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MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

LIFE SKILLS SYLLABUS

GRADES 8 - 10

FOR IMPLEMENTATION IN 2007

Ministry of Education
National Institute for Educational Development (NIED)
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Life Skills Syllabus Grades 8 - 10

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1. INTRODUCTION

This syllabus describes the intended learning of Life Skills for the Junior Secondary Phase. As a subject, Life Skills is within the spiritual and ethical area of learning in the curriculum, and has thematic links to other subjects across the curriculum. Under optimal circumstances, this subject needs one period per cycle to be taught comprehensively.

2. RATIONALE

Life Skills as a subject is a way of making meaning out of life. The basic aims of the Life Skills Programme are to focus on the optimal, holistic development of all learners. While it is realised that the development of learners will continue, it is expected that upon completion of the Life Skills Programme in Grade 10 students should:

- have a clear idea of their identity
- apply knowledge in decision making
- be able to function effectively, and
- be socially responsible
- have basic career knowledge

The Life Skills curriculum is based on the concept of a holistic education, the philosophy of which is that education should:

- emphasise daily living, personal-social and occupational skills development
- provide a unified approach to education for life
- encourage all members of the school community to have a shared responsibility and a mutual co-operative relationship among the various subjects
- include learning in the home, private and public institutions, the employment community as well as the school
- include basic education, citizenship, family responsibility and other important educational objectives
- provide for career awareness, orientation, exploration and skills development through self-awareness and a positive self-conscience
- provide a balance of content, experiential learning and hands-on activities
- encourage open communication between learners, teachers, parents/providers and the community.

3. COMPETENCIES AND LEARNING OUTCOMES

Upon completion of the Life Skills Programme each learner is expected to have:

- developed optimally and holistically as an individual as appropriate within the developmental stage
- acquired the knowledge, skills and understanding needed by individuals to manage their environment
- developed daily living skills, personal-social and occupational skills
- developed critical thinking, problem solving skills, individual initiative, interpersonal and enquiring skills
- acquired knowledge and understanding of society, appreciation of their culture including languages, traditions, songs, ceremonies, customs, social norms and a sense of citizenship
- acquired knowledge of, and be exposed to practise moral standards and health practices that will prepare them for responsible family and community life
- acquired the ability to relate subject matters to career choices
- gained the necessary knowledge and skills to interact with, and learn about their community, the government of their country and the world around them.

LEARNING OUTCOME

Upon completion of the curriculum, all learners are expected to have developed skills to cope with everyday life.

4. PARTICULAR FEATURES OF THE SUBJECT IN THIS PHASE

Life Skills consists of three domains, namely Career Guidance, Daily Living Skills and Personal-Social Skills. In this syllabus Career Guidance focuses on study skills and career research; Daily Living Skills focuses on health care, family life and finances. Personal-Social Skills focuses on self-awareness, relationships and citizenship.

5. GENDER ISSUES

In working with every theme, issues should be seen from both male and female points of view and what boys and girls are concerned about and interested in. Males and females tend to have different perspectives about ethical and other problems and by sharing ideas in class they can enrich one another's thinking.

6. LOCAL CONTEXT AND CONTENT

Examples and issues should be taken from the learners' immediate community and environment. In general it is important to embrace the African context in Namibia. Everyday issues and problems should be used in the lessons.

7. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

Life Skills appeals to the learner as a holistic person, and the subject plays an integrating role at each phase of development. Life Skills contributes to the learner's self-image and promotes values such as co-operation, tolerance and respect for others' culture and possessions. It also allows for new ways of understanding the crucial importance of sustaining our environment and shows the interdependence of environmental sustainability and political, moral, social and economic demands through a study of the cross-curricular issues listed below.

The main cross-curricular issues are integrated throughout the curriculum in all phases and comprise:

- HIV and AIDS
- Environmental Learning
- Human Rights and Democracy
- Population Education
- Information Technology

These are anchored in the various subject syllabuses. Languages will enable learners to express their attitudes, perceptions and feelings and develop strong communication skills, which will be strengthened in this phase.

Content addressing these issues should be used in the following ways:

- **Drama**
- **Role plays**
- **Group discussions**
- **Designing of posters**
- **Research, etc.**

The table on the next page gives ideas about how the teacher can integrate the cross-curricular issues in Life Skills.

CROSS-CURRICULAR TABLE GRADES 8-10

What follows below are examples only and are intended to guide teachers towards integrating these cross-curricular topics in Life Skills teaching. Most of these issues do not stand on their own but are integrated. Teachers may add their own topics and activities or adapt these depending on the level and interests of their class groups.

Environmental Learning	HIV and AIDS	Population Education	Human Rights and Democracy Education	Information and Communication Technology
Grade 8 <ul style="list-style-type: none"> • A responsible citizen • Environmental care 	Grade 8 <ul style="list-style-type: none"> • Testing and counselling for HIV and AIDS • Socio-economical effects of HIV and AIDS 	Grade 8 <ul style="list-style-type: none"> • Sex and sexuality • Attitudes towards sexuality • Personal sexuality and preferences • Peer pressure and intimate relationships • Sexually transmitted diseases • Gender roles • Different types of families • Family needs 	Grade 8 <ul style="list-style-type: none"> • Cultural differences • A responsible citizen 	Grade 8 <ul style="list-style-type: none"> • Budget • Basic financial records
Grade 9 <ul style="list-style-type: none"> • A clean environment 	Grade 9 <ul style="list-style-type: none"> • Theories and myths about HIV and AIDS • Values and attitudes towards HIV and AIDS and people living positively with HIV and AIDS • Care and support for persons living with HIV and AIDS 	Grade 9 <ul style="list-style-type: none"> • Early and arranged marriages • Preparing for marriage • Roles and responsibilities in the family 	Grade 9 <ul style="list-style-type: none"> • Persons of authority • Respect for authority • Human and child rights 	Grade 9 <ul style="list-style-type: none"> • Career research • Bank

Environmental Education	HIV and AIDS	Population Education	Human Rights and Democracy Education	Information and Communication Technology
	Grade 10 <ul style="list-style-type: none"> • Testing and counselling • People affected by HIV and AIDS 	Grade 10 <ul style="list-style-type: none"> • Personal health • Sexually transmitted diseases • Dangers of teenage pregnancy • Abortion • Abuse • Rape • Choosing a dating partner • Breaking up relationships 	Grade 10 <ul style="list-style-type: none"> • Discipline • Harassment/bullying • Voting requirements 	Grade10 <ul style="list-style-type: none"> • Interviewing • Application forms and letters • Saving

8. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice:

The aim is to develop learning with understanding and the 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 school a wealth of knowledge and social experiences 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 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
- 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 ways through a topic or area of content.

The appropriateness of working in groups, in pairs, individually, or as a whole class will depend on the task at hand. Co-operative and collaborative learning should be encouraged wherever possible. Tasks must be designed through pair or group work. This will enable learners to see the value of co-operation. 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.

Suggested activities for continuous assessment (Activities should be adapted for learners with special needs):

Group work	Performing art task	Creative tasks	Cultural expression tasks	Written tasks
<ul style="list-style-type: none"> • display on a bulletin board • poster • collect pictures • tableau • research • case studies • project work 	<ul style="list-style-type: none"> • dramatise • songs • role-play • mime • dance 	<ul style="list-style-type: none"> • display on a bulletin board • design/make a poster • draw pictures 	<ul style="list-style-type: none"> • videos • story-telling • tableau • debate • present • dramatise • songs • role-play 	<ul style="list-style-type: none"> • map • worksheets • paragraph • essay • research • tabling • articles • list • define in own words • case studies • project work

9. SUMMARY OF THE LEARNING CONTENT OR BASIC SKILLS

CONTENT FOR GRADE 8, 9 AND 10

THEMES	TOPICS GRADE 8	TOPICS GRADE 9	TOPICS GRADE 10
CAREER GUIDANCE			
Study skills	<ul style="list-style-type: none"> • Motivation • Time management • Listening • Reading • Scanning, reading and underlining during study • Synthesising and summarising 	<ul style="list-style-type: none"> • Motivation • Goals setting 	<ul style="list-style-type: none"> • Examination fees • Positive study attitude • Improving concentration/focus • Examination skills and strategies •
Career opportunities	<ul style="list-style-type: none"> • Current subjects 	<ul style="list-style-type: none"> • Career research 	<ul style="list-style-type: none"> • Fields of study in Grade 11 and training options for Grade 10 school leavers • Institutions for further studies • Job shadowing • Interviewing • Application forms and letters • Curriculum Vitae/Resumé
DAILY LIVING SKILLS			
Health care	<ul style="list-style-type: none"> • Personal health • Sex and sexuality • Attitudes towards sexuality • Personal sexuality and preferences • Peer pressure and intimate relationships • Sexually transmitted diseases • Testing and counselling of HIV and AIDS • Socio-economical effects for HIV and AIDS • Tuberculosis • Substance abuse/smoking and alcohol abuse 	<ul style="list-style-type: none"> • Theories and myths about HIV and AIDS • Values and Attitudes towards HIV and AIDS and people living positively with HIV and AIDS • Care and Support for persons living with HIV and AIDS • Stress • Symptoms and handling of stress • Drugs 	<ul style="list-style-type: none"> • Personal health • Sexually transmitted diseases • Dangers of teenage pregnancy • Abortion • Testing and counselling • People affected by HIV and AIDS • Depression and suicide • Eating disorders • First Aid/universal precautions

THEMES	TOPICS GRADE 8	TOPICS GRADE 9	TOPICS GRADE 10
Family life	<ul style="list-style-type: none"> • Gender roles • Different types of families • Family needs • Family conflicts 	<ul style="list-style-type: none"> • Early and arranged marriages • Preparing for marriage • Roles and responsibilities in the family • Family relationships • Family planning 	<ul style="list-style-type: none"> • Discipline • Abuse • Harassment/bullying • Rape
Finances	<ul style="list-style-type: none"> • Unemployment • Budget • School development fund • Basic financial records 	<ul style="list-style-type: none"> • Characteristics of an entrepreneur • Entrepreneurial opportunities • Bank facilities 	<ul style="list-style-type: none"> • Resources for loans • Hire purchase • Saving • Insurance
PERSONAL SOCIAL SKILLS			
Self-awareness	<ul style="list-style-type: none"> • Physical and psychological needs • Self-knowledge • Feelings/emotions 	<ul style="list-style-type: none"> • Emotions/ feelings • Praise and criticism and assertiveness 	<ul style="list-style-type: none"> • Self image/esteem • Interests, skills and abilities • Personality
Relationships	<ul style="list-style-type: none"> • Friendship 	<ul style="list-style-type: none"> • Seeking advice in relationships • Feelings for others • Dating 	<ul style="list-style-type: none"> • Choosing a dating partner • Breaking up of relationships
Citizenship	<ul style="list-style-type: none"> • A responsible citizen • Cultural differences • Environmental care 	<ul style="list-style-type: none"> • Persons of authority • Respect for authority • Human and child rights • A clean environment 	<ul style="list-style-type: none"> • Voting requirements

10 LEARNING CONTENT

10.1 LEARNING CONTENT FOR GRADE 8

THEMES/TOPICS	LEARNING OBJECTIVES The learners will:	BASIC COMPETENCIES By the end of Grade 8 the learners should be able to:
10.1.1 CAREER GUIDANCE		
(a) Study skills		
Motivation	understand the importance of motivation	<ul style="list-style-type: none"> • explain the role of a good self-image, positive attitude, positive thoughts and clear goals in motivation • list barriers to motivation, e.g. anger, boring tasks, blame, negative thoughts and discuss possible solutions • develop a contractual agreement to reflect their commitment about studies, sport, relationships and other daily activities • realise the importance of being motivated
Time management	apply self organising strategies	<ul style="list-style-type: none"> • explain and demonstrate on a time wheel how much time is spent per week on activities, e.g. studies, leisure, sport, sleep, household chores, cultural activities, etc. • develop a plan of weekly activities • demonstrate efficient time management
Listening	acquire skills in listening	<ul style="list-style-type: none"> • listen to a prepared reading piece • answer comprehension questions • assess listening skills
Reading	acquire skills in reading	<ul style="list-style-type: none"> • read a prepared reading piece • answer comprehension questions • assess reading skills

THEMES/TOPICS	LEARNING OBJECTIVES The learners will:	BASIC COMPETENCIES By the end of Grade 8 the learners should be able to:
Scanning, reading and underlining during study	learn about steps in studying	<ul style="list-style-type: none"> • apply scanning, reading and underlining methods in study
Synthesising and summarising	learn about steps in summarising	<ul style="list-style-type: none"> • reflect on chapters by answering the who, what, why, where, when and • how questions • apply summarising techniques when studying • acquire study skills
(b) Career opportunities		
Current subjects	learn the importance of choosing subjects	<ul style="list-style-type: none"> • develop an understanding of the importance of current subjects
10.1.2 DAILY LIVING SKILLS		
(a) Health care		
Personal health	assess their own health	<ul style="list-style-type: none"> • list ways of disease detection and describe symptoms of general diseases • identify ways on how to assess own health
Sex and sexuality	understand the difference between the concepts: sex and sexuality	<ul style="list-style-type: none"> • explain the difference between sex and sexuality • write a paragraph on own sexuality (physical and emotional) • describe the term sex in their own words
Attitudes towards sexuality	understand the personal and social attitudes towards sexual behaviour	<ul style="list-style-type: none"> • discuss the effects of the media, video, music, magazines, community and peers on attitude towards sexuality • appreciate different genders and sexual attitudes

THEMES/TOPICS	LEARNING OBJECTIVES The learners will:	BASIC COMPETENCIES By the end of Grade 8 the learners should be able to:
Personal sexuality and preferences	learn about the different preferences in sexuality	<ul style="list-style-type: none"> • in their own words define and discuss different sexual patterns, such as heterosexual, homosexual, bisexual, asexual and celibacy (choice to refrain from sexual intercourse) • in their own words define sexism in writing • appreciate own sexuality
Peer pressure and intimate physical relationships	understand the role of choice in a physical, intimate relationship	<ul style="list-style-type: none"> • explain positive and negative peer pressure • identify the effect of peer pressure on having an intimate ,physical relationship and the consequences thereof
Sexually transmitted diseases	realise the impact of STD	<ul style="list-style-type: none"> • research the economical impact of STDs on the country, e.g. the cost of medicine for the government, absence from work, etc. • list the impact of STDs on the individual and society
Testing and counselling of HIV and AIDS	learn about the importance of testing and when to go for HIV and AIDS testing	<ul style="list-style-type: none"> • explain the importance of testing and counselling for HIV and AIDS
Socio-economical effects for HIV and AIDS	understand the socio-economic and emotional impact of HIV and AIDS	<ul style="list-style-type: none"> • identify socio-economic impact of HIV and AIDS • write a few sentences on the socio-economic impact of HIV and AIDS on the country
Tuberculosis	recognise the symptoms of tuberculosis, how it is spread and the treatment	<ul style="list-style-type: none"> • list the symptoms of tuberculosis and explain how it is spread • explain tuberculosis as a preventable and curable disease

THEMES/TOPICS	LEARNING OBJECTIVES The learners will:	BASIC COMPETENCIES By the end of Grade 8 the learners should be able to:
Substance abuse/smoking and alcohol abuse	understand the dangers of smoking and alcohol abuse	<ul style="list-style-type: none"> • list reasons why people smoke and abuse alcohol • explain the influence of peer pressure on substance abuse • explain why smoking and alcohol abuse is a health hazard • write a poem about the life of an alcoholic/smoker
(b) Family life		
Gender roles	understand the meaning of gender roles	<ul style="list-style-type: none"> • in own words define what is meant by gender roles • explain the different gender roles in the family
Different types of families	learn about different types of families	<ul style="list-style-type: none"> • explain the different types of families • research the different types of families in the community and discuss their challenges • write a paragraph on how the size of a family will have an impact on the needs and resources of the family
Family needs	understand the relationship between family size and demands on resources	<ul style="list-style-type: none"> • discuss the advantages and disadvantages of having a small or large family • determine the costs involved in raising a child for one month • explain the importance of family planning • appreciate the relationship between family needs and resources • individually determine the needs of their family according to size
Family conflicts	learn about factors contributing to family conflict and how to avoid or handle it	<ul style="list-style-type: none"> • list different reasons for conflicts that may arise at home • explain the advantages of having regular family meetings • apply conflict handling skills in real life situations

THEMES/TOPICS	LEARNING OBJECTIVES The learners will:	BASIC COMPETENCIES By the end of Grade 8 the learners should be able to:
(c) Finances		
Unemployment	acquire knowledge about unemployment	<ul style="list-style-type: none"> • explain unemployment and its consequences • demonstrate in a letter to the press the financial, social and psychological impact of unemployment
Budget	learn how to budget and stick to their budget	<ul style="list-style-type: none"> • explain the importance of a budget • draw up a budget and stick to it
School development fund	acquire knowledge of where and how to find information concerning payment of the school development fund	<ul style="list-style-type: none"> • discuss the necessity of a school development fund • research ways to pay the school development fund
Basic financial records	learn where and how to find and keep information on items and purchases	<ul style="list-style-type: none"> • list important financial documents e.g. bank statements, hire purchase agreements, accounts, receipts, etc. • explain the importance of keeping financial records • discuss the technological advantages and disadvantages of using the computer in keeping financial records
10.1.3 PERSONAL-SOCIAL SKILLS		
(a) Self-awareness		
Physical and psychological needs	learn what physical and psychological needs are	<ul style="list-style-type: none"> • list basic physical and psychological needs
Self-knowledge	understand their personal strengths and weaknesses	<ul style="list-style-type: none"> • explain what strengths and weaknesses are • describe how to turn weaknesses into strengths by writing a paragraph on it • appreciate their strengths and weaknesses

THEMES/TOPICS	LEARNING OBJECTIVES The learners will:	BASIC COMPETENCIES By the end of Grade 8 the learners should be able to:
Feelings/emotions	cope with certain feelings or emotions	<ul style="list-style-type: none"> • list different positive and negative feelings/emotions • explain problem solving skills that could assist in coping with personal feelings • list support structures in the community and their contact numbers • identify coping mechanisms for different feelings/emotions

THEMES/TOPICS	LEARNING OBJECTIVES The learners will:	BASIC COMPETENCIES By the end of Grade 8 the learners should be able to:
(b) Relationships		
Friendship	learn about the importance of friendship	<ul style="list-style-type: none"> • explain what friendship is and the characteristics of a true friend • appreciate friendship • create a greeting card for a best friend, appreciating their friendship
(c) Citizenship		
A responsible citizen	<p>know what a responsible citizen is</p> <p>show appropriate behaviour as a responsible citizen</p>	<ul style="list-style-type: none"> • distinguish between a responsible citizen and an irresponsible citizen • explain how a responsible citizen can contribute to the welfare of the community • demonstrate through an essay the advantages of being a responsible citizen • identify appropriate behaviour in different situations
Cultural differences	accept and respect people with different cultural backgrounds	<ul style="list-style-type: none"> • explain cultural diversity in Namibia • appreciate own and other cultures by sharing information on different cultures
Environmental care	take care of the environment in a responsible way	<ul style="list-style-type: none"> • explain how a responsible citizen will take care of the environment • draw up a policy to keep the school environment clean

10.2 LEARNING CONTENT FOR GRADE 9

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 9 the learners should be able to:
10.2.1 CAREER GUIDANCE		
(a) Study skills		
Motivation	understand the importance of motivation	<ul style="list-style-type: none"> distinguish between internal and external motivation analyse a success story in life and indicate internal and external motivators for success
Goal setting	set goals	<ul style="list-style-type: none"> define a goal determine short- and long term goals list possible barriers in achieving goals and how to overcome it
(b) Career opportunities		
Career research	acquire knowledge on how to search for an appropriate career	<ul style="list-style-type: none"> list sources of information about prospective jobs research on a specific career that they are interested in explain the challenges of looking for a job after Grade 9
10.2.2 DAILY LIVING SKILLS		
(a) Health care		
Theories and myths about HIV and AIDS	discriminate between myths and facts about HIV and AIDS	<ul style="list-style-type: none"> differentiate between myths and facts about HIV and AIDS
Values and attitudes towards HIV and AIDS and people living positively with HIV and AIDS	critically examine their values and attitudes towards people living with HIV	<ul style="list-style-type: none"> identify and illustrate positive values and attitudes towards people living with HIV and AIDS
Care and support for persons living with HIV and AIDS	acquire knowledge where to get care and support for persons living with HIV and Aids	<ul style="list-style-type: none"> learn how to care for and support persons living with HIV and Aids list care and support groups/organisations in their community and their contact details create a greeting card for an HIV positive person

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 9 the learners should be able to:
Stress	learn about the causes and symptoms of stress and how to cope with it	<ul style="list-style-type: none"> • differentiate between positive and negative stress • explain the effect of stress on schoolwork, everyday life and health • list the symptoms of physical and emotional stress • identify the causes and symptoms of stress and how to cope with it • describe in a paragraph a stressful situation in life and how they coped with it
Symptoms and handling of stress	realise symptoms of stress and how to handle stressful situations	<ul style="list-style-type: none"> • identify the symptoms of stress • explain ways of to handling stress
Drugs	<p>learn about the dangers of drugs</p> <p>learn about the legal consequences when involved with drugs</p>	<ul style="list-style-type: none"> • explain what club drugs are (Ecstasy, GHB, Ketamine and Rohypnol) • research the dangers of using drugs • list possible support structures in the community • design an alcohol and drug policy for the school • discuss the legal consequences when involved with drugs • research jail sentences in different countries
(b) Family life		
Early and arranged marriages	realise the consequences of early and arranged marriages	<ul style="list-style-type: none"> • list reasons why people marry early • discuss practices in different cultures on arranged marriages • write a paragraph on the appropriate age to get married and give reasons • realise the importance of being fulfilled in marriage

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 9 the learners should be able to:
Preparing for marriage	understand the importance of being ready for marriage	<ul style="list-style-type: none"> • explain the similarities and differences between being married and being single • explain the characteristics of a person ready for marriage • realise the importance of being prepared for marriage
Roles and responsibilities in the family	learn that each member of the family has certain responsibilities to contribute to the success of the family	<ul style="list-style-type: none"> • draw an organogram on roles and responsibilities of their family members • discuss shared and individual responsibilities in the family and how family meetings can be utilized for better communication in the family • recognise and appreciate personal roles in the family
Family relationships	understand the importance of communication among family members	<ul style="list-style-type: none"> • explain what is meant by communication • list reasons for the importance of interpersonal communication in the family • explain ways in which families can communicate e.g. outings, playing games telling stories, family meetings, etc. • appreciate the importance of healthy family relations
Family planning	understand the importance of family planning	<ul style="list-style-type: none"> • list reasons for family planning • explain the advantages and disadvantages of family planning • explain the importance of family planning • demonstrate through a motivational speech the joint responsibilities of both marriage partners in family planning
(c) Finances		
Characteristics of an entrepreneur	learn about the characteristics of an entrepreneur	<ul style="list-style-type: none"> • explain the characteristics of an entrepreneur • complete a personal check list on the characteristics of an entrepreneur

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 9 the learners should be able to:
Entrepreneurial opportunities	acquire knowledge on entrepreneurial opportunities	<ul style="list-style-type: none"> • discuss and list places where one can get help and information regarding entrepreneurial opportunities • identify entrepreneurial opportunities for an entrepreneurs day
Bank facilities	learn how to use bank facilities	<ul style="list-style-type: none"> • explain the advantages of having a bank account • list procedures on how to open an account • discuss the advantages and disadvantages of an Automatic Transmission Machine (ATM)
10.2.3 PERSONAL-SOCIAL SKILLS		
(a) Self-awareness		
Emotions/feelings	learn and strengthen knowledge on emotional coping skills	<ul style="list-style-type: none"> • identify common emotions/feelings in the life of a teenager • explain the importance of coping with emotions • apply emotional coping skills
Praise and criticism and assertiveness	learn how to accept praise, criticism and being assertive	<ul style="list-style-type: none"> • explain the concepts praise, criticism and assertiveness • discuss ways on how to handle praise and criticism and become assertive • demonstrate assertiveness
(c) Relationships		
Seeking advice in relationships	learn that there are resources for assistance in relationships	<ul style="list-style-type: none"> • explain the importance of talking about problems • identify people for assistance/counselling when necessary
Feelings for others	recognise feelings that people experience and how to respond to it	<ul style="list-style-type: none"> • describe how to respond to feelings of others • research culturally acceptable ways of expressing feelings towards another

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 9 the learners should be able to:
Dating	understand the responsibilities of dating	<ul style="list-style-type: none"> • explain the cultural expectations/prescriptions for male and female in a selection of a dating partner • compile a rating scale which contains the ideal characteristics of a dating partner • list mutual commitments during dating
(d) Citizenship		
Persons of authority	understand who persons of authority are and why they should be obeyed	<ul style="list-style-type: none"> • explain the role of authority figures • draw an organogram indicating persons of authority for e.g. at school, in the community, at home, at work • explain why people with authority should be role models to the youth • describe the purpose of obeying instructions from authority figures in their lives
Respect for authority	understand reasons for respecting authority	<ul style="list-style-type: none"> • discuss what happens when people challenge authority, e.g. gangsterism, violence, street kids, riots • appreciate authority • explain the importance of respecting authority
Human and child rights	learn about human and child rights	<ul style="list-style-type: none"> • discuss the rights and responsibilities of children • list ways of women empowerment e.g. equal access to education and employment • explain the importance of equality of all humans
A clean environment	understand the importance of a clean environment	<ul style="list-style-type: none"> • research why a clean environment is important • demonstrate the clean-up of their immediate environment, e.g. clean-up campaign at school

10.3 LEARNING CONTENT FOR GRADE 10

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 10 the learners should be able to:
10.3.1 CAREER GUIDANCE		
(a) Study skills		
Examination fees	understand the purpose of examination fees	<ul style="list-style-type: none"> • list ways to obtain and save money for important examinations • explain why it is important to be well prepared for and successful in the examination • acquire skills on how to obtain money for external examinations
Positive study attitude	understand the importance of a positive study attitude	<ul style="list-style-type: none"> • discuss factors that could have an influence on learners' attitudes towards studying • explain the advantages of healthy study attitudes and habits • describe in a paragraph an acceptable study environment and how to create it at home • design a creative, realistic study time table • realise the importance of a positive attitude towards study
Improving concentration/focus	improve concentration/focus	<ul style="list-style-type: none"> • explain the link between planning, time-managing and concentration/ focus • complete a timed concentration/focus reading exercise • demonstrate improved concentration/ focus
Examination skills and strategies	acquire skills on how to write examinations effectively	<ul style="list-style-type: none"> • explain important points to remember when writing examination • acquire examination writing skills and strategies • practice skills on a mock examination paper

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 10 the learners should be able to:
(b) Career opportunities		
Fields of study in Grade 11 and training/vocational options for Grade 10 school leavers	learn about different fields of study in Grade 11 and training/vocational options for Grade 10 school leavers	<ul style="list-style-type: none"> research on different fields of study in Grade 11 and further training/vocational options for Grade 10 school leavers
Institutions for further studies	acquire knowledge about the various institutions for further study after Grade 10	<ul style="list-style-type: none"> explore the various opportunities for further studies after grade 10
Job shadowing	acquire knowledge about job shadowing	<ul style="list-style-type: none"> acquire information concerning job shadowing explore the institutions where learners might apply for job shadowing
Interviewing	learn how to prepare for and behave during an interview	<ul style="list-style-type: none"> explain the necessary preparatory actions for interviewing demonstrate appropriate behaviour during an interview
Application forms and letters	complete an application form and letter	<ul style="list-style-type: none"> identify the importance of doing a proper application complete a mock application form
Curriculum Vitae/Resumé	write a CV/Resumé	<ul style="list-style-type: none"> explain the difference between a CV and a Resume write own CV/Resumé
10.3.2 DAILY LIVING SKILLS		
(a) Health care		
Personal health	learn about the importance of personal body examination	<ul style="list-style-type: none"> explain why it is important to do personal body examination
Sexually transmitted diseases	learn about STD and treatment	<ul style="list-style-type: none"> explain factors contributing to STD and treatment report on information gained on the treatment of STDs from a doctor or nurse

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 10 the learners should be able to:
Dangers of teenage pregnancy	<p>understand the physical and emotional impact of teenage pregnancy</p> <p>understand the responsibility of teenage mothers and teenage fathers</p>	<ul style="list-style-type: none"> • explain the physical and emotional impact of teenage pregnancy • explain the responsibility of teenage mothers and teenage fathers
Abortion	<p>learn about abortion</p> <p>be alerted to moral and legal issues</p>	<ul style="list-style-type: none"> • discuss the role of values in taking a decision on abortion • explain and list the psychological, social, cultural and religious consequences of abortion • discuss the moral issues concerning abortion • research the legal issues concerning abortion
Testing and counselling	understand the importance of testing for HIV and AIDS and counselling	<ul style="list-style-type: none"> • explain the importance of HIV testing and counselling • identify and list voluntary HIV testing centres in the community
People affected by HIV and AIDS	realise the financial, emotional and psychological impact of being affected by HIV and AIDS	<ul style="list-style-type: none"> • explain how HIV and AIDS affect people • discuss supporting strategies for people affected by HIV and AIDS • list available support structures in the community
Depression and suicide	learn about depression and suicide	<ul style="list-style-type: none"> • define in own words depression and suicide • list symptoms and causes of depression and suicide • explain how to cope with stress • list resources for help
Eating disorders	understand eating disorders	<ul style="list-style-type: none"> • explain reasons and consequences of eating disorders • discuss the symptoms and causes of eating disorders

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 10 the learners should be able to:
First Aid/universal precautions	learn about universal precautions when blood is involved	<ul style="list-style-type: none"> • demonstrate First Aid skills • practice in groups how First Aid is applied in cases of an accident (focussing on blood) • explain ways to handle blood when gloves are not available and someone's life is in danger
(b) Family life		
Discipline	understand the difference between discipline, punishment and abuse	<ul style="list-style-type: none"> • explain the difference between discipline, punishment and abuse • list ways of corrective discipline • debate the abolishment of corporal punishment
Abuse	understand what abuse is	<ul style="list-style-type: none"> • explain the psychological, physical and emotional impact of abuse • name institutions and persons who could be of assistance when a person is abused • list the myths about abuse
Harassment/bullying	handle harassment/bullying	<ul style="list-style-type: none"> • explain what harassment/bullying is • identify the "no touch" areas on the body • list names of people or organisations who can render assistance
Rape	learn about rape	<ul style="list-style-type: none"> • explain the difference between rape, sexual intercourse with consent and molestation • discuss the emotional feelings of a person who has been raped, e.g. guilt, anger, shame, etc. • list people and places where help can be obtained • identify procedures to follow after being raped or molested

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 10 the learners should be able to:
(c) Finances		
Resources for loans	learn how to apply for loans	<ul style="list-style-type: none"> list institutions where loans can be obtained from distinguish between advantages and disadvantages of taking loans complete loan application forms explain the disadvantages of cash loan agencies
Hire purchase	understand the advantages and disadvantages of hire purchase	<ul style="list-style-type: none"> define hire purchase in terms of paying for a product and hiring of a product investigate the advantages and disadvantages of hire purchase calculate and compare the total price paid via hire purchase and cash price
Saving	understand that there are different ways of saving	<ul style="list-style-type: none"> explain different ways of savings list advantages and disadvantages of saving utilise banking technology in saving
Insurance	learn about insurance	<ul style="list-style-type: none"> explain the difference between short term and long term insurance discuss the difference between business and personal insurance explain the advantages and disadvantages of funeral, annuity and educational insurance appraise the necessity of insurance
10.3.3 PERSONAL SOCIAL SKILLS		
(a) Self-awareness		
Self-image/esteem	realise that internal and external factors contribute to self-image/esteem	<ul style="list-style-type: none"> describe the concept self-image/esteem explain internal and external factors that contribute to a positive self-image/esteem list ways how to build a positive self-esteem

THEMES/TOPICS	LEARNING OBJECTIVES: The learners will:	BASIC COMPETENCIES: By the end of Grade 10 the learners should be able to:
Interests, skills and abilities	understand how personal interests, skills and abilities influence subject and career choices	<ul style="list-style-type: none"> • identify interests, skills and abilities and link it to career choices • explore the Grade 11 fields of study of schools in their area in order to select a school offering a field of study suitable to personal career choice
Personality	understand the relation between personality and choice of career	<ul style="list-style-type: none"> • relate personal traits to specific careers • market themselves for a specific career through a letter to a company describing personality, interests, skills and abilities
(b) Relationships		
Choosing a dating partner	learn about the importance of a responsible dating choice	<ul style="list-style-type: none"> • appraise the characteristics of a good partner • list and describe factors that influence the choice of a dating partner • explain the mutual responsibilities and rights during a dating relationship
Breaking up of relationships	understand the reality of breaking up a relationship	<ul style="list-style-type: none"> • discuss reasons and implications for breaking up a relationship • identify emotions felt when a relationship is ended • list ways to maintain the self after breaking up • display skills to maintain self after breaking up
(c) Citizenship		
Voting requirements	learn about voting	<ul style="list-style-type: none"> • explain the importance of voting • realise the importance of being an informed voter and accepting the outcome of the election • complete a mock voters registration form and a sample voting ballot

11 ASSESSMENT

11.1 Introductory remarks

In the Junior Secondary Phase, assessment will consist of informal and formal continuous assessment.

11.2 Purpose of assessment

In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. The main purpose of assessment is to get as reliable a picture as possible of the progress of the learner in terms of achieving the Basic Competencies of the Life Skills syllabus.

- **Information to the learner**

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to try more, how, and why.

- **Information to the parents**

The parents should be regularly informed about the progress of their child, be encouraged to reward achievements and given suggestions as to how they can support his/her learning activities.

- **Evaluating the teaching/learning process**

The teacher can evaluate the teaching and learning process in terms of relevance of content, learner participation, appropriate methods of teaching, optimal use of group work, individual work, teacher directed teaching etc.

11.3 Types of Assessment

- **Formative assessment**

Assessment of this type is formative because the observations made and information collected are used both to guide the learner and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it motivates them to extend their knowledge and skills, and establish sound values;
- it promotes healthy habits of study
- 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 intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials.

- **Continuous assessment**

Continuous assessment should be kept as simple as possible. Marks given for various activities can be recorded for continuous assessment. In order not to take too much teaching time with assessment, not less than 2 assessments per term should be done. Each learner should have 6 assessments per year. The Portfolio should only be assessed at the end of the year. The portfolio should contain all visible activities done throughout the year. A portfolio for each learner should be developed for each phase. The portfolios should be available at all times to portray learner development. The portfolio is intended to provide evidence of personal growth. Other assessments can be spread over the year. Learners can be assessed on different topics on the same task throughout the year, e.g. Learner A can be assessed in Term One on Group Work and a Creative Task **while** Learner B can be assessed in Term One on Written Tasks and Performing Tasks.

11.4 Methods of assessment

Assessment should be related to the objectives of each topic. Assessment tasks should be adapted for learners with Special Educational Needs. In Life Skills Tasks, there are no right and wrong answers. Consult Rubric for applicable assessment indicators.

- **Informal methods**
The teacher should assess how well each learner masters the basic competencies described in the subject syllabuses, and from this gain a picture of the all-round progress of the learner. This can be done through observation of each learner's learning progress while they are investigating, interpreting and applying information, communicating, making value judgements and in their general participation.
- **Formal methods**
When it is necessary to structure assessment more formally, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. Formal continuous assessment consists of tasks and activities that have been designed for the specific purpose of assessing certain competencies. The aim is to carry out the assessment in a valid way using materials that have been designed for the purpose. The results of learners' performance on assessment tasks are recorded. Performance in projects and tasks will be selected, graded and recorded.
- **Recording grades**
The grades obtained by learners through continuous assessment must be systematically recorded through the year, and used to inform the learner and parents on personal and occupational development. It should serve as a guide for teachers to do compensatory teaching and for Counselling Support Groups to address individual life challenges.

11.5 Assessment objectives

The assessment objectives in Life Skills are:

- A: To participate**
Participation should be by spontaneous contribution of ideas and suggestions, without the fear of being judged or labelled.
- B: To demonstrate self-confidence**
- C: To demonstrate self-discipline**
Self-discipline should be demonstrated through acting responsibly, being obedient, being in control of emotions and by completing tasks diligently
- D: To listen and respond**
Listen and respond sensitively to peer questions, suggestions and criticism
- E: To demonstrate creativity**
- F: To express oneself clearly**
- G: To use problem-solving skills**
- H: To apply skills in decision-making**
- I: To display goal-seeking behaviour**
- J: To display self-knowledge**

11.6 Grade description

The grading scale shows the learner's level of achievement in relation to the Basic Competencies as explained in assessment objectives. The 7-point scale (A – G) covers a wide ability range, using letters A to G where A is the highest and G the lowest grade. Learners scoring below a G grade, i.e. 0 – 19% will be un-graded (U).

GRADES	GRADE INTERVALS (%)	GRADE DESCRIPTIONS
A	80 – 100	Achieved Basic Competencies exceptionally well
B	70 – 79	Achieved Basic Competencies very well
C	60 – 69	Achieved Basic Competencies well
D	50 - 59	Achieved Basic Competencies satisfactorily
E	40 - 49	Achieved a sufficient number of Basic Competencies to exceed the minimum competency level
F	30 – 39	Achieved the minimum number of Basic Competencies to be considered competent
G	20 – 29	Achieved the minimum number of Basic Competencies worthy of a grade
U	0 - 19	Un-graded

12 GLOSSARY

Analyse	to determine by reasoning
Asexual	without sexual interest
Bisexual	sexually attracted to both sexes
Celibacy	abstention from sexual intercourse
Curriculum Vitae	Latin for “life timetable.” A CV contains information about personal details, education, experience and skills
Directed learning	learning where learners receive information
Enrichment	when learners with adequate knowledge are stimulated to more advanced thinking skills
Holistic person	person as a physical, emotional, psychological and social being
Organogram	a chart showing the hierarchy and relationships of something
Paradigm	an example or pattern of something
Portfolio	a file, book or any other method used to keep a learner’s work or documents
Reinforcement	when learners’ knowledge is strengthened
Resumé	a very brief summary of one’s education, experience and skills
Sexism	preference for your own gender
Substance	mood-altering ingredient
Synthesise	to reduce

ANNEXURE 1: RECORD FORMS FOR LIFE SKILLS

CONTINUOUS ASSESSMENT												
School:		Grade:					Year:					
Teacher:		*Continuous Assessment Tasks					End of Term Mark o	CA Mark (%)	Portfolio	Total Year Mark (CA Marks + Portfolio)	Final Year Mark	Symbol
Name of Learner	Term	Group work	Performing art task	Creative tasks	Cultural expression task	Written task						
				10	10	10	10	10	20	20 x 5 = 100	100	400
Choose one of these aspects per term for assessment												
	1											
	2											
	3											
	1											
	2											
	3											
	1											
	2											
	3											
	1											
	2											
	3											
	1											
	2											
	3											
	1											
	2											
	3											

***For examples on Continuous Assessment Tasks, please refer to the table on p.5 The Portfolio should only be assessed at the end of each year**

ANNEXURE 2: SUGGESTED RUBIC FOR ASSESSMENT IN LIFE SKILLS

	5	4	3	2	1
1	Participated very effectively and freely by contributing ideas and suggestions	Participated by contributing ideas and suggestions	Participated sometimes by contributing ideas and suggestions	Participated only with a lot of prompting	Participated very seldom even with prompting
2	Often demonstrated self-confidence	Demonstrated self-confidence regularly	Sometimes demonstrated self-confidence	Seldom demonstrated self-confidence	Very seldom demonstrated self-confidence
3	Often demonstrated self-discipline , e.g. act responsibly, being obedient, being in control of emotions, complete tasks diligently	Demonstrated self-discipline regularly	Sometimes demonstrated self-discipline	Seldom demonstrated self-discipline	Very seldom demonstrated self-discipline
4	Listened and responded sensitively to peer questions, suggestions and criticism	Listened and responded regularly to peer questions, suggestions and criticism	Sometimes listened and responded to peer questions, suggestions and criticism	Seldom listened and responded to peer questions, suggestions and criticism	Very seldom listened and responded to peer questions, suggestions and criticism
5	Explicitly demonstrated creativity	Regularly demonstrated creativity	Sometimes demonstrated creativity	Seldom demonstrated creativity	Very seldom demonstrated creativity
6	Very clearly expressed oneself	Clearly expressed oneself	Sometimes expressed oneself clearly	Seldom expressed oneself clearly	Very seldom expressed oneself clearly
7	Always used problem – solving skills	Often used problem-solving skills	Sometimes used problem-solving skills	Seldom used problem-solving skills	Very seldom used problem-solving skills
8	Always applied subject knowledge in decision-making	Often applied subject knowledge in decision-making	Sometimes applied subject knowledge in decision-making	Seldom applied subject knowledge in decision-making	Very seldom applied subject knowledge in decision-making
9	Always displayed goal-seeking behaviour	Often displayed goal-seeking behaviour	Sometimes displayed goal-seeking behaviour	Seldom displayed goal-seeking behaviour	Very seldom displayed goal-seeking behaviour
10	Always displayed self-knowledge	Often displayed self-knowledge	Sometimes displayed self-knowledge	Seldom displayed self-knowledge	Very seldom displayed self-knowledge

Use indicators applicable to your activity. Divide the total of marks by the number of indicators used to get a mark out of 10, e.g. Group Discussion use indicators $1 + 2 + 3 + 4 = 20 \div 2 = 10$

ANNEXURE 3: PORTFOLIO ASSESSMENT FORM

NAME:

GRADE:

YEAR:

PORTFOLIO ASSESSMENT FORM

Completion of tasks	
Portfolio is very presentable Contains all relevant tasks and all tasks are completed	10
Portfolio is very presentable Contains most relevant tasks and most of the tasks are completed	8
Portfolio is presentable Contains some of the relevant tasks and some tasks are completed	6
Portfolio is presentable to a lesser extend Contains some of the relevant tasks and very little of the tasks are completed	4
Portfolio is not very presentable Contains few of the relevant tasks and almost none of the tasks are completed	2
No portfolio was submitted	0
	Mark allocated out of 10
	Total mark out of 100 (mark allocated out of 10x10)

REMARKS:

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SIGNATURE OF TEACHER:

DATE:.....



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