of making positive statements about a person, object or idea, either in public or privately. Praise is one of the best forms of motivation a coach or trainer can use on athletes. For praise to be effective, it must be sincere and not excessive. Excessive praise can be counter-productive because it loses its credibility. Praise should be given either during an activity or immediately following it. It should also be accompanied by information indicating why it is given. For example: “You are really improving on your mathematics these days, you are starting to master equations.” If applied properly, praise can encourage people to persist with their activities despite difficulties.

Most people respond positively to praise and it will increase their self-esteem and confidence. A person’s life is comprised largely of attempts to win praise for their actions. If a person does not get any praise, the person may revert to negative actions, to at least get some attention.

“The meanest, most contemptible kind of praise is that which first speaks well of a man, and then qualifies it with a But.”  Henry Ward Beecher

Criticism is an activity of judgement and can be both good and bad. Only someone with knowledge on a topic may express criticism on that topic.

Constructive criticism is when a person tries to correct the behaviour of another person in a non-threatening way. It is done diplomatically without insulting the other person. The purpose of a teacher expressing criticism on a learner’s work should be constructive and offer valid and well-reasoned opinions on the work done, in order to help the learner.

The receiver of criticism does not always see criticism in a positive way.

When you praise somebody by adding the word “but”, you are actually changing your praise into criticism, for example “you really improved in mathematics, but you need to give attention to…..”.

Remember: Criticism is only feedback; it is about your behaviour, not about you as a person.

Critique is a systematic enquiry into a concept, in an attempt to understand it better, for example: critique on a poem.
Class activity:
Read the two slogans from Mary Kay Ash and discuss the importance of praise.

Learners’ activity:
Use any piece of your own written work that was marked and commented on by a teacher. Write a paragraph on your feelings about the teacher’s comments.

Class activity:
Debate: Praise contributes the most to assertiveness versus Criticism contributes the most to assertiveness.

Group activity:
Demonstrate through role-play the techniques of assertiveness.

“Pretend that every single person you meet has a sign around his or her neck that says, Make me feel important. Not only will you succeed in sales, you will succeed in life.” Mary Kay Ash

"There are two things people want more than sex and money... recognition and praise." Mary Kay Ash

Assertiveness is the ability to express yourself and your rights without violating the rights of others.

Advantages of assertive behaviour:
• The ability to communicate in an open, direct and honest way
• A feeling of self-confidence
• Respect of your peers and friends
• Better relationships with other people
• Good feelings about yourself
• Improve your decision-making ability
• Improve your chances to achieve your dreams
• You can put limits on your own behaviour (self-control)
• You are not adversely affected by rude people
• You rejoice in your successes and accept your failures.

What assertiveness will not do:
• It will not guarantee happiness or fair treatment of others
• It will not solve personal problems
• You will not always get what you want.

Techniques on assertiveness:
• Be specific and clear about what you want, think and feel, e.g. I want to…
• Believe in what you say, otherwise you won’t be able to convince others
• When you differ from someone else, air your view by starting your sentence with “I feel….”
• Ask for feedback and do not be scared to be criticised
• Realise how you communicate non-verbally with voice tone, gestures, eye contact, facial expression and posture will have an influence on others
• Practice to become more assertive and be willing to make mistakes.
Questionnaire on Assertiveness

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you often find others coerce you into thinking their way?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Is it difficult for you to express your positive or negative feelings openly and honestly?</td>
<td></td>
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<tr>
<td>3.</td>
<td>Do you sometimes lose control and become angry at others who don’t warrant it?</td>
<td></td>
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<tr>
<td>4.</td>
<td>Are you reluctant to express your opinion and particularly your feelings?</td>
<td></td>
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<tr>
<td>5.</td>
<td>Do you often feel used by others?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Are you submissive in the presence of an aggressive person?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Do you believe that you don’t have a say in your own life?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Flight or fight is the only solution to a problem.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Do you put the needs of others before your own?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Do you find it difficult to say no to others?</td>
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</tbody>
</table>

A "yes" answer to any of the above questions may be an expression of a common problem known as "lack of assertiveness."

(b) RELATIONSHIPS

SEEKING ADVICE IN RELATIONSHIPS

All relationships are born from the examples of relationships you got in your childhood. By seeing how people relate to you and to each other, you begin to piece together a story of what relationships are all about. As a child, you receive a variety of unconscious messages, which you carry with you into later life. You receive messages about:

- Trust
- Communication
- Authority and control
- Life-long learning
- Self-love
- Quality time

However, it sometimes happens that you need advice in relationships. The best persons to advice teenagers about relationships are parents. If there is a communication gap between teenagers and their parents, teenagers might find it difficult to talk to their parents about their problems with relationships. They then need to talk to someone else. School counsellors, teachers, preachers and peers are just a few people who teenagers can talk to.
FEELINGS FOR OTHERS

Are you aware that chemicals in your brain can change the way you feel? Some chemicals can make you feel bad, but others can make you feel good and happy.

The following can make good chemicals work:
- Exercising
- Eating makes some people feel better
- Music – listen to it, sing with it, dance with it
- Positive thinking

Dance Scenario

I took part in a dance competition and came third.

When you feel angry with your friends, you can:
- learn ways to control your anger and then use them to make you feel good
- learn to stand up for yourself without hurting other’s feelings
- learn to face your fears and look for the positive in each situation

Take charge of your own bad feelings by realizing:
- They are your feelings and you are in control of them
- To have a bad feeling is not always wrong
- Bad feelings do not last forever
- That it is good to talk about your feelings
- That I can help my body to feel better

If you cannot control your bad feelings and if they last for a while, you need to talk to somebody you trust, like your parent, your teacher or a friend.

Speak Out

Charles was 18 years old and in Grade 10. He was intelligent, competent in everything he did and a top academic performer. However, there was one thing missing in his life, his father never told him he loved him or was proud of him. At Charles’s funeral his father regretted the fact that he would never get the chance to hug his son and tell him that he loved him. He had to live the rest of his life with that regret.

The ground is littered with words not spoken. People do not know how you feel until you tell them how you feel.

How about you? There is certainly somebody who can benefit from hearing something positive from you.
Some positive feelings are:
- Joy
- Happiness
- Pride
- Love
- Affection
- Concern
- Interest
- Inner-strength

Negative feelings are:
- Anger
- Sadness
- Depression
- Hatred
- Hurt
- Fear
- Anxiety
- Aggression
- Cruelty

**DATING**

It is meeting people, socializing and spending time in the company of stimulating individuals, who may or may not bring you a sparkle.

The time to start dating differs from person to person. Dating for the first time can be very scary. It is better to start with dating, by going out in a group, until you know each other better. This will make you feel more comfortable. The first date should be short and at a public place.

Who pays?
Dating brings along financial expenses. Boys should be frank with girls about what entertainment they can afford. Girls can ask boys out too and should be prepared to pay if they do. Girls should always have some money with them for emergency purposes.

A girl should immediately contact a person she trusts if she discovers that her date is under the influence of alcohol or drugs.

A boy should accompany a girl to the front door of her residence after a date. Whether she is going to invite him in, will depend on the hour and the understanding with her parents. (This may differ for different cultures.)
Group activity:
Read the Dating Scenario and discuss different ways of handling the situation.

Class activity:
Discuss cultural prescriptions during dating.

Learners’ activity:
List the mutual commitments during dating.

Dating Scenario
Dorothy is dying to go to the school dance with Robert. She is eagerly waiting for his call to invite her. When the phone rings, she eagerly runs to answer. Hearing Stephan’s voice, she feels quite disappointed. Stephan asks her to the dance.

Should she say yes?
Should she make up an excuse?
Should she tell the truth?

If a boy is shy and insecure, a girl should be careful in the way she refuses. She should be honest, but try not to hurt his feelings. She should make sure that she does not give him the wrong impression.

Mutual commitments during dating:
- Both parties should enjoy the outing
- Do not neglect your partner during a date. Give the necessary attention
- Be courteous during a date, never embarrass your partner in any way
- Keep to your appointment
- Do not pretend
- Do not use smoking and drinking to impress your partner
- Respect the opinions of your partner
- Watch your language and the jokes you tell
- Dating is not the time for intimacy
- Do not pretend you are single and dated, when you are not
- Do not make further commitments, if you are not sure that you like the partner.

(e) CITIZENSHIP

PERSONS OF AUTHORITY

Persons of authority are persons to whom power has been assigned to enforce the law, extract obedience, command, determine or judge.

The person with the most authority in Namibia is our president. Other persons of authority include:
- members of the Parliament
- police officers
- employers
- religious leaders
- traditional leaders
- managers and signing officers of banks
- judges and attorneys
- social workers
- principals and teachers
- parents and grandparents

People of authority need to serve as role-models. They have to lead others with enthusiasm, motivation and a positive outlook.
There are different types of authority:
- traditional authority (traditional leaders, kings, grandparents and parents)
- legal authority (courts, police)
- charismatic authority (president, ministers of parliament, church leaders, employers, principals and teachers)

Every country has a number of institutions, which exercise authority, for example the army, police, etc.

People employed in positions of authority must be careful not to abuse their authority.

**Class activity:**

Brainstorm different sources of authority, e.g. the church.

Discuss the purpose of obeying people of authority and explain the consequences of not obeying people of authority.

**Learners’ activity:**

Write a paragraph on what will happen when people challenge authority.

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**RESPECT FOR AUTHORITY**

*Authority* is the power to enforce laws and obedience or command attention. People obey authority out of respect, while others obey power out of fear, for example, a gang has the power to punish a person for not paying his drug debt, but only the court has the authority to punish a person. Gangs often challenge authority.
Class activity:
Read *The Story of Constable Good* and discuss Constable Good as a person of authority serving as a role model in the community.

Group activity:
Do research on the Rights of Children in the “Convention on Children’s Rights” and discuss the level of the execution of Child Rights in your school.

Class activity:
Discuss responsibilities towards rights.

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**The story of Constable Good**

On Saturday evening, while off duty, Constable Good transported his girlfriend in the police car to a music festival at the Katutura stadium. They gained entrance to the stadium under the pretence of being on duty. They did not pay any entrance fee. He drank several bottles of beer and started to fight with other men.

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**HUMAN AND CHILD RIGHTS**

The Convention on Children’s Rights in Namibia applies to everybody up to the age of 18 years of age, meaning those who have not reached the age of majority. It applies to all children and young people, irrespective of their colour, gender, language, nationality, ethnic or social origin, religion, political opinion, disability of any other living conditions.

All children have the right:
- not to be discriminated against
- to life
- to a name and nationality
- to freedom of expression, opinion and religion
- to privacy
- to education
- to health

All children should be treated equally, even children with mental or physical disabilities have the right to education and to live in a way which gives them self-confidence and the possibility of an active life in society.

Gender is not a determining factor of a person’s ability to function well. Except for a few tasks that require particularly hard physical labour, there is no reason why women cannot do the same work as men. There is no reason to believe that certain jobs should be reserved only for women, e.g. dressmaking.

Women are child bearers and breast feeders, but to say that only women can look after children would be misleading. When men take an active part in childcare, they develop good qualities like tenderness and patience.

Women are able to be as good leaders as men are.

All women, men, girls and boys should be treated equally in the educational and social environment.
Class activity:
Read the story “I cannot operate on this child” and solve the riddle.

Teacher’s activity:
Read the story again to the class, but change the surgeon to a nurse.

Class activity:
Discuss why it will be easier to assume the relationship between Simon and the nurse.

Story

“I cannot operate on this child”

Deepak and his son Simon live in Windhoek in Namibia. One Saturday evening, they take the car to go to the shop. On the way, they have a serious accident and Deepak is instantly killed. His son, injured and unconscious, is rushed by ambulance to the nearest hospital.

When the surgeon on duty comes into the operating room to treat Simon, it is immediately clear that something is terribly wrong. The surgeon becomes very upset, and rushes from the room saying, “I cannot operate on this child. He is my son.”

How is this possible?
A CLEAN ENVIRONMENT

Pollution is all over our planet. It makes people, animals and plants sick and even kills them. It even causes climate change. Humans are the cause of pollution and they will have to stop it.

Smelling, hearing, seeing

When you step out of your house in the morning:

- What do you smell? Fresh air? More likely, you smell something people have made: car exhausts, fire smoke or smoke from someone's cigarette. Perhaps you have never smelt real fresh air, the sweet smell of damp earth, the scent of trees or of the sea. These are the breaths of our planet.

- What do you hear? Birdsong? Nothing? More likely, you hear the roar of traffic on a nearby road, an airplane overhead, someone's TV or radio. Perhaps you have never been lucky enough to hear the gentle sounds of wild places, grasshoppers chirping, birds singing, the wind sighing gently in the trees, the burble of a little stream or just the deep stillness of a night when there's no wind to make any sound. Everyone should be able to hear these sounds. They are the voices of our planet.

- What do you see? More houses, streets, cars, buses and shops. Perhaps you have never been to a place where everything you can see is natural with no sign of anything people have made: mountains, forests, coasts, rivers, lakes, and wilderness. This is the real world; they are what remain of our natural planet and they belong to all of us. If you live in a big city with lights everywhere at night, you have probably never noticed the stars and the Milky Way, which make the wonder of the night sky.
8. GRADE 10

8.1 CAREER GUIDANCE
(refer to 10.3.1 in the Life Skills Grades 8 - 10 syllabus)

(a) STUDY SKILLS

EXAMINATION FEES

At the end of Grade 10, all learners in Grade 10 will write a national examination. In order to make that possible, question papers need to be drawn up by external examiners, the exam papers need to be printed and distributed to all examination centres across Namibia. After the examination is written, all answer sheets need to be sent to a centre in Windhoek where they are marked by external markers. All these activities are costly. Therefore, learners need to contribute by paying an examination fee.

A large number of Grade 10 learners are living in circumstances which make it difficult to pay examination fees, therefore learners need to start early in the year to think of creative ideas to be ready to pay the exam fees. Obtaining the money is not only the responsibility of the parent or guardian, but learners are co-responsible. As it is generally hard-earned money that needs to be paid, it is important that learners should prepare well for the examination to get value for their money. A Grade 10 certificate with good grades might open doors to the job market for the learner who decides to leave school at the end of Grade 10.

POSITIVE STUDY ATTITUDE

If you are like most students, studying does not come easily. For years we have been discouraged by techniques of modern-day mass education and the result has been that "study" has become a dirty five-letter word. Perhaps it would be better if we substituted "study" with "growth" or "experiencing" or "learning" something with a more positive feeling to it.

It is important that you develop a positive attitude towards studying. Getting better grades will result in visible, tangible rewards. This should help in developing a positive attitude towards studying. If nothing else, your desire to find employment after Grade 10 should motivate you to learn to enjoy studying.

Like sport, studying requires knowledge, skills, practice and a positive attitude. Having the right attitude towards your studies is very important. Your goal is to perform at your peak for all your exams.

Being well prepared boosts confidence. Preparing well means starting early in the year.
Class activity:
Discuss the advantages of a positive study attitude and study habits.

Learners’ activity:
Write a letter to the people staying with you in the same house and explain to them what you consider as a good study environment and how they can assist you in creating that.

Draw up a study timetable for the year.

having clear goals and organising your time. All of this will help you to develop a positive attitude and to perform at your best.

Part of having the right attitude also means coming to terms with the fear of not doing so well. Negative self-talk, such as, ‘My life will be ruined if I fail’ will not help you. Instead, try to imagine that you are in the exam situation and feeling confident and terrific. Success!

Factors that will create a positive study attitude:

- Goal setting
  Clarify your long-term goals by asking yourself why you are at school and what you want to achieve. This then leads to more medium and short-term goals. For example, if you are in Grade 10 and need to improve in History (a long-term goal); your medium term goal might be passing the next test. Your short-term goal might be to summarise a chapter in preparation for the test.

- Time management
  Being organised and managing your time is crucial, and having a timetable is particularly important as exams approach. Revision should start early in the year.

  You need to be sure of the date when the final examination starts. You could also take into consideration the major personal events in your life that will have an impact on your studies.

  Next, consider what your commitments might be in an average week. These would include work, sleep and family commitments. Do not forget to allow for hobbies and recreational activities. During the trimester, you should allow an average of ten hours a week for each subject you are studying.

  Keep the more difficult subjects for time slots when you are fresh. For example, reading a difficult text might best be done when you are mentally alert. Leave simpler tasks to study periods when you work less effectively. For each study session, ask yourself what you want to achieve.

- Revision
  We remember best the things that are meaningful for us. So, always place what you are studying within the overall context of the subject. Become familiar with the unit outline early in the term. Try to develop an overview of the subject from your textbook and identify the patterns and structures of the subject.

  Start with the aim and try to visualise your unit as a concept tree. See the topic of each week as a branch that breaks down further into questions and issues so you can see how sub-topics are interrelated. Some people find it easier to recall information if it is depicted in a visual way.

  If you regularly review throughout the semester, by exam time much of the memory work will have been done.

- Positive thinking
  Simply start by saying to yourself, several times every day that "I am doing better. I am studying more, studying more effectively and my grades will show it. I AM doing better!" You may even decide that you want to get a better grade than anyone else in class does. If grades are, "your thing" then goes for it! You cannot reach a goal you have not set.
IMPROVING CONCENTRATION

Concentration and memory work together but one does not lead to the other. To concentrate is to direct your mental powers or your efforts towards a particular activity, subject or problem.

Memory is the ability to remember information, experiences and people. Some specific skills can be learned to enhance both concentration and memory. Practicing these skills is likely to improve one's success as a student. Once something is stored in our brain, we never forget it. However, we may have difficulty recalling the information. It is also possible that the information we are trying to recall was never stored.

Good concentration will enhance memory. If we only practice skills that improve our memory, but never look at factors that enhance concentration, our efforts will only be marginally successful.

Most important, find a place where you can concentrate. It is by being able to concentrate that you can do more in less time. This makes studying a satisfying experience. Practice concentrating and do not let your thoughts wander. Get yourself to a point where you can read for about 20 – 30 minutes without a break and without letting your thoughts wander. You will be surprised at how much you can remember. Be sure to catch yourself when your thoughts wander. Practice the following: When your thoughts wander to something that is completely not relevant to your study material, take a piece of paper and write down the thought. Once you have written the thought down, you do not have to think about it until after your study session is over.

Concentration activity:

Read the 12 words below:

| glass | fall |
| speaker | ready |
| basket | frame |
| college | shoes |
| medium | spoil |
| hello | final |

Results:

12 words: You already practice good concentration and memory skills.
Less than 10 words: You need to improve you concentration and memory skills.

Factors that can have an impact on concentration include the study environment and the structure you have for your study time. Factors that can have an impact on memory are the way you organize the information, how you use your body in the study process, how you use your brain in the study process and whether you include time for recall.
EXAMINATION SKILLS AND STRATEGIES

Thinking of examinations often leads to feelings of stress and anxiety. It is important to be able to manage your anxiety in order to be successful in writing the exam.

Managing examination anxiety
Some anxiety about the examination can be helpful because it keeps your thinking alert and sharp. However, a great deal of anxiety can be detrimental, because it can block your thinking processes.

What will eliminate some of the anxiety?
• Be as prepared as possible for the exam.
• Maintain a positive attitude.
• Familiarise yourself with the location of the examination centre and the starting time.

What can you do to relax when you become anxious?
• Take slow, deep breaths to oxygenate your body and brain.
• Do a breathing exercise.
• Take care of yourself with positive pampering. This includes physical activity, a balanced diet, fun and relaxation.

On the day of the examination:
• Make sure that you have the necessary stationery and that they are in a working order.
• Think positive! Brush off any negative thoughts.
• Allow yourself plenty of time, eat a healthy breakfast, and groom yourself for success.

Breathing exercise

Sit in a comfortable position, close your eyes, relax, inhale deeply, hold your breath to a count of four, exhale slowly, and, again relax.

Repeat the exercise for about 1 minute.

Answering the examination paper

Before you start to write:
• Get an overview of the structure of the paper. Read all questions and divide the allocated time between the different questions. Keep in mind the marks allocated for each question.
• Highlight or underline key words in each question in order to ensure that you understand each question properly.
Teacher’s activity:

Share information on different fields of studies with learners.

Learners’ activity:

Determine your field of interest and research on the availability of that specific field of study at schools in your region.

While writing:

- Relax and do not panic when you cannot remember the answer. Go to the next question and come back later.
- Keep to the time limits of each question. Rather come back later again.
- Do not rush, use all the allocated time.
- If time is available, re-read the questions and answers.
- Ensure that you have written your examination number on all your answer sheets.

When leaving the examination room:

- Do not stress about the paper you’ve just written as you cannot change anything about it. Focus on your next examination paper.

Different types of examination questions:

- Multiple questions (Know your work and do not guess.)
- Short questions (State facts and make sure of your numbering)
- Essay type questions (Do not only provide facts but also give your own opinion.)
- True/False questions (Know the reason why you give an answer and if you are requested to motive an answer, do not only repeat the statement.)

(b) CAREER OPPORTUNITIES

FIELDS OF STUDY IN GRADES 11 AND 12

It is important to get the fields of study available at neighbouring schools. Keep in mind that different schools have different fields of studies which might change from year to year.

When choosing subjects within a field of study keep in mind whether you want to go for further studies and where. Universities and technicons outside Namibia have different admission requirements from the local tertiary institutions.
Class activity:
Brainstorm training institutions known to you.

Teacher’s activity:
Get information about institutions for further studies after Grade 10 from Careers in Namibia available at your school or from your nearest Ministry of Labour office. Share the information with learners.

Learners’ activity:
Identify the kind of job/career you would like to shadow.

INSTITUTIONS FOR FURTHER STUDY

The institutions for further studies after Grade 10 in Namibia are very limited. Some of the institutions are:

• NAMCOL where you can repeat Grade 10, enrol for Grade 12 and other certificates and diplomas
• Vocational Training Centres in Windhoek, Ongwediva, Katima Mulilo, etc. where you can study to get your artisan certificate
• NIMT in Arandis where you can study to get your artisan certificate
• Skills Training Centres in Mariental, Baumgartsbrun and Rundu where you obtain a certificate in a specific skill (carpentry, welding, dressmaking, etc.)

JOB SHADOWING

Job shadowing is an opportunity for a person to walk next to somebody as a “shadow” to observe a person’s specific job/career. Job shadowing is limited to observation, no practical experience is obtained.

Purpose of job shadowing:

• Observe responsibilities and tasks associated with the job/career.
• Get opportunities to ask questions about the work done, the knowledge, skills and level of education required.
• Gather career related information.
• Expand your networking contacts.
• Build on your interviewing skills.
• Be aware of trends in the field of work.
• Observe the world of work.
**Teacher’s activity:**
Create links with different stakeholders in the world of work to accommodate learners for shadowing purposes.

**Teacher’s activity:**
Provide the learners with headings for their shadowing reports.

**Learners’ activity:**
Prepare your job shadowing interview questions and write a report after your visit.

Write a letter of thanks to the person you shadowed.

The learner’s responsibilities during job shadowing:
- Prepare in advance for questions to be asked during the shadowing.
- Be punctual and dress appropriately.
- Be attentive and observe as much as possible.
- Do not be shy to ask questions.
- Follow the shadowing up with a letter of thanks.
- Write your report on your shadowing experience as soon as possible after the shadowing.

Suggested headings for a report:
- Main responsibilities associated with the job/career
- Typical day, week, month
- Advantages of the job/career
- Disadvantages of the job/career
- Education level required
- Current outlook of this job/career
- Salary and benefits
**Class activity:**
Discuss the necessary preparatory actions for an interview.

**Class activity:**
Discuss qualities employers are looking for.

**Teacher’s activity:**
Inform learners before the lesson to dress as if they are going to a job interview.

**Group activity:**
Role-play a job interview by starting according to the given dialogue lines.

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### INTERVIEWING

Interviewing is the first and most important step you have to take at the beginning of your career path, leading you to your dream career. When you are invited for an interview, keep the following in mind:

- A panel will interview you and not only one person
- Practice beforehand in front of a mirror and concentrate on body language
- Do research to find out about the company
- Be on time
- Look your best – dress appropriately
- Sit up straight with your arms unfolded and relaxed
- Be prepared to answer questions
- Be polite
- Be honest and be yourself
- Ask questions

Qualities employers are seeking for:

- Good communication skills
- Honesty/integrity
- Teamwork skills
- Interpersonal skills
- Strong work ethic
- Motivation/initiative
- Flexibility/adaptability
- Analytical skills
- Computer skills
- Organisational skills

**Dress for Success**

If you have all the necessary skills, is what you wear that important? Will the interviewers be bothered by the piercing in your tongue or the tattoos on your arms? Some employers will not personally be bothered, but they take the values of their customers into consideration.

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**Dialogue Lines for an Interview**

**Interviewer one:** According to your curriculum vitae, you ran the tuck shop at school.

**Applicant:** Yes, it was a successful business.

**Interviewer two:** Great! Why?
APPLICATION FORMS AND LETTERS

Class activity:

Brainstorm the importance of a proper application and discuss reasons for employers to disqualify applications.

Teacher’s activity:

Provide learners with various kinds of application forms. Examples of application forms are available on the internet.

Learners’ activity:

Complete an application form in pencil. Exchange your form with your friend and correct your friend’s mistakes.

Teacher’s activity:

Provide learners with a job advertisement to respond to.

Learners’ activity:

Write a letter of application as a response to the advertisement.

Application form

Most companies use their own company application forms. This enables the company to compare all applicants on an equal basis. Many companies have their application forms available online. Some even require you to complete it online.

When you complete a printed application form, write neatly and legibly. First, complete it in pencil. This will ensure that your final product will not have corrected mistakes on it. Never use correction fluid or scratch out words. Do not crease the form and make sure your hands are clean when you handle the form. Keep it away from food and all liquids. Remember to complete all the questions and provide all the information asked. Most application forms also require a passport size photo. All forms must be completed in print in CAPITALLETTERS.

Most application forms require information concerning the following:
- Education
- Previous and current employment/job experiences
- Interests and achievements
- Personal statements e.g. motivate your interest in the job.

Before you complete the form in pen, ask a critical person to read the application form and indicate mistakes to you.

Your application form should be accompanied by a cover letter enclosing a list of certified documents.

Application letter

An application letter is a response on an advertisement for a job. An application letter is written when no application form is required. Many advertisements require an application letter as well.

Write or type your application letter on paper of a good quality. Do not use coloured writing pads, writing pads with pictures on them or pages torn from an exercise book. Use only a black pen.

An application letter should be written or typed and have the following paragraphs:
- Paragraph one: Tell the employer where you found out about the job.
- Paragraph two: Tell the employer why you are interested in the job and what your strengths are.
- Paragraph three: Tell the employer about your qualifications and list the included documents as proof of your qualifications.
- Paragraph four: Closure of the letter should be done in a formal way.

Include certified copies of all relevant documents.

An example of an application letter is available in the Career Choice Manual for Grades 11 and 12.
**CURRICULUM VITAE/RESUMÉ**

The difference between a resumé and a curriculum vitae is:

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<th>Resumé</th>
<th>Curriculum Vitae</th>
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</thead>
<tbody>
<tr>
<td>Length</td>
<td>one or two page summary of your skills</td>
<td>Length: longer than two pages</td>
</tr>
<tr>
<td>Content</td>
<td>summary of your skills and experience</td>
<td>Content: your educational and academic background and other relevant experience</td>
</tr>
<tr>
<td>Goal</td>
<td>to be brief and concise</td>
<td>Goal: a detailed synopsis</td>
</tr>
</tbody>
</table>

Curriculum vitae are used to apply for a professional career, where your academic and professional qualifications are of utmost importance. A resumé is a summary limited to one or two pages highlighting only those experiences most relevant to the desired position. When writing your CV or resumé, you need to be honest because the potential employer may check the validity of your credentials.

A covering letter should always accompany your application form and CV/resumé. This is to introduce your application forwarded in response to an advertised post. The envelope should be at least an A4 size envelope. A CV or resumé should never be folded. Staple or bind all the documents together.

A Curriculum Vitae should contain:
- Personal details – full names, date of birth, gender, a driving license, etc.
- Education/Qualification/Training
- Work experience including period of employment
- Other information like hobbies and interest
- References – only names and telephone numbers are needed

A resumé should contain:
- Full name and address
- Career objectives
- Work experience relevant to the applied position, including period of employment
- Achievements
8.2 DAILY LIVING SKILLS
(refer to 10.3.2 in the Life Skills Grades 8 - 10 syllabus)

(a) HEALTH CARE

PERSONAL HEALTH

It is important to observe and examine your body for diseases. The most important parts to be examined are the testicles in boys and breasts in boys and girls. (Boys can also get breast cancer.) This will enable a person to early detect any abnormalities and cancerous growths.

Testicles
The two testicles, or testes, are inside the scrotum. The testicles are the male reproductive organs that produce sperm and the male hormone testosterone. Each testicle is approximately the size and shape of a small egg.

The testicles develop within the abdomen of a male baby and normally descend into the scrotum after birth. A testicle that has not descended can increase the risk of testicular cancer.

Many testicular cancers are first discovered by self-examination as a painless lump or an enlarged testicle. Examination should be done in private and at least every three months between the ages of 15 and 40. After the age of 40 it should be done more regularly.

Testicular self-examination is painless unless a testicle is swollen or tender and it takes only a minute. It is best performed after a bath or shower, when the scrotal muscles are warm and relaxed.

How to do the examination
Stand, placing your right leg on an elevated surface about chair height. Then gently feel the scrotal sac until you locate the right testicle. Roll the testicle gently, but firmly between your thumb and fingers of both hands, carefully exploring the surface for lumps. The skin over the testicle moves freely, making it easy to feel the entire surface of the testicle. Repeat the procedure for the other side, lifting your left leg and examining your left testicle. Feel the entire surface of both testicles.

If you discover any abnormalities, see your clinic, doctor or health facility immediately.

Breasts
Boys as well as girls have breasts. Did you know that boys could also get breast cancer? Boys as well as girls should examine their breasts.

The purpose of examining your breasts is to help you to detect breast abnormalities or changes. Breast lumps can be either cancerous or non-cancerous. Breast cancer can occur in males and females at any age.

How to do the examination
The best time for a girl to examine her breasts is one week after her menstrual period, when your breasts are less likely to be swollen or tender.

Undress your upper body and stand in front of the mirror. Observe your breasts for any unusual thick areas, changes in shape, size, or height of the breast, changes in the skin colour of the breast and nipple.

Lie down to allow your breast tissue to spread evenly over your chest. Use the pads of the three middle fingers of your left hand--not your fingertips--to check your right breast.
Move your fingers slowly in small coin-sized circles. Move in a spiral pattern around your entire breast. Also examine the tissue from your collar bone to nipple, and also the arm pits. Change hands and examine the left breast.

Class activity:
Discuss factors contributing to STDs

Group activity:
Do research on different kinds of STD’s and the treatment. Give feedback to the class.

If you find anything that concerns you, schedule a visit with your health professional.

SEXUALLY TRANSMITTED DISEASES

Sexually transmitted diseases (STDs) are most often caused by viruses and bacteria and are spread by any kind of sexual activity by an infected person.

Viruses or bacteria can cause STDs. If you have ever had sex, you may be at risk of having a STD. You are at higher risk if you have had many sex partners, have had sex with someone who has had many partners, or have had sex without using a condom.

Sexually transmitted diseases (also called venereal diseases) are among the most common infectious diseases in the Namibia.

Important facts about STDs:
- STDs affect men and women of all backgrounds and economic levels. They are most prevalent among teenagers and young adults.
- The incidence of STDs is rising, because in the last few decades, young people have become sexually active earlier. Sexually active people today are also more likely to have more than one sex partner or to change partners frequently. Anyone who has sexual relations is potentially at risk of developing STDs.
- Many STDs initially cause no symptoms. When symptoms develop, they may be confused with those of other diseases not transmitted through sexual contact. However, even when an STD causes no symptoms, a person who is infected may be able to pass the disease on to a sex partner.
- Health problems caused by STDs tend to be more severe and more frequent for women than men.
- STD infections in women may also be associated with cervical cancer. One STD, genital warts, is caused by a virus associated with cervical and other cancers.
- STDs can be passed from a mother to her baby before or during birth; some of these congenital infections can be cured easily, but others may cause permanent disability or even the death of the infant.
- The method of becoming infected is similar with all STDs, thus a person can easily pick up more than one infection at a time.
When seek medical care

Seek medical care if you may have an STD or if you may have been exposed to someone with an STD. Being seen by a doctor as soon as possible after exposure to an STD is important; these infections can easily spread to others and can have serious complications.

Go back to the doctor or clinic if:
• an STD problem worsens
• a fever develops with other symptoms

When diagnosed and treated early, almost all STDs can be treated effectively. Some organisms, such as certain forms of gonococci, have become resistant to the drugs used to treat them and now require higher doses or newer types of antibiotics. The most serious STD for which no effective treatment or cure now exists is acquired immunodeficiency syndrome (AIDS), a fatal viral infection of the immune system.

It is the responsibility of the infected person to inform the partner about their condition and the partner needs to go for treatment.

DANGERS OF TEENAGE PREGNANCY

Teenage pregnancy is when an under aged girl becomes pregnant.

When you become tired more easily, have stopped with your menstrual period, feel sick, have sore and swollen breasts, and need to urinate more frequently and have had unprotected sex, you might be pregnant.

Physical impact
• risky behaviour like smoking, alcohol and drug abuse influences the health of the baby
• more easily infected with STD’s which have a negative impact on the baby’s health
• birth complications due to an underdeveloped pelvis
• premature birth of the baby
• low birth weight of the baby
• high infant mortality
• maternal death
• excessive stress

Social impact
• poverty
• lack of social support
• limiting of educational opportunities
• interruption of education
• unemployment
• lack of income
• loss of school friends
• lack of parental skills
• dysfunctional families

Environmental/emotional factors
• irresponsibility towards pre-natal care (does not visit the antenatal clinic regularly)
• nutritional deficiency due to poor eating habits
• inadequate nutrition

Learners’ activity:

Write an essay under the following headings:
• The implications of being pregnant.
• Changes in the daily routine.
• Impact on education.
• Impact on future.
• Financial impact.
• Personal feelings of being a teenage parent.
Impact on the child
- underdevelopment of organs in the baby
- higher rate of developmental disabilities which lead to poor academic performance
- lack of discipline

Responsibilities of teenage parents
- attend to the child’s needs. It is sometimes difficult for teenage parents to prioritise between their own needs and that of the child.
- manage their own emotions in order to give the child a stable environment

ABORTION
An abortion is the medical process of ending a pregnancy so that it does not result in the birth of a baby. Sometimes healthcare professionals may refer to an abortion as a termination of pregnancy or as just a termination.

An abortion is different from a miscarriage where the pregnancy ends without intention or medical intervention.

Many people have strong views and opinions, about abortion (both for and against), that are often based on deeply held religious, cultural or philosophical beliefs.

In Namibia, abortion is against the law. Abortion will be considered under the following circumstances:
- proven rape
- proven incest
- where the mother’s age can be a risk for herself and the baby’s health
- where mental disability of the foetus (unborn baby) can be proven
- where one or both of the parents have severe mental disability

The following requirements need to be followed to legalize the abortion:
- it should take place within the first 12 weeks after conception
- two independent medical doctors should provide a report of recommendation
- only the president can finally approve the abortion

Abortion is not just a simple procedure. For many women, it is a life-changing event with significant physical, emotional, and spiritual consequences.
Class activity:

Debate:
Abortion is good.
Versus
Abortion is bad.

Learners’ activity:

Read the abstract from the Sunday-Star Times and write a letter of comfort to a woman who had an illegal abortion, but also share your view with her.

Risks of abortion

Physical consequences:
- heavy bleeding
- infection caused by the insertion of objects into the uterus
- incomplete abortion – some foetal parts may be left inside
- damage to the cervix and uterine lining – it might be cut or torn by the inserted objects
- perforation of the uterus – it may be punctured or torn by the inserted objects
- damage to other internal organs – like the bowl and bladder
- death, due to physical complications like heavy bleeding and infection.

Psychological consequences:
- trauma – getting flashbacks of the abortion
- becoming emotional when seeing small babies
- depression
- guilt
- suicidal thoughts
- problems with relationships
- sexual dysfunction
- alcohol and drug abuse

Religious consequences:
People have different understandings of God. Whatever your present beliefs may be, there is a spiritual side to abortion that deserves to be considered. Having an abortion may affect more than just your body and your mind - it may have an impact on your relationship with God.

All debates on abortion are based on one of two beliefs:
- human life starts at the time of conception
- human life only starts when the foetus starts to look like a human being or when the baby is born.

Abstract from the Sunday-Star Times

“Every woman I have seen who had an abortion had a difficult time subsequently. They had a grief process and sorting out time to go through. It certainly didn’t leave them unmarked.”

— Dr CHRISTINE FORSTER, Chairwoman, NZ Abortion Supervisory Committee, 1994-2001

Sunday-Star Times, 28 April 1996
TESTING AND COUNSELLING

The purpose of HIV counselling and testing is to:
- prevent HIV infection.
- care and provide support for the infected person.
- facilitate behaviour change.

It is important to remember that consent from the parent or guardian is needed if a child is not yet 14 years old. The parent or guardian of the child should be consulted about the emotional maturity of the child, as well as the reason for testing. The parent or guardian must sign a consent form and if the parent is not available, the superintendent of the hospital, a police officer, a court official or a social worker should sign the form.

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The process of HIV counselling and testing
The whole process of counselling and testing will be handled with utmost confidentiality. Confidentiality may only be broken when the client’s life is in danger. In such a case, the client will always be informed about the breach of confidentiality.

Pre-test counselling:
- may include the provision of relevant reading materials to a prospective client.
- includes a counselling session with a counsellor or a doctor, during which the client has to explain the reasons for wanting to be tested.
- includes information about the time it will take for the test results to be released.

The doctor or counsellor will:
- describe the test procedure.
- explain the difference between HIV and AIDS and how it is spread.
- discuss possible test results and the impact of it on the client and next of kin.

The client will be allowed to ask relevant questions.

The test:
A blood sample will be taken from the client or a cell swap will be taken from the inside of the client’s cheek. The time span for getting the results will depend on the type of test done and the availability of facilities in the area.

Your negative HIV status cannot be determined by a single HIV test result. It is important to go for a follow-up test after six weeks, three months and six months.

If your test result is positive, it means HIV antibodies were found in the blood or saliva. This is not a death sentence. You should now change to a healthy positive lifestyle. It is also important to protect yourself against re-infection by using a condom or a femidom. It is also important to inform you sex partner about your HIV status.

Post-test counselling:
The doctor or counsellor will:
- discuss ways of prevention of getting infected and prevention of further spreading of the virus.
- address the matter of sharing the test results with your sex partner and other people.

The client will be allowed to ask relevant questions.
PEOPLE AFFECTED BY HIV AND AIDS

By living in a community/country where people are infected by HIV you are directly or indirectly affected by the disease. It is important to know the definition of orphans in Namibia. An orphan is any child under the age of 18 years who has lost one or both biological parent(s) through death.

Needs of children affected by HIV and AIDS:

Class activity: The five elements of the “Needs Wheel”:

Use the “Needs Wheel” to discuss the needs of children affected by HIV and AIDS.

HIV and AIDS affect young children financially, because employment income is lost when breadwinners become ill and die and when available family sources have to be shared with extended family members.

Children born to infected mothers may experience some health threats from their early childhood. Young children may have to live with withdrawn, pre-occupied and ill parents. They may lose parents through illness and death and suffer social and economical instability if they are moved from one home to another during a time in their lives when such loss and instability are injurious to their health and wellbeing.

Children affected by HIV and AIDS may also be influenced educationally. Affected households may be unable to pay school fees and acquire school clothes and stationery. The children often have to do domestic work and have to care for ill relatives, which may keep them from going to school. The few resources available are used for food and medicine for the infected relative and often take priority over a child’s education. The increased domestic responsibilities of the child may lead to difficulties in concentration in class and stigmatization/discrimination by teachers and other learners.

Orphans and vulnerable children may have poor academic achievement at school due to:
- grieving over deceased parent/s
- family disintegration
- poverty and malnutrition
- too many domestic responsibilities
- stress
- stigma and discrimination
- lack of adult support
**Support structures**

Grandmothers, aunts and stepmothers take on the care of children who are destitute, neglected, because of the illness of their parents, or orphaned by their death.

Communities form organisations to cope with increasing numbers of affected children.

International agencies, faith based and non-governmental organisations have programmes for children affected by HIV and AIDS. Some of their programmes address the physical needs of orphans and vulnerable children. Other programmes also take the social, psychological and spiritual needs of these children into consideration.

**DEPRESSION AND SUICIDE**

Depression is a mood disorder that can ruin your life. If it is not attended to, it will prevent you from enjoying and living your life to the full. You will miss being happy and loved.

More women are diagnosed with depression than men, but more men than women commit suicide.

**Causes of depression:**
- inherited genes
- poor nutrition as a child
- stress
- hormonal imbalances
- other diseases, e.g. HIV
- emotional trauma, e.g. rape
- grief and loss, e.g. death of a loved one
- drug and alcohol abuse
- food and chemical allergies

**Symptoms of depression:**
- overly emotional
- overly sensitive and irritable
- excessively hostile
- easily upset and angered
- violent when angry
- negative outlook about life in general
- overly critical of self and others
- burned out
- tired all the time

**Group activity:**
Discuss the causes and symptoms of depression and suicide.

**Learners’ activity:**
Write a poem on depression.
**Group activity:**

Role-play a situation on how to convince a person not to commit suicide.

- disturbance in sleeping pattern
- mention the wish of being dead
- desire to be alone

If you do not really feel depressed or suicidal, but everything else in your life feels wrong, you may have unrecognised depressive symptoms. Untreated depression can worsen gradually or suddenly and develop into a nervous breakdown or suicide.

**Suicide** is when a person experience extreme emotional pain and as a response puts an end to his/her life. Suicidal thoughts are very active and have tremendous emotional power. They push you, urge you and compel you towards suicide. Suicidal thoughts are involuntary of nature. We do not choose to pick them. They come into your mind uninvited and they do not just stay there idly. They urge you to take action on your own life.

The major cause of suicide is undiagnosed depressive feelings. Four times more men than women commit suicide, because they avoid the subject of their own personal feelings. Some are not even aware of their own feelings. They “self-treat” them with work, anger, cigarettes, alcohol, sport, pornography, extra-marital affairs and physical violence. It is therefore the task of females to pay attention to the emotions of males and encourage them to talk about how they feel.

In many people depression can be treated successfully with counselling and medication.

**Support towards a person with suicidal thoughts**

*Never ignore any suicidal threats.* The person making the threats is really in danger. It is important to understand the chemistry of suicidal thoughts. Convince the person to start some kind of treatment as soon as possible. Make sure that the person takes his/her medication and some food supplements. It is important to tell the person not to commit suicide, as many times as possible. Give reasons for your request. Tell the person that you love him/her and will miss him/her when he/she is not there anymore. Write a letter to the person with suicidal thoughts, again stating the reasons for him or her not to commit suicide. Help the person to identify his or her own support structure. Help the person to get active, e.g. go for walks with the person.

Your patience and perseverance may save his or her life. Keep in touch with the person by phone or any other form of contact.
EATING DISORDERS

It is common for teenagers to be concerned about how they look and to feel self-conscious about their weight. It may however happen that weight concern grows into an obsession that causes dramatic weight fluctuations, which interfere with daily life and may damage vital body functions.

An eating disorder is a compulsion to eat or not to eat, in a way, which disturbs physical and mental health. The eating may be excessive (over eating) or too limited or it may include normal eating with episodes of over indulging (binging).

The most common eating disorders are:
Anorexia nervosa (the refusal to eat)
Bulimia nervosa (eating large quantities of food over short periods followed by attempts to compensate for the food intake by vomiting and the use of laxatives.)
Binge eating disorder or overeating (compulsive overeating). It is similar to bulimia, but they do not attempt to get rid of the excessive food.)
All three have severe long-term health consequences and can cause death.

Most teenager eating disorders start between the age of eleven and thirteen years. Eating disorders are more common among girls, but boys can also experience eating disorders. Many teenagers successfully hide these disorders from their family and friends.

Causes of eating disorders

Certain sport activities like ballet and gymnastics contribute to developing eating disorders because of the emphasis on leanness. Eating disorders can also run in the family, e.g. obese families. There is also a relationship between eating disorders and psychiatric disorders, like anxiety disorder and obsessive-compulsive disorder. Domestic problems, like drug and alcohol abuse and violence put teenagers at risk in developing an eating disorder.

Media images contribute to the rise in the incidence of eating disorders. Most women in advertising, modelling and movies are very thin. This may lead girls to think that the ideal of beauty is being thin.

Consequences of eating disorders

- Anorexia and bulimia sufferers may experience dehydration. It can even lead to dehydration of the brain and causes dizziness, fainting, confusion, lack of concentration and loss of memory. Anorexia may lead to puberty delay, irregular heartbeat, blood pressure problems and digestive problems.
- The continuous vomiting involved in bulimia causes tears and inflammation of the oesophagus, stomach problems, blood pressure problems and erosion of tooth enamel.
- Eating disorders are often associated with behavioural problems like sexual promiscuity, crime and drug and alcohol abuse.
Symptoms of anorexia
- Significant weight loss (15% below the normal weight for height)
- Continuous dieting, although thin
- Feelings of being fat
- Pre-occupation with nutrients and calories
- Compulsive exercise
- Brittle hair and nails
- Depression

Symptoms of bulimia
- Forced vomiting
- Abuse of laxative and water pills to lose weight
- Going to the bathroom after meals to vomit
- Swollen cheeks from induced vomiting
- Pre-occupation with body weight
- Depression
- Tooth decay
- Irregular menstrual period
- Heartburn and/or bloating

Symptoms of binge eating
- Eating in secret
- Eating very fast
- Hiding food, because of the fear that food will not be available
- Stuff themselves with food to the point of feeling sick
- Food serves as a means of coping with stress, depression, anxiety, anger and other negative emotions.

FIRST AID/UNIVERSAL PRECAUTIONS

Blood and body fluid precautions are necessary to prevent the transmission of HIV and AIDS, Hepatitis B and C and other diseases while administering First Aid.

Intact skin provides some protection from exposure to potentially infectious material, but does not provide total protection. That is why it is very important to protect the skin before, during and after administering First Aid.

Precautions before First Aid:
- Wash hands with warm water and soap (this is to rid the skin of oils that can trap contaminations more easily).
- Cover any sores with sterile bandage.
- Wear rubber/latex gloves.
- Wear disposable gowns and masks if possible.
Precautions after First Aid:
- Wash hand immediately with soap and warm water, regardless of whether gloves were worn.
- Mop up and wash blood and body fluid with detergent and disposable cloth. (Wear disposable gloves while cleaning).
- Remove clothing splashed with blood and then wash.
- Wash hand again regardless of whether gloves were worn.
- Dispose of gowns and masks. (burn if possible)

(b) FAMILY LIFE

DISCIPLINE

Discipline is a positive learning experience that sets behavioural limits and guidelines to lead children. The idea is to allow the child to progress from the parental discipline to self-discipline. It is possible to discipline children without yelling and hitting. Discipline helps children to learn how to control their own behaviour.

Punishment is a discipline technique used in the child/adult interaction, which is harmful for the child. Punishment inhibits learning, interferes with the accomplishment of the development goals of the child and has the potential to become abuse. Punishment like hitting, spanking and yelling lowers a child’s self-esteem. It will likely serve to stop the child’s misbehaviour when the punisher is nearby. When the child grows older and loses the fear for the punisher, punishment will have little to no effect. Punishment is neither educational nor constructive. It does not teach proper behaviour attitudes. It often only produces injury, either physical (hit) and/or emotional (yell).

Corporal punishment is a discipline technique involving the use of physical force.

Disciplinary actions that cause marks, either physical or emotional, are abusive actions. Punishment can easily become abuse, when the punisher takes pleasure in the punishment. Punishment is also an easy and fast way of discipline.
Group activity:
Consider the statements in the table and discuss whether they are abuse or culturally acceptable. Give feedback to the class.

Learners’ activity:
List no-touch areas on the body.

**ABUSE**

**Abuse** is an act of not doing or doing something that endangers a person’s physical, emotional and psychological health and development. The act may be done knowingly or unknowingly. A child is considered abused or at risk of abuse, when their basic needs is not being met or when children’s rights are not being honoured. Abuse can be put into 4 groups, namely physical, sexual, emotional abuse and neglect.

**Physical abuse** is when a person is deliberately hurt by someone, causing harm, cuts, bruises, wounds, etc. Physical abuse includes: pushing, hitting, shaking, beating, bullying and locking a person up in a small space. Physical abuse also includes child labour, which is giving a child a task, which is beyond his or her developmental stage, e.g. a 7 year old carrying a 20 litre bucket of water. Physical abuse also includes giving a child a substance such as alcohol or medicines to make a child sleep so that he or she is not troublesome at night.

**Sexual abuse** refers to any sexual activity done to children, including babies. It also refers to sexual activities done with adults, without their consent. Sexual abuse includes:
- Sexual intercourse with an adult, without consent (rape).
- Sexual intercourse with children.
- Incest (sexual intercourse between father and daughter, mother and son, brother and sister, grandfather and granddaughter, grandmother and grandson.).
- Touching/caressing/fondling the private parts of a child or adult without consent.
- Asking a child to touch/caress/fondle the private parts of an adult or older child.
- Child prostitution, where children are paid to have sex with someone.
- Pornography, where naked pictures are shown to children, or where adults and children are forced to pose for naked pictures.
- Forced masturbation.
- Forced early marriages, including child marriage.
- Sodomy

**Emotional abuse** involves verbal abuse, where a person is being shouted at, humiliated and threatened. It also includes constant criticism, looking down on another person, ignoring and withholding praise and love.

**Neglect** is about what a person does not do, rather than what a person do. It is a continual failure to provide your dependents and/or child with the basic necessities of life. Neglect is also when an adult withholds supervision needed for a child’s safety. Neglect is also when an adult fails to meet a child’s needs by not using available resources, e.g. not taking a child for medical treatment when a state clinic is close by.

**Abuse versus Culture**

1. “Children need to be smacked to teach them right from wrong.”
2. “Circumcision is part of our culture and should be freely practiced.”
3. “It is fine for a mother to decide to have her baby’s ears pierced.”
4. “It is fine for a 14 year old to have sex as long as it is consensual.”
5. “It is fine for a child to be married if the family is sure that the spouse is a good person.”
6. “Children should be quiet and should not speak unless an adult speaks to them first.”

“Parents should not talk to their teenage children about sex, even if they are already sexually active (culture of silence).”
HARASSMENT/BULLYING

Harassment refers to unwanted, non-consensual behaviour, where one person is imposing attention on another unwilling person. Harassment includes physical, verbal and non-verbal harassment. This may take place between teachers, between learners, between learners and teachers or any other persons in the community. Harassment is when any person has been blackmailed, bribed or coerced into unwilling behaviour.

Examples of harassment:
1. Unwanted remarks, insults, obscene comments and other verbal abuse
2. Demands for favours in exchange for favourable treatment
3. Threats and demands to submit to requests
4. Flirting, eye winking, pinching

Bullying is conscious, wilful, deliberate, hostile and repeated behaviour by one or more persons, which is intended to harm others. Bullying takes many forms and can include may different behavioural patterns such as:
- Punching, shoving and other acts that hurt a person physically
- Spreading bad rumours about a person
- Teasing a person in a bad way
- Extortion or stealing of money and possessions
- Exclusion from the peer group
- Getting people to “gang up” against another person.

Although bullying is not about anger, bullies are aggressive. Bullies have feelings of dislike towards the other person. They think the other person is inferior and undeserving of respect. Bullies can harm another person without feelings of empathy, compassion or shame. Bullies think they have the right to hurt or control someone else.

A bully has a low self-esteem. This means that a bully has no confidence in him/herself. A bully tries to prove that he or she is better or stronger than everyone else. Bullying is one way in which a person tries to prove himself/herself.

Bullied children may feel that the problem is their fault and believe what the bully says about them. They may feel that they are weak and pathetic, because they cannot stand up to the bully. Their positive self-esteem is destroyed and they may become unable to be assertive in any situation. Due to all these reasons, they tend to keep quiet.

It is important to report a bully.

Bullying does not only happen in a school environment, even in the adult world, you get bullies. Bullying in the adult world is called harassment.
Myths about bullying | Facts about bullying
--- | ---
“Bullying is normal in children and they will outgrow it.” | Bullying is not “normal” or socially acceptable.
“If I tell someone, it will just make the bullying worse.” | Bullying will stop when adults and peers get involved.
“Just stand up for yourself and hit back.” | Sometimes people are forced to defend themselves, but it can make the bullying worse and cause serious physical harm.
“Bullying is a school problem and teachers should solve it.” | Bullying often happen outside the school grounds. It happens in the community and even at work.
“People are born bullies.” | Bullying is a learned behaviour and behaviour can change.

RAPE

Rape is a sexual act, when a person penetrates another person’s vagina and/or anus with his penis, his or her finger, tongue or any other object, without the person’s consent. Putting a penis into the mouth of another person or touching a person’s private parts without consent, is also considered as rape. Where a child under the age of 14 years is involved in a sexual act, consent is not considered.

Some people think that rape only takes place when a man beats up a woman, has sex with her and leaves her unconscious. Some people think that a raped person must try hard to get away and risk being killed, rather than being raped. If a person does not fight back during non-consensual sex, it is still considered rape. No matter, rape is never the fault of the raped person. Even a married woman can be raped by her husband, if there was not consensus to the sexual act. Remember a rapist is not necessarily a stranger, it can be a family member of a boyfriend.

Important things to do when raped
Do not take a shower of bath
Do not brush your teeth
Do not go to the toilet to urinate or defecate
Do not put your clothes in a plastic bag, but put them in a paper bag or wrap them in a newspaper
Report the rape to the police immediately, even if the person threatens you
Go for a medical test and ask for treatment to prevent HIV and pregnancy
Tell a trusted person about it
Go for counselling

Class activity:
Discuss the difference between rape, sexual intercourse and molestation.
Class activity:

Women ask to be raped by the way they dress. Debate the above mentioned statement. as a fact versus an excuse to rape.

During the examination the examiner will:
- introduce himself
- get a detailed medical history of the patient
- collect evidence for court purposes
- do a full body examination, including the vagina and anus
- collect samples and do tests
- record the medical information.

The raped person should ask for:
- emergency medical treatment
- prophylactic treatment against STD’s
- post-coital contraception in the case of a female
- information on follow-up treatment
- referral to a counsellor
- medical certificate for the school or work

Remember it is not the fault of the raped person for being raped

When a person is raped, the person will experience unpredicted emotions. These emotions may differ from person to person. Emotions a person may experience may be:
- a feeling of numbness, like feeling in a daze or dream, or that the world feels unreal
- difficulty to remember important parts of the assault
- reliving the assault through nightmares, repeated thoughts and memories
- fear and avoidance of places, people
- anxiety and disturbance of sleeping patterns
- problems with concentration
- feelings of shame and guilt
- feelings of self-blame
- feelings of anger
- depression
- inferiority
- sadness
- feelings of a loss of privacy

It is important to realise that it is normal to feel these emotions, but the person will need help to deal with these emotions and lead a normal life.

Sexual molestation is a term for offences in which an adult engages in non-penetrative sexual activities with a minor for the purpose of sexual gratification; for example, exposing a minor to pornography or to the sexual acts of others.
Child molestation also includes:

- Fondling or touching the private parts of a child
- “flashing” or exposing adult genitals to the child

Methods used by child molesters

- Coercing or persuading a child into sexual activity
- Overpowering or threatening to harm the child
- Overwhelming the child with attention and gifts.

(e) **FINANCES**

**RESOURCES FOR LOANS**

The first option should always be to pay cash for something you need, but sometimes it might be necessary to take out a loan to buy something big. People often cannot pay their debts and then turn to cash loan agencies (loan sharks) for instant money.

All moneylenders and the bank ask for security. A long-term insurance policy or property can serve as security.

Cash loan agencies often keep the person’s bank card and even ask for the pin number, so that they can withdraw the amount payable to them at the end of the month or on the day the person’s salary has been deposited into his/her account.

All moneylenders ask interest on the amount lend to you. The interest differs from agency to agency.
Group activity:

Read the scenario. Visit a cash loan agency and get information about the requirements to get a loan, the conditions of the loan and the interest on the loan.

Class activity:

Discuss whether a loan from a cash agency is a good solution for Lazarus’ mother’s financial problems.

Class activity:

Discuss why people still make use of hire purchase despite of the disadvantages.

Scenario

Lazarus studies very hard, he wants to become an accountant one day. Lazarus is in Grade 10 and needs to go to a Senior Secondary School in another town for Grade 11. Lazarus lives with his mother, who works as a shop assistant. His mother does not have enough money to pay his school fees for Grades 11 and 12. She decides to ask for a loan at a cash loan agency. She will need about N$3000.00

HIRE PURCHASE

Hire purchase (HP) is a way of paying for items like furniture, cars and computers, when a person does not have the money available.

Under a HP agreement, you pay an initial deposit followed by monthly payments. The monthly payments will be a portion of the money you borrowed plus interest over an agreed period. The purchased item is your property while under contract, but you need permission from the lender to sell it.
<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can take the goods with you immediately.</td>
<td>You do not legally own the goods until you have paid back all the money you owe. This means that you cannot modify or sell the goods without the lender’s permission.</td>
</tr>
<tr>
<td></td>
<td>Your contract is with a finance company (not the retailer), who will own the goods until the final payment is made.</td>
</tr>
<tr>
<td></td>
<td>The finance company can take the goods back if you do not keep up your repayments (but if you have paid more than a third, it would need a court order to do so).</td>
</tr>
<tr>
<td></td>
<td>You will be liable for any damage caused to the goods during the contract period.</td>
</tr>
</tbody>
</table>

Conditional Sale (CS) agreements are similar to HP, you will own the goods once all your instalments have been paid, but there are certain conditions, for example that you have the option of owning the goods outright, although your lender may require you to pay a fee. The fee might be high and it is important to check it before you sign the contract.

It is important to look at the annual percentage rate and the total amount you will have to pay before you sign any contract. The lender must give you key information before you sign a contract. **It very important to read the fine print** in the document and to make sure that you understand what you are signing for. Only sign, if you are satisfied that everything on the contract is clear to you and that you will be able to abide by the contract. The contract must state in plain language what is expected of you and how much you will pay.

**Insurance when using HP**

Often companies require insurance with hire purchase. This is to cover the company in case you die, or become unemployed or when the goods are stolen. It is important to think carefully whether insurance is a good deal for you.

**Early termination of HP**

There are two ways of early termination of HP. One is to return the goods, but you are still responsible for outstanding payments. You will also have to bring the payments up to half the amount you signed the contract for. Another way is to pay off the loan and the insurance and keep the goods.

Keep in mind your lender has the right to confiscate the goods if you do not keep up with your payments.
**SAVING**

In order to plan for your future, it is necessary to save money. **Saving** is to put your money away without the risk of losing it and with the chance to earn interest.

**Types of savings accounts**

- Easy access/no notice savings accounts
- Notice accounts
- Bonds or terms accounts
- Regular savings accounts

**Easy access accounts**

These accounts give instant access to your money without giving notice or paying penalty or losing interest. This type of account is ideal for people who want to save, but might need the money, within short notice. Because the money is easily available, the interest is usually lower than other savings accounts.

**Notice accounts**

Notice accounts generally earn higher interest, but you need to give notice for accessing the money ahead of time.

**Bonds and terms accounts**

If you want to know that your money is secure and you will not need it within a short period of time, bonds and terms accounts are the best option for saving your money. You cannot withdraw it before the account matures. The period can vary from 1 year to 5 years. You are also not allowed to add further funds to the initial investment. This type of account gives the highest interest rate of all savings accounts. The interest is fixed and does not fluctuate with varying market values.

**Regular savings accounts**

This account can be opened with as little as N$10.00 in the case of children and N$50.00 in the case of adults. It is the ideal type of account for people who do not have money to save on a regular basis. Money can be withdrawn daily as needed.
INSURANCE

All properties, except vehicles should be insured for the **current replacement cost**. You might think this is senseless. Your lounge suite is already 10 years old and does not look good anymore and the television set has also seen better days. If you should try to sell these items, you would definitely not get much for them. However, when we are talking about insurance, we are talking about replacement value.

**Scenario**

Mary and John’s house burned down to the ground and they escaped with only the clothes on their backs. They literally have to replace every item that was in the house, because they had nothing left, no furniture, electrical appliances, clothes, linen, curtains, cutlery, crockery, pots and pans.

You should not make the mistake of insuring your property for less than its current replacement value. If you do that, you are under-insured. You will not be able to replace your lost property completely. You might think that you are saving if you insure your property for less than its actual value, but all that saving will not benefit you, because you will then have to pay for your own losses.

**Vehicle insurance**

Vehicles should be insured for their current book value. It is advisable to adjust this value annually, as the value of your vehicle will depreciate. It is important to insure your vehicle as it is very expensive to repair a vehicle after an accident. Your vehicle insurance will also safeguard you from expenses in instances where you become involved in an accident with another vehicle and you seem to be the guilty party. If another party is guilty, your insurer will get the money from the other party.

When taking out insurance, you will have to supply the insurer with personal, as well as detailed information about the property you wish to insure. The more information the insurer has the better cover they can provide. Information such as the client’s date of birth will tell the insurer whether the client may qualify for reduced premiums, due to his age.

If you insure a motor vehicle, and you are only 18 years old, you might be considered as an inexperienced driver. The more inexperienced the driver, the higher the risk of an accident and the higher your premium.

It is very important to keep in mind that it remains the responsibility of the insured to continually update insurance information with your insurer.
8.3 PERSONAL-SOCIAL SKILLS
(refer to 10.3.3 in the Life Skills Grades 8 - 10 syllabus)

(a) SELF-AWARENESS

SELF-IMAGE/ESTEEM

Self-esteem is the opinion you have of yourself.

Worksheet on self-esteem

Within 10 minutes score against the following variables. The mode of scoring is on a scale of 1 to 5, with 1 being the lowest and 5 the highest. Add the total scores to determine your level of self-esteem.

<table>
<thead>
<tr>
<th>Self-esteem variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your value as a person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your academic ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your achievements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How others see you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your life’s purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your place in the family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your potential for success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your strength</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your social status and how you relate to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your ability to act independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score information: Any score below 20 is an indication of a self-esteem, which needs to be worked on.
Group activity:
In pairs read the scenarios and then state reasons for Zinzi and Festus being so different from each other, taking into account their personal characteristics and their environment.

Learners’ activity:
Reflect on your own personal environment and state how it has had an impact on you. Write a paragraph under the topic Am I my environment?

Group activity:
Considering the characteristics of low self-esteem, identify ways of improving self-esteem.

Scenarios

Zinzi
Zinzi was born after her parents migrated to Windhoek from Eenhana. Her parents worked very hard during their early years of marriage and were rewarded with enormous wealth. Because of this, Zinzi led a comfortable life and lacked nothing. In the process, she became insensitive to the challenges those in less fortunate circumstances face. She was very full of herself.

Zinzi’s life changed drastically in her youth. Her father died in a car crash and her mother survived, but was bed-ridden and eventually passed away. As an orphan, Zinzi was forced to take responsibility for herself, since she was the only child. In the first year after her mother’s death, Zinzi left college to manage her parents’ business. Due to her limited skills, she started selling off some of the property. By the third year, she had sold and spent all the funds from her parents’ estate. Her life was reduced to one of begging and by the time we last met her, she was jobless and looked much neglected.

Festus
Festus grew up in humble surroundings. His parents were ordinary farmers in the Kunene region. They struggled to educate Festus from the profits from their small and low-productive communal farm. At the same time, Festus had to look after his father’s goats. However, he managed to balance education and goat herding and finished school. He got a job with a construction company and divided his wages between himself and his parents. Luckily, he participated in a competition and won ten million dollars. He invested the money wisely in properties. He managed the properties well and used the profits to improve the standard of living of his aged parents. He bought them a large farm and built them a modern house. He contributed generously to a local children’s home in his village of origin, for he remembered his humble beginnings.

While your environment may have shaped you, you can change for the better, depending on how you decide to look at things. Environment keeps on changing and everyone can move from the negative to the positive. It is therefore important for all people to deal with their past in its good and bad aspects. Carrying emotional baggage from a difficult past can have a negative impact on your self-image, but change is within your power.

Self-esteem characteristics

<table>
<thead>
<tr>
<th>High self-esteem</th>
<th>Low self-esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Confidence</td>
<td>– Low valuation of ability</td>
</tr>
<tr>
<td>– Happiness</td>
<td>– No purpose in life</td>
</tr>
<tr>
<td>– Security</td>
<td>– Depression</td>
</tr>
<tr>
<td>– Motivation</td>
<td>– Unhappiness</td>
</tr>
<tr>
<td>– Self respect</td>
<td>– Insecurity</td>
</tr>
<tr>
<td>– Success</td>
<td>– Low self-confidence</td>
</tr>
<tr>
<td>– Ability to build relationships</td>
<td>– Struggle to form positive relationships</td>
</tr>
</tbody>
</table>

Self-esteem is a crucial corner stone to a positive attitude, building self-esteem is the first step towards personal happiness and a better life. Inner criticism, that nagging voice of disapproval inside you, causes you to stumble at every challenge and makes even small challenges seem impossible.
INTERESTS, SKILLS AND ABILITIES

Learners are confused and unfocused about their future careers for two reasons. One reason is that they do not have enough information about the different careers and the other reason is that they do not know themselves very well, especially how their personal qualities may be related to career options. A number of factors contribute to career interest and success, namely intellectual abilities, interests, skills and values.

**Abilities** are things at which you are good and which come very easily to you. These include general intellectual abilities and specific abilities such as music, art and mechanical abilities. Your marks obtained in subjects can be an indication of your abilities in subjects. (If you are not motivated to work hard, your marks obtained cannot indicate your abilities.)

**Interests** are the things you like to do. Do you like to play your guitar, play soccer, or help at a home for orphans and vulnerable children? These will be an indication of your interests.

**Skills** are specific abilities. A variety of specific skills are needed in soccer to be a good goalkeeper.

Dr John Holland’s theory states that people and work environment can be loosely classified into six groups. People’s personalities differ and therefore they will find different environments more to their liking.

**Career Interest Game**

Imagine walking into a room in which the six groups of people below are already interacting. Read the descriptions of each group and list the group you would be drawn to first, then your second choice and then your third choice. For example if you choose R, then E and then S, you would most likely resemble the Realistic group, somewhat less the Enterprising group and even less the Social group. The types that are not in your group are the types you are even less interested in. Most people are a combination of two or three groups.

<table>
<thead>
<tr>
<th><strong>Realistic</strong></th>
<th><strong>Investigative</strong></th>
<th><strong>Artistic</strong></th>
<th><strong>Social</strong></th>
<th><strong>Enterprising</strong></th>
<th><strong>Conventional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>People, who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.</td>
<td>People, who like to observe, learn, investigate, analyze, evaluate or solve problems.</td>
<td>People, who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity.</td>
<td>People, who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.</td>
<td>People, who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow through on others’ instructions.</td>
<td></td>
</tr>
</tbody>
</table>
PERSONALITY

**Personality** is the characteristic patterns of thoughts, feelings and behaviours that make a person unique. Personality is within the person and remains fairly constant during a person’s life.

We all come in different *SHAPES* and *SIZES*.

We all have **STRENGTHS** and weaknesses.

What is right for one person may not be right for another.
There are things that are important to me, that you do not care about at all!

And sometimes your behaviour doesn’t make any sense to me.

But I want us to understand each other, and communicate well,
because we live together in the same world.

I know I can not expect you to want the same things that I want.
We are not the same person, so we will not always see things the same way.

💡 I have my own Thoughts and my own Ideas,
that may or may not fit into your vision of who I should be.

By learning more about my own Personality, and about other

Personality Types,
I can come to a better understanding of my strengths and weaknesses.

I can improve my interpersonal relationships, realign my expectations towards others,
and gain a better self-knowledge that will help me define and achieve goals.
**Learners’ activity:**
Write a letter to a company marketing yourself for a specific career by describing your personality, your interests, your skills and abilities.

**Class activity:**
Brainstorm the characteristics of a good partner.

**Group activity:**
Illustrate (in the form of a story, a cartoon, or by role-play) a dating relationship containing the elements of a good dating relationship.

**Personality:**
- Is consistent – People act in the same way or similar ways in different situations.
- Is psychological and physiological – Personality influences the thinking and biological processes and needs.
- Has an impact on behaviour and actions – Personality not only causes us to move in our environment, but also influence the way we react to it.
- Has multiple expressions – Personality is not only expressed in behaviour, but also in feelings, close relationships and thoughts.

It is therefore important to consider your personality type when you choose a career.

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**b) RELATIONSHIPS**

**CHOOSING A DATING PARTNER**

Achieving a quality dating relationship takes a lot of time and effort. Make sure that your dating relationship has a win-win outcome. There is something magical about being involved in a win-win relationship. The simple fact is, people like to deal with those that do not simply focus on the “what’s in it for me” attitude.

**Elements of a dating relationship**

- Individual respect
- Trust
- Good communication
- Patience
- Empathy
- Love
- Lack of fear

Beware of the following pressures in a dating relationship:
- Drugs and alcohol can reduce your willpower, judgments and inhibitions.
- Natural sexual desire.
- Curiosity about sex.
- Peer pressure on boys to be “real men”.
- Girls pressured by boys who refuse to believe that NO means NO.
- Partners coercing girls into sex with the promise of gifts and/or money.
- The urge to rebel against parental rules and to be independent.
- Promiscuous role models.
- Lack of knowledge about the opposite sex.
BREAKING UP OF RELATIONSHIPS

People break up for lots of different reasons. Everyone has his or her own reasons for splitting up, but it is likely that someone in the relationship will be upset.

Know that the time for break up is near when you become aware of the following symptoms:

• Conflict in personality
• Change in life style
• Attraction to another person
• He or she stops returning your phone calls or sms’s
• Stops taking interest in you and never listens when you talk
• Does not notice changes in your appearance
• Has endless excuses why you cannot meet
• Never talks about “us”
• Never uses romantic words, e.g. my darling
• Starts to ignore you

Relationships, which end mutually, often end in friendship, but relationships where a person is being “dumped” usually end the friendship.

Breaking up is difficult for many people, but it is important to remember it is not the end of the world. If you break up with someone try talking things through with your friends or someone you trust.

The feelings experienced during and after a break up might differ depending on circumstances, but these can include:

• Confusion
• Sadness/depression
• Stress
• Anger
• Guilt
• Grief
• Low self-esteem

There is no guarantee that you will feel better after the break up. You will only feel as good as you allow yourself to feel. The most important factor in the healing process of the break up is time. Unfortunately, time is not the only factor. It is what you do with that time that will determine whether your heart will heal or not.

What to do after the break up:

• Seek out the company of supportive friends and family members.
• Talk it out or write it down.
• Be patient with yourself and give yourself time to get over it.
• Avoid places that will remind you of your previous partner.
• Distract yourself with easy activities that will lighten you up.
• Spoil yourself with things you like.
• When you are ready, think about what you have learned and gained from the broken relationship.
What not to do after the break up:
- Do not sit and mope after a break up
- Do not isolate yourself.
- Do not indulge in alcohol and drugs.
- Do not talk to people who criticise your ex-partner.
- Do not take revenge.
- Do not get involved in a new relationship too quickly.
- Do not commit suicide. You are a valuable person.

(c) CITIZENSHIP

VOTING REQUIREMENTS

Democracy creates numerous opportunities for citizens to participate. Free elections are an important opportunity citizens in a democratic country have to demonstrate who they wish to be their leader.

There are four types of elections in Namibia:
- Presidential elections are held every 5 years and you vote for the best candidate you wish will become president.
- National Assembly elections are held every 5 years and you vote for the party you want to represent you in the National Assembly.
- Regional Council elections are held every 6 years and you vote for the candidate you believe will administer your constituency effectively.
- Local Authority elections are held every 5 years and you vote for the political party you believe will best manage your constituency.

Registration to vote is done before the voting date. The aim is to register new voters and re-register all Namibians who have registered before. Registration is voluntary, but only citizens who have registered can exercise their right to vote. Each election will be preceded by a supplementary voter’s registration, which will allow you to vote in future elections.

All Namibians who are 18 years old should register to be able to vote. Voters are issued with a new voter’s card. One side of the card is blue and will be used for the Presidential, National and Regional Council Elections. The other side will be yellow and will be used for the Local Authority elections. The new card will indicate the gender of the cardholder and will feature a signature, thumbprint and photo of the card holder. These measures will ensure that cards cannot be used unlawfully.

To be able to register, you must be able to prove your identity (identity card, driver’s licence or passport), age and Namibian citizenship (identity card of birth certificate). If you do not have any of these documents, you can take two people who will have to make a sworn statement that you are a Namibian.
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