



Republic of Namibia

MINISTRY OF EDUCATION

SENIOR SECONDARY PHASE

LIFE SKILLS TEACHERS' MANUAL
GRADES 11 - 12

FOR IMPLEMENTATION IN 2007

Ministry of Education
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
Namibia

© Copyright NIED, Ministry of Education, 2006
Life Skills Teaches' Manual Grades 11 - 12

ISBN 0-86976-857-3

Printed by John Meinert Printing
Re-printed by Solitare Press

Website: <http://www.nied.edu.na>

Publication date: 2006

PREFACE

The Ministry of Education, through the National Institute of Educational Development (NIED), has developed this Teachers' Manual for Life Skills in the Senior Secondary Phase.

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

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

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

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

ACKNOWLEDGEMENTS

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

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

Ms I.M. Fourie, Education Officer: Life Skills, Compensatory Teaching and Special Classes, National Institute of Educational Development (NIED), Okahandja

Ms M. Smit, Regional School Counsellor, Karas Region

Ms A. Williams, Teacher, Suiderlig High School, Keetmanshoop

Mr J. Yisa, Regional School Counsellor, Otjozondjupa Region

Mr R. Mabuku, Regional School Counsellor, Caprivi Region

Mr C. Groenewaldt for Study Skills Manual

UNICEF for financing the first editing and printing the manual

GLOBAL FUND for financing the re-print of the manual

Isabelle Fourie for the pictures in Brain Exercises

Fr. Richard W. Bauer, MM, LCSW for the permission to use text from *Building Resilience in Children Affected by HIV/AIDS*

Table of Contents

1.	Introduction.....	1
2.	Time Allocation.....	1
3.	Scheme of Work.....	1
4.	Year Plan.....	1
5.	Brain Exercises.....	2
6.	Grade 11	8
6.1	Career Guidance.....	8
(a)	Study Skills Activities.....	8
	Listening Skills.....	8
	Concentration.....	12
	Reading.....	16
	Time Management.....	20
	Summary Skills.....	23
	Study Skills.....	26
	Memory Skills.....	29
(b)	Career Opportunities.....	32
	Current Subjects.....	32
	Career Needs in the Country.....	32
	Steps in Career Planning.....	32
(c)	Work Ethic.....	32
	Relationships in the Workplace.....	32
(d)	Job Seeking.....	33
	Alternatives to Unemployment.....	33
6.2	Daily Living Skills.....	34
(a)	Health Care.....	34
	HIV and AIDS in the Workplace.....	34
(b)	Family Life.....	35
	Responsible Parenthood.....	35
(c)	Finances.....	40
	Taxes.....	40
	Will Writing.....	44
6.3	Personal-Social Skills.....	47
(a)	Self-Awareness.....	47
	Choices and Responsibilities.....	47
	Positive Attitudes.....	48
	Personal Values.....	53

	Motivation Strategies.....	54
	Assertive Behaviour	56
(b)	Relationships	61
	Internet Chat Rooms	61
	Pornography.....	61
(c)	Citizenship	61
	Cross-Cultural Issues	61
7.	Grade 12	62
7.1	Career Guidance	62
(a)	Study Skills Activities.....	62
	Examination Preparation	62
	Examination Skills	63
(b)	Career Opportunities	63
	Interests	63
	Competencies	63
	Personality	63
	Options after School.....	64
(c)	Work Ethic	64
	Competition in the Workplace	64
	Work Pride	65
(d)	Job Seeking.....	65
	Interviews	65
	Telephone Skills.....	66
	Application Letters and Forms.....	66
	Curriculum Vitae and Résumé	67
7.2	Daily Living Skills.....	68
(a)	Health Care	68
	Quality Life for People Infected with HIV	68
(b)	Family Life	69
	Orphans in the Family	69
(c)	Finances.....	77
	Bursaries, Scholarships, Loans and Grants	77
	Medical Aid Schemes and Pension Funds	77
7.3	Personal-Social Skills	79
(a)	Self-Awareness	79
	Homosexuality.....	79
(b)	Relationships	82

	Cross-Cultural Marriages	82
(c)	Citizenship	82
	Corruption and Nepotism	82
	Workers' Rights and Responsibilities	84
	References	85

1. INTRODUCTION

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

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

2. TIME ALLOCATION

The time allocation is one period per cycle.

3. SCHEME OF WORK

The aim/purpose of the Scheme of Work is to give teachers ideas and guidance on subject integration. Teachers are encouraged to draw up their own schemes of work.

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

4. YEAR PLAN

The year plan for Life Skills Grade 11 is spread over 23 topics and that for Grade 12 over 20 topics. It might be necessary to use more than one period for some topics, according to learners' needs.

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

5. BRAIN EXERCISES

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

HINTS

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

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

ENERGY YAWN

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

HOW TO DO THIS EXERCISE

- Put your hands on the sides of your face, on your cheeks, just in front of your ears.
- Open your mouth and pretend to yawn.
- Feel the muscles that move when you open and close your mouth.
- While “pretending” to yawn, gently rub, or massage the muscles that open and close your mouth.
- You can make a yawning sound to make the yawn seem more real.
- Repeat this exercise 3 to 6 times.



CROSS CRAWL

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

HOW TO DO THIS EXERCISE

- Stand up straight
- Put the left hand across the body, raise your right knee and touch your right knee with your left hand.
- Do the same thing for the right hand on the left knee as if you are marching.
- Now “march” for about 30 seconds to one minute. The idea is not to do it too fast. Breathe in and out slowly and deeply while doing the exercise.



HOOK-UPS

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

HOW TO DO THIS EXERCISE

Step 1

- Stand or sit.
- Cross the left leg over the right at the ankles.
- Take your left wrist and cross it over the right wrist and link up the fingers so that the left wrist is on top.
- Bend the elbows out and gently turn the fingers in towards the body until they rest on the breast bone in the centre of the chest.
- Stay in this position.
- Keeping the ankles and the wrists crossed, close your eyes and then breathe evenly for a few minutes.
- When you breathe in, press your tongue against the palate.
- When breathing out, relax your tongue and breathe out through your mouth.
- Repeat this exercise for 1 minute.

Step 2

- Now uncross your legs and hands.
- Put your fingertips together.
- Keep breathing in and out slowly.
- Do this exercise for one minute.

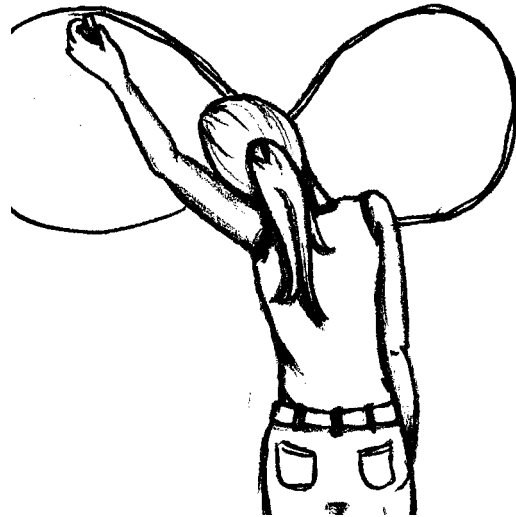


THE ELEPHANT

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

HOW TO DO THIS EXERCISE

- Stand up straight.
- Point your left arm straight out in front of you.
- “Glue” your head to your arm.
- Make sure you can see your hand pointing in front of you.
- Bend your knees slightly.
- “Draw” a horizontal 8 using your whole body and try to visualise the shape of the 8.
- Repeat this 5 times with each arm.



THINKING CAP

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

HOW TO DO THIS EXERCISE

- Place your thumb and index finger at the top of your ear. You will feel that your ear is “rolled up”. Now “unroll” your ear starting at the top and then working your way down to the bottom lobe.
- Unroll your ear one section at a time until you have reached the bottom.
- Do the same with the other ear.
- Repeat this exercise 3 or 4 times with both ears at the same time.



CALF PUMP (vertical push-ups)

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

HOW TO DO THIS EXERCISE

- Stand with your hands against a wall.
- Feel the weight of your body in your arms.
- Stretch your right leg out behind you. Keep the right foot on the floor but lift the heel.
- Bend the knee of your left leg.
- Your weight should be on your left leg.
- Press the heel of your right leg down to touch the ground. You should feel a bit of stretching of the muscles in your right leg.
- While pushing the heel of your right leg to the floor, breathe out through your mouth.
- Now relax your right leg so that your heel lifts off the floor and breathe in.
- Repeat this 3 to 4 times and then switch legs.

**BRAIN BUTTONS**

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

HOW TO DO THIS EXERCISE

- Sit up straight.
- Stretch your right hand so that there is as wide a space as possible between the thumb and index finger.
- Put your spaced index finger and thumb into the slight indentations between the collar bone on each side of the breast bone.
- Press lightly in a pulsing manner.
- At the same time put the left hand over your belly button.
- Gently press on these points for about 30 seconds.
- Change hands and repeat the exercise.
- You can do this 2 to 3 times with each hand.



EARTH BUTTONS

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

HOW TO DO THIS EXERCISE

- Sit up straight.
- Put the fingertips of your right hand just below your bottom lip.
- Put your left hand on the upper edge of the pubic bone.
- Breathe in and out slowly and concentrate on relaxing.
- Breathe the energy up the centre of the body.
- Do this for about 30 seconds.
- Change hands and repeat the exercise.
- You can do this 2 to 3 times.



HORIZONTAL 8

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

HOW TO DO THIS EXERCISE

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





Learners' activity:

Do the individual personal exercise to understand your own listening abilities.

Be honest with yourself.

Tick statements applicable to you.

6. GRADE 11

6.1 CAREER GUIDANCE (Refer to 10.1.1 in the Life Skills Grades 11 – 12 syllabus)

(a) STUDY SKILLS ACTIVITIES

LISTENING SKILLS

Individual Personal Exercise

		<i>Yes</i>
A	1. I only listen to things that interest me	
	2. I like to listen to compliments	
	3. I stop listening when I am not the centre of attention	
	4. I am interested in the small talk in class	
	5. Sometimes I do not even know what the lesson was about	
B	6. I do not listen to learn something, as I already know everything	
	7. Through listening I can easily detect other people's mistakes	
	8. I am too bored to listen	
	9. I am always forming counterarguments while listening	
	10. If the lesson is about something I can't argue about, I simply close off	
C	11. My listening varies, sometimes it is intensive, sometimes I do not listen at all	
	12. My thoughts often wander	
	13. I often only hear a word here and there	
	14. I often lose the line of a story	
	15. I often hear only half of the story	
D	16. I often question myself when listening	
	17. I am very touchy when criticised	
	18. I often brood about things I hear	
	19. I often believe teachers do not like me and therefore do not listen to what they say	
	20. I stop listening to somebody who does not agree with me	
E	21. I take in everything I hear unconditionally	
	22. I always follow my peers, without really listening to instructions	
	23. I struggle to do summaries, because everything is important	
	24. I do not question irrelevant instructions	
	25. I often allow my peers to distract me when I am listening	
F	26. I like to listen to the opinions of others	
	27. I give my full attention in a conversation and am not easily distracted	
	28. I do not interrupt other people	
	29. I always make sure that I understand what other people are saying	
	30. I am not afraid of asking questions	

Teacher's activity:

Discuss the different types of learners.

Learners' activity:

Learners should rearrange hints in order of importance. Discuss reasons for order of preference.

The learner has to determine in which section he/she had the most **yes** answers. This will give an indication of the type of listener the learner is. The score results are of a sensitive nature and should not be discussed in class. The categories of listening should not be revealed before the scoring has been done by the learners.

Section A	Self-centred listener
Section B	Criticising listener
Section C	On-off listener
Section D	Poor listener
Section E	Parrot listener
Section F	Good listener

If a learner has the same number of **yes** answers in two different sections, he/she has characteristics of both kinds of listeners.

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

Discussion of improving own listening skills

Listening is one of the most important parts of learning. If you are an active listener in class, then 60% of your studying has already been done. Going to school is your job. It is what you have to do to ensure a positive future. While you are at school, make the most of it.

Hints on how to become an active listener

- Stop being prejudiced towards the subject or the teacher.
- Change your attitude. Give the teacher a chance.
- Make a decision to listen in class. (Remember, listening and learning can be fun.)
- Try to keep eye-contact with a speaker.
- Read the next day's work and come to class prepared to participate in class discussions.
- Note down the questions you want to ask. This will prevent you from constantly interrupting the teacher.
- Make short notes. Do not try to write down every word the teacher says.
- Remember that everyone does not think or see the point at the same pace. Do not keep others from their work if you are quick to understand, rather assist them.
- Try to form a picture of what the teacher is saying.
- Read through the day's work in the afternoon after class. Your brain would like to store the information you heard in class in an orderly fashion.

Learners’ activity:

Create your own acrostic poem on listening.

Learners’ Activity:

Play the telephone game.



LISTEN

to what your teacher is saying; it is for your own benefit.

It is also relevant to listen to the opinions of other people.

Example of an acrostic poem:

LISTEN

- L** Look and learn
- I** Ignore distractions
- S** Stop being judgemental
- T** Talk about what you hear
- E** Experience what you hear
- N** No interruption

BROKEN TELEPHONE

- Ask participants to sit in a circle.
- Play loud music once you have started. If music is not available, ask one or two learners to sing loudly. The purpose of the music or singing is to create extra distortion of the message.
- The teacher whispers the following statement in the ear of the first participant: “Grandfather spilt pea soup all over his pyjamas and grandmother rushed to the corner café to buy him some ice-cream cones.”
- Each participant passes on the message by whispering it into their neighbour’s ear.
- Tell participants to repeat what they heard as correctly as possible.
- The last person then tells the group what he/she has heard. Usually, the message has been distorted along the way.
- Read out the original message and ask the group for comments. Participants normally agree that they simply added what they thought was meant or what they thought they heard. Some say they changed the message because it did not make any sense and they wanted to give it meaning. The message may end up much shorter, or even longer, than it was initially.
- Ask the group for the implications of this exercise for communication.
- Take care not to give participants the opportunity to try to determine exactly where the message started to get distorted. That is irrelevant and could humiliate some people.

THE CONVERSATION

Learners' activity:

Role-play The Conversation.

Group activity:

Discuss what went wrong in this conversation. Is this a good example of listening skills?

Teacher's activity:

Read the text "What is cigarette smoke?" to the learners.

Learners' activity:

Listen to the text read by the teacher and jot down keywords.

Each learner makes a summary of the text, using the keywords.

Listening is one of the most important communication skills. Let two participants demonstrate the following dialogue taking place at a party:

- A. Well, hello, hello, hello. I haven't seen you for a long time.
B. Yes, well what have you been doing?
A. Oh, lots of things. I took a trip down south last week.
B. That's nice.
A. And my brother came home from school for holiday on Sunday.
B. I'm glad to hear that.
A. My sister is getting married next month.
B. That's nice.
A. My dog was hit by a car.
B. That's nice.
A. (looks shocked)

LISTENING ASSESSMENT

What is cigarette smoke?

Cigarette smoke has three main ingredients that are bad for the body and can cause illness and diseases, namely nicotine, carbon monoxide and tar. These ingredients are bad for the body even if you do not smoke, because the poisonous fumes from other people's cigarettes can damage your lungs.

When a smoker breathes in the cigarette smoke, the smoke goes into his or her lungs. The nicotine in the smoke goes into the smoker's blood. Nicotine in the blood makes a person's heart pump more strongly and beat faster. The heart has to work harder than it should. Carbon monoxide is the same poisonous gas that comes out of a car's exhaust pipe. Blood usually has lots of oxygen in it. When a person smokes, some of the oxygen in the blood is replaced with poisonous carbon monoxide. This makes the blood unhealthy and can lead to blocked arteries (the tubes carrying the blood). Tar is the same black sticky stuff that is used to mend roads or is put on telephone poles. Tar cannot be seen in the smoke but when it is inhaled, the tiny droplets of tar settle on the linings of your lungs. The more a person smokes, the more tar there will be in the lungs.



CONCENTRATION

Concentration is important for effective study.

REASONS FOR LACK OF CONCENTRATION

Worksheet to identify reasons for lack of concentration

Learners' activity:

Complete the worksheet on reasons for lack of concentration. Tick off the items that are applicable to you.

Write down one way in which you can improve each of the items you ticked.

Reasons for lack of concentration	Yes	No
Poor eyesight		
Poor health		
Poor lighting		
Poor ventilation		
Hunger		
Little privacy		
Disturbing noises (e.g. music)		
Troubled mind		
Poor attention		
Personal problems		
Vague goals		
Boredom		
Prejudice towards subject/teacher		
Lack of interest in study material		
Lack of understanding		
Lack of motivation		
Too busy schedule		
Poor planning		

Learners' activity:

Circle horizontal, vertical and diagonal words that will help you to concentrate.

Worksheet to improve concentration

S	U	C	O	F	Z	E	V	G	F	G	Y	B
Y	B	O	R	E	D	O	M	E	A	O	M	K
O	M	N	O	I	S	E	F	V	N	O	L	S
O	A	C	B	U	O	D	H	O	I	D	N	A
N	V	E	A	F	N	E	I	T	H	H	B	S
B	C	N	W	I	X	T	A	B	Y	E	L	R
C	X	T	J	N	A	L	P	R	E	A	A	M
E	I	R	B	V	I	F	I	E	O	L	B	N
L	A	A	I	T	O	V	H	G	C	T	E	X
Q	C	T	N	M	Y	A	I	O	H	H	M	D
D	O	E	L	B	W	N	U	M	W	T	C	I
M	V	A	E	D	N	I	J	O	Y	R	K	O
E	C	T	W	J	K	R	T	A	W	M	L	T

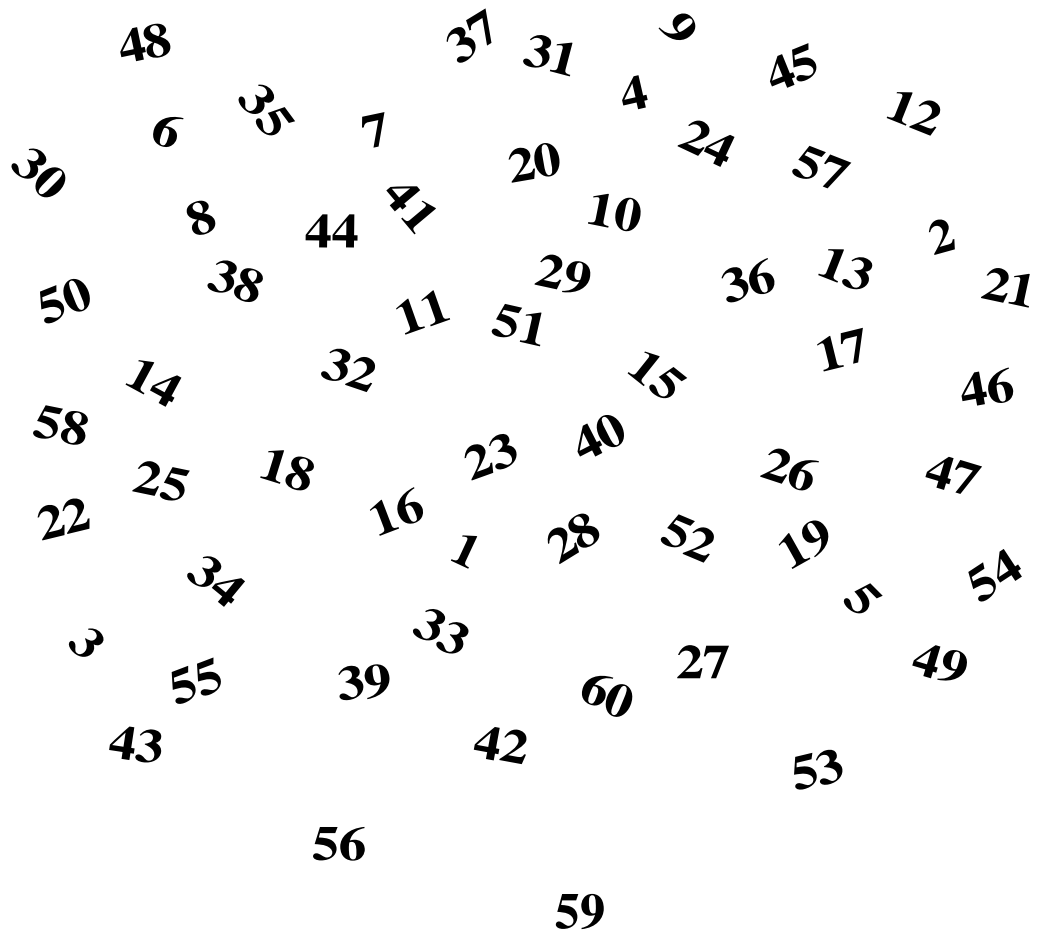
After 5 minutes, if learners struggle too much to find words, give them the following clues: focus, concentrate, motivation, ventilation, calm, goals, good health, light, plan.

Worksheet on concentration (1 – 60)

Learners' activity:

Complete the worksheet on concentration (1 – 60)

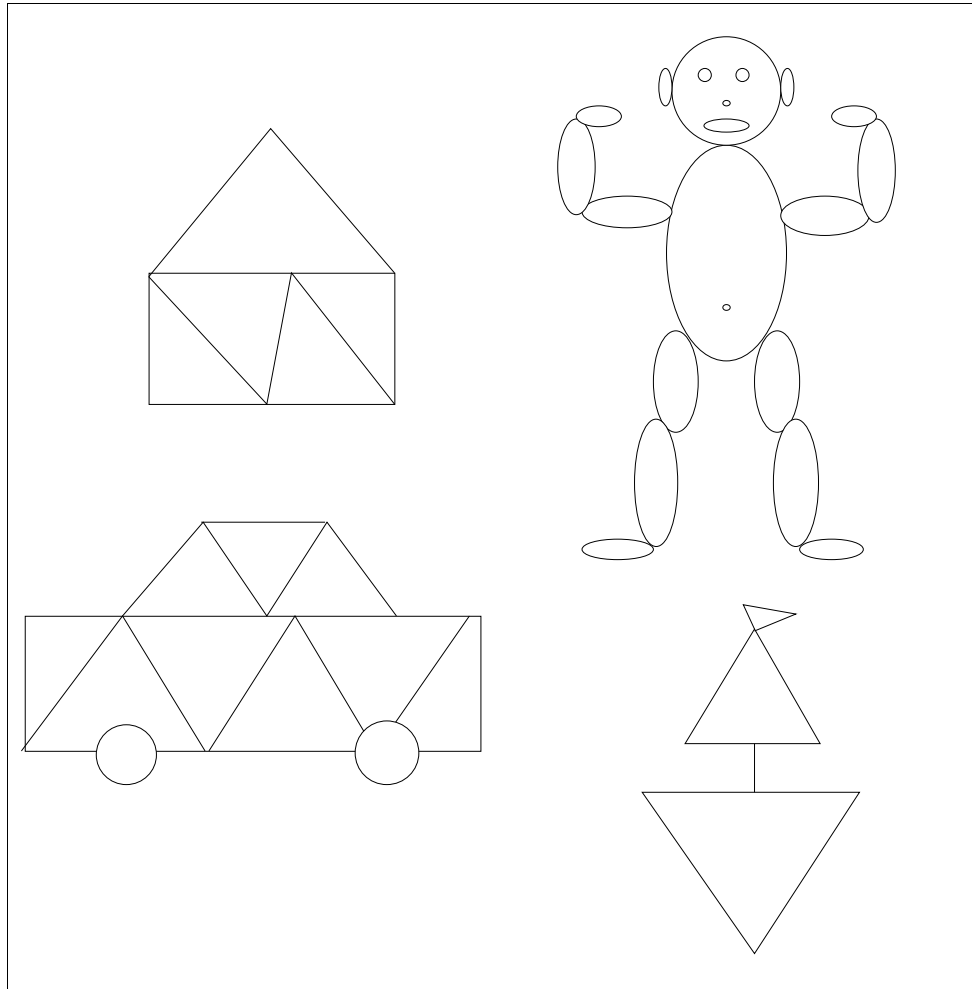
- Circle all the numbers in the 5x table in 30 seconds.
- Identify all the numbers in the 3x table with a triangle in 60 seconds.
- Link all numbers from 1 to 60 in 5 minutes.



Creative concentration activity

Learners' activity:

Use 5 triangles to build your own house (30 seconds);
3 triangles to build your own boat (30 seconds);
9 triangles and 2 circles build your own car (1 minute);
20 circles and ovals to draw yourself (1 minute).



Please do not criticise learners' efforts. Encourage and thank them for completing the activity.



Learners' activity:

Have a time keeper to set you off.

Read the text for 1 minute and count your words per minute. Then record it. You can read any piece you like every other week. It is important to record your achievements.

Note to the teacher:

This is a regular exercise for all learners. Every learner can improve his/her reading speed.

READING

Reading speed is the number of words that we read per minute. You can improve your reading speed with reading exercises practised on a weekly basis. If you read quickly and efficiently, you will be able to study better and you will be more successful in your examinations.

EARLY MARRIAGES

Throughout the ages, it has been accepted that couples would only get married when the man could support a family. This meant that most men were about thirty when they got married. Couples really got to know each other well and had ample time to sort out their differences before taking the final step. 54

But the situation has changed dramatically. Teenagers now earn large wages and it has become customary for girls to continue to work after marriage. These factors enable the young to marry as, when and how they like. Some marry sensibly, about one third marry because the girl is pregnant and some for other reasons. The saddest story I've heard is about a girl in the Women's Royal Army Corps who applied to her commanding officer for a forty-eight-hour pass. 80

He asked for the reason, and she explained that she was getting married. "But you are entitled to a fortnight's leave for that," the officer told her. "Oh, no, I wouldn't want as long as that, I don't know him well enough." 42

I feel sorry when I hear of teenage marriages. They seem to me rather tragic. Certain children, for that's all they are, will have their moments of rhapsody and will enjoy the thrills, almost a game of setting up a house together. But they will miss so much. 48

Think of all the fun of the courting period, of shopping around for a prospective partner, of meeting, flirting with, and discarding young men, of being taken out, and the feeling of freedom and independence. It is the most exciting time of one's life and even its tragedies and disappointments go into an enriching pool of experience. 54

Teenage brides must cope with teething babies, washing days, hire purchase debts and the tantrum of frustrated boy-husbands, long before they are twenty-one. It's too much. They are too young for these responsibilities. Perhaps for some, their expectations will rise to the challenge and they will become finer, stronger characters, but I believe they are the exceptions. For most of them, when the novelty has worn off, will feel trapped by circumstances. 71

Although in our society, "falling in love" must normally spark off the marriage, I sometimes wonder if we haven't gone too far in brushing aside the social and contractual side. We marry to form a family and to keep each other company, not only for sweet kisses and romance. Common tastes, common interests and a shared background are very important in helping to smooth the rough waters of marriage. So, birdwatchers, watch your fellow-birdwatchers: music lovers, mingle strains of clarinet and oboe; young politicians, farmers, garden lovers, budgie breeders, anglers, look first among your own colleagues for mates. 94

Record sheet

Learners' activity:

Complete the following record sheet.

Date of reading	Words per minute

Eye span and reading speed

The following exercise is to improve eye span, coordination and flexibility of eye muscles. It will be helpful if it can be done on a regular basis. These exercises will only take 3 minutes of your lesson.

Eye span exercise

Class activity:

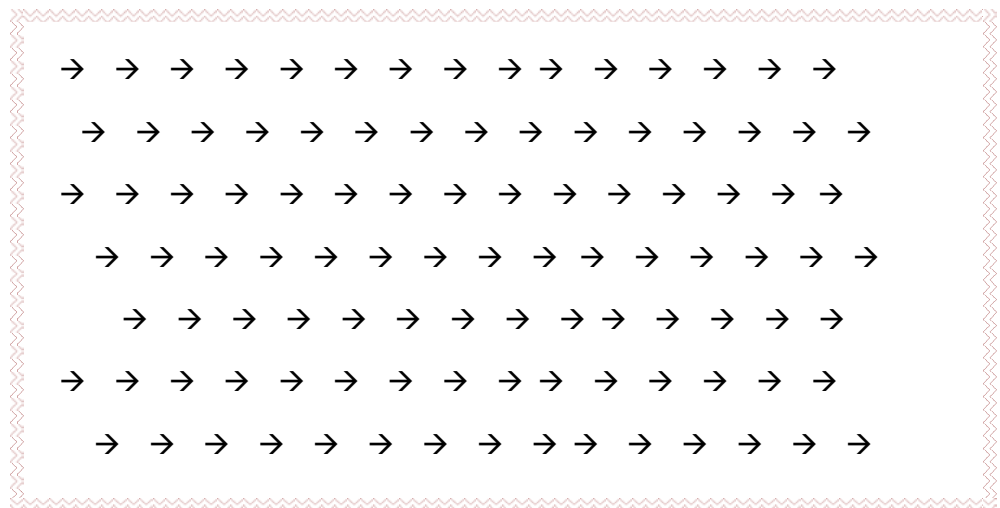
Divide the class in pairs.
Do the eye span exercise.

One learner holds a pen, one ruler-length from the nose of the other learner. Move the pen from the middle to the right, as far as the right shoulder, back to the middle, to the left as far as the left shoulder and back to the middle. The other learner follows the pen with both eyes from the middle to the right, to the left and back to the middle without moving his/her head or body.

- * Repeat the exercise, increasing the range.
- * Switch roles.

Eye muscle exercise

Keep your head still and move only your eyes. Look at the first short black arrow in the block and then move your eyes to the next arrow. When you reach the end of the line return to the first arrow on the following line. Do this until you have reached the last short arrow at the bottom of the block. Remember that we are "training" our eyes, so only your eyes must move. Try to do this exercise to a rhythm or beat, and try to do it faster each time.



Learners' activity:

Look at the dot above the words. Now see the words, but do not read them. The idea is that your eyes move across the line in three movements.

Eye span regression

Regression takes place when your eye goes back to re-read a word if one fixation or look was not enough. This is a habit that needs to be eliminated, because it breaks up your rhythm, slows your reading speed and interferes with understanding.

.	.	.
The aim	of this exercise	is to
.	.	.
discipline	the eye muscles	in your eyes
.	.	.
that move from	left to right.	Bad reading
.	.	.
causes	these muscles to	be undisciplined
.	.	.
and ineffective.	Try to let your eyes	move forward
.	.	.
in three movements	over each line.	Try to feel
.	.	.
the pull action	of all the muscles	working in the
.	.	.
eye to exercise it.	You will find that	some phrases
.	.	.
are short and	some phrases are	long.
.	.	.
The number of words	you can recognise	per phrase
.	.	.
differs from person to	person,	that is why
.	.	.
we want to teach	you how to fixate on	bigger and
.	.	.
bigger phrases	so that your eye span	can expand.

Learners' activity:

Look at, and see each letter separately. First see the M, then the N, then the M, and so on. Work from left to right.

Exercise on regression

In this exercise, look at, and see each letter separately.

M	N	M	L	J	K
Y	R	W	S	G	A
L	O	R	K	S	N
K	J	B	H	R	G
S	G	L	K	P	U
P	D	S	N	A	U
P	V	E	O	Y	J
C	I	L	E	B	M
W	C	U	G	K	V
U	N	A	K	E	R
B	H	D	K	O	N
E	N	U	P	D	G
H	N	R	B	W	K
M	E	H	V	N	U
D	V	B	M	U	K
S	T	N	U	G	D

TIME MANAGEMENT

Teacher's activity:

Read the following story to the class. You may stop reading after paragraph 4 and ask learners to predict the end. Focus on the time management storyline.

Learners' activity:

- What do you think could have happened to Siphso to make him so late?
- How could Siphso ensure not to be late again?
- What impact did Siphso's behaviour have on the others?
- Learners could think of other times or situations where being on time would be important.

Definition: Time management is about planning and using your time effectively.
Advantage: It will enable you to perform necessary tasks within a given time.

Siphso's story

Siphso was a very keen soccer player. He loved playing with his friends and could do all kinds of tricks with the ball, bouncing it on his head, his thigh, spinning it on his toe, moving it from foot to foot and lots more! His friends loved to watch him and they liked to try the tricks too, but no-one was as good as Siphso! Everyone thought he would become a professional player one day and play for his country.

One day his school decided to arrange a soccer match against another school. Everyone was excited, because Siphso's school team of Bhokobhoko Primary School would travel by bus to the big field where they would hold the match. Some supporters would also travel with the team, so you can imagine the excitement! The bus was to leave the school on Saturday at 7:30. They would have to travel a long way and needed to arrive at the field by 10:30 for the match.

Siphso was the captain of his team and all the players admired him. They knew that with his skills and encouragement they had a very good chance of winning.

On that day everyone started arriving early to get on the bus. No one wanted to be left behind, but where was Siphso? Surely he had not forgotten? The time to leave came and there was no sign of Siphso. Some children ran down the road to see if they could find him but he was nowhere in sight.

Eventually the bus had to leave without him and everyone was sad. No-one sang songs or talked much on the bus. They arrived at the big field half an hour late and the players had very little time to get ready for the match. Luckily the team had taken a reserve player, Zinzan, and he played instead of Siphso. The team tried hard, but everyone was still worrying about Siphso, and of course they missed his excellent skills. The team and the supporters could hardly enjoy the day.

Unfortunately the team lost 1-0 in the last five minutes. They were very disappointed and most of all sad that Siphso was missing. On Monday Siphso arrived at school early. He felt bad that he had missed the special bus trip and the soccer match.



Learners’ activity

Complete the following Time Management Evaluation Sheet.

Time Management Evaluation Sheet

Evaluate how you use your time

		Yes	No
1.	Are you always on time?		
2.	Are you satisfied with the way in which you use your time?		
3.	Do you need to make changes?		
4.	Can you see how much time you waste?		

Learners’ activity:

Draw up a timetable.

How to organise your time

1. Make an appointment with yourself.
2. Make a “to-do” list.
3. Do one task at a time.
4. Prioritise tasks.
5. Use a daily planner – that is why you have it.
6. Plan all activities and be prepared for all activities.

Example of a daily planner

It is important to plan daily activities. We often feel that we do not have enough time to do our work. By planning daily activities, we ensure that we complete every task we need to do and that there will be enough time to do it. Using a daily activity planner will ensure that we remember what needs to be done.

A daily planner allows you to plan your time more efficiently. It is important to make time for the different tasks and social activities you need to complete in a day. A daily planner will help you to complete all your tasks within the time allocated to them.

Before you draw up a daily timetable you need to:

- know which time of the day you study most effectively.
- plan your rewards, e.g. watching TV.
- prepare a “to-do” list of all the work you have to cover in all your subjects.
- make sure that all the work is complete. If it is not possible to complete a task, include it in the next day’s timetable.

Day	14:00	15:00	16:00	17:00	18:00	19:00	20:00	21:00
Mon								
Tues								
Wed								
Thurs								
Fri								
Sat								
Sun								

Aspects to consider when drawing up a study timetable

- Relate your daily timetable to your class timetable as it will help you to be alert and to participate fully in class the next day.
- Choose the best time for studying.
- A study period of 40 minutes is recommended before taking a break of 10 minutes.
- Alternate a reading subject with a practical problem-solving one, e.g. History with Accounting.
- Schedule your difficult subjects more frequently than the others.
- Prepare a list of all the work you have to cover in all your subjects.
- Work with short breaks (+/- 10 minutes) between subjects.
- Revise your work daily.

Learners' activity:

Indicate all the important events on the monthly planner to prevent an incident similar to the one that happened to Sipho.

Example of a monthly planner (February)

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
4 Feb	5 Feb	6 Feb	7 Feb	8 Feb	9 Feb	10 Feb
11 Feb	12 Feb	13 Feb	14 Feb	15 Feb	16 Feb	17 Feb

SUMMARY SKILLS

Summaries are shortened versions of the work you study – with all facts still correct and retained.

Advantages of a summary:

- It saves time.
- It is short.
- It is easier to learn.
- You can be creative, using different colours and drawings.
- You can use your own set of symbols and abbreviations.
- It improves understanding.
- It makes studying fun.

Tips on summaries:

- Summarise every day's work to keep on track, but also as a study strategy.
- Neat summaries make studying easier.

Summaries can be:

- in text form, e.g. paragraphs;
- in column form;
- a mind map;
- stories.

In columns and mind maps we use keywords.

How to choose the best keyword:

- Read through the sentence and find the most important word (fact).
- Keywords always refer to the theme.
- Keywords should preferably be nouns so that you can see them in your mind.
- Do not use names that are repeatedly used in the text as keywords.
- Never repeat keywords.

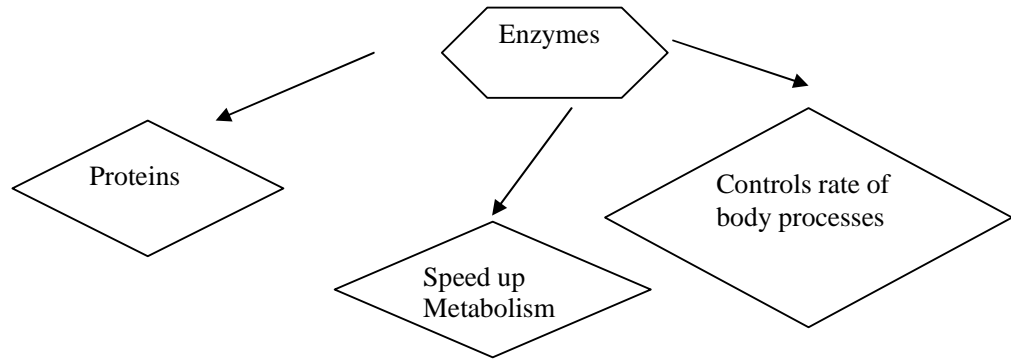
Learners' activity:

Find a short piece in any of your text books and make a summary in the form of a mind map, column, paragraph or story. Choose the method that suits you best.

Remember to use only keywords (most important words).

E.g. Enzymes are proteins. They speed up metabolic reactions. Their presence controls the rate at which all the body's processes take place (10 words).

Mind map



Column (12 words)

Enzymes	Function
are proteins	speed up metabolism control rate of body processes

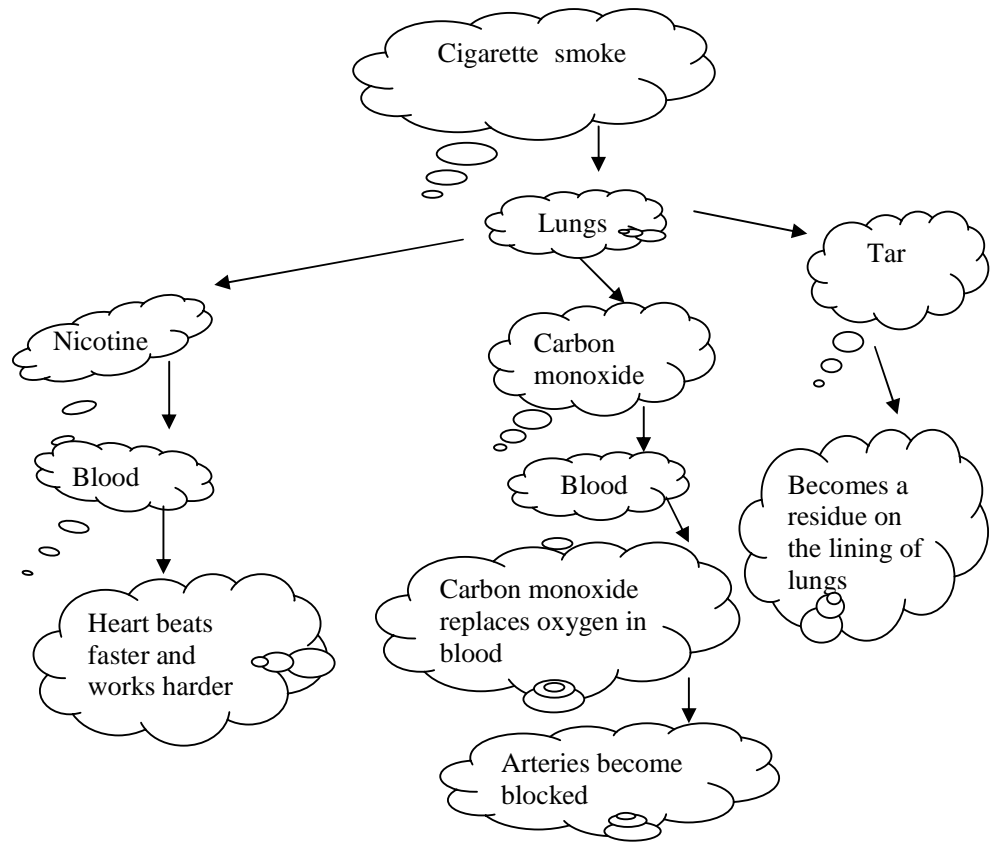
Story

A man called **Enzymes** married a woman called **Proteins**. They **speeded** for their honeymoon in a car called **Metabolism**. This helped them to **control the rate of their body processes**.

Example of a mind map concerning “What is cigarette smoke?” p. 11

Learners’ activity:

Look at the reading piece on p. 11 and make a mind map.



Learners’ activity:

Identify keywords and write a short paragraph (+/- 7 sentences) to summarise the text on Early Marriages (p16).

Please note: 209 words were reduced to 30 words in the mind map.

Example of a paragraph concerning “What is cigarette smoke?” p. 11

Cigarette smoke contains **nicotine**, **carbon monoxide** and **tar**. These ingredients damage the **lungs**. Nicotine and carbon monoxide **are absorbed by the blood**. Nicotine **makes the heart work harder and beat faster**. Carbon monoxide **replaces oxygen** in the blood, **blocking the arteries**. **Tar** forms a residue on the lining of the lungs.

STUDY SKILLS

The following information will help you to study effectively:



Use your school timetable as a study timetable.
Study the lesson material of the day.
Determine your time by setting time limits for each subject.

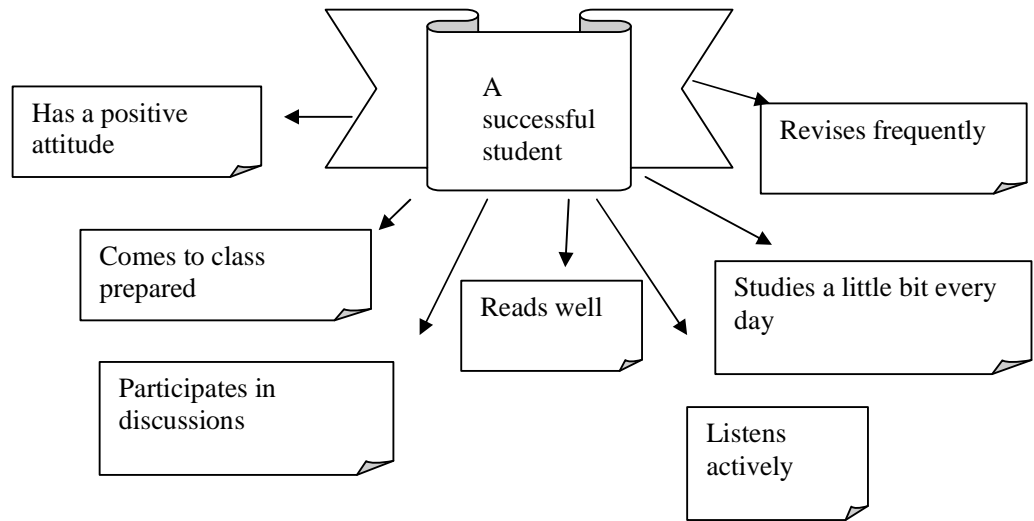
Get ready to study

Make sure you:
Have fresh air
Have enough light
Have enough space
Remove distractions
Get ready: materials, pens, paper, etc.
Eat enough food three times per day
Get enough rest and exercise

Study tips

- Read through the material.
- Underline the keywords.
- Write the topic and the date on a piece of paper and draw/write a mind map/column/story/paragraph.
- Understand how to learn material through setting questions.
- Learn the mind map/column/summary.
- Set yourself questions on the mind map/column/ story/paragraph.
- Review what you forgot. Figure out why you forgot it (maybe you should look for better keywords).
- Put the mind map on your wall for one week.
- Revise it every day in that week.
- Remove it after one week and file it for revision before exams or tests.
- Share what you learned with a study buddy, parent, etc.

Successful study begins with a positive, disciplined attitude.



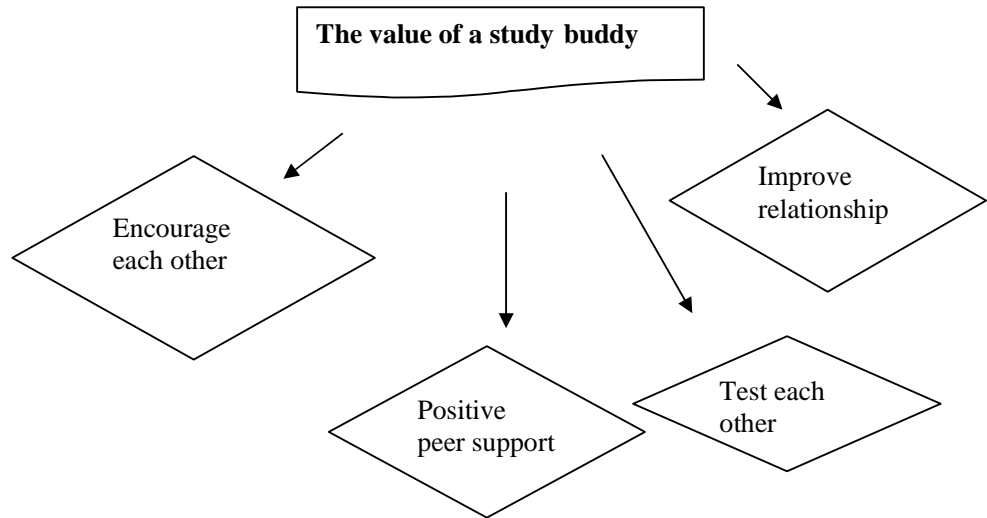
Homework can help you to learn your study material. Therefore ***do not copy*** other students' homework. If you have no homework, it is important to study the subject material of that day. ***No homework does not mean no study.***

A positive attitude has a direct correlation with having an open mind, being committed, flexible, courageous, curious and optimistic and will help the body to be healthy and stress-free. It also produces a mind that is more alert and capable of dealing with constant challenges required by day-to-day living.

Study buddy

It will help you to have a study buddy.

- You and your study buddy will study the same material every day.
- You do not need to study at the same place or at the same time.
- You can test each other on work studied.
- You may also ask questions on work you do not understand.



Remember: All work and no play make Jack a dull boy. Make sure you balance your life – it is important to work and play.

MEMORY SKILLS

Memory is your ability to observe information through your senses, process the information and then store it in such a way that you can recall, relate and use it.

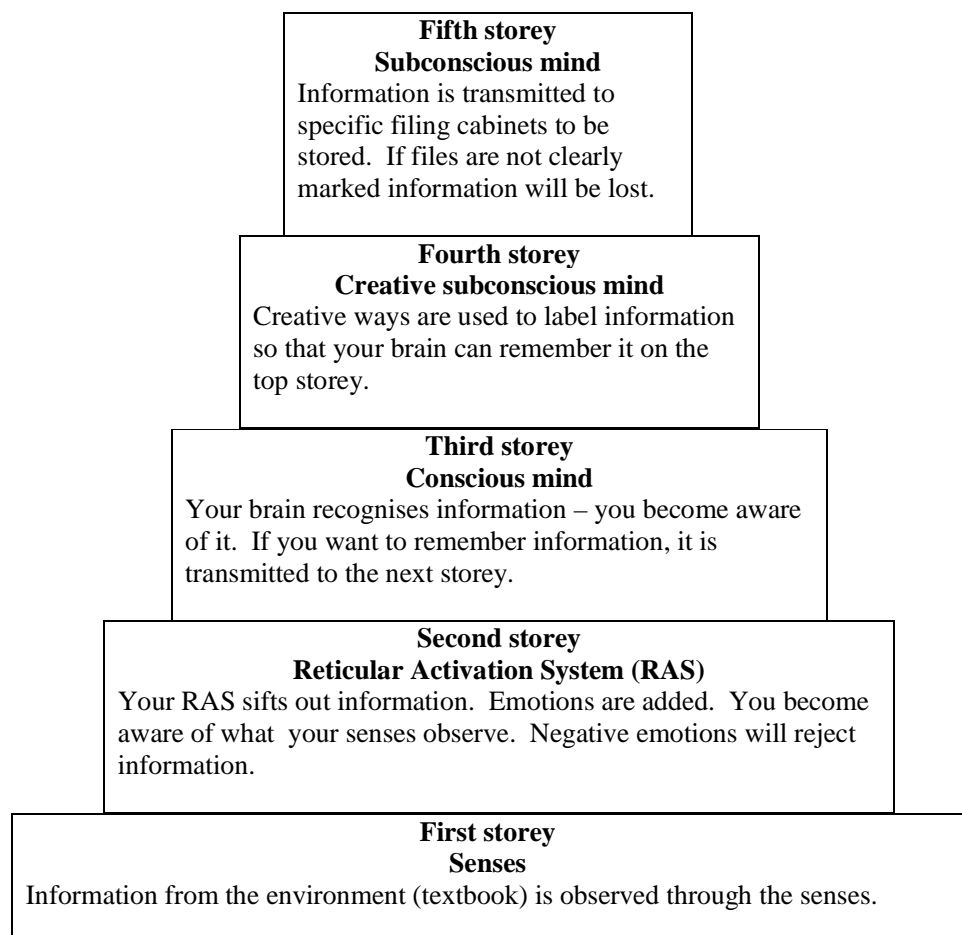
How much information can I remember?

Your ability to recall and use the information your brain takes in depends on the following factors:

- Your willingness to learn something
- Your motivation to learn
- The technique you used to store the information
- Repetition
 - repeat within 72 hours
 - repeat at least 6 – 10 times
 - repeat it regularly on a weekly and monthly basis thereafter.

How does the brain store information?

The way in which the brain stores information can be compared to the different storeys of a building. You have to move past all the floors before you can store information on the top floor or fetch information from there again.



Blockages

Tension:	It shuts the doors on the first floor.
Negative comments:	They prevent logical thinking and concentration.
Myths:	If you believe you can't remember; you won't.
Negative conversations:	"I can't", "I don't", "I can only try". The brain cannot distinguish between reality and what you tell it. It believes you. You therefore lose information before you have even started storing it.

Memory techniques

Memory techniques are the steps along which you can move to the different storeys. You will still have to move from the first floor to the fifth floor to store or recall the information, but now you no longer have to use the stairs (your old ineffective study methods).

(a) Keyword mnemonics

1. Find keywords
2. List keywords
3. List first letters of all keywords
4. Make a sentence using the first letters of keywords, e.g. how to learn the names of planets.

Mercury	M	My
Venus	V	Very
Earth	E	Educated
Mars	M	Mother
Jupiter	J	Just
Saturn	S	Showed
Uranus	U	Us
Neptune	N	Nine
Pluto	P	Planets

Learners' activity:

Memorise the poem *Formula One* by Isabelle Fourie by forming images of keywords. If you can remember the pictures, you will be able to remember the words that are associated with them as well.

Rewrite the poem and put the images you are going to use to remember the words next to them.

Formula One

Not just a box on wheels
Or a rocket ship to freedom
But my Formula One car



Not just a game or a race
But an expression of myself



Not the please of the podium
But the pleasure of invincible flight



Not the celebration of trophies or champagne
But the celebration
Of the combination of skill, art and technology



It's the celebration of me
And my Formula One car.



Learners' activity:

Use the Career Choice Manual and Career Choice Workbook to complete the following:

Class activity:

Identify and explain steps required in career planning.

Learners' activity:

Role-play a situation where the mentioned discussion is demonstrated in a working environment, e.g. honesty, and a situation where the opposite is demonstrated, e.g. being unfriendly.

(b) CAREER OPPORTUNITIES

CURRENT SUBJECTS

Complete the exercise on pp.3 and 4 in the Career Choice Workbook. Read pp. 8 – 10 in the Career Choice Manual and research characteristics which are necessary for the career in which the learner is interested.

CAREER NEEDS IN THE COUNTRY

Read p. 15 on **How to interpret an advertisement** in the Career Choice Manual. Research career needs in the country by using newspapers and employment agencies. Relate career needs with personal career interests.

STEPS IN CAREER PLANNING

Read pp. 4 - 6 as well as pp. 14 - 15 in the Career Choice Manual.



(c) WORK ETHIC

RELATIONSHIPS IN THE WORKPLACE

Work ethic is acceptable behaviour at work. The behaviour of different parties should be acceptable to all other parties who are involved in the working environment.

- | | |
|---------|------------------------------|
| Discuss | honesty |
| | courtesy/politeness |
| | understanding |
| | friendliness |
| | responsibility |
| | temperament at the workplace |

Learners' activity:

Research and discuss alternatives to unemployment.

Learners' activity:

Design a poster on: Tips for self-employment.

Note to the teacher:

Take the opportunities in your environment into consideration.

(d) **JOB SEEKING**

ALTERNATIVES TO UNEMPLOYMENT

Baking
Selling of old books/second hand stuff
Candle making
Bicycle or appliances repair
Car washing
Delivery service
Swimming pool care
Growing plants
Greeting cards
House/office cleaning, etc.

Add more to this list

6.2 DAILY LIVING SKILLS (refer to 10.1.2 in the Life Skills Grades 11 – 12 syllabus)

(a) HEALTH CARE

HIV AND AIDS IN THE WORKPLACE

Issues relating to HIV and AIDS and Employment

1. HIV testing for job applicants

- An employer cannot force a person who is applying for work to have an HIV test.

2. Refusal to employ a person because of HIV

- It is unfair discrimination if an employer refuses to employ a person just because he/she is HIV positive. However, if the prospective employee is too sick to work, the employer does not have to employ him/her.

3. Confidentiality of medical information at work

- An employee is not legally required to tell the employer his/her status. An employee's medical condition is private.
- If an employee decides to tell an employer about his/her status, the employer has to keep this information confidential.

4. Entitlement to sick leave

Employees living with HIV who fall ill should be treated like any other employee. The important thing is the effect that the illness will have on the employee's ability to work, and not whether the person is HIV positive.

5. Dismissal of employees with HIV or AIDS

It is unlawful to dismiss an employee on the suspicion that he/she has HIV or AIDS. An employee has to be unable to do his/ her work before he/she can be dismissed.

Learners' activities:

Learners discuss the pros and cons of informing their employer about their HIV status.

Learners discuss the responsibilities of HIV+ employees.

Learners' activity:

Role-play a situation depicting a scenario where an HIV+ learner enrolls at a school. Demonstrate the roles and responsibilities of the principal, teachers, learners, School Board and parents.



(b) **FAMILY LIFE**

RESPONSIBLE PARENTHOOD

SKILLS NEEDED TO BE A RESPONSIBLE PARENT

- Emotional maturity
- Total commitment
- Organisational skills
- Ability to love and make sacrifices
- Accountability

RESPONSIBILITIES

- Ensuring the availability of financial means to support a child over many years
- Material aspects:
 - cot
 - pram
 - clothes
 - food
 - medical care
- Education
- Shelter

EMOTIONAL ASPECTS

- Constant attention
- Love and protection
- Cuddles and snuggles
- Encouragement
- Security

SOCIAL ASPECTS

- Contact with people
- Contact with grandparents/family
- Discipline – setting limits/saying no

VALUES NEEDED BY ALL PARENTS

- Good humour
- Playfulness
- Honesty
- Integrity
- Understanding
- Loyalty
- Respect
- Discipline (loving leadership)

Note to the teacher:

Please keep in mind that the goal of this discussion is to lead learners to understand the responsibilities involved in raising a child. Parents can be involved in this project.

Class activity:

Discuss the following:

What skills do I need to become a parent?

What will my responsibilities be when I become a parent?

Learners' activity:

Discuss:
Is it an easy task to raise a child?

A CHILD NEEDS A GOOD UPBRINGING AND NEEDS TO BE TAUGHT

- Personal hygiene (potty training)
- Language – good communication
- Conduct – right and wrong
- The value of education and hard work
- Obedience
- Values and ethic

Note to the teacher:

Please inform learners that according to the Teenage Pregnancy Policy, schools may not expel girls if they have fallen pregnant. At least until the pregnancy is visible, the girl can remain in school. Schools should also allow girls and boys back into school after the baby is born, usually after about a year. The pregnant girl and the young father-to-be can also register for exams and come to write them for that year, even if they are no longer at school.

**Learners should choose partners of the opposite sex to form parent groups.
Learners without partners can simulate single parent families**

The Baby Project

The baby project must be explained and handed out; discuss the seriousness of the project. At the end of the project, the following issues should be discussed:

- Can I afford a baby now?
- How would having a baby affect my lifestyle?
- Am I ready for the responsibilities of motherhood or fatherhood?

Link this lesson to the theme of family planning, contraception or teenage pregnancy and emphasise the ideals:

- Parents ought to be married and committed to each other.
- Both parents should be educated and have a stable income.
- Both parents should want a child to love and care for.
- Both parents should be mature enough to accept the responsibility of parenthood.

These aspects create a safe place in which a baby may grow.

PROJECT BABY

NAME: GRADE:
NAME (SHARING PARTNER, IF APPLICABLE):

.....

Congratulations! You and your husband or wife has just had a baby boy or girl (you choose!) You have decided to name him/her:

.....

He or she weighs 3 kg (a weighted doll, bag of flour, samp or sugar will do – preferably a doll).

Note to the Teacher:

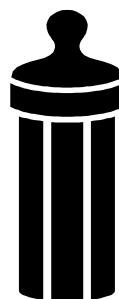
Get parents' permission to do the Baby Project.

He or she needs a blanket and a nappy bag containing the following (use whatever is available in the home and do not buy these – use a cardboard box or paper bag as a nappy bag):

- Nappies
- Nappy pins
- Bottles (3 – you can use cool drink bottles)
- Dummy
- Rattles
- Change of clothing

Fortunately, you will have this baby only for one week and not for 21 years. This baby is also very obedient and sleeps during class too! There will therefore not be disruptions to lessons.

You need to photocopy or write out seven copies of the timetable (one for each day). Please fill in your comments in the spaces provided. The timetable and an essay on parenthood must be given to your Life Skills teacher for marking at the end of the seven days.





You also need to know just how much a baby will cost you, so please fill in the following details regarding the costs:

- Doctor, gynaecologist
- Hospital
- Pram
- Cot
- Blankets, sheets, pillows and pillowcases
- Towels
- Nappies
- Waterproofs
- Vests
- Babygrows
- Bibs
- Shampoo, soap
- Steri-nappy
- Baby milk formula
- Baby cream, powder
- Panado syrup and gripe water
- Other (make your own list)
-
-

Note to the teacher:

Please encourage learners to participate in *My Future is My Choice* in order to prevent unwanted teenage pregnancies.

Good luck and remember this is much easier than having a real baby!

YOUR FINAL COMMENTS:

.....

.....

.....

BABY PROJECT TIMETABLE

NAME/NAMES:

.....

6:00 Sterilise bottles
Make formula for the day
Change nappy
Feed baby (10 minutes)
Pack nappy bag

COMMENTS:

.....

.....

9:45 Change nappy
Feed baby
Change clothes (the baby vomited)

COMMENTS:

.....

.....

16:00 Bath baby
Change nappy and clothes (the baby spat milk)
Feed baby
Put to sleep (it cries for half an hour – sing, dance and walk up and down)

COMMENTS:

.....

.....

22:00 Change nappy
Feed baby

COMMENTS:

.....

.....

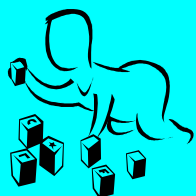
2:00 Hopefully, your baby may sleep through this feeding and you do not have to get up! (This is not likely, though!)

COMMENTS:

.....

.....

Well done!!



Learners' activity:

Identify different forms of taxes paid.

Discuss the importance of paying taxes.

Research different payable taxes in Namibia, e.g. income tax, sales tax.

Debate the responsibilities of a tax payer.

Read the information and use it to complete a tax return form for Robert Williams.

(c) FINANCES

TAXES

To enable the State to function properly every citizen has an obligation to contribute towards the effective running of services. Citizens contribute according to their income. The State requires money to build hospitals, schools, state buildings, roads and railways and pay salaries of government officials. Money is also needed to assist people with HIV and AIDS and orphans and other vulnerable people.

Examples of taxation are:

- Income tax (PAYE)
- General sales tax (GST)
- Value added tax (VAT)
- Import and export tax
- Municipal rates and taxes
- Airport tax
- Land tax
- Company tax
- Motor vehicle licences
- Transport tax
- Dog licences

Completing a tax return form

Robert Williams (I.D. number 6304010069)
Married to Mary Williams (I.D. number 6101020052) on 15 December 1986.

They live at 4 Zambezi Street, Rundu, in the Kavango Region. Their home telephone number is: 065 242810. Their postal address is P.O. Box 138, Rundu.

The couple have two children:
Robbie Williams (Born 26/09/1987)
Edward Williams (Born 14/06/1989)

Robert is a personnel officer working for the Ministry of Education in Rundu. His office telephone number is 065-243646. He has an income of N\$75 000 per year. The family has their own house and receives a mortgage bond subsidy of N\$12 000 per year. Robert makes a pension fund contribution of N\$6 000 per year.

Mary is a teacher.

Robert has a cheque account at First National Bank. His account number is 602 49 43. His income tax number is 4380209121. His wife's income tax number is 2801904506.

COPY

REPUBLIC OF NAMIBIA
MINISTRY OF FINANCE



INLAND REVENUE

6-0/0014B
2003

SELF-ASSESSMENT RETURN OF INCOME: INDIVIDUAL SALARIED PERSON/PENSIONER

(Income Tax Act, 1981) • Year of assessment: 1 March 2002 to 28 February 2003 • Date of issue: 1 March 2003

THIS RETURN MUST BE SUBMITTED ON OR BEFORE 30 JUNE 2003. ALWAYS MENTION THIS INCOME TAX FILE IDENTIFICATION NUMBER IN YOUR CORRESPONDENCE AND AT INTERVIEWS.

OFFICE OF REGISTRATION



IT NO. OWN EMPLOYER

IT NO. SELF EMPLOYED

PLEASE READ THE NOTES AND INSTRUCTIONS WITH EACH SCHEDULE CAREFULLY BEFORE COMPLETING THIS FORM

NB: Relevant schedules must be completed even if additional statements are submitted.

SCHEDULE 1: PERSONAL PARTICULARS (Fill in the white areas only where particulars have changed or have not been printed in the shaded areas. Use block letters and where applicable, mark with an "X")

INITIALS AND SURNAME: _____

POSTAL ADDRESS: _____

FIRST NAMES: SELF: _____

SPOUSE: _____

IDENTITY NO.: SELF: _____

SPOUSE: _____

SPOUSE'S INCOME TAX FILE IDENTIFICATION NO.: _____

RETURN OFFICE: _____

RESIDENTIAL ADDRESS: _____

REGION: Mark with "X" in the applicable block

1. KUNENE	2. OMUSATI	3. OSHANA	4. OHANGWENA	5. OSHIKOTO	6. OKAVANGO	
7. CAPRIVI	8. ERONGO	9. OTJOZONDJUPA	10. OMAHEKE	11. KHOMAS	12. HARDAP	13. KARAS

OCCUPATION: SELF: _____

TELEPHONE NUMBER: HOME CODE: _____ TEL. NO.: _____ OFFICE CODE: _____ TEL. NO.: _____

NAME OF MAGISTERIAL DISTRICT IN WHICH YOU RESIDE: _____

MARITAL STATUS: NEVER MARRIED

MARRIED IN COMMUNITY OF PROPERTY DATE: _____

MARRIED OUT OF COMMUNITY OF PROPERTY DATE: _____

WIDOWED DATE: _____

DIVORCED DATE: _____

IF DIVORCED or SEPARATED under judicial order or written agreement - state name and address of person from whom you were divorced or separated.

PARTICULARS OF BANK ACCOUNT

NAME OF BANK: _____

TYPE OF ACCOUNT: CURRENT SAVINGS TRANSMISSION

BRANCH NUMBER: _____

NAME OF ACCOUNT HOLDER: _____

ACCOUNT NUMBER: _____

DECLARATION: I declare that the information furnished in this return and in the supporting accounts and statements is true and correct.

SIGNATURE OF TAXPAYER/REPRESENTATIVE: _____ DATE: _____

FOR OFFICIAL USE

DATE RECEIVED: _____

IT IS A SERIOUS OFFENCE TO MAKE A FALSE DECLARATION OR TO FAIL TO RENDER A RETURN OR TO FAIL TO RENDER YOUR RETURN WITHIN THE PRESCRIBED PERIOD.

PAGE 1

COPY

DID YOU RENDER A RETURN OF INCOME FOR 2002? YES NO

TO WHICH OFFICE?

WHAT WAS YOUR INCOME FOR 2002? NS

IF PREVIOUSLY RESIDENT OUTSIDE NAMIBIA DATE OF ARRIVAL

IF YOU HAVE LEFT NAMIBIA DATE OF DEPARTURE

SCHEDULE 2: SUBMIT NAMES AND DATES OF BIRTH OF OWN CHILDREN OR STEPCHILDREN SUPPORTED BY YOU DURING THE YEAR OF ASSESSMENT AND WHO, ON THE LAST DAY OF THE YEAR WERE:

- (a) Unmarried,
- (b) not over the age of 26 years and
- (c) not liable for the payment of Income Tax during the year.

Names and surname of each child or stepchild	Date of birth		4.	Date of birth	
	Month	Year		Month	Year
1.					
2.			5.		
3.			6.		

- IMPORTANT NOTES**
- Please ensure that your personal particulars on page 1 of this return are correct. Inland Revenue is planning to deposit tax refunds directly into taxpayers' bank accounts in the near future. For this purpose your correct bank account details are required.
 - Also please ensure that the correct personal particulars are furnished to your employer or retirement fund administrator and that he or she is in possession of a copy of your Certificate of Registration as an Income Taxpayer.
 - All schedules must be properly completed. Incomplete returns of income shall be returned which may result in late rendering thereof and the consequent levying of penalties and interest.
 - Where contributions to any approved Retirement Annuity Fund or premiums paid under any policy of insurance for the education or training of a child are claimed as a deduction, please attach the certificates from the fund administrators or policy insurers. In the absence thereof claims will not be allowed. However, if the contributions or premiums are shown on your PAYE 5 Certificate you need not to attach them.

REVENUE CODES

SALARY, WAGES, FEES, COMMISSION, BONUS, ETC. ARISING FROM EMPLOYMENT FROM:

01	01	Agriculture, Hunting, Forestry and Fishing
02	01	Mining & Quarrying
03	01	Manufacturing
04	01	Utilities (Electricity, Water, Gas, etc. distribution)
05	01	Construction
06	01	Wholesale Trade
07	01	Retail Trade
08	01	Accommodation and Foodservices (including bars, etc.)
09	01	Transport and Storage (including postal services and pipeline transportation)
10	01	Information (including publishing, sound recording, telecommunications and data processing)
11	01	Finance and Insurance
12	01	Real Estate and Rental and Leasing
13	01	Professional, Scientific and Technical Services (including advertising, office administration and travel agencies)
14	01	Public Administration (excluding Educational and Health Services)
15	01	Educational Services (including Government Institutions)
16	01	Health Care and Social Assistance (including Government Institutions)
17	01	Arts, Entertainment and Recreation (including museums and gambling industries)
18	01	Other Services (except Public Administration)
19	01	Non-residential Organisations and Bodies

COPY

REPUBLIC OF NAMIBIA
MINISTRY OF FINANCE



INLAND REVENUE

6-0/0012A
2003

RETURN OF FINAL PAYMENT OF INCOME TAX
In respect of the 2003 Year of Assessment

ALWAYS MENTION THIS FILE IDENTIFICATION NUMBER IN YOUR CORRESPONDENCE AND AT INTERVIEWS

OFFICE OF REGISTRATION



TAX PAYABLE ON OR BEFORE

NAME

ADDRESS

NB: INTEREST AT A RATE OF 20 PERCENT PER ANNUM, CALCULATED DAILY AND COMPOUNDED MONTHLY, WILL BE CHARGED ON ANY AMOUNT NOT PAID OR UNDER PAID

TAXABLE INCOME MUST BE CALCULATED AS FOLLOWS:

- 1) BASED ON THE CALCULATED TAXABLE INCOME AS CONTAINED IN THE ACCOMPANYING RETURN OF INCOME; OR
- 2) AN ESTIMATED TAXABLE INCOME IN THE EVENT OF EXTENSION FOR SUBMISSION OF THE RETURN HAVING BEEN GRANTED BY YOUR RECEIVER OF REVENUE.

TABLE OF CALCULATION

		NS										c	
1. Taxable Income CALCULATED/ESTIMATED													
2. Tax payable as per Schedule: Calculation of Tax Payable/Estimated	1												.
3. LESS: Tax previously paid		NS										c	
(i) Provisional tax in respect of this tax year	2												.
(ii) Employee's tax in respect of this tax year	3												.
	4	SUM LINES 2 TO 3											.
		TAX DUE (LINE 1 LESS LINE 4)											.
		PAYMENT											.

DO NOT DETACH

2. RECEIPT FINAL PAYMENT INCOME TAX - 2003

FILE IDENTIFICATION NUMBER

NAME

ADDRESS

PAYMENT NS

REMITTANCE RECEIVED ON

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

NB: IN OFFICES WHERE CASH REGISTER MACHINES ARE NOT USED, RECEIPTS MUST BE ISSUED ON FORM 6-0/0093

RECEIPT NOT VALID UNLESS CASH REGISTER FIGURES PRINTED HEREON

DO NOT DETACH

3. RECEIPT FINAL PAYMENT INCOME TAX - 2003

FILE IDENTIFICATION NUMBER

NAME

ADDRESS

PAYMENT NS

REMITTANCE RECEIVED ON

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

NB: IN OFFICES WHERE CASH REGISTER MACHINES ARE NOT USED, RECEIPTS MUST BE ISSUED ON FORM 6-0/0093

RECEIPT NOT VALID UNLESS CASH REGISTER FIGURES PRINTED HEREON

WILL WRITING

There is one thing in life we all must do and that is die. Death is a reality, but the trauma of losing a loved one can be even worse when there is no will. A will is the only way in which a person can make sure that his or her estate is dealt with according to his or her wishes. When a person dies without a will, we say that he died intestate, which means that the law of intestate succession will decide who will inherit and who will not. This means that usually the closest family members of the deceased will inherit the property.

A will can be a document for one person only or a combined will for two or more persons. A will should be in safekeeping either at a bank or in a safe at home or with someone trustworthy.

What is a will?

It is a written document which says how a person's property will be divided after his/her death.

Who writes a will?

- Any person above 16 years can write a will but usually lawyers/bankers write it.
- It must be signed by two witnesses 14 years and older and the person whose will it is.

A person who inherits cannot act as a witness.

What must I keep in mind?

- Keep a file with your ID, passport, birth certificate, marriage certificate, insurance policies, etc. Keep the originals and make copies.
- When a person dies, the bank immediately freezes a person's account. This means that if you have a joint account, the living partner will not be able to withdraw any money from the account. It is advisable to have separate accounts due to the fact that winding up an estate can take up to six months or longer.

Learners' activity:

Debate on the importance of a having a will.

Writing your will

Executor

- An executor is the person who is in charge of the will.
- Any person can be an executor.

Testator

- A testator is a person older than 16, who writes his/her will.

If you die without a will

- The civil law will say who will inherit the property of the person who died.

Cultural practices

- Different communities have customary law systems with rules on who inherits what.

EXAMPLE OF A WILL

This is the last will and testament of (full name of testator)
with identity number
of(address)

- 1. I denounce all previous testaments drawn up by me.
- 2. I appoint (full name) of(address)
as executor of my estate.
- 3. It is my wish that my executor should not provide any security to the Master of the High Court for the proper administration of my estate.

- 4. I will give and bequeath unto the person(s) named below:
Name:Relationship:
Identity number:Property:
.....
Name:Relationship:
Identity number:Property:
.....

- 5. I appoint(full names)
Identity number:
of(address)
as the guardian(s) of my children.

I, at the request and in the presence of
and(full names of witnesses)
have signed below on theday of200..... at.....

.....(signature of testator)
.....(name of testator in print)

AS WITNESSES

- 1.(signature of first witness)
.....(name of first witness in print)
.....(address of first witness)
- 2.(signature of second witness)
.....(name of second witness in print)
.....(address of second witness)

Teacher's activity:

Instruct the class to think of the most important choice they have ever had to make.

The learners must think of whether it was the right choice and the consequences of this choice on their lives.

Encourage the learners to share their thoughts with the rest of the group.

Note to the teacher:

Prepare a Poster, "My Responsibility Chart".

Display Responsibility Poster.

6.3 PERSONAL-SOCIAL SKILLS (refer to 10.1.3 in the Life Skills Grades 11 – 12 syllabus)

(a) SELF-AWARENESS

CHOICES AND RESPONSIBILITIES

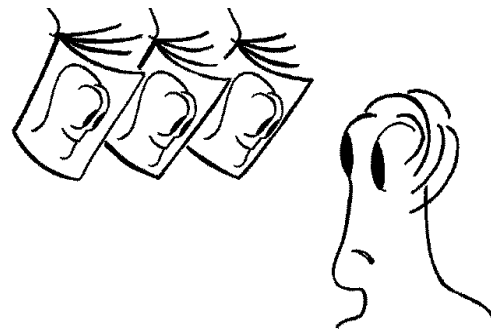
Aims:

- To focus the learners' thoughts on choices.
- To create awareness for taking responsibility for choices in their lives.
- To develop insight into the amount of control that can be exercised in one's own life as a result of the choices which we make.

The teacher highlights that we often have to make choices in our daily lives and that for each choice there are consequences.

MY RESPONSIBILITY CHART

- I am responsible for my own choices and actions.**
- I am responsible for the way I prioritise my time.**
- I am responsible for the level of consciousness I bring to my life.**
- I am responsible for the way I treat my body.**
- I am responsible for being in relationships that I choose to enter, remain in or terminate.**
- I am responsible for the way I treat other people.**
- I am responsible for the meaning or lack of meaning I give to my life.**
- I am responsible for my own happiness.**
- I am responsible for my life, emotionally, materially, intellectually and spiritually.**



POSITIVE ATTITUDES

Teacher's activity:

Read through the list with the learners.
Explain words with which learners have difficulties.
Have a dictionary available.

Learners' activity:

Read the list and tick ✓ a maximum of 8 positive attitudes that best describe you. Also mark with a × 8 negative attitudes that best describe you.

Please be very honest.

List of attitudes

able	inconsiderate	sarcastic
accepting	independent	satisfied
adaptable	innovative	self-accepting
aggressive	insensitive	self-assured
ambitious	introverted	self-assertive
authoritative	irresponsible	self-aware
bitter	irritable	selfish
bold	lazy	sensitive
brave	loving	sensible
calm	manipulative	sentimental
carefree	materialistic	serious
careless	mature	silly
caring	naïve	skilful
clever	negative	sly
cold	nervous	sociable
confident	objective	spontaneous
critical	organised	stable
demanding	overconfident	strained
dependable	overemotional	strong
dependent	passive	stubborn
determined	patient	sympathetic
disciplined	perfectionistic	tactful
domineering	petty	temperamental
energetic	pretentious	tender
extroverted	proud	tense
fair	quiet	thoughtful
frank	realistic	trusting
friendly	reasonable	understanding
gentle	rebellious	unreasonable
gullible	rejecting	vain
happy	relaxed	vulnerable
hard	remote	warm
helpless	respectful	wise
hostile	responsible	withdrawn
imaginative	responsive	

Attitudes assignment for a family member

Learners' activity:

This is an assignment for a member of your family who knows you well.

The family member should read the list and tick ✓ a maximum of 8 positive attitudes that best describe you . The family member should also mark 8 negative attitudes with a × that describe you best.

Don't be in a hurry.

Take your time and read through the list more than once.

Please be very honest!

able	inconsiderate	sarcastic
accepting	independent	satisfied
adaptable	innovative	self-accepting
aggressive	insensitive	self-assured
ambitious	introverted	self-assertive
authoritative	irresponsible	self-aware
bitter	irritable	selfish
bold	lazy	sensitive
brave	loving	sensible
calm	manipulative	sentimental
carefree	materialistic	serious
careless	mature	silly
caring	naïve	skilful
clever	negative	sly
cold	nervous	sociable
confident	objective	spontaneous
critical	organised	stable
demanding	overconfident	strained
dependable	overemotional	strong
dependent	passive	stubborn
determined	patient	sympathetic
disciplined	perfectionistic	tactful
domineering	petty	temperamental
energetic	pretentious	tender
extroverted	proud	tense
fair	quiet	thoughtful
frank	realistic	trusting
friendly	reasonable	understanding
gentle	rebellious	unreasonable
gullible	rejecting	vain
happy	relaxed	vulnerable
hard	remote	warm
helpless	respectful	wise
hostile	responsible	withdrawn
imaginative	responsive	



Attitudes assignment for a class mate

Learners' activity:

This is an assignment for a classmate/friend who knows you well. He/she should read the list and tick ✓ a maximum of 8 positive attitudes that best describe you. He/she should also mark 8 negative attitudes with a × that best describe you.

Don't be in a hurry.

Take your time and read through the list more than once.

Please be very honest!

Note to the teacher:

Use a worksheet to summarise information from worksheets on attitudes.

able	inconsiderate	sarcastic
accepting	independent	satisfied
adaptable	innovative	self-accepting
aggressive	insensitive	self-assured
ambitious	introverted	self-assertive
authoritative	irresponsible	self-aware
bitter	irritable	selfish
bold	lazy	sensitive
brave	loving	sensible
calm	manipulative	sentimental
carefree	materialistic	serious
careless	mature	silly
caring	naïve	skilful
clever	negative	sly
cold	nervous	sociable
confident	objective	spontaneous
critical	organised	stable
demanding	overconfident	strained
dependable	overemotional	strong
dependent	passive	stubborn
determined	patient	sympathetic
disciplined	perfectionistic	tactful
domineering	petty	temperamental
energetic	pretentious	tender
extroverted	proud	tense
fair	quiet	thoughtful
frank	realistic	trusting
friendly	reasonable	understanding
gentle	rebellious	unreasonable
gullible	rejecting	vain
happy	relaxed	vulnerable
hard	remote	warm
helpless	respectful	wise
hostile	responsible	withdrawn
imaginative	responsive	



Learners' activity:

What have you learned about yourself from the worksheets on attitudes?

Learners' activity:

Complete the worksheet.

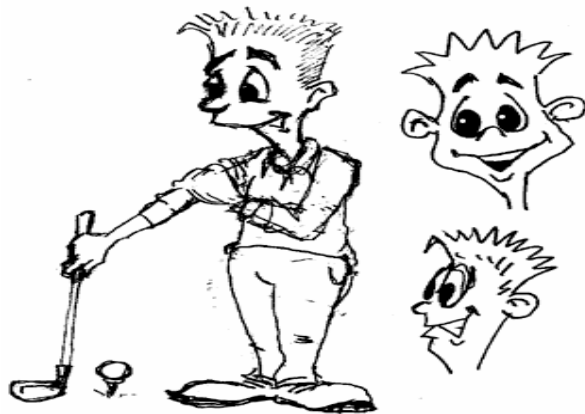
Worksheet on how I see myself

How I see myself	How others see me
Positive:	Positive:
Negative:	Negative:

Worksheet on personality

Growth project: Building your personality

1. At school I will use my strengths more fully by (positive).....
.....
2. At home I will use my strengths more fully by (positive)
3. I will concentrate on working on the following weakness and shortcomings (negative)
.....
.....



Learners' activity:

What have you learned about yourself from the worksheets on attitudes?

Learners' activity:

Complete the worksheet.

Worksheet on skills in different relationships

- a. Identify four people to whom you are related.
- b. Write the names of the people in the first row of the grid.
- c. Evaluate how often you demonstrate each of the skills in the different relationships using the following three-point scale:

- 1: Never or hardly ever**
- 2: Sometimes**
- 3: Always**

	Name	Name	Name	Name
Personal attention				
Acceptance without judgement				
Positive acknowledgement				
Respect				
Honesty and openness				
Trust				

What are your conclusions?

Learners' activity:

Complete the worksheet.

Worksheet

- a. Identify two people at home and two at school and write their names in the second row of the following grid.
- b. Write ways in which to demonstrate your attitudes towards these people, so that they will see, feel and hear it.

Attitude	Ways to show it at home		Ways to show it at school	
	Name	Name	Name	Name
Personal attention				
Acceptance without judgement				
Positive acknowledgement				
Respect				
Honesty and openness				
Trust				

Learners' activity:

List own values under the three category headings.

Discuss the influence of factors such as urbanisation on values.

PERSONAL VALUES

Personal values are the things that are important in a person's life, things a person believes in and supports. Different people have different values. Values can be divided into three categories:

- a. Materialistic concerning money and belongings
- b. Moral concerning religion and behaviour
- c. Social concerning friends and status

Our values determine our conduct and behaviour. Sensitivity and respect for other people's values should be a priority.

MOTIVATION STRATEGIES

Teacher's activity:

Discuss motivation with learners.

Learners' activity:

Write an essay on one of the inspirational thoughts by Dr David Burns.

INTRODUCTION

To achieve success you have to want it.
Then you have to work to get it.
Then you have to work to keep it.

W. Clement Stone

Opportunities that may come your way have to be grasped with both hands and with firm conviction.

Hope alone is not good enough.

Develop whatever talents or areas of expertise you may have to their fullest potential. **Have clearly set goals.**

In order to achieve your goals, be willing to accept help and advice from other people, but ultimately only you can make the final decisions which are required to reach your goals.

The formula for success remains sheer hard work, determination and a positive attitude that will eventually lead to your success.

Pay careful attention to the following eight points. By applying these in your daily life, you are bound to achieve the type of success that you have always hoped for.

1. ATTITUDE

- Whether you are a success or a failure in life depends on the quality of your thoughts – you become what you think.
- More than anything else, it is your attitude that will determine whether you will be a success or a failure.
- All successful people are characterised as having willpower, determination, enthusiasm and believe in themselves.
- Success is achieved by people who believe obstacles are challenges.

2. GOALS

- In order to be successful, you have to have definite realistic goals.
- The more you become involved in the development of your goals, the more enthusiasm is generated for that particular project.
- Planning is useless unless it is followed through by action.
- Don't give up! Success may be just around the corner. You have the ability – you must believe it – you just have to work hard at using it.

3. ACTION

- It is not often the job itself that is discouraging or overwhelming, but the thought of doing it that makes us inclined to put it off until later.
- Divide projects into **manageable steps** – then you will not be overwhelmed by the size of the task.
- Most people seem to “wait for the right moment”. **The time for action is now** – only you can make it happen.
- The most difficult part is to get started. But once you get started, you will wonder why you have not started earlier. As you progress, your interest, confidence and enthusiasm will begin to increase.
- **You have everything to gain and nothing to lose.**

4. HARD WORK

‘Thank God every morning when you get up, that you have something to do that day, which must be done whether you like it or not. Being forced to work and forced to do your best, will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content, and a hundred virtues which the idle will never know.’ *Charles Kingsley*

The secret to success is **very hard work.**

5. FAILURE

- **Everyone makes mistakes.** The important thing is not to dwell on them, but to consider these mistakes as valuable lessons to be learned.
- **Learn from past mistakes.** See where you went wrong and then avoid making the same mistakes the next time you find yourself in a similar situation.
- People become failures when they abandon their ideals, lose all hope and let the situation get the better of them.
- Do not make any excuses for your failures. There are many people who are not as fortunate as you are, and they have succeeded. Therefore, there should be no reason why you, too, cannot succeed.

6. LOSERS

- **The choice between becoming a winner or a loser, is entirely up to you.** Only you have the power to make that decision.
- Losers tend to blame others and the world in general. With a firm resolve, you can succeed in spite of your problems.
- Know yourself, know your limitations, know what you're good at and what you're weak at. Work on your weak points and improve on your good points.
- You may find it difficult at times to push ahead, but then you have to work hard at anything that is worthwhile in life. Keep trying – you will succeed.
- Remember, it's not work, but extra work that puts a person ahead.

7. INSPIRATION

“Motivation does not come first, **ACTION** does! When you don't feel like doing something, you tend to put it off, but it's often **AFTER** we get involved in a task that we become highly motivated.”

Dr David Burns

“Discipline is habit-forming. A little leads to more, because the benefits prove to be increasingly desirable. You will then begin to feel better all round. We are at our best – physically and mentally – when we are disciplined.”

Dr David Burns

- In order to be successful, you have to act positively and be full of confidence and enthusiasm. In this way you will inspire others as well as yourself.
- Become alert to the opportunities that will help you achieve your objectives, as they present themselves in everyday experiences.
- Read inspirational books and articles. These will motivate you. Read about famous persons, to see how they strove, in order to become a success in life. Read the Bible (it is one of the greatest inspirational books known to human beings) or other inspirational books like the Koran (Islam), the Bhagavid Gita (Hindu), and books on the Buddha's teachings.
- Pray at the beginning of any important task and ask for divine guidance.

8. HEALTH AND FITNESS

- In order to maintain a high level of mental and physical energy, you need to follow a good exercise programme.
- There is a direct relationship between mental output and physical fitness.
- An exercise programme is very important if you want to be in peak condition, especially during the critical stages of your task.
- A well-balanced diet is very important during this period of time. Start the day with a good breakfast.

**FINALLY: If you work at being successful,
you will become successful!!!!
YOU CAN DO IT!!!!**

ASSERTIVE BEHAVIOUR

Learners' activity:

Complete the following questionnaire by making a tick ✓ in the correct box.

Assertive behaviour is self-confident behaviour, sticking to principles and convictions.

Questionnaire on assertive behaviour

		Always or almost always	Sometimes	Never or hardly ever
1.	When people have borrowed something from me and forget to return it, I ask them for it.			
2.	When working with others, I insist that they pull their weight.			
3.	When asked to give my opinion, I pretend to agree, even if I do not.			
4.	I find it easy to accept a compliment.			
5.	When people push into a queue in front of me, I object.			
6.	When people behave in a way that bothers me, I keep quiet.			
7.	I often compliment and praise others.			
8.	When I am accused, I apologise, even when I know that I am not in the wrong.			
9.	If asked whether I understand something, I say I do, even if I am unsure.			
10.	I feel uncomfortable speaking up in a group.			
11.	When my opinion differs from that of someone whom I respect, I keep quiet.			
12.	If criticised unjustly, I defend myself.			
13.	I find it easy to talk to people I do not know.			
14.	When I am annoyed, I bottle up my feelings and say nothing.			
15.	I find it very hard to refuse when someone asks me to do them a favour, even though I do not feel like doing it.			

Total score:(See score sheet on next page)

Score sheet

Teacher's activity:

Display score sheet.

Learners' activity:

Score answers according to score sheet.

Calculate total.

Interpretation		Question no.	Always or almost always	Sometimes	Never or hardly ever
< 14	You find it very difficult to stand up for yourself. You do not assert yourself enough and probably allow others to push you around.	1	2	1	0
		2	2	1	0
		3	0	1	2
		4	2	1	0
14 – 20	You sometimes assert yourself, but still tend to take the easy path in difficult situations. Because of this others often walk over you.	5	2	1	0
		6	0	1	2
		7	2	1	0
		8	0	1	2
21 -25	You have no trouble asserting yourself. You are prepared to stand up for yourself, but also to compromise when necessary.	9	0	1	2
		10	0	1	2
		11	0	1	2
		12	2	1	0
26 – 30	You are very aware of your rights and have no trouble making your views known. However, you are probably not always tactful enough and people can't stand you.	13	2	1	0
		14	0	1	2
		15	0	1	2

Summary of the three styles

	Submissive	Assertive	Aggressive
Characteristics of the style	Others choose for you. You are not honest enough. You don't respect yourself. You lose; others win.	You choose for yourself. You respect yourself and respect others. You win; others win.	You choose for others. You don't care what you say to others. You win; others lose
What you believe	You are not as important as others	You are important and your feelings are important, BUT you also consider others and their feelings.	Only you are important. What others think and feel is not important at all.
What you feel	Tense, helpless, frustrated. Angry with yourself and angry with others.	Self-confident and purposeful. Content.	Superior, in control. A bit guilty afterwards.
How you make others feel	Guilty, superior, irritated.	Respected, considered.	Humiliated, angry, hurt, offended.
How others see you	As a weakling. As someone with no ideas of his/her own. As someone whom they can abuse.	As someone who respects him/herself. As someone who is strong.	As an enemy. As someone who only thinks of him/herself.
The consequences	Others get what they want, but it is at your expense.	A better chance to achieve your goal.	You usually achieve your goal, but at the expense of others. People rebel against you.

Learners' activity:

Complete the worksheet on three styles.

Learners' activity:

Have a discussion in class on ways to change submissive and aggressive behaviour into assertive behaviour.

Worksheet on three styles

Some of the characteristics of people who are **submissive (S)**, **aggressive (AG)** or **assertive (A)** are listed below. Match each of the characteristics to one or more style/s.

Submissive – always agrees with others/will not give own opinion

Aggressive – will fight even verbally to get what you want//believing you are always right

Assertive – will stand up for your rights but will also listen to others

		S	AG	A
1.	They lose self-respect.			
2.	Other people's feelings and needs are always more important to them than their own.			
3.	They cause other people to feel guilty.			
4.	They often lose their temper.			
5.	They do not take charge of their lives.			
6.	They make enemies.			
7.	They are not trusted.			
8.	They are firm and know what they want.			
9.	They are easily abused by other people.			
10.	They do not openly share their needs and feelings.			
11.	Other people know where they stand with them.			
12.	They have self-confidence.			
13.	They invade other people's personal space.			
14.	They are not respected by other people.			
15.	They often lose control of their feelings.			
16.	They may sometimes be perceived as overwhelming.			
17.	They humiliate other people.			
18.	They express their anger.			
19.	They often feel self-pity.			
20.	They want to find the best solution rather than achieve a personal victory.			
21.	They are honest without hurting others.			
22.	They often quarrel with other people.			
23.	They feel superior.			
24.	They often feel disappointed in themselves.			
25.	They adopt the pose of a victim.			

Learners' activity:

Role-play assertive behaviour e.g. Saying NO.

OBSTACLES TO BEING ASSERTIVE

YOUR OWN OBSTACLES

Reflect on the common obstacles

Tick ✓ all those that apply to you.

COMMON OBSTACLES

People often fear the consequences of being assertive.

People who are used to being submissive fear that

- others will think they are arrogant or aggressive.
- others won't like them any more.
- they will get into trouble.
- others will be upset or angry with them.

People who are used to being aggressive fear that

- others will no longer see them as strong and powerful.
- others will take advantage of them.
- they won't achieve the same results any more.
- they will lose control.

BENEFITS OF BEING ASSERTIVE

What can you gain by asserting yourself in relationships in which you are not assertive?

Tick ✓ all the benefits that are important to you personally.

- You will feel less frustrated and helpless and your self-respect will increase.
- You will be more honest in your relationships.
- Other people will have greater understanding for you and will show you consideration.
- You will not have to bottle up your feelings and live with a negative attitude.
- You will have a better chance to solve your problems or meet your goals.
- You will receive better cooperation.
- Other people will have a more open relationship with you.
- Other people will respect you more.
- Results may improve because people do not resist or fear you any longer.
- You will show respect for other people and your relationships will improve.

Note to the teacher:

Do research on the topic before hand.

Learner activity:

“Internet chat rooms are places of evil.”
In groups, discuss the validity of this statement.

Group activity:

Discuss the impact of pornography on personal development and relationships.

Class activity:

List the dangers of internet and cell phone pornography to personal relationships.

Discuss the legal implications of child pornography.

Group activity:

Discuss how different cultures approach different issues.

(b) RELATIONSHIPS

INTERNET CHAT ROOMS

Internet chat rooms are a medium of communication through the internet.

Disadvantages

- Users can be dishonest.
- They can create a fictitious personality.
- They can post fictitious photos.
- Many users are looking for cyber sex (sexually arousing conversations).
- Personal information posted is available to everybody entering the chat room.
- Users can lie about their marital status.

Advantages

- Possibility to meet friends.
- Opportunity to share ideas with others.
- Chance to talk to people from different countries, walks of life, etc.

PORNOGRAPHY

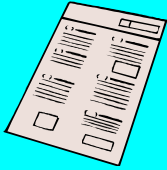
In this syllabus **pornography** will be seen as material containing sexual images and/or the exposure of genitals in a degrading manner.



(c) CITIZENSHIP

CROSS-CULTURAL ISSUES

Different Namibian cultures have different approaches to issues such as initiation into manhood and womanhood, marriages, funerals and faithfulness in the marriage.



Learners' activity:

Brainstorm on preparing for examinations.

Group activity:

Have a discussion on the picture provided.

7. GRADE 12

7.1 CAREER GUIDANCE (refer to 10.2.1 in the Life Skills Grades 11 – 12 syllabus)

(a) STUDY SKILLS ACTIVITIES

EXAMINATION PREPARATION

Hints for examination preparation

Preparing for examination

- Be prepared long before the examination starts.
- Be aware of the timetable.
- Do revision frequently.
- Stay physically fit.
- Set clear goals.
- Stay positive and confident.
- Get enough rest the evening before an examination.
- Follow a proper diet.
- Make sure how long the test/examination will be.
- Find out what type of questions will be asked and what skills will be needed.
- Examination preparation must be done throughout the year.



Learners’ activity:

Brainstorm on writing exams.

Teacher’s activity:

Add hints not mentioned during brainstorming.

Learners’ activities:

Complete the exercises in the **Career Choice Workbook**.

EXAMINATION SKILLS

Writing examination

- Make sure you know at what time each examination session starts.
- Do not use any stimulants (e.g. Bioplus) – it accelerates the heartbeat and increases the tension, which shuts off the door to your brain.
- Do not learn new work the night before – only do revision.
- Arrive well ahead of time for the examination.
- Have your own stationery.
- Do not allow others to confuse you; focus on your goal.
- Relax through breathing exercises – inhale deeply, exhale deeply.
- Listen to the instructions of the invigilator.
- Know how many questions must be done and determine time per question.
- Read through the whole paper before starting to write.
- Make sure you have all the pages.
- Underline the keywords in the question.
- Read instructions carefully, make sure you understand the question before attempting to answer.
- Answer the question and follow the instructions at the beginning of each question.
- Do not panic if you forget something – proceed with the next question. If you have studied it, it will come back.
- Answer in clear, short sentences.
- Give examples and explain terms.
- Use all the time given for the examination.
- Remember it is a test of knowledge and not a quiz.

GOOD LUCK

(b) CAREER OPPORTUNITIES

INTERESTS

See **Career Choice Manual** p. 11 and complete the exercise in the **Career Choice Workbook** p. 11.

COMPETENCIES

See **Career Choice Manual** p. 12 and complete the exercise in the **Career Choice Workbook** p. 12.

PERSONALITY

See **Career Choice Manual** p. 12 and complete the exercise in the **Career Choice Workbook** p. 13.

Learners' activity:

For research consult *Careers in Namibia*.

Class activity:

Discuss how competition at work can have a positive influence on a better work output.

VALUES

Read about values in the **Career Choice Manual** p. 13 and complete the exercise in the **Career Choice Workbook** p.14.

OPTIONS AFTER SCHOOL

Complete *My Story* in the **Career Choice Workbook** p. 15 and do the final Career Research on p.16. Read *Looking for a job* in **Career Choice Manual** p. 15.

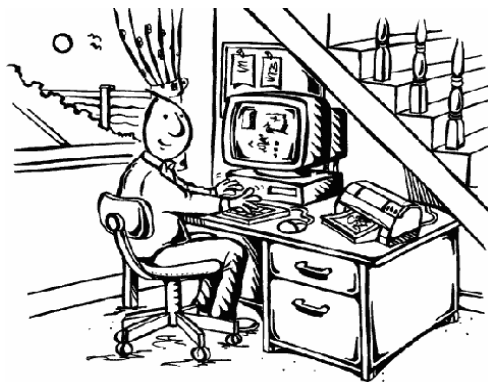
(c) **WORK ETHIC**

COMPETITION IN THE WORKPLACE

Competition is a healthy way of comparing your work with that of a colleague or other professional.

Competition can have positive as well as negative effects on workers.

Positive competition can lead to	Negative competition can lead to
Worker friendly environment Healthy work atmosphere Better work output Responsibility for actions taken Etc.	Jealousy Gossip Uncooperative behaviour Unfriendliness Poor communication Unhealthy relationships Mistrust Etc.



WORK PRIDE

Class activity:

Discuss how work pride can contribute to a positive work environment.

Definition of work pride: To be able to do your work with pride, passion and integrity. Work pride refers to your ability to do your work with skill, knowledge and understanding. This includes the potential to execute your task with satisfaction.



Learners' activity:

Write a short essay on work pride using positive attributes.

Positive attributes of work pride	
Loyalty	Respect
Punctuality	Success
Recognition	Team spirit
Productivity	Better work relations
Job satisfaction	Hard work
Cooperation	Honesty
Discipline	Rewards
Acknowledgement	Positive attitude

(d) JOB SEEKING

INTERVIEWS

Read the Do's and Don'ts and Tricky Questions on interviews in the **Career Choice Manual** pp. 25 - 27.

Learners' activity:

Role-play an interview. The rest of the class should evaluate the interview.



Learners' activity:

Role-play a telephone conversation.

TELEPHONE SKILLS

Read pp. 23 – 24 in the **Career Choice Manual**.



Learners' activity:

Write a letter of application.

Complete an application form from Politechnic and UNAM.

APPLICATION LETTERS AND FORMS

Things to keep in mind

Few people know how to fill in a bursary or application form. Keep the following in mind:

- The form should be complete, accurate and neat.
- Read through the instructions and questions before you fill in the form.
- Make sure you understand the questions.
- Start to fill in the form in pencil so that you can erase mistakes or make a photocopy of the form and first fill in the photocopy.
- When requested to “Print clearly” or “Write in block letters”, it means that you should write clearly so that the person can read it easily.
- When little blocks appear on the form, each written letter should be in a separate block.
- If the space available is insufficient for the information requested, write it on a clean sheet of white paper and attach it to the form.
- Postal address is the box allocated to you by the Post Office e.g. PO Box 131, Keetmanshoop.
- Residential address is the street address where you live, e.g. 123 Kandume Street, Windhoek.
- Some forms request the date (30 May 1954) as follows:

y	y	m	m	d	d
5	4	0	5	3	0

or

d	d	m	m	y	y
3	0	0	5	5	4

- If you make a mistake draw a line through the wrong word.

Note: Do not use tippex or scratch out words.

Read pp. 21 – 22 in the **Career Choice Manual**.

CURRICULUM VITAE AND RÉSUMÉ

Learners' activity:

Complete your own CV.

Read pp. 16 – 20 in the **Career Choice Manual** on Curriculum Vitae. A CV contains information about personal details, education, experience and skills.

A résumé is a **brief** summary of your education, experience and skills (not more than one page).



Learners' activity:

Before reading the **Hints on how to live positively with HIV and AIDS**, learners discuss the subject.

After the discussion write an encouraging letter to someone who lives with HIV or AIDS.

7.2 DAILY LIVING SKILLS (refer to 10.2.2 in the Life Skills Grades 11 – 12 syllabus)

(a) HEALTH CARE

QUALITY LIFE FOR PEOPLE INFECTED WITH HIV

Experience has proved that people living with HIV and AIDS and have a positive attitude, can live a long and productive life. Below are some hints that can improve life.

HINTS ON HOW TO LIVE POSITIVELY WITH HIV AND AIDS	
<ul style="list-style-type: none">⌘ Eat healthy food. Keep a good diet whenever possible, including food rich in proteins, vitamins and carbohydrates. Eat at least three meals a day with snacks in between. Use food such as garlic and fermented foods, e.g. sour milk, oshikundu, magou. Drink enough fluids, clean and safe water.⌘ Stay as active as possible. Exercise helps prevent depression and anxiety.⌘ Rest when tired and get enough sleep.⌘ Continue to work for as long as possible in order to keep yourself busy. This may help you earn money for the family upkeep and for your medical care.⌘ Stay occupied with meaningful activities.⌘ Keep up healthy relationships with family and friends.⌘ Meet as often as you can with your friends and family and, where possible, with other people living with HIV and AIDS.⌘ Talk to someone about the diagnosis of your illness. Infected women should discuss issues like HIV and pregnancy with a health worker in order to obtain the necessary advice on how HIV affects their health and the health of their babies.⌘ Seek prompt medical attention for health problems and follow the advice you are given – this includes taking steps to prevent other infections.	<ul style="list-style-type: none">⌘ Maintain good personal hygiene – wash your hands before eating, cooking and feeding another person. Wash hands also after using the toilet. Drink clean water whenever possible and boil drinking water, especially for young children. Store food properly to prevent it from becoming contaminated, as this may lead to food poisoning. Wash all raw fruits and vegetables with clean water before eating them.⌘ Avoid smoking and drinking alcohol. Smoking damages your lungs and many other parts of the body and makes it easier for infection to take hold. Alcohol also hurts the body, especially the liver. You may also forget about safe sex when you are drunk. The money spent on smoking and alcohol can be used to buy nutritious food.⌘ Take medication regularly as prescribed.⌘ Go for regular check-ups.⌘ Avoid re-infecting yourself with HIV and spreading the infection when having sex by always using a condom.⌘ Get family support to ensure that you have a healthy life.⌘ Try to find a support group with other people infected and affected with HIV. <p>(MOSS – Home Based Care Handbook on HIV/AIDS)</p>

Note to the teacher:

More information on social grants is available from the Ministry of Gender Equality and Child Welfare.



Class activity:

What can be done to support an infant or toddler after the death of a parent?



(b) FAMILY LIFE

ORPHANS IN THE FAMILY

Definition of an orphan: An orphan is a child under the age of 18 who has lost one or both parents.

All children dealing with the loss of a parent need a close consistent substitute caregiver to take over the care of the child.

To ensure the feeling of security and belonging, it is important that this caregiver is only one person. The ideal caregiver should be an adult and not an older sibling who is still a child her/himself. It is important to keep changes to the minimum, because young children or infants will adapt more quickly when there are no major changes in their routine. An ideal situation is where the infant or toddler is kept in the same home environment, with his or her brothers and sisters. When a close, affectionate relationship with the substitute caregiver is formed, the child will cope more easily with the changes in his or her life.

Hints on what to do to support an infant or toddler after the death of a parent

- The substitute caregiver should be close and consistent.
- The substitute caregiver should provide lots of healthy, physical affection.
- The child's environment should stay the same.
- The child's routine should stay the same.
- The child should not be separated from his or her brothers and sisters.
- Share positive memories and stories about the deceased with the child.
- Look at the pictures of the deceased parent together.
- Encourage the child to play with other children to explore his or her own world.
- Pray with the child.

At this age children are mainly concerned with themselves and their own needs. They still cannot understand concepts of life, e.g. death or friendship.

The child's understanding of death

Children from two to five years of age do not understand that death means that someone is dead forever. They think the person will return.

A child may say that his mother has died, but in the same breath he will say that she might come back. Some children experience death as abandonment – they think that the deceased person didn't want them any more.

Children grieve very intensely at this age and although the grieving is brief, it may repeat itself frequently. Between periods of grieving the child seems to forget about what happened. They may cry, throw tantrums, cling to other relatives or refuse to be touched at all.

Children in the age group two to five years are more aware of changes in the way they are cared for. The following symptoms may occur:

- Change in eating habits.
- Signs of distress and regression.
- Display of sleeping disorders, either refusing to go to bed or waking in the night and being unable to go back to sleep.

- Bed wetting.
- Nightmares.
- Playing sickness and death games with other children. (“Re-enacting” play is a normal and natural process by which the child tries to understand and come to terms with the death and it encourages healing and coping.)
- Seeing deceased as a ghost and wanting to sleep with a light on.
- Giggling, joking and showing off after the loss of a parent.

These reactions are the child’s attempt to distance himself or herself from the pain of loss.

Children do not understand what is happening and to see surviving adults sad and crying may be confusing and upsetting. They sense that their safety and security are threatened and they are frightened by the absence of the parent.

How to help a two- to five-year-old child

- A consistent substitute caregiver is very important.
- Talk to the child in a language that he or she can understand.
- Comfort the child.
- Give physical reassurance (hugs and hand holding).
- Ideally the child should stay with his brothers and sisters and other close family members.
- Create a consistent daily routine and a familiar environment that will give the child a feeling of structure and security.
- Explain to the child that it is not his or her actions that made the parent die.
- Keep to a daily routine.
- Help the child to have positive memories of the deceased parent.
- Talk about the deceased parent to the child and show pictures.

Child from six to nine years old

During this developmental phase children’s cognitive skills, that is their ability to understand things clearly and conceptually, increase. They start to think logically, and look for meaning in the events in their lives, although their thought patterns are still very concrete and operational (directed at solving immediate problems).

Support at school

They start attending school and are eager to learn. Children who fail to manage new challenges may start to feel disappointed and inferior. During this phase children need support and praise from parents and teachers.

During this phase teachers may spend more time with children than parents. The teacher guides the child through the learning process and must be supportive and encouraging. For children who have to deal with loss, the school provides an important daily routine and structure in the child’s life. School helps the child to regain control over some parts of his or her life. The curriculum helps the child to express his or her feelings through talking, writing and drawing pictures. Teachers can use the concept of death for creative writing, e.g. a letter to a deceased parent. The teacher can assist the child by answering questions that the child does not dare to ask at home. The teacher must strive to be honest and gain understanding of the child’s problems.

The teacher must boost the child’s self-esteem and confidence. It is important to encourage the child to participate in sport and games to release tension. This enables the child to become part of a group. In times of a crisis at home, a group can help to provide stability



and securing a place. This gives a feeling of belonging and a sense of security.

Rituals (specifically practice related to an event) associated with death

It is important to know that to take part in religious (or traditional) rituals also encourages the grieving and healing process. Adults must try to include children in rituals, but prepare the child for what he or she is going to see. If the child is unprepared and does not understand what is happening, some rituals may be as upsetting as the death itself and will increase the child's fear and confusion. A supportive adult should be with the child during the ritual, giving support and explanations when needed.

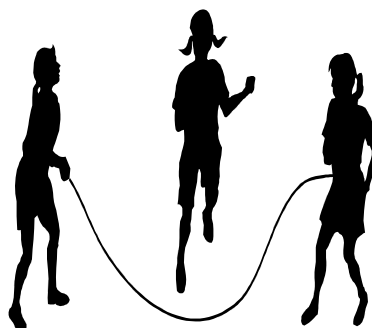
Class activity:

Discuss how rituals can help children to heal after the death of a parent.

Rituals may have the following functions:

- help with the healing and consoling of children and adults;
- acknowledge that something terrible has happened, in this case that someone has died;
- reinforce that there is a future for the person who has died and for those who mourn;
- give those who mourn a chance to remember the person who has died and to honour him or her;
- give the mourners a sense of comfort and support as they see that they are not alone in their grief.

Excluding a child from the ritual means denying the child an opportunity to begin the long walk to hope and healing. Rituals help to emphasise the moving towards the future and so they are crucial in promoting resilience and coping.



How to help a six- to nine-year-old child

- Explain the rituals and assist the child during the rituals.
- Give extra attention to the child.
- Try to keep the child's environment and routine the same.
- Make sure the child goes to school.
- Encourage the child to be part of a group and take part in games.
- Try to keep siblings together.
- The substitute caregiver should spend time with the child, showing an interest in the child, playing with other children.
- Talk to the child about the deceased.
- Explain to the child how disease can affect our bodies. Explain how people feel when they are sick.
- Keep positive memories alive and show pictures.
- Be honest and use language that the child can understand. Use the same words each time.
- Listen to what the child says or asks and be honest.
- Pray with the child.

Children from nine to twelve years old

The children in this phase understand that death is irreversible (cannot be changed). They understand what causes death as well as the consequences thereof. Abstract concepts like heaven are clear, although a belief in magic may be present. The child usually knows the difference between fantasy and reality. The understanding of the finality of death may leave the child with a feeling of powerlessness and helplessness. It is important that the teacher help the child to regain control of his or her life.

How to help a nine- to twelve-year-old child

- Explain the rituals and encourage the child to take part in them.
- Assist the child during the rituals.
- Comfort the child.
- Teach the child basic living skills.
- If possible, do not separate siblings.
- Encourage the child to spend time with other siblings.
- Make sure the child attends school.
- Spend time with the child.
- Have fun and play games.
- Encourage the child to participate in sport or youth activities.
- Share positive memories and look at pictures of the deceased.
- Discuss death and HIV and AIDS at school, as well as how to care for relatives affected and infected with HIV and AIDS.

The adolescent

People tend to think that the adolescent orphan will manage on his or her own.

Although adolescents have more life experience and cognitive skills than younger children, they also need assistance and comfort after the death of a parent. Adolescents often become the head of a child-headed household and are left with a lot of responsibility. This means that the adolescent has to cope with the loss of a parent, as well as being responsible and providing for the other siblings, while working through a very difficult developmental stage.

The teacher should pay attention to the adolescent's questions, comments and behaviour and offer emotional understanding and support. At the same time the teacher needs to explain to the adolescent the acceptable limits of behaviour and what is expected of them in terms of responsibilities.

This is a very stressful time for adolescents as they sometimes need to leave school to care for other siblings. It may affect the adolescents' confidence and future plans.

How to help the adolescent

- Explain the rituals to the adolescent.
- Assist the adolescent during the rituals.
- Comfort the adolescent.
- Teach the adolescent basic living skills.
- If possible, do not separate siblings.
- Encourage the adolescent to spend time with other siblings.
- Make sure the adolescent attends school and try to provide a substitute caregiver. (The community might assist with home-based care.)
- Encourage independence, but give support.
- Acknowledge that the adolescent faces a difficult situation.
- Offer help and let the adolescent be part of decision-making processes.
- Explain the rights and responsibilities to the adolescent when he or she has to care for siblings.
- Discuss the consequences of risk-taking behaviour.
- Make sure that the adolescent has time to spend with peers.
- Assist the adolescent to see that things will improve in the long run and that he or she still has a future
- Encourage the adolescent to take part in peer groups, sport or the church choir.
- Share positive memories and look at pictures of the deceased.
- Discuss death and HIV and AIDS at school, as well as how to care for parents affected and infected with HIV and AIDS.
- Focus on the needs of the adolescent.

Foster parents

After the application process, a foster parent who undertakes temporary care of a child found to be in need (and who has been given custody of the child) can apply for the foster care grant, which is currently N\$200 a month for the first foster child, and N\$100 for additional foster children.. Biological parents can also apply for a maintenance grant for a child under the age of 18 years, if the breadwinner in the family has died (also if the breadwinner has been imprisoned for more than six months, or if the breadwinner receives an old age pension or disability grant). The grant is the same amount as the foster grant. Application forms and information on the documents that need to be submitted with applications can be obtained from the Ministry of Gender Equality and Child Welfare offices.

Group activity:

Divide the class into groups according to different stages of children. Each group should design a poster and a speech which can be given to a group of foster parents.

Orphans and other needy children cannot be forced by schools to pay school development fund. The law (Education Act) provides for exemption (partial or in full). The School Board will decide on partial or full exemption.



Learners' activity:

Complete the worksheet.

Worksheet on orphans in the family

1. How will I handle a child/brother/sister/vulnerable child between the ages of:
0 – 2 years

2 – 5 years

6 – 9 years

9 – 12 years

adolescent

2. Where can I go for help?

Who do I go to? What do I do?

3. Do I have rights as an orphan/caregiver?

4. What are my rights?

5. Do I have any knowledge of how the following organisations may be able to help me:

	<i>Yes</i>	<i>No</i>
Ministry of Gender Equality and Child Welfare		
Lifeline/Childline		
Regional Aids Coordinating Committee (RACOC)		
Constituency Aids Coordinating Committee (CACCO)		
Red Cross		
Ministry of Health and Social Services		
Ministry of Education		

6. How do you see the future of an orphan or a caregiver?

Please note: Should you be an orphan, please do not hesitate to contact your Life Skills teacher or a member of the Counselling Support Group at your school.

Learners' activity:

Research institutions offering bursaries, loans and grants.

Complete a bursary application form.

Group activity:

Design a poster displaying different medical aid schemes.

Make a list of medical aid schemes that cover HIV and AIDS.

Discuss the importance of belonging to a medical aid scheme.

Teacher's activity:

Invite a speaker to talk about medical aid schemes.

(c) FINANCES

BURSARIES, SCHOLARSHIPS, LOANS AND GRANTS

A bursary is financial assistance given to a student for study purposes. A bursary can cover all expenses, e.g. class fees, hostel fees, book expenses, or only certain expenses, e.g. class fees. Bursaries are awarded on academic merit or in case of financial need. Some bursaries have employment conditions attached, which means that you would have to work for the company who provided the bursary for a certain period of time.

A scholarship is a special bursary awarded on academic merit.

A study loan is money lent for tertiary study purposes. Bank and training institutions offer study loans. The loan has to be repaid with interest over the same length of time as the loan was taken for. A contract is signed where you or your guardian promises to pay back the loan within a certain time. The person who signs this contract must be older than 21, must be working and must own enough property to be able to pay back the loan within the time stated in the contract. A student is expected to start repaying the loan immediately after the term of study has been completed.

Note: Check the conditions of the loan carefully before committing yourself.

A grant is money given by the state for a particular purpose, such as to a student during a period of study at a university.

MEDICAL AID SCHEMES AND PENSION FUNDS

Medical aid schemes

Few people can afford private doctors without a medical aid scheme. Private hospitalisation is very expensive. Medication can be very costly. Medical aid schemes make provision for unexpected illnesses. Most medical aid schemes cover medication and most illnesses. All medical aid schemes cover fees for state hospitals and some cover fees for private hospitals.

Employers from the same company will use the same medical aid scheme, but private persons have the option to choose their own medical aid scheme.

It is important to familiarise yourself with the rules of the medical aid scheme. Some may pay only a percentage of the expenses while other medical aid schemes may pay all the expenses.

Each member will have a medical aid number. Please take note that you will always be requested to give proof of your medical aid membership. Some medical aid schemes request their members to settle the bill first and then claim from them.

Some medical aid schemes cover other health needs such as antiretroviral medication, ambulance services, physiotherapy, psychological and optical services.

Learners' activity:

Research the differences between three different pension funds in Namibia.

Discuss why some pension funds are better than others.

Discuss factors that can contribute to a higher monthly pension.

Pension fund

It is nearly impossible to retire and have the same living standards that you had when working if you do not have a pension fund. Different pension funds have different rules and regulations. It is therefore necessary to research the regulations of the pension fund you belong to before retiring. Most companies request their employees to contribute to a pension fund. An employer and an employee contribute monthly to a pension fund. The pension will be determined by the number of years an employer and employee have contributed to the fund and the salary of the employee. Different people will receive different pensions.

Pension funds offer benefits such as:

- normal pension benefits when retiring at the age of 60;
- early retirement benefits;
- ill-health benefits;
- disability income benefits;
- death benefits;
- retrenchment benefits;
- funeral benefits.

Normal pension benefits:

Tax free lump sum of one-third of the total pension taxable monthly income for life. The monthly income is determined by a formula that takes into consideration the salary at retirement, age and the number of years of service.

Note to the teacher:

Place emphasis on sexuality, not on homo (same).

Group activity:

Your best friend has just confessed to you his/her homosexual status. Discuss your reaction to this revelation. What advice will you give to such a person?

Group activity:

Let the learners work in pairs and give each other positive labels.

The labels may start with the initials of the participant, e.g. Jolly James, Lovely Lucy.

Write the positive labels on cards and pin the cards to the learners' clothes.

Discuss how the learners feel about the positive labels.

7.3 PERSONAL-SOCIAL SKILLS (refer to 10.2.3 in the Life Skills Grades 11 – 12 syllabus)

(a) SELF-AWARENESS

Self-awareness is to know and understand yourself.

HOMOSEXUALITY

Homosexuality is but one of three sexual orientations. While the majority of people identify as **heterosexual**, attracted to members of the opposite sex, a smaller number identify as **bisexual**, attracted to members of both sexes and still others identify as **homosexual**, attracted to members of the same sex. A person's sexual orientation is an integral part of his/her being and is natural to him/her.

Science still does not understand why some people are homosexual, others bisexual and still others homosexual. Therefore, more important than understanding the reasons for a person's sexual orientation, is to develop tolerance for and acceptance of people, regardless of their orientation.



Please take note that teachers should be sensitive and not discriminate when handling this topic.

Worksheet on Exceptional Qualities (Learners use 15 minutes to complete the worksheet.)

Learners' activity:

Complete the worksheet.

Group activity:

Imbongi – Praise Singer

Let the learners sing the praises of each other and use their own music.

Discuss how it felt both to give and to receive praise.

<p>Exceptional Qualities</p> <p>Learners work silently and on their own.</p> <p>Write down all the exceptional qualities (referring to body, mind, spirit, psyche and total being that make you special), e.g. I am physically strong, etc.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Note to teachers:

Observe the learners closely. While writing, some learners may write in pencil so that the qualities can be erased if they are regarded as too good to be true. Other learners only write two or three qualities before getting stuck.

Use these observations in the discussion that follows the exercise. Discuss the reasons why people find it difficult to complete the worksheet, using questions such as Was it easy? Was it difficult? Why? Discuss the responses with the group.

Discuss why negative traits are foremost in our minds and easily delivered, while we struggle to be positive about ourselves.

Talk about the people who love us, how they bring out our exceptional qualities, how they give us confidence and help us to stay in touch with these qualities. Give the learners the task of objectively keeping track of their positive qualities. Teach learners to become their own praise singers as an antidote to negative self-talk.

Self-talk

- Ask participants whether they ever experience absolute silence in their heads.
- Explain that the discussions going on in their heads are normal.
- Explain that sometimes these discussions can be destructive if they focus on negative aspects and experiences.
- Often this negative self-talk becomes like a stuck tape and becomes an irritating, repetitive noise.

Learners' activity:

Use a few minutes to identify repetitive negative self-talk.

Learners' activity:

Complete the form on self-talk.

Learners' activity:

Write down ideas on how to change negative self-talk to positive self-talk, e.g. look in the mirror and tell yourself you are beautiful, you are good, etc.

Class activity:

Discuss more ways to change negative self-talk to positive self-talk.

Class activity:

Play the game on positive self-talk for about 10 minutes.

SELF-TALK		
NEGATIVE SELF-TALK	WHO TOLD ME SO?	IS IT TRUE?

In most cases learners will find that they do not know who told them, or that it was they themselves, or that the person is a figure from the past who has since become totally insignificant in their lives.

Much of our negative self-talk will thus be shown to be unfounded or based on shaky foundations.

When learners believe the negative self-talk, they need to do something constructive to change it to positive self-talk.

Decide to change your behaviour positively, but keep in mind that it may take time. Give yourself time, for example one year. (Remember, Rome was not built in one day.)

Remember, no one is perfect. Continual growth is a challenge we all face.

Game on positive self-talk

Market – Place of Positive Qualities

- Give each learner 3 small scraps of paper.
- Learners write down their most positive quality on each piece of paper. (The same positive quality will thus be written three times.)
- Inform learners that this is for ‘public consumption.’

Now give learners the following scenario:

They are going to the market. Due to a scarcity of money, they do not have any money, however, they all have positive qualities and need to use these to barter and bargain with.

You need to get rid of your positive qualities and obtain other positive qualities through bartering and bargaining. Do not worry about giving up your own qualities, they represent a renewable resource and cannot be depleted.

You need to advertise your qualities in such a way as to attract people who want them. (You can stand on chairs, tables, boxes, yell, shove, and work to get rid of your qualities and gain others.)

Decide how much your qualities are worth, and choose to swap one of yours for somebody else's.

Group activity:

Discuss the different cultural issues concerning cross-cultural marriages, e.g. if a Herero woman marries an Oshiwambo man.

Debate:
Pros and cons and challenges of cross-cultural marriages.

Learners' activity:

Role-play a situation where a person is being paid to look the other way, for example a traffic cop being paid not to give a speeding ticket.

Group activity:

Discuss the effect of corruption on the country.

Give other examples of corruption and what to do to fight it.

(b) RELATIONSHIPS**CROSS-CULTURAL MARRIAGES**

Definition: Marriage between people of different cultures.

**Advantages of cross-cultural marriages**

- ❖ People learn about each others cultures can be an enriching life experience;
- ❖ They lead to better understanding of human kind;
- ❖ They break the barriers of tribalism, racism and prejudice.

Points to ponder before entering into a cross-cultural marriage

- ❖ Make sure the marriage is not a marriage of convenience e.g. providing citizenship;
- ❖ Know, understand and assess the willingness to tolerate the cultural differences;
- ❖ Involve the families in the marriage.

(c) CITIZENSHIP**CORRUPTION AND NEPOTISM**

Corruption is the misuse of public goods by public officials for private gain. Another widely used description is that corruption is a transaction between private and public sector actors through which collective goods are illegitimately converted into private regarding payoffs.

Corruption is not only about stealing but also relates to abuse of power in decision-making processes. The World Bank defines corruption as the abuse of public office for private gain.

Examples of corruption are:

- Patronage (the control of appointments);
- Nepotism (favouritism shown to relatives and friends);
- Misuse of funds;
- Under-pricing state assets;
- Product substitution;
- Defective pricing;
- Falsification of costs;
- Collusion (making a secret understanding) to divert public resources; or
- Outright theft.

Learners' activity:

Discuss possible corrupt practices in a school.

Negative effects of nepotism:

- Perception of favouritism
- Problems with discipline
- Potential fraud
- Breached confidentiality



Note to the teacher:

Have a dictionary available.

Worksheet on forms of corruption

Bribery	
Embezzlement	
Fraud	
Extortion	
Abuse of power	
Conflict of interest/insider trading	
Receiving of unlawful gratuity, favour or illegal commission	
Favouritism	
Nepotism	
Illegal contributions	

Group activity

On the worksheet give examples of the different forms of corruption mentioned in the table.

Discuss the effects of nepotism on the labour market.

WORKERS' RIGHTS AND RESPONSIBILITIES

As human beings we all have rights. Do we know our responsibilities towards these rights?

Worksheet on Rights and Responsibilities.

Learners' activity:

Complete the worksheet by giving a responsibility to each right.

Rights	Responsibilities
Everyone has the right to	Every right has a responsibility
be trained	to apply the acquired knowledge
be equally treated in employment	to produce equally
have access to the same opportunities and benefits	
be treated with equal dignity and respect regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status or disability	
complain about harassment in employment	
work in a safe environment	
sick leave according to regulations of the institute	
have compassionate leave	
have annual leave	to apply for leave and get approval
not to be discriminated against if you are HIV positive	

REFERENCES

Hannaford Carla. 1995. *Smart Moves*. Great Ocean Publishers, Arlington, Virginia, United States of America.

Mallmann Silke-Andrea Sr. 2003. *Building Resilience in Children Affected by HIV/AIDS*. Maskew miller Longman. Cape Town, South Africa.

Pottas Marietjie. 1999. *Namibian Guide to Modern Living*. Gamsberg Macmillan Publishers (Pty) Ltd. Wndhoek, Namibia.

A Namibian Citizen's Guide to Integrity; 2003.

www.anticorruption.info/types.htm

<http://en.wikipedia.org/wiki/Corruption>

<http://www.religioustolerance.org/homosexu.htm>

www.narth.com/menus/born.html

<http://plato.stanford.edu/entries/homosexuality/>

www.braingym.org/about.html

<http://esl.about.com/library/lessons/blbraingym.htm>

www.specialchild.com/archives/ia-052.html

www.esl.about.com/library/lessons/blbraingym.htm



The National Institute for Educational Development

P/Bag 2034

Okahandja

NAMIBIA

Telephone: +64 62 509000

Facsimile: + 64 62 509073

E-mail: info@nied.edu.na

Website: <http://www.nied.edu.na>

© NIED 2006