



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR PRIMARY PHASE

LIFE SKILLS SYLLABUS

GRADE 4 - 7

For implementation in 2024

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Life Skills in the Senior Primary phase. As a subject Life Skills is within the Humanities areas of learning in the curriculum, but has thematic links to other subjects across the curriculum. Under optimal circumstances, this subject would need two periods per week/cycle.

2. RATIONALE

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

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

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

3. AIMS

Life Skills promotes the following aims in the curriculum:

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

4. INCLUSIVE EDUCATION

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

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

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

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

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These have been introduced to the formal

curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

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

The main risks and challenges have been identified as:

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

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

Grade	Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT	Road Safety
4	Personal hygiene Mental health: healthy living habits Cruelty towards animals	Good touch, bad touch Spread and treatment of HIV	Puberty Values	Freedom	Choices	Pedestrians
5	Inhalants Recycling	Positive behaviour towards someone who is living with HIV The influence of modern society	Gender and sex Sexual reproductive health Mental health: self-identity	Abuse and neglect	The influence of technology on society Child pornography	Cyclists

Grade	Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT	Road Safety
6	Substance abuse: smoking	Fact and myths about HIV and AIDS Stigmatisation and discrimination towards people living with HIV and AIDS Mental health: universal safety precautions	Peer pressure and values Abstinence and risky sexual behaviour	Rights and responsibilities Gender-based violence	Financial literacy: budget	Passengers
7	Vandalism Conservation	Care and support towards people living with HIV and AIDS Substance abuse: alcohol	Learner pregnancy	Human trafficking Child labour	Financial literacy: saving and spending	Public transport

6. APPROACH TO TEACHING AND LEARNING

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

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

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

The prior knowledge of learners should always be the starting point of every lesson. Information on prior knowledge should be gained by the teacher through asking questions or brainstorming on the topic.

The conveying of new knowledge should not take more than 10-15 minutes, depending on the topic and task at hand.

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

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

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

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

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

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

7. END-OF-PHASE COMPETENCIES

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

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

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

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

8. SUMMARY OF THE LEARNING CONTENT

TOPICS GRADE 4	TOPICS GRADE 5	TOPICS GRADE 6	TOPICS GRADE 7
Career guidance			
• Conduct in class • Motivation and goals • Homework	• Reading • Time management • Study • Tests and examination skills	• Motivation • Goal setting • Study skills • Listening skills • Personal strengths and weaknesses	• Leadership • Learning styles • Examination skills and strategies • Subject choices and careers • Entrepreneurial skills
Holistic wellness			
• Puberty • Good touch, bad touch • Spread and treatment of HIV • Personal hygiene • Mental health: healthy living habits • Skin cancer • Household responsibilities • Friendship • Financial literacy: borrowing • Respect and values • Choices • Success and disappointment	• Positive behaviour towards someone who is living with HIV • Gender and sex • Sexual reproductive health • Mental health: self-identity • Child pornography • The influence of technology on society • Abuse and neglect • Bullying • Medication • Substance abuse: inhalants • Financial literacy: lending	• Fact and myths about HIV and AIDS • Stigmatisation and discrimination towards people living with HIV • Universal safety precautions • Mental health: assertive behaviour • Rights and responsibilities within a friendship • Peer pressure and values • Abstinence and risky sexual behaviour • Substance abuse: smoking • Lung cancer • Financial literacy: budget	• Care and support towards people living with HIV • Learner pregnancy • Human trafficking • Child labour • Crises and disasters • Grief (bereavement) • Separation and divorce • Mental health: alternative health practices • Substance abuse: alcohol induced cancer • Financial literacy: saving and spending
Civic affairs			
• Cruelty towards animals • Freedom • Road safety (Pedestrians)	• Recycling • Volunteerism • Road safety (Cyclists)	• Senior citizens • Road safety (Passengers)	• Vandalism • Road safety (Public transport)

9. LEARNING CONTENT

9.1 Learning content for Grade 4

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
9.1.1 Career guidance		
Conduct in class	acquire and internalise values on proper conduct in class	- differentiate between acceptable and unacceptable behaviour in class - develop class rules - link rules to consequences for disobeying them
Motivation and goals	understand the link between motivation and goals	- explain what motivation and goals are - explain the link between being motivated and achieving goals
Homework	understand the importance of homework	- explain what homework is - explain the reasons for homework - list guidelines for doing homework
9.1.2 Holistic wellness		
Puberty	acquire knowledge about changes during puberty	- explain what puberty is - discuss changes during puberty - discuss emotional changes associated with puberty
Good touch, bad touch	know how to say no to bad touch	- differentiate between good and bad touch - explain ways to protect yourself from bad touch - identify and evaluate a situation of bad touch

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Spread and treatment of HIV	• know how HIV is spread	• explain the difference between HIV and AIDS • discuss how HIV is spread • describe the relationship between the use of antiretroviral medication and living positively
Personal hygiene	• know the importance of a clean body	• explain how to keep the body clean • discuss ways to prevent the spread of bacteria and other harmful germs on the body • discuss the importance of hygiene
Healthy living habits	• understand the importance of healthy living habits	• explain what is: - cultural food - junk food - healthy food • discuss the importance of exercise • discuss the importance of healthy food
Skin cancer	• know how to prevent skin cancer	• explain what skin cancer is • discuss the role of the sun in developing skin cancer • discuss the prevention of skin cancer
Household responsibilities	• understand responsibilities at home	• identify household chores learners do at home • explain the importance of doing household chores • discuss ways to strike a balance between work and play at home • discuss the difference between leisure and work
Friendship	• understand the value of having friends	• explain what a friend is • discuss the qualities and characteristics of a good friend • discuss how to treat a friend • explain how to start and end a friendship

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Financial literacy: borrowing	understand the consequences of borrowing	- explain what borrowing is - discuss the advantages and disadvantages of borrowing
Respect and values	understand the importance of respect and values	- explain what is: - respect - self-respect - values - identify ways to respect yourself and others - discuss different family values - identify the most important value to have
Choices	know the importance of making correct choices in life	- discuss different choices - explain the consequences of each choice made - discuss how to deal with wrong choices
Success, disappointment and failure	know how to deal with success, disappointment and failure	- discuss the meaning of success - explain how to cope with disappointment - discuss ways to deal with failure
9.1.3 Civic affairs		
Cruelty towards animals	understand the importance of animal care	- list animals that can be kept as pets - discuss proper conduct towards animals - demonstrate how to raise awareness to the community on proper animal care
Freedom	understand the implications of freedom	- explain what freedom is - identify the difference between rights and responsibilities - discuss freedom of movement

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Road safety (Pedestrians)	• know appropriate pedestrian behaviour	• identify different road signs • explain pedestrian rules • discuss safe and dangerous pedestrian behaviour

9.2 LEARNING CONTENT FOR GRADE 5

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
9.2.1 Career guidance		
Reading	develop an understanding of reading skills	- identify different reading materials - discuss the value of reading - discuss the concept of reading with understanding
Time management	understand how to manage study time effectively	- discuss the concept of <i>time</i> - identify own time management - discuss how to effectively plan and manage study time
Study	understand how to study	- discuss various study methods (skills) - identify a good study attitude - demonstrate note taking skills
Tests and examination skills	know tests and examination skills	- explain what to do: - before tests and examinations - during tests and examinations - after tests and examinations - discuss important rules during tests and examinations - discuss different types of questions asked during tests and examination

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
9.2.2 Holistic wellness		
Positive behaviour towards people living with HIV (PLHIV)	know how to behave towards people living with HIV (PLHIV)	- discuss the problems, fears, feelings and thoughts a person living with HIV might experience - discuss how the school and individuals can behave positively towards someone who is living with HIV - identify myths that can lead to stigma and discrimination against someone living with HIV
Gender and sex	understand the difference between gender and sex	- differentiate between gender and sex - explain the role the media plays in gender stereotyping - discuss the necessity of gender equity
Sexual reproductive health	gain knowledge on sexual reproductive health	- explain what sexual reproductive health is - discuss myths about sexual reproductive health - discuss the reproductive cycle and conception
Mental health: self-identity	understand the importance of a name and identity in self-awareness	- discuss the importance of a name for personal identity - discover the uniqueness of every person - reflect on own identity
Abuse and neglect	understand the effect of abuse and neglect	- differentiate between abuse and neglect - identify different types of abuse - explain where to get help when abused
Bullying	recognise bullying and develop coping skills	- explain what bullying is - explain the difference between a bully and a victim - discuss reasons for bullying and how to deal with it - explore classroom/school rules that deals with (prohibit) bullying

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
Child pornography	understand the dangers of child pornography	- define what child pornography is - discuss the dangers of child pornography - discuss the influence of technology on child pornography
The influence of technology on society	realise the influence of technology on daily living	- define technology - explore different types of technology - explain the positive and negative influences of technology on society
Medication	acquire basic knowledge on medication	- differentiate between prescribed and over-the-counter medication - explain how medication can be used and misused, and the consequences thereof - discuss rehabilitation possibilities
Substance abuse: inhalants	know about the dangers of inhalants	- explain what an inhalant is - name different inhalants - discuss the reason for using inhalants - describe the dangers of using inhalants
Financial literacy: lending	understand the consequences of lending	- explain what lending is - discuss the advantages and disadvantages of lending
9.2.3 Civic affairs		
Recycling	understand the importance of recycling	- discuss the effect of litter on the environment - demonstrate the recycling process (the 3R: reduce, re-use, recycle) - illustrate various recycled products
Volunteerism	realise the importance of volunteerism and civic duties	- describe what volunteerism is - plan a personal volunteering activity - state the civic duties that are appropriate to your age and your position in society

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
Road safety (Cyclists)	• know appropriate cyclists' behaviour	• identify different road signs • explain rules for cyclists • discuss safe and dangerous cyclists' behaviour

9.3 LEARNING CONTENT FOR GRADE 6

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
9.3.1 Career guidance		
Motivation	understand the importance of being self-motivated	- discuss intrinsic and extrinsic motivation - explain characteristics of an internally motivated person - investigate the importance of self-motivation
Goal setting	understand how to set realistic goals	- explore the characteristics of realistic goals - set your own realist goals - distinguish between long and short-term goals - develop an action plan to achieve goals - identify unrealistic goals
Study skills	acquire effective study skills	- describe ways to organise a study area/place - explain steps in the scan, questions, reading, writing, and recall (SQ3R) study method - develop own action plan for study
Personal strengths and weaknesses	understand the influence of personal strengths and weaknesses on career choice	- explain the concepts strengths and weaknesses - analyse own strengths and weaknesses - discover the link between strengths and weaknesses and careers
Listening skills	know good listening skills	- differentiate between listen and hear - list barriers to listening - explain listening strategies

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
9.3.2 Holistic wellness		
Facts and myths about HIV and AIDS	know facts and myths about HIV and AIDS	- explain what HIV and AIDS is - differentiate between facts and myths about HIV and AIDS - explain how to deal with myths about HIV and AIDS in society
Stigmatisation and discrimination towards people living with HIV (PLHIV)	know how to address stigma and discrimination against people living with HIV (PLHIV)	- describe situations that might lead to HIV related stigma and discrimination - discuss why people discriminate against people living with HIV - explain how to address stigma and discrimination against people living with HIV
Universal safety precautions	understand how to make informed HIV risk assessment and embrace sound safety precautions	- explain what universal safety precautions is - discuss some universal safety precautions - create safety rules for the classroom based on universal safety precautions
Mental health: assertive behaviour	know how to act in an assertive manner	- define what assertive behaviour is - identify the characteristics of an assertive person - demonstrate how to act in an assertive manner - discuss aggressive and passive behaviour
Rights and responsibilities within a friendship	know rights and responsibilities of individuals in a friendship	- discuss what friendship is - explore different kinds of friendship - discuss the rights and responsibilities of each person involved in a friendship

THEMES/TOPICS	LEARNING OBJECTIVES	COMPETENCIES
Peer pressure and values	• <i>Learners will:</i> • understand how peer pressure can influence personal values	• <i>Grade 6 learners should be able to:</i> • differentiate between peer pressure and values • discuss how peer pressure can influence personal values • discuss how to deal with peer pressure that are against personal values
Abstinence and risky sexual behaviour	• understand abstinence as a healthy choice and gain knowledge about risky sexual behaviour	• define what abstinence is • discuss the advantages and disadvantages of abstaining • explore appropriate strategies and responses to avoid being pressured into risky sexual behaviour • discuss reasons why learners become sexually active • discuss healthy and responsible sexual behaviour • discuss consequences of engaging in risky sexual behaviour
Substance abuse: smoking	• know the consequences of smoking cigarettes, marijuana and hubbly-bubbly	• discuss reasons why people smoke cigarettes, marijuana and hubbly-bubbly • explain the effects of smoking cigarettes, marijuana and hubbly-bubbly on the body • discuss social and financial implications of smoking cigarettes, marijuana and hubbly-bubbly
Lung cancer	• know the facts about lung cancer	• explain what lung cancer is • identify causes and symptoms of lung cancer • discuss the prevention of lung cancer
Financial literacy: budget	• know how to manage money through planning and budgeting	• define what a budget is • explain the advantages of having a budget • identify the importance of proper planning and budgeting

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
9.3.3 Civic affairs		
Senior citizens	develop respect towards senior citizens and recognise their needs	- explain when is a person a senior citizen - discuss behaviour towards senior citizens - discuss ways to fulfil the needs of senior citizens
Road safety (Passengers)	understand the importance of safe behaviour as a passenger	- explain what a passenger is - identify different types of passenger transportation - discuss safe behaviour of passengers in different types of transportation

9.4 LEARNING CONTENT FOR GRADE 7

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
9.4.1 Career guidance		
Leadership	understand the responsibilities of a leader	- discuss the characteristics of a good leader - explain the responsibilities of a leader - discuss mutual respect between a leader and followers
Learning styles	know different styles of learning	- explain different learning styles - discuss the benefit of knowing individual learning style - identify individual learning style
Examination skills and strategies	understand examination skills and strategies	- discuss preparation before examination - develop a study plan before writing examinations - explain examination rules and regulations - discuss strategies during examination writing
Subject choices and careers	understand the link between subjects and careers	- explain the importance of choosing the right subjects - explore subjects choices (fields of study) in neighbouring schools - discuss the link between subjects and careers - discuss the application process to new suitable school and complete the forms - discuss what to do when none of the surrounding schools offer the subjects you are interested in - investigate the link between field of studies and career choices
Entrepreneurial skills	acquire entrepreneurial skills	- define what an entrepreneur is - describe the characteristics of an entrepreneur - explain the process how to start a business - demonstrate how to start a business

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
9.4.2 Holistic wellness		
Care and support towards people living with HIV (PLHIV)	know how to care and support people living with HIV (PLHIV)	- explain ways how to provide care and support to people living with HIV - discuss how to show empathy towards people living with HIV - discuss the impact of care and support on the lives of people living with HIV
Learner pregnancy	know different ways of pregnancy prevention	- explain ways of preventing learner pregnancy - discuss the consequences of being a learner parent
Human trafficking	understand the impact of human trafficking	- explain what human trafficking is - discuss various types of human trafficking
Child labour	understand the difference between child labour and household chores	- explain what child labour is - differentiate between child labour and household chores - explore where to report child labour
Crises and disasters	understand how to identify and deal with crises and disasters	- differentiate between a crisis and a disaster - describe different types of crises and disasters - explain coping skills during a crisis or a disaster - discuss factors that influence the response (reaction) to crises and disasters - name possible resources in times of crises and disasters
Grief (bereavement)	understand the process of coming to terms with grief (bereavement)	- differentiate between grief and bereavement - discuss the different stages of bereavement (grief) - discuss the importance of resilience

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
Separation and divorce	gain insight on the effects of separation and divorce	- identify factors leading to separation or divorce - discuss the effects of separation and divorce on family members - identify coping skills to deal with separation and divorce
Mental health: alternative health practices	know about alternative health practices	- explain what alternative health practices are - discuss different alternative health practices - discuss the benefits and drawbacks of alternative health practices
Substance abuse: alcohol induced cancers	understand the dangers of alcohol abuse and the link between alcohol abuse and cancer	- differentiate between alcohol use, alcohol misuse, alcohol abuse - discuss the possible causes of alcohol use, alcohol misuse, alcohol abuse - define alcoholism - identify the risks of alcohol use, misuse and abuse - identify different types of cancer related to alcohol abuse - explain the symptoms and treatment of different types of cancer related to alcohol abuse
Financial literacy: saving and spending	understand the importance of managing money	- list different saving facilities - discuss the importance of saving money - explain responsible money spending strategies

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
9.4.3 Civic affairs		
Vandalism	• know the impact of vandalism	• define what vandalism is • discuss why people vandalise property and the impact of it on the community • discuss how to prevent vandalism
Road safety (public transport)	• know the benefits and dangers of public transport	• discuss what public transport is • list the advantages and disadvantages of using public transport • analyse the rights and responsibilities of both passengers and driver when using public transport

10. ASSESSMENT

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

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

10.1 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements. Continuous assessment must be clear, simple and manageable. Learner-centred principles and practice should be used.

Teachers must elicit reliable and valid information of the learner's performance in the competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points and how they need to improve. The learner's progress in Life Skills must be reported to parents on the school report. Parents should be encouraged to reward achievements, and be given suggestions as to how they can support their child's learning activities.

Formative assessment

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

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

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

Summative assessment

Summative assessment is an assessment made at the end of the school year based on the accumulation of the assessment marks of the learner throughout the year in any given subject.

No tests or examinations should be written in Life Skills. Continuous assessment marks need to appear on the learners' reports every semester. The three (3) terms' assessment marks need to be added together at the end of the year to give a picture of the learners' skills and knowledge obtained during the year.

Informal and formal methods

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

Evaluation

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

10.2 Grade descriptors

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

Grade	% Range (Gr. 4-7)	Grade descriptions
A	80%+	Achieved Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Competencies very well. The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	60-69%	Achieved Competencies well. The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	Achieved Competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of Competencies to be considered competent. The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Not achieved the minimum number of Competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Assessment detailed guidelines

Types of continuous assessment

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

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

- Written task
- Creative task
- Performing task
- Project
- Portfolio

NOTE:

Each task will count 20 marks.

10.4 Continuous assessment: detailed guidelines

Teachers should follow the following guidelines as per the prescribed school calendar of a given academic year. Where the school terms are divided into:

- **Trimesters:** Any two (2) continuous assessment tasks should be selected, graded and recorded during the first and second term. Any continuous assessment task (chosen by the teacher) and the learner's portfolio should be assessed and graded during the third term.

No tests will be written for continuous assessment marks. These continuous assessments must be carefully planned and marked according to the assessment rubrics/criteria. The criteria used to assess activities should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus.

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

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

Criterion-referenced grades

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

10.4 Assessment rubrics/Criteria

The following criteria should be used in assessing Life Skills:

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

10.5 Summary of continuous assessment tasks

Teachers should follow the following guidelines as per the prescribed school calendar of a given academic year. Where the school terms are divided into:

- **Trimesters:** Any two (2) continuous assessment tasks should be selected, graded and recorded during the first and second term. Any continuous assessment task (chosen by the teacher) and the learner's portfolio should be assessed and graded during the third term.

Term 1			Term 2			Term 3			Year Mark
Tasks	Number & Marks	Total	Tasks	Number & Marks	Total	Tasks	Number & Marks	Total	(T1+T2+T3) / 3
Any two (2) tasks	2x 20	100	Two different tasks	2x 20	100	Any task (teacher's choice) and the Portfolio	2 x 20	100	100
Weight-ed marks		$(40 \div 4) \times 10 = 100$			$(40 \div 4) \times 10 = 100$			$(40 \div 4) \times 10 = 100$	$(\text{Term } 1+2+3) / 3 =$

ANNEXE 1:**GLOSSARY OF TERMS**

Assertive	self-confident
Bereavement	a state of being sad because someone passed away
Crisis	a time when a person experience great difficulty/problems, also referred to as a disaster
Contemporary	part of the present
Discriminate	to make a difference between objects or people
Epidemic	the outbreak of a disease among a population, such as an outbreak of cholera, Crimean-Congo Haemorrhagic Fever (CCHF), yellow fever, measles or polio
Etiquette	correct way of behaviour
Financial literacy	the ability to understand the use of money as it applies to your personal finances).
Grief	emotional response to a major loss
Holistic person	a person as a physical, emotional, psychological and social being
Inhalant	a substance a person breathes in
Leisure	activities done during free time
Mental health	a state of well-being that involves emotional, psychological and social wellbeing, influencing thoughts, feelings and behaviour
Pandemic	the outbreak of a disease or a condition (new or previously not common/unknown worldwide) among a large part of a population, that exist in the form of a widespread epidemic, that affects people in many different countries such as an outbreak of HIV and AIDS, and COVID-19
Pedestrian	a person on foot
Portfolio	a file, book or any other method used to keep a learner's work or documents
Pornography	visual displays of sexual arousal material
Substance	mood-altering ingredient
Substance abuse	a state of dependence on harmful or hazardous substances like alcohol and illicit drugs that can lead to significant health, social and legal problems.
Superstition	a belief in the supernatural
Universal	worldwide

ANNEXE 2: ASSESSMENT RECORD SHEET FOR GRADE 4-7 (THREE TERMS)

Teacher:

Year:

School:

Grade:

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



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