Republic of Namibia

MINISTRY OF EDUCATION

UPPER PRIMARY PHASE

LIFE SKILLS TEACHERS' MANUAL

GRADES 5 - 7

FOR IMPLEMENTATION IN 2007

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

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Life Skills Teachers' Manual Grades 5 - 7

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PREFACE

The Ministry of Education, through the National Institute of Educational Development (NIED), embarked on the development of a Teachers' Manual for Life Skills in the Upper Primary Phase.

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

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

This manual mainly deals with the presentation of topics in Life Skills in the Upper Primary 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:

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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 and work ethics. 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. Topics should be chosen selectively and planned over a period of time to ensure that the syllabus topics are well covered.

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

4. YEAR PLAN

The year plan for Life Skills Grade 5 is spread over 23 topics, Grade 6 over 25 topics and Grade 7 over 20 topics. It might be necessary to use more than one period for some topics, depending on learners' needs.

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

Note to teachers:

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

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

5. BRAIN EXERCISES

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

HINTS

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

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

ENERGY YAWN

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

HOW TO DO THIS EXERCISE

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

Repeat this exercise 3 to 6 times.

CROSS CRAWL

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

HOW TO DO THIS EXERCISE

- Stand upright.
- Put the left hand across the body, raise your right knee and touch your right knee with your left hand.
- Do the same thing 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 to do it slowly.
- Breathe in and out slowly and deeply while doing the exercise.

HOOK-UPS

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

HOW TO DO THIS EXERCISE

Step 1

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

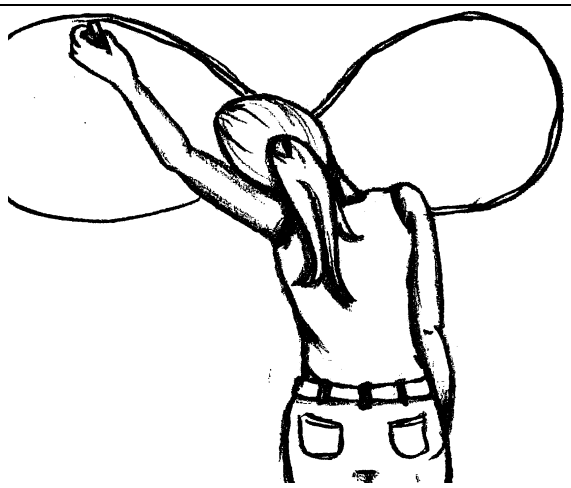
THE ELEPHANT

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

HOW TO DO THIS EXERCISE

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

Repeat this 5 times with each arm.



THINKING CAP

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

HOW TO DO THIS EXERCISE

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

Repeat this exercise 3 or 4 times with both ears at the same time.

CALF PUMP (vertical push-ups)

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

HOW TO DO THIS EXERCISE

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

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

EARTH BUTTONS

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

HOW TO DO THIS EXERCISE

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

You can do this 2 to 3 times.

HORIZONTAL 8

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

HOW TO DO THIS EXERCISE

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

Do this 3 times.

6. GRADE 5

6.1 CAREER GUIDANCE
(refer to 10.1.1 in the Life Skills Grades 5 – 7 syllabus)

(a) STUDY SKILLS

STUDY HINTS

Before study hints can be given, the importance of study should first be emphasised.

Learners' activity:

Discuss the importance of study.

Share your own experiences of successful studying with the class.

THE IMPORTANCE OF STUDY

- Study starts with making a choice
- Knowledge is power
- School subjects are the building blocks for further studies
- Study creates the habit of working
- Study teaches you to work on your own
- Study disciplines your brain to think
- Study helps you to discover and understand the Creation
- Study is the key to success
- Study helps to develop self-confidence
- Study helps to promote academic performance
- Study helps you to achieve your goal

Learners' activity:

Complete the undertaking to be filed in the personal portfolio.

Teacher's activity:

Put declaration points on a wall poster.

UNDERTAKING

Herewith, I

……

declare that:

1. I will be positive during my studies
2. I will study regularly and apply applicable study techniques
3. I will be honest with myself
4. I will do my very best and work hard
5. I will live what I learn
6. I will be responsible for the choices I make
7. I will identify resources to assist me in my studies
8. I will not lose courage if I struggle
9. I will ask for help if I do not understand
10. I will be thankful towards people who support me in learning
11. I will effectively utilise the time available for my studies.

Signed at …… (name of school)

on this …….. day of …….

……
Signature

Teacher's activity:

Provide a short, interesting text to the learners.

Complete a vocabulary list and ask learners to look up difficult words in a dictionary.

Learners' activity:

Read the text.

Role-play and discuss the morale of the story.

Underline the most important words in the text.

Write down a title for the text.

Write down keywords. You can use drawings next to keywords.

Reading text

Once upon a time a man walked through the forest and saw a weird little lady sitting under a tree. The little lady was hungry and the man gave her a piece of bread from his bag to eat. "You have four wishes. Whatever you answer, I will give you. Just think carefully first, because whatever you ask, will come true!"

"Thank you!" said the man.

"Well then, what would you like to have?" asked the old lady.

"I don't know," answered the man.

"Your first wish is granted. From now on you will never know what you want!" answered the old woman and pushed a piece of bread into her mouth.

"What is your second wish?" asked the woman.

"I don't know," said the man.

"Is there a place you would like to visit?" asked the woman inquisitively.

"No, I don't know!" said the man.

"Well, from now on you will never know where you are going to!" answered the woman and stuffed another crust into her mouth.

"What is your third wish?" asked the woman.

"I don't know," answered the man and pulled up his shoulders.

"Is there nothing you would like to do?" asked the woman impatiently.

"No, I don't know," answered the man.

"Well then," sighed the woman, "from now on you will never know what you want to do."

"What is your last wish?" asked the woman with narrowed eyes.

"I don't know!" the man called out.

"But who would you like to be?" asked the woman desperately.

"I DON'T KNOW!" shouted the man, feeling even more desperate. "Fine, your last wish has been granted! Thank you for the bread!" answered the woman. Then she got up and walked away. The man remained standing in the forest with the remainder of the bread in his hand. He could not eat the bread, because he didn't know whether he wanted it.

He could not get out of the forest, because he didn't know where he was. When people later looked for him and called out, he didn't answer, because he didn't know who he was!

Teacher's activity:

Discuss steps to follow when making a summary.

Learners' activity:

Use the keywords you identified to write a summary of the text in your own words.

How to write a summary

Steps to follow:
Read the heading.
Read the text.
Picture the story the text is telling you.
Find the keywords by asking the questions:

HOW?
WHO?
WHERE?
WHAT?
WHY?
WHEN?

Write out the summary using the text above.
BE CAREFUL! Do not rewrite the text.

Class activity:

Play the whispering game.

LISTENING TECHNIQUES

Whispering Game

Ask learners to sit in a circle.
The teacher whispers a sentence once in one learner's ear.
The learner whispers what he/she heard in the ear of the learner next to him/her.
Each learner whispers the sentence he/she has heard in the next learner's ear.
The last learner repeats loudly what he/she has heard.

Teacher's activity:

Read the reading text about Nelson Mandela to the learners.

Learners' activity:

Listen to the text read by the teacher and answer the questions that follow.

Reading text:

Nelson Mandela is known around the world as a great leader because of what he has achieved with the help of others since 1994.

Questions:

Who?
Who is known worldwide?
Where?
Where is he known?
What?
What is he known for?
Why?
Why is he known?
When?
When did he achieve this?
How?
How did he achieve the things that he did?

Teacher's activity:

Explain the difference between an active and a passive listener.

Learners' activity:

Complete the worksheet and identify which characteristics belong to which kind of listener by making a √ in the correct box.

Evaluate yourself whether you are a passive or an active listener.

Write a paragraph on how to become an active listener.

Class activity:

Discuss the advantages of being an active listener, e.g. success.

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

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

Worksheet on characteristics of a passive and an active listener

Characteristics of a passive and an active listener		
	Active	**Passive**
Listens carefully		
Makes notes		
Never asks questions		
Sits upright		
Asks questions		
Does not make eye contact		
Lies down on the desk		
Makes eye contact		
Busy with other activities		
Does not make notes		

(b) CAREER OPPORTUNITIES

IMPORTANCE OF WORK

Class activity:

Brainstorm on the importance of work.

All of us know that happiness and success don't just happen. Almost everyone who has achieved great things in life has had to work hard. An Olympic runner spends hours and hours of hard and lonely training to get ready for the ultimate test. A guitar player has to practise when others are out having fun. A good student puts in extra hours to earn top marks.

Teacher's activity:

Ask questions:

- What do you want to be one day?
- Who is your role model?
- Why is he/she your role model?

Teacher's activity:

Define the concepts: Career and Job.

Learners' activity:

Discuss the three opinions in class.

Teacher's activity:

Use the opinions to emphasise the importance of having a goal in life.

Teacher's activity:

Invite speakers to discuss careers with learners.

Hard work is important in order to reach your goals in life. If you don't work hard you can end up drifting through life like a leaf blown by the wind. On the other hand you can set goals for yourself and work to reach them.

Definitions

Job: A position in which you earn a salary on a regular basis, and which does not require a specific qualification.

Career: A field of employment, which requires special qualifications or training and offers long-term opportunities and benefits.

Read the three opinions below:

Opinion 1: It doesn't make sense for young people to work hard. There are too many things you cannot control. You should just wait and see what happens in your life without worrying too much about working hard.

Opinion 2: You should set goals and work hard to reach them. If you are running into trouble with a specific goal, you should change your goal and work until you are successful.

Opinion 3: You should find out what your friends want to do with their lives and work together with them towards a goal.

Learners' activity:

Look at the pictures and discuss the different careers.

Learners' activity:

Collect pictures of different careers and make a poster. Explain what the careers entail.

PICTURE GAME

Collect pictures of people in different careers and put them in a box. Each learner draws a picture from the box. Each learner should give a description of the kind of job the person in his/her picture is doing.

6.2 DAILY LIVING SKILLS
(refer to 10.1.2 in the Life Skills Grades 5 – 7)

(a) HEALTH CARE

HEALTHY FOOD

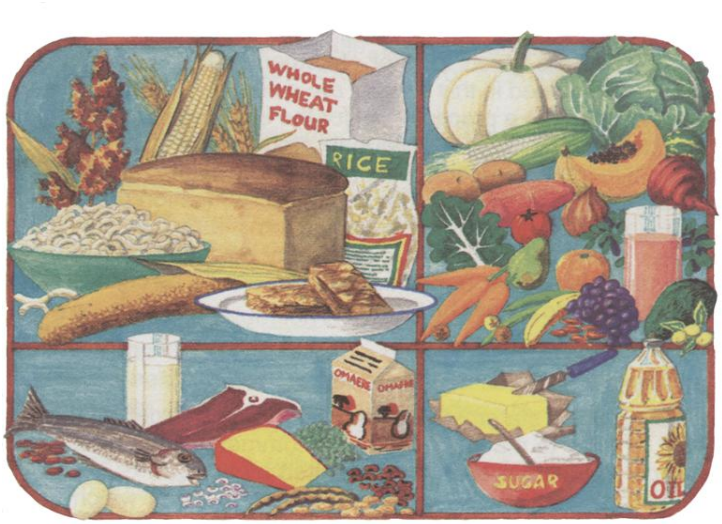
Food and nutritional guidelines

- Eat a variety of foods
- Eat vegetables and fruit every day
- Eat more fish
- Eat beans and meat regularly
- Eat whole-grain products
- Use only iodised salt
- Eat at least three meals a day
- Avoid drinking alcohol
- Consume clean and safe water and food
- Achieve and maintain a healthy body weight

HEALTHY FOOD TYPES

Grain products

Fruit and vegetables



Fish, meat and dairy products

Fat, oil and sugar

Learners' activity:

Collect/draw pictures of different food types.

Distinguish between healthy food and junk food (e.g. hamburgers).

Group activity:

Create a poster on healthy food and junk food.

In Namibia many people suffer from malnutrition because of the same and inappropriate diets. Overweight and obesity (over-eating) are often caused by too much food and a diet that is not balanced. Eating food from all the healthy food types can ensure that all nutrients and other substances needed for good health are consumed. Food contains combinations of nutrients and other healthy substances, but no single food type can supply all the nutrients in the amounts needed.

Eating habits

Class activity:

Discuss cultural eating habits.

Good eating habits regardless of your culture are important. If you eat with people from another culture, you should adapt to their eating habits and respect them. Most eating habits have some sort of history relevant to the culture. Some cultures also have superstitions and rituals regarding eating and drinking and that should be respected as well. In some cultures people eat porridge with spoons while others use their hands.

Learners' activity:

List clothing appropriate for different weather conditions, activities and occasions.

Teacher's activity:

Make photocopies of the clothes in the manual and distribute among learners.

Learners' activity:

Draw a boy or a girl.

Cut out clothes, colour it and dress your drawing.

State the occasion and the season for which your clothing is suitable.

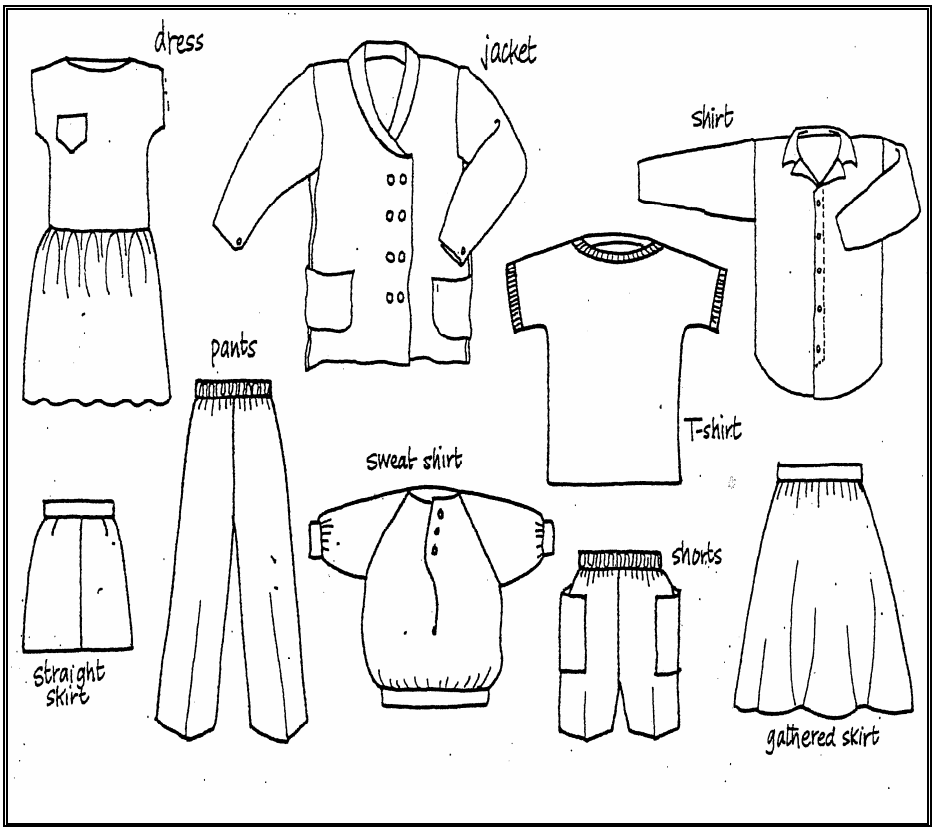
Construct a poster to illustrate the major categories of clothing, e.g. sport, party, work, church, etc.

DRESS CODE

Definition of fashion: Fashion is the prevailing custom in dress. Fashion changes every season and is subject to new trends.
Definition of style: Style is a personal thing. It is the ability to judge what is attractive and appropriate. It is important to create your own style to suit your personality, lifestyle, figure and pocket and to stick to it rather than to be a slave of fashion.

Guidelines for dressing:

Wear clothes that match weather conditions.
Wear clothes of matching colour.
Accessories should match clothing.
When buying new clothes never buy on impulse.
Quality is better than quantity.
Underwear should fit well, be clean and be supportive.
When you undress put the soiled clothes into a laundry-bag and the clean ones neatly back into the cupboard.
Wear clothes appropriate for the occasion.



Traditional dress

People of different countries and language groups often have traditional clothes that are worn on special occasions. We find the beautiful, colourful, wide-swinging dresses worn by the Herero women, rounded off by the skilfully folded headgear; the San with loin-cloths made of soft, cured skins; the Damara and Nama women who wear dresses somewhat shorter than those of the Herero ladies, with differently folded headgear; the Afrikaner women with their long Voortrekker dresses and "kappies"; the Germans with their "Dirndl" dresses and "lederhosen"; the Scots with their kilts; the Japanese with their kimonos. The variety of traditional dress is endless. The African wear that is very popular in Namibia had its origin in West Africa.

Teacher's activity:

Organise a cultural fashion show and participate in it.

Learners' activity:

Discuss the dangers of HIV and AIDS and ways to protect yourself.

Group activity:

Divide the class into five groups. Let them role-play the scenarios.

THE EFFECTS OF HIV AND AIDS

Scenarios:

- Effects on the family when it is suspected that a family member may be infected with HIV and AIDS.
- Effects on the family when a family member discloses his/her status.
- Effects on the family when they have to live with a family member infected with HIV.
- Effects on the family when the infected person passes away.
- Effects on the family while adapting to normal life after the death of the infected person.

Teacher's activity:

Invite a health worker to address learners on the treatment of HIV and AIDS.

Teacher's activity:

Invite a person who is HIV positive and will talk about it, to discuss with the learners the necessity of going for treatment.

TREATMENT FOR AIDS

Please note: There is no cure for AIDS, but is possible to live positively with HIV and AIDS.
An infected person may reason: "I can't be cured, so wouldn't it be better to just give up." Remember, even the infected has a life of value, which is worth living.

A diagnosed person can be advised to:

- take anti-retroviral medication, if prescribed, according to the doctor's orders.
- go to counselling sessions to talk about reactions to HIV infection and to deal with old and new emotional issues.
- look after his/her physical health, including improving nutrition and stopping smoking and drinking.
- practise safer sex by wearing a condom to avoid infection with other strains of HIV or other STDs.
- live life to the full and make a positive contribution to the society.
- join a support group and make a difference in other people's lives.

It is possible for an HIV infected person to live positively without ARV treatment for many years. A person only starts treatment when tested by a medical doctor and treatment is prescribed.

Reasons for treatment

- A CD 4 count has been tested and is below 200.
- To prolong the life of a person.
- To prevent the HIV virus from increasing in the body.
- To boost the immune system.
- To prevent mother to child transmission.
- To give post-exposure prophylaxis to health workers and rape victims to prevent them from contracting the virus.

Treatment

- Neverapine for MTCT
- Post-exposure prophylaxis
- Anti-retroviral treatment.

Teacher's activity:

Explain the concepts: Addiction and Substance Abuse.

Learners' activity:

Have a discussion on the dangers of smoking.

Class activity:

Discuss the dangers of smoking.

SUBSTANCE ABUSE

Definition of addiction: Desperate craving for a substance which results in dependency.

Definition of substance abuse: A chemical product that is misused.

Tobacco Information Sheet

1. Getting hooked
Almost everyone who uses tobacco eventually becomes addicted. The nicotine in tobacco is one of the most addictive drugs known. It reaches the brain in just a few seconds, bringing about chemical changes and causing a craving for more. Once addicted, a smoker is very uncomfortable when the effects of the drug wear off.

2. Non-smokers beware
Smokers put other people's health at risk too. Studies show that non-smoking wives of smoking husbands are three and a half times more likely to develop lung cancer than wives whose husbands do not smoke, because of the second-hand smoke they breathe.

3. Up in smoke
Much of a smoker's money goes up in smoke. Buying cigarettes every day eventually costs thousands of dollars. Smokers also spend more on doctors' bills than non-smokers. And when they are ill, they are more likely to need more expensive care at a hospital.

4. Starting fires
Smokers may accidentally hurt or kill themselves and others in fires. Many fires at home and outdoors are caused by careless smokers who fall asleep while smoking or who throw away burning cigarettes.

5. Dying early
Every cigarette takes about five minutes off a smoker's life. Smoking causes many early deaths; it's the single most preventable cause of death.

6. Getting through the teens
The longer someone uses any kind of tobacco, the tougher it is to stop – and the greater the damage. That's why it is better never to start. Those who make it through their teen years without starting will probably never take up the habit.

Teacher's activity:

Divide the class into two groups to conduct interviews.

Class activity:

One group interviews adult smokers and the other adult non-smokers.

Each group should make a summary of findings and present it to the class.

Interview questions	
Non-smokers	**Smokers**
1. Why do you think it is best never to start smoking?	1. What are the benefits of smoking?
2. What message would you like to give to a smoker?	2. What message would you like to give to a non-smoker?
3. Why don't you smoke?	3. Why do you smoke?
4. Why do you think young people shouldn't smoke?	4. How do you feel about young people smoking?
5. In what way do you think your appearance would have been different if you smoked?	5. In what way do you think your appearance would have been different if you did not smoke?
6. Are you bothered by smokers? How?	6. Are you bothered by non-smokers? How?
7. Would you as a non-smoker like to sleep next to a smoker?	7. What do you think you could do with the money you spend on cigarettes?

Learners' activity:

List over-the-counter medicine to which you can become addicted. (Ask your chemist or shopkeeper.)

Collect pictures of medicine advertisements.

Have a class discussion on what the advertisements don't tell users.

Medicines

Definition of medicine: Prescribed and over-the-counter drugs.
Definition of a drug: A chemical substance that changes the way in which the brain and the rest of the body work. It is a substance that can harm a person's body and can have an influence on his state of mind. It is used regularly to have the required effect.

The misuse of drugs can have a negative influence on a person's health.

Class activity:

Define the term *family*.

Learners' activity:

Identify the type of family you belong to and write an appreciative paragraph on: *My Family*.

Class activity:

Discuss the positive aspects in each type of family.

(b) FAMILY LIFE

Definition of a family: It is a social structure in which each member is very important and has to assume certain responsibilities. Such a structure requires decisions regarding the rights, privileges and responsibilities of each member.

FAMILY LIFE IN NAMIBIAN CULTURE

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

Learners' activity:

Describe the different types of families as depicted in the pictures.

Group activity:

Compose a song or poem about living in harmony in the family.

Learners' activity:

List positive things in your family.

BEING PART OF A FAMILY STRUCTURE

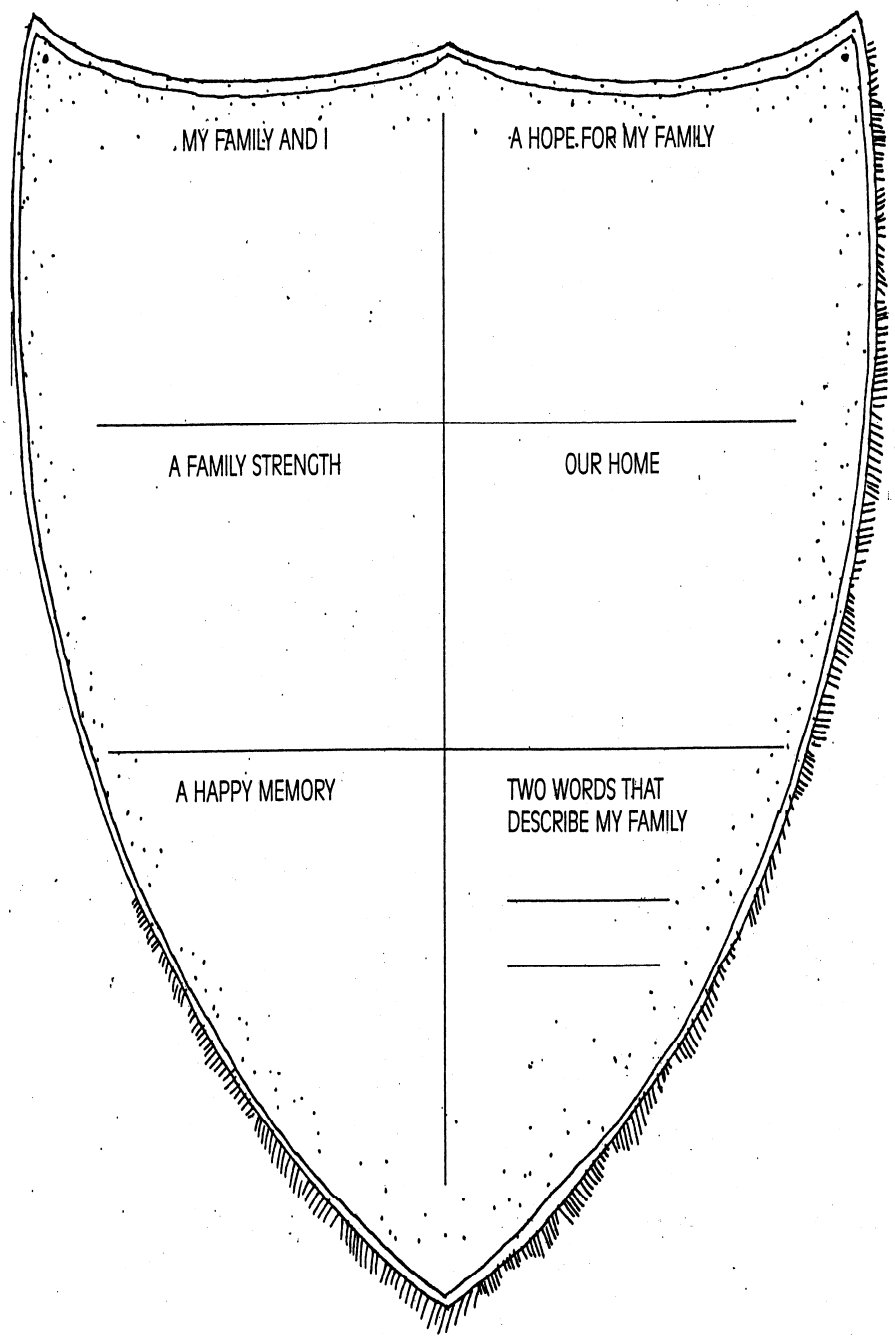
"COOL" FAMILIES

- ✓ **Members give compliments to one another**
- ✓ **Members respect each other**
- ✓ **Members appreciate each other**
- ✓ **Members listen to each other**
- ✓ **Members are disciplined**
- ✓ **Members consider each other's feelings and circumstances**
- ✓ **Members act responsibly and deserve trust**
- ✓ **Members accept that everybody makes mistakes**
- ✓ **Members help each other because everyone received two hands at the end of their arms**
- ✓ **Members enjoy each other and play together**
- ✓ **Members talk to each other**
- ✓ **Members share each other's joys and sorrows**
- ✓ **Members pray together**
- ✓ **Members are responsible for the well-being of each other and of the family**

Learners' activity:

Create a family shield and draw something in each section of the shield.

Draw something in each section to illustrate the five topics below.
In the last section, write two words that describe your family.



Focus on the good things in your family.

Learners' activity:

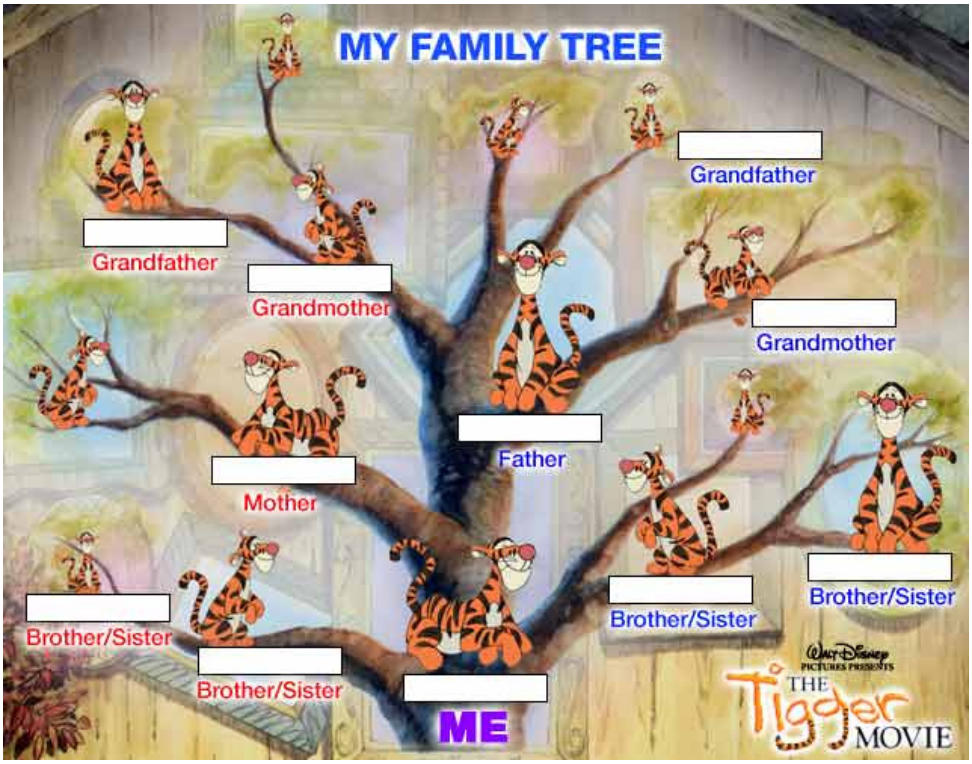
Draw a big A4-size tree. Also draw some apples on another sheet of paper.

Complete your family tree by writing the names of your family members on the apples. Cut out the apples and paste them on the tree.

Note to the teacher:

The family tree is a very sensitive topic, because not all children know who their biological parents are.

A family tree indicates all the members of the family and their relationship to one another. The focus should not only be on the biological family, but on all the people on whom the child can depend.



Class activity:

Discuss why a baby does not only need food, but also love and care.

Discuss the positive and negative aspects when a new baby becomes part of the family.

Learners' activity:

Role-play the different gender roles (boy, girl) in caring for a newborn baby.

Draw your family and name the members.

NEWBORNS

Newborn babies are very dependent on their mothers and fathers for love, food, protection, security, comfort and identity. Usually, mother and child have a very strong bond. The mother can understand and anticipate her child's needs even before the child can speak. The father has an equally important role to play in the upbringing of the children.

Sometimes when a new baby arrives, an older child may feel neglected. The new baby can never take your place. The new baby gets a lot of attention, because he/she cannot care for him/herself.

Teacher's activity

Define the concepts: Child abuse, Neglect and Molestation

CHILD ABUSE AND NEGLECT

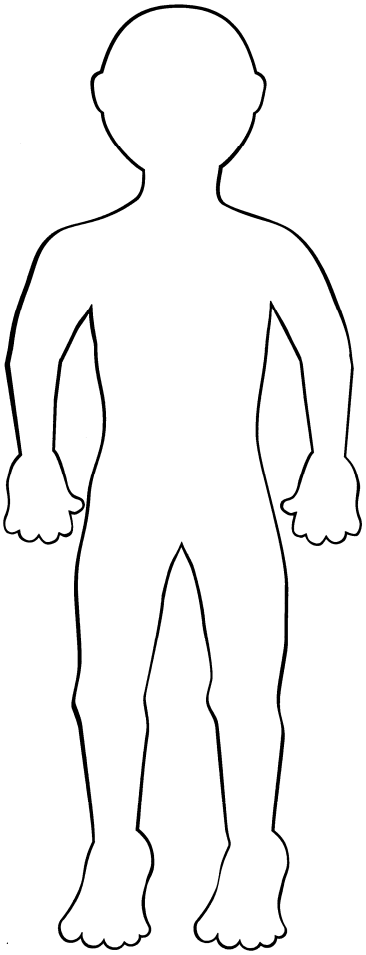
Child abuse is the physical and/or sexual and/or emotional improper treatment/misuse of a child.

Neglect is the absence of appropriate physical and emotional care.

Molestation is forced sexual approach (verbal, physical and emotional) on a person.

Learners' activity:

Draw the outline of the human body and shade/colour all the areas you feel should not be touched by others.



Note to the teacher:

It is important to teach learners ways of responding to abusive situations.

Please keep in mind that learners' individual pictures should not be discussed in class or with other people.

Group activity:

Do role-plays.

Teacher's activity:

Cut the provided sheet into separate pictures (cards). Show the learners touch cards.

Group activity:

Groups sort out cards under the headings: good touch, bad touch and confusing touch.

Class activity:

Discuss the importance of telling somebody you trust if you feel uncomfortable about the way somebody touches/talks to you.

Role-play exercises:

- What would you say if someone wants you to sit on his/her lap and you feel uncomfortable doing so?
- What would you say if someone wants to touch your private parts?
- What would you say if someone wants you to touch him/her in a way that makes you feel uncomfortable?

Touch situations

Group activity:

Discuss your understanding of the pictures and what to do when you are in a situation like this.

Discuss ways how to avoid such situations.

Class activity:

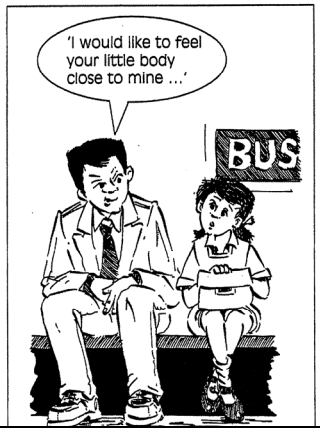
List addresses of people and organisations that can assist you in cases of child abuse and molestation.

No-touch abuse

A. Indecent Exposure

B. Voyeurism or Peeping – Tom

C. Child Molester



Teacher's activity:

Discuss the actions to be taken in a situation of child sexual abuse.

HANDLING A SITUATION OF CHILD SEXUAL ABUSE

- **Try to get away**
- **Assert yourself (NO! Leave me alone!)**
- **Scream loudly**
- **Defend yourself if possible**
- **If the attacker is armed, do not resist**
- **Seek help immediately – report it**

Learners' activity:

Devise buying/selling games using a shopping list and play money.

Role-play a situation where incorrect change has been given and how to respond.

Class activity:

Discuss what might happen if someone is dishonest with money.

Discuss the advantages of keeping to a shopping list.

(c) FINANCES

MONETARY VALUE OF MONEY

Children should be taught about the value of money from an early age. This will stand them in good stead when they are older and have to manage their own finances.

Spending money wisely

- Make a shopping list before you go to the shop.
- Ask yourself before buying anything: "Do I really need this?" If you have to think about the answer, then you do not need it.
- When you have decided to buy a certain item, work out how much money you have, and how much the item will cost. If you cannot afford it, consider buying something else as a substitute or rather save your money until you can afford it.
- When you shop, take only the money you can afford to spend with you.
- If you take more money it is easier to buy on impulse and spend money on things you do not need and did not budget for.
- Try not to take an advance on your pocket money. That means asking for some of next month's money before pay-day. Your next pocket money will be less and you will get into a situation where you will require an advance every month to pay all your expenses. It becomes a never-ending problem!
- Rather buy one good quality item than several items of poorer quality as the latter often tend to break more easily.
- It is only when you earn money that you realise its value.

Teacher's activity:

Bring different items to class.

Discuss the value of each item with the learners.

Class activity:

Discuss what to look for when bargaining.

Learners' activity:

Role-play a situation of exchanging goods through bargaining.

EXCHANGE OF GOODS

Definition of bargaining: If two or more persons negotiate with one another to discuss what each of them will pay or receive in order to come to an agreement of exchange, e.g. two pencils for one slab of chocolate.

Rules for bargaining:

- Make sure that exchanged goods are legally owned by the other partner.
- Exchange prices should be of equal value.
- Beware of exchanging expensive items for goods of lesser value, e.g. a cell phone exchanged for a Compact Disc (CD)

Teacher's activity:

Explain the difference between interest and ability.

Learners' activity:

Complete the worksheet on *personal interests and abilities*.

Brainstorm on the interests and abilities of your friends and list them on a board.

Learners' activity:

Learners bring to class things they can do well and give a demonstration, e.g. a guitar or a soccer ball.

Class activity:

Discuss why it is important to know your interests and abilities.

6.3 PERSONAL-SOCIAL SKILL*S*
(refer to 10.1.3 in the Life Skills Grades 5 – 7 syllabus)

(a) SELF-AWARENESS

PERSONAL INTERESTS AND ABILITIES

Definition of interest: The things you like to do.

Definition of ability: Things that you can do well. Interest and ability usually correspond.

Worksheet on personal interests and abilities.

Interests	**Abilities**
Write down the things you like to do	**Write down the things you can do well**
Interests	**Abilities**
e.g. Music	e.g. Can play guitar
Write a paragraph on an ability you want to develop and how you are going to do it.	

Sometimes we have to do tasks that we are not interested in, but that we are able to do, such as cleaning the toilet at home. Do tasks given to you in such a way that it will make you feel proud.

Give me the strength to change what I can,
the courage to accept what I cannot change,
and the wisdom to know the difference.

Note to the teacher:

Use the word feelings rather than emotion.

Teacher's activity:

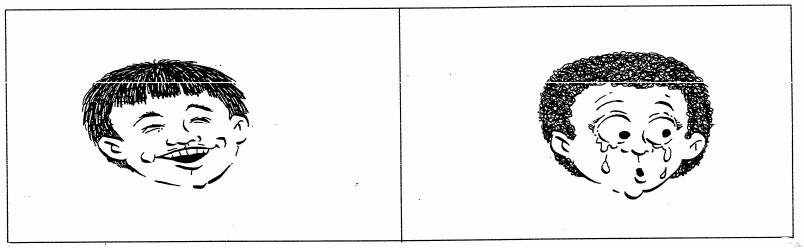
Demonstrate the different ways of feeling.

Class activity:

Play the game on feelings.

EMOTIONS/FEELINGS

In order for children to gain control of their behaviour when they experience strong feelings, they must know how to identify their feelings. It is never too early to talk to children about feelings or to help them to see the link between feelings and behaviour.



Game on demonstration of feelings

The teacher asks one learner to sit at a table. The rest of the class sit in a circle around the demonstration.

First way of feeling:

- Teacher selects objects and covers them with a cloth. (Possible objects: watch, stapler, pen, eraser, coin, book, writing pad, telephone, etc.) The learner is asked to close his/her eyes. An object is placed in front of him/her with the instruction to feel and describe what is. This is followed by at least three more objects.

- After the learner has done this, he/she is asked to open his/her eyes.

Second way of feeling:

- The learner is asked how he/she felt when he/she failed a test, or when a teacher scolded the learner when he/she was naughty or when his/her mother was ill. A fictitious setting can be described to the learner: "You are alone, it is dark and you hear a sound. How do you feel?"

Explanation of feelings

Feeling with hands and feeling with the heart both have to do with feeling, but they are experienced differently. You can feel with your fingers and you can feel with your inside. The second set of feelings is called emotions, or feeling with the inside body.

Reasons for attending to our feelings

When we meet a big stranger, we feel threatened or uncomfortable with him/her, but as soon as we get to know this person, we do not feel like that any longer. The same is true for feelings. We often have many feelings in our hearts which make us very uncomfortable. If we know what these feelings are we do not feel so threatened by them. It is therefore better to know and acknowledge feelings than to ignore them. Suppressed feelings may pop out when we least expect them to do so.

Learners' activity:

Sing the song "If you're happy and you know it". Combine it with actions.

"If you're happy and you know it…"

If you're happy and you know it clap your hands (clap, clap),
If you're happy and you know it clap your hands (clap, clap),
If you're happy and you know it, and you really want to show it,
If you're happy and you know it, clap your hands (clap, clap).

Once the children know the song, you can start to change the words.

For example:

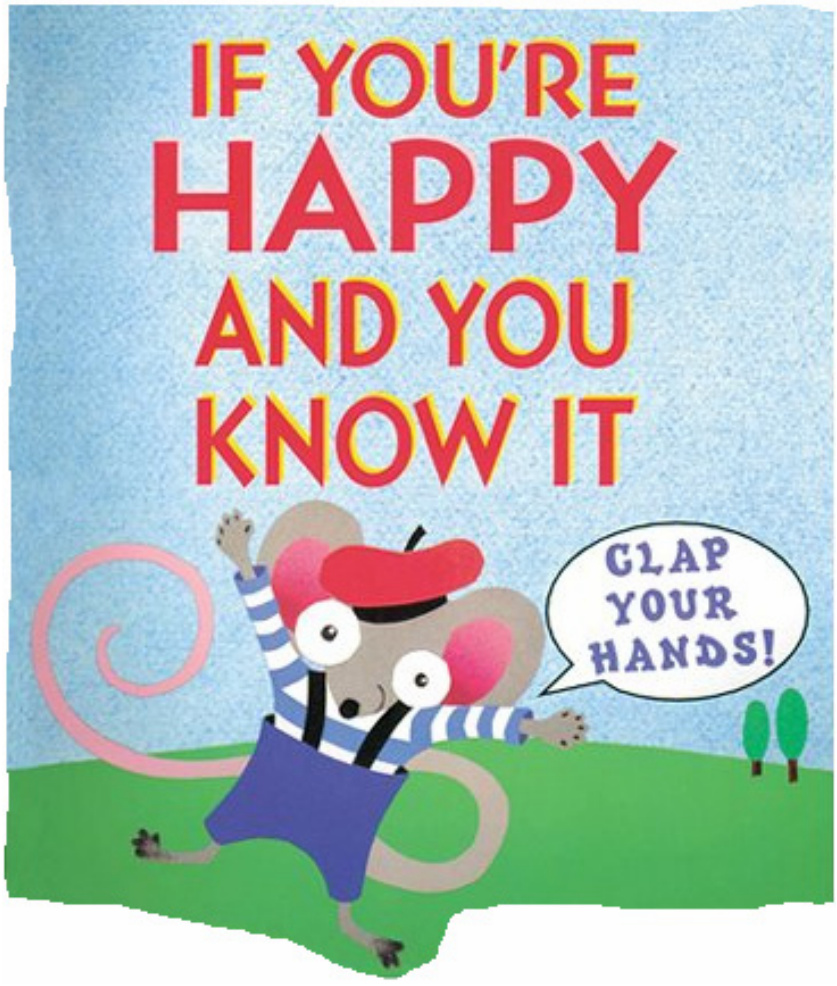
If you're excited and you know it, start to jump (everyone jumps),

Or:

If you're angry and you know it, stamp your feet (stamp, stamp)

Or:

If you're sad and you know it, start to cry (boo hoo)



Teacher's activity:

Show feeling chart to learners to sensitise them to different feelings.

Class activity:

Discuss possible causes for these feelings.

Learners' activity:

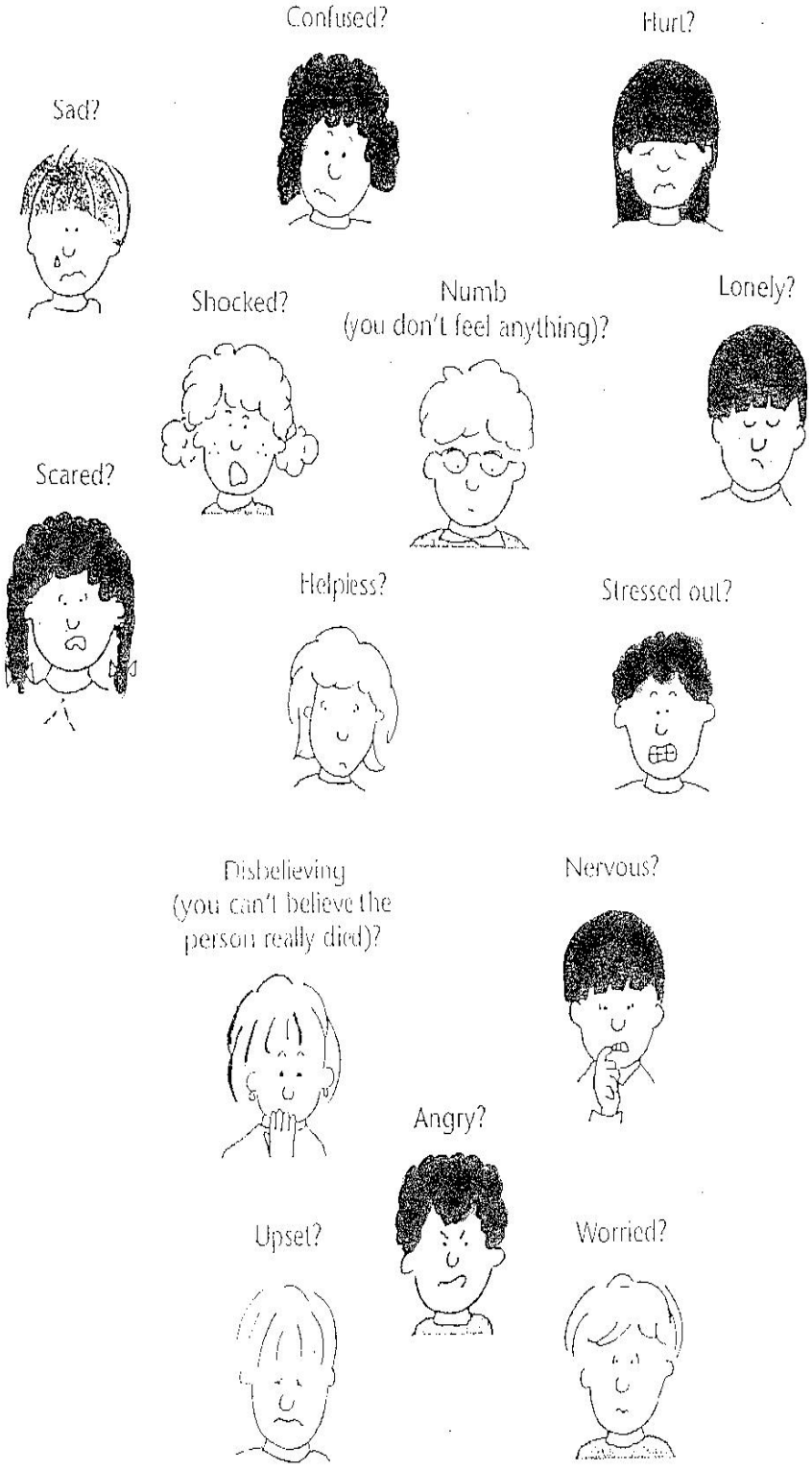
One learner shows feeling through facial expressions.

The rest of the class must guess the feeling that is expressed.

Group activity:

Design/draw a poster to demonstrate positive feelings.

Feeling chart



Class activity:

Play the game.

Learners' activity:

Discuss how to show good feelings to other people, e.g. smile, laugh, hug, etc.

Discuss how to show uncomfortable feelings to other people, e.g. frown, cry, etc.

GAME

The aim of the game is to recognise one's feelings and to know how feelings can be expressed.

Age group: 6 years and older
Number of players: Any number
Materials required: A ball
Duration: Short

This is a very simple game, but it helps children to learn a variety of names for their feelings as well as ways to express these feelings.

All the children stand in a circle. One child has a ball (or anything you can throw and catch without getting hurt). The child passes the ball to another child, calling, "Show me how you look when you feel sad," (or happy, angry, jealous – any kind of feeling).

The child who catches the ball has to act out the feeling with his/ her whole body. If children find this difficult you could change the sentence to, "Show me what you do when you are…"

Sometimes children cannot get in touch with their feelings immediately. It may help to say: "Think about the last time you felt jealous. Can you remember how it felt? Try to put yourself back into that situation."
Older children will soon realise that there are some feelings that people express in more or less the same way, but different people express other feelings differently.
As the group leader you may notice that the more often you play this game, the more the children become accustomed to expressing their feelings and giving their feelings names.

When children have become used to the game, you could introduce a new rule: no feeling may be mentioned more than once. The children could also count how many times the ball is passed until none of the children can think of any new feelings.

Uncomfortable feelings:

It is all right to show uncomfortable feelings, but then on the following conditions:

1. Do not damage property
2. Do not hurt other people
3. Do not hurt yourself

Teacher's activity:

Read *Anna Katemba's story* to the class.

Learners' activity:

List Anna's basic physical needs at this moment.

Prioritise her needs in order of urgency.

Class activity:

Discuss how Anna's needs can be met.

Group activity:

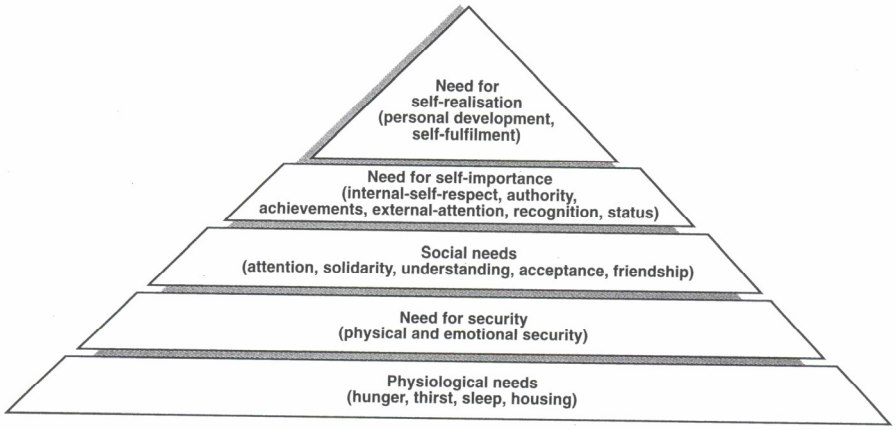
Construct a bulletin board poster showing necessary items for human survival, e.g. food, shelter, clothing.

PHYSICAL NEEDS

Many years ago, a psychologist called Abraham Maslow created a model to understand people's needs. He suggested that people want to meet their needs in a certain order. Once one level of needs is met, people start to work towards meeting the next level of needs. Some people stay at one level and never move up. Other people work their way through all the levels.

These levels are:

- physical needs, including air to breathe, food, drink and sleep.
- safety needs like shelter.
- need for belonging and love.
- need for esteem, including self-esteem and admiration by others.
- need for self-fulfilment – the need to be the best person you are capable of being.



Maslow's Hierarchy of Needs

There will always be children whose basic needs are not fulfilled. For such children it is important to communicate their needs to people that can make a difference, e.g. teachers. Children should never despair, because there will always be ways to reach self-fulfilment, e.g. through hard work and education.

Anna Katemba's story

Anna, who was HIV positive, lived in a shack in Wanaheda in Windhoek. Anna had two pre-school children, of whom the youngest was also HIV positive. One Saturday evening Anna's shack caught fire and was destroyed completely in the fire.

It is not always possible and appropriate to satisfy your immediate needs. E.g. you are not allowed to eat in class although you may be hungry. It is therefore necessary to have self-discipline in the fulfilment of your needs. You will have to consider the following aspects:

- Place
- Time
- Social circumstances
- Appropriateness of expression

Teacher's activity:

Divide the class into four groups.

Learners' activity:

Role-play a telephone conversation about an interesting event at school.

The rest of the class assess aspects of the way in which they converse, politeness and the length of the conversation.

Learners' activity:

List places where the use of cell phones is prohibited.

Class activity:

Debate the advantages and disadvantages of using cellular phones during school hours.

Brainstorm alternatives to telephone conversations, e.g. faxes, letters, e-mail, etc.

Class activity:

Practise how to use telephone cards.

TELEPHONE SKILLS

Telephone rules

- Rules for using the telephone are quite simple and incorporate most of the rules of common courtesy towards others. Telephones are mainly used for private, business and official calls.
- If you dial an incorrect number, apologise and put the receiver down. If someone phones you and has the wrong number, explain politely and don't be rude.
- When you answer the telephone, identify yourself by giving your name. The caller will then immediately know if you are the person he/she is looking for.
- When you are the caller, always identify yourself, even to people you phone fairly often.
- Don't allow small children to answer the phone. They waste the caller's time and money.
- Avoid interruptions while speaking on the telephone. If there is an urgent interruption, rather offer to call back.
- If you have made the call then it is your responsibility to end the conversation**.**
- Telephone calls are very expensive. Don't use it for long personal conversations, which can take place in person through a visit.
- Public telephones should never be vandalised or misused. Trying to use a public telephone without paying is a criminal offence.

Cellular phones

Cell phones are very convenient as you can make or receive calls from almost any place to almost anywhere in the world.

- Cell phones should not be used in certain places, e.g. in consultation rooms (doctor), in banks and at fuelling stations.
- If you have to use your cell phone very urgently while in a public place, move to a more private place to have your conversation.
- Using a cell phone while driving is illegal.

Class activity:

Discuss what friendship is.

Compose a song or poem on the value of friendship.

Learners' activity:

List different things you do with your friend. Build on the positive things and decide how to get rid of the bad things.

Learners' activity:

Complete the table by listing under the headings the appropriate characteristics. Do not mention names.

Discuss the qualities of a good and a bad friend.

Design a card for a friend. Write all the characteristics of the friend on the card.

(b) RELATIONSHIPS

COMPONENTS OF FRIENDSHIP

Definition of friendship: A relationship between people with mutual understanding, respect, trust and good communication.

It is important that both people in a friendship put equal time and effort into the relationship. Friends can have an important influence on your life. If you know that someone will have a bad influence on you, you should seriously reconsider this friendship. If you allow people to influence you in a negative way, you are harming yourself.

Sometimes you have to make choices and by doing so you may lose friends. Do not make choices just to be popular. Friends who do not allow you to say "no thank you" or "I don't want to" aren't worth having as friends anyway.

CHOOSING A FRIEND

Characteristics of people whom I want to be my friends	Characteristics of people whom I do not want to be my friends

Teacher's activity:

Show the *Web of Friends* to the learners.

Learners' activity:

Draw your own Web of Friends indicating:

- Friends from school
- Friends from your family
- Grown-up friends
- Friends from far away.

The leaves surrounding the web are used to indicate behaviour that supports and strengthens friendship.

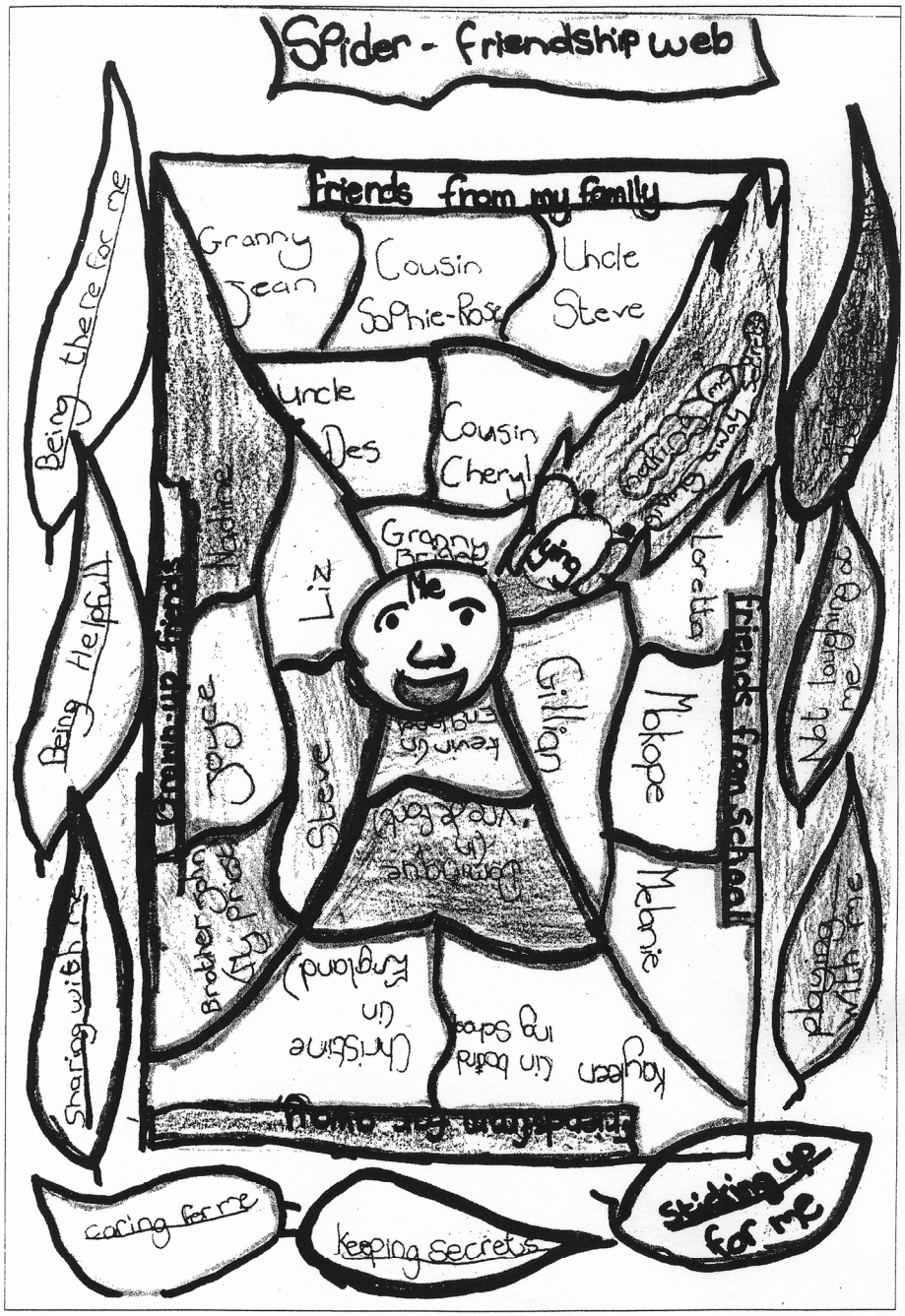
Learners' activity:

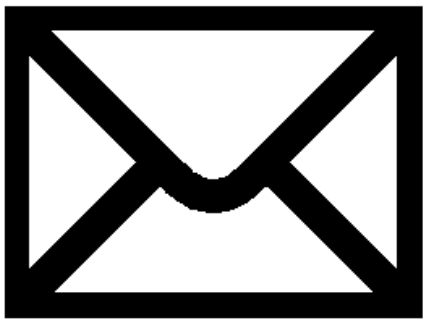
Write a letter to a good friend, expressing appreciation for his/her good friendship qualities.

Learners' activity:

Write a historical diary about a friend you had. Highlight it with photos, drawings inscriptions, phrases from letters, memorable events, etc.

Web of friends





TIPS ON HOW TO MAKE FRIENDS

- ✓ Be friendly – don't always wait for someone else to extend a hand of friendship.
- ✓ Don't belittle other people or talk behind their backs.
- ✓ Try to see the good characteristics in others before noticing the bad ones. Concentrate on the good ones.
- ✓ Give other people a chance to show you who they really are and don't rely on what others have to say about them.
- ✓ Be interested in others. Show that you care about what they think and do.
- ✓ Be yourself. People appreciate that most of all. Don't try to be someone you are not.

(c) CITIZENSHIP

BULLYING

Teacher's activity:

Define bullying.

Learners' activity:

Brainstorm and discuss the link between bullying and crime, e.g. aggression, abuse, violence.

Role-play a scenario in which learners demonstrate how to avoid being bullied and how to protect others in a responsible way.

Definition of bullying: It is the physical and or emotional intimidation, undermining and/or maltreatment of another person.

Bullies might use cruel words (insults, sexual or racial comments), physical threats or actual physical violence to taunt a person who is younger or weaker than they. They may even demand food, money or work or may damage the victim's property. Bullies can also influence children to stop being friends with another child. They create a situation where the bullied child becomes too scared to tell on them. Bullies sometimes excuse their behaviour by calling it "teasing", but if it causes serious upset, it is bullying.

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

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

Bullying is often related to crimes like aggression, abuse and violence and therefore is dangerous and unacceptable behaviour.

Teacher's activity:

Read the story to the class.

Class activity:

Discuss:

- Busi's feelings about being bullied.
- Busi's mother's feelings after she heard about the bullying.
- Why do some children bully?
- What resources did Busi have?
- What happened to Grace and Thembi in the principal's office?

Class activity:

Discuss causes of bullying.

Busi and the Bully Girls

Boom! Boom! thumped Busi's heart as she walked slowly out of the Grade 5 classroom. Boom! Boom! It felt as if her heart was saying the exact, horrible name they called her: Fatty, Fatty BOOM BOOM! Busi hung her head, frightened. She tried to think what to do. She glanced back into the classroom. Linah was talking to Cephas. Should she ask Linah to walk with her? No – that was impossible. She and Linah had had a terrible fight. Busi felt a spark of anger – she was still mad with Linah.

Busi glanced towards the Grade 6 class. Oh! She gasped as she saw the two girls Thembi and Grace. She started to hurry to the gate. But the girls started to walk towards her. She had no chance. "Where is our money?" said Thembi.
"You are too fat. Give us your money before you spend it all on food," said Grace.

Busi already had the money ready. She threw it to the ground and ran, her face burning with anger and fear. When Busi got home she sighed with relief – safe. But now she had to make sure she had money for tomorrow's payment. She just had to steal from her mother's purse again.

"Busi!" Busi leapt in surprise as her worried thoughts were interrupted by her mother's voice. "Oh, no!" Mama knew that there was something wrong, but she couldn't tell. The bully girls warned her not to tell, or she would really get it.

"Busi, have you been crying? Do you have a problem? What is it?" said Mama. Then a strange feeling of relief flowed through Busi. It was wonderful to know that her mother loved her. She realised that she just had to tell someone or the bullying would go on and on and on.

She cried and her mother held her tightly. She told her mother about the fight with Linah and how the bullies picked on her now that she was walking home alone.

"Busi, everything they say is cruel and not true. You were right to tell me." The next morning Busi's grandmother dressed up smartly and went off to see Grace's father. "I must discuss this issue with him. He will respect me more because I am old. He must know what his daughter is doing and sort things out."

Busi's mum accompanied her to school to see the principal, Mrs Dukubhani. Mrs Dukubhani was furious. She immediately called in Grace and Thembi. Now Grace and Thembi looked very scared. Mrs Dukubhani made them apologise to Busi and her mum. They promised to return all the money.

Mrs Dukubhani snapped at Grace and Thembi and said: "You are both to come and see me after school. Bullying in my school! I am very disappointed. I will be seeing your parents also."

Then Mrs Dukubani said: "Now Busi, who is your best friend? We need someone to make sure that these girls don't get near you again."

"Well, Linah, but we had a fight," said Busi shyly. "This is an excellent time to make peace," said Mrs Dukubahne. Then Linah was called to the office. "Linah," said Mrs Dukubahne, "these two girls have been bullying Busi. I know you had a fight, but I want you to look after Busi in this bad time."

Linah suddenly burst into tears. "I feel so bad. I saw what those bullies did, but I thought I wouldn't help, because Busi deserved that for fighting me. I knew that I should have made peace and helped Busi. I was not a good friend to you, Busi, I am so sorry." "I am also sorry for not making peace with you, Linah. I was just too proud to say sorry." Linah and Busi hugged each other and went off, hand in hand. Grace and Thembi remained in the principal's office.

Class activity:

Discuss different customs in different cultures, e.g. marriage and burial rituals, initiation, greeting, etc.

Learners' activity:

Role-play some cultural practices in Namibia.

CULTURAL DIFFERENCES

Culture is often defined in terms of a particular group's language, art, music and literature. This includes a group's beliefs, habits, knowledge, morals and customs.

There are differences between different cultures within Namibia, e.g. in greetings and in initiation, marriage and burial rituals. It is important that we learn to respect those differences. In order to do so you need knowledge about different cultures and their practices.

Cultural greetings

Caprivi
Strangers and older persons, not related to you, are greeted by the clapping of hands. Relatives and acquaintances are greeted by kissing the palms of their hands.

Herero/Mbanderu/Himba
Children are greeted by adults; small babies are greeted by taking ash and rubbing it on the baby's forehead. Sometimes water is used to spit on a person as a welcoming sign. This is done by an older male. When someone (not a family member) visits them, the person receives a cup of water. He/she will take a mouthful and spit it out on the ground three times. Otherwise people shake hands.

Ovambo
When shaking hands with a person they respect, they shake with the right hand while the left hand is placed under the right arm. When greeting an older person you have to stop walking and greet them.

Tswana
Tswana women show respect when greeting by curtseying (one foot slightly in front of the other, knees slightly bent), while nodding the head and presenting the right hand, supported by the left. They say "Dumela" to greet any time of the day and night.

Kavango
A younger person may not greet an older person or a person with a higher rank first. It is the duty of the "less important person" to keep quiet and even cast down his/her eyes, until the superior person has offered a greeting.

Afrikaans speakers, Rehoboth Basters and Coloureds
They greet with a kiss or a warm, firm, sincere handshake.

Nama/Damara
The person who comes to another person should greet first. Children do not ask the question: "How are you?" They just say "moro" or "middag" as a sign of respect. If a person comes to a place for the first time, charcoal is put on the forehead (especially children). Children are not allowed to be in the company of adults when they have a conversation. Grown-ups greet with handshakes. They shake hands three times. A man does not greet his sister with the right hand but with the left hand. The same goes for the female when she greets her brother. Grandparents greet their grandchildren by rubbing the soot from three-legged pots on their foreheads when the children visit them for the first time. This is to protect the child from diseases in that area. Sometimes ash is rubbed on a child's legs or water is spat on a child.

Note to the teacher:

Demonstrate to learners the correct way of paying respect to the national flag, while singing the national anthem.

Class activity:

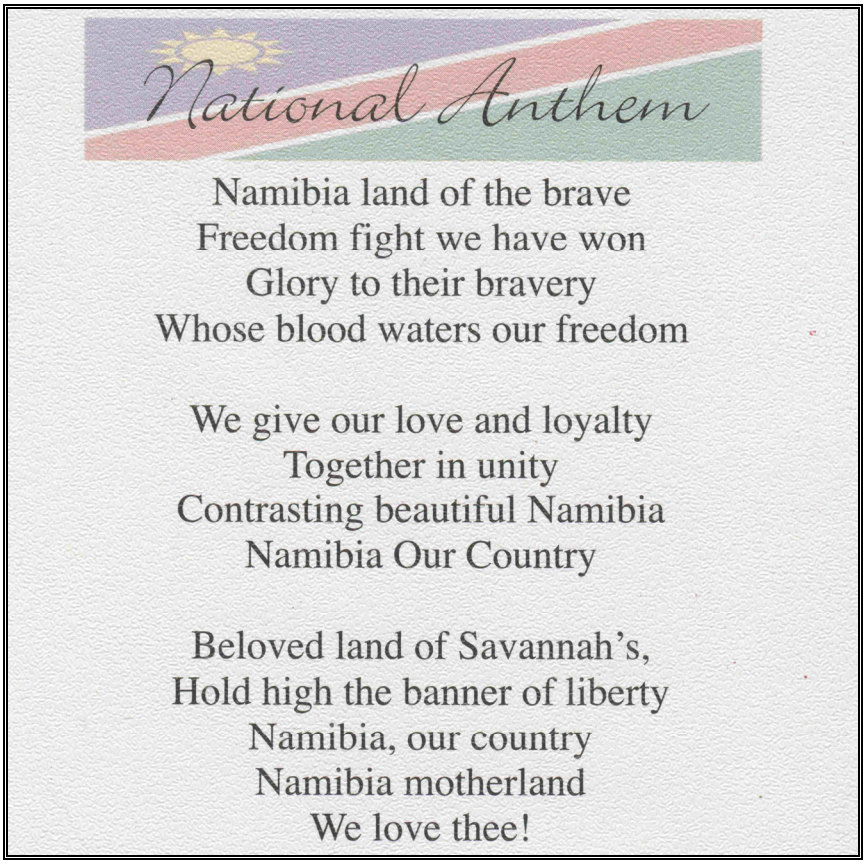
Sing the Namibian National Anthem and the song of the African Union.

Discuss the meaning of the words of the National Anthem

NATIONAL SYMBOLS

National symbols provide a common focus (unity) for the different people within a country, help to foster a spirit of national identity and contribute to reconciliation. The national symbols of all countries must be treated with respect and dignity in the same way as the leaders of the country are treated with respect and dignity. In Namibia there are three national symbols: the national flag, the national anthem and the coat of arms.

The correct posture while singing the national anthem is to stand at attention with both arms straightened next to the body with slightly clenched fists.



Learners' activity:

Draw and colour the Namibian flag. Write the meaning of each colour next to it.

THE NATIONAL FLAG

The national flag consists of five colours:

Blue: Represents the Namibian sky, the Atlantic Ocean, our precious water resources and the importance of rain.

Yellow: Represents the sun, which gives life and energy.

Red: Represents the heroism of the Namibian people in the struggle for liberation.

White: Represents peace and unity.

Green: Represents Namibia's vegetation and agricultural resources.
Together, the green, yellow and blue symbolise the country's natural resources while the red and white symbolise Namibia's human resources.

Respect for the flag

- No other flag should be placed above the national flag. The flag should not be used as a draping, and no lettering or object should be placed on it.
- In Namibia, the flag may be flown on all public buildings.
- The national flag is hoisted at dawn or 08:00 and lowered at sundown.
- The flag is removed in bad weather unless an all-weather flag is displayed.
- The national flag can be flown half-mast to signify national mourning.
- The blue triangle with the yellow sun should always be on the top left side of the flag.

Teacher's activity:

Invite the police to demonstrate a flag hoisting ceremony.

THE AFRICAN UNION FLAG

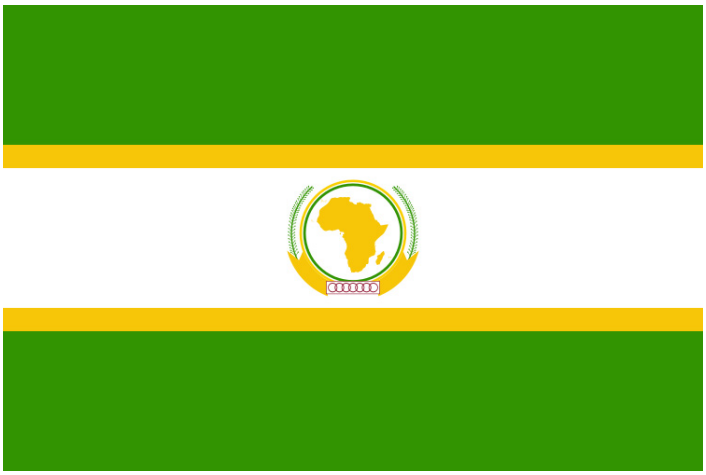
The African Union flag consists of four colours:

Green: Symbolises African hopes and aspiration to unity.

Gold: Represents African wealth and a bright future.

White: Represents the purity of Africa's desire to have genuine friends throughout the world.

Red: (In the centre.) Stands for African solidarity and blood shed for the liberation of Africa.



Class activity:

Discuss the meaning of the symbols on the Coat of Arms.

Discuss why we should show respect towards national symbols.

Learners' activity:

Choose one of the symbols in the National Coat of Arms and explain why you like it best.

NATIONAL COAT OF ARMS

The National Coat of Arms is used on official letterheads, invitations, on the flaps of envelopes and on official buildings. The commercial use of the Coat of Arms is prohibited.

- The shield consists of the national flag and has the same symbolism as the flag.
- It is firmly anchored in the sand of the Namib Desert. Rooted in the sand is the unique Welwitschia mirabilis, one of the world's oldest plants, which will probably outlive future generations.
- On the headband above the shield is the fish eagle, representing the north and the country's water resources. The fish eagle is famous for its clear call and its visual ability referring to a vision of the country's future.
- The two oryx flanking the shield are indigenous, specifically to the semiarid parts of Namibia, and are well known for their elegance, pride and bravery, since even lions would hesitate to attack them. The traditional African pattern on the headband symbolises the importance of diamonds to the country.
- "Unity, Liberty, Justice", which constitute the motto, are the key principles of the Constitution of the Republic of Namibia.

Class activity:

Discuss why people must respect the rights and property of others.

Class activity:

Draw up a class policy on rights and responsibilities using the given format. The teacher and learners should sign a commitment list which should be displayed next to the policy on the bulletin board.

OTHERS' RIGHTS AND PROPERTIES

Every person has rights, a fact which goes hand in hand with responsibility. We have the right to be cared for, the right to be educated, but we often forget that other people also have the same rights that have to be protected. We have the responsibility to treat others as we want to be treated.

If other learners differ from you on cultural, religious or social grounds, they have the right to be respected.

Sometimes learners tend to think that they have the right to claim other learners' property. Everyone has the right to his or her own property and no one has the right to claim it. When a learner takes the property of another learner, we call it theft and this is a crime.

Right	Learner responsibility	Teacher responsibility	Consequences of violation
Every person has the right to education	To pay attention in class	To have a well-prepared lesson	Poor performance

Teacher activity:

Explain the term crime.

Class activity:

Collect newspaper clips of crime and display them on the bulletin board.

Discuss different types of crime that are committed in the community.

Teacher's activity:

Invite a police officer to discuss the consequences of crime with learners.

Learners' activity:

Discuss types of crime at school and role-play ways how to stop it, e.g. reporting to the teacher.

Write a report on the effects of crime in the community. (Teacher may guide the learners.)

Class activity:

Discuss ways to prevent crime in the community, e.g. neighbourhood watch, etc.

UNDERSTANDING CRIME

Crime is a committed or omitted act in violation of the law.

Types of crime	
At school	In the community/country
▪ Enforced signature ▪ Writing on walls ▪ Bad language ▪ Child abuse ▪ Theft ▪ Corruption ▪ Bullying ▪ Abuse of the rights of other people ▪ Murder ▪ Assault	▪ Abuse of the rights of other people ▪ Abuse of old people ▪ Hijacking of an aircraft ▪ Arson (setting fire to a building, etc.) ▪ Child abuse ▪ Domestic violence ▪ Sex crimes like rape ▪ Driving under the influence of alcohol ▪ Driving without a driver's licence ▪ Speeding ▪ Damaging the property of others ▪ Homicide (unintentional killing of a person) ▪ Theft/housebreaking, shoplifting ▪ Squatting ▪ Terrorism ▪ Torture (inflicting extreme pain) ▪ War crimes ▪ Corruption ▪ Bullying ▪ Poaching (illegal hunting) ▪ Stock theft

7. GRADE 6

7.1 CAREER GUIDANCE
(refer to 10.2.1 in the Life Skills Grades 5 – 7 syllabus)

(a) STUDY SKILLS

GOAL-SEEKING BEHAVIOUR

A goal is something you set yourself to achieve within a specific time. A goal needs to be specific and realistic. By learning how to set and reach goals, you can make your dreams come true. If you don't set goals, you are actually deciding to do nothing. Every successful person you have met or read about had a **definite major goal**. This includes every athlete and every other hero you know about.

> Example of a goal:
>
> Q. What do you plan to do during the weekend?
> A. The answer will be the goal.

Learners' activity:

Complete the worksheet on personal goal setting. Return regularly to the worksheet to check on achievements and set new goals on achievements.

Worksheet on personal goal setting

Goal	Steps to take to reach goal	Possible problems and solution	Planned date of achieve-ment	Tick when achieved
e.g. Pass Gr. 6 Maths with a B-grade	1. Pay attention in class 2. Do homework 3. Ask questions 4. Pass tests	Do not understand – consult Maths teacher	Dec. 20__	
e.g. Be obedient to my parents	1. Listen when they talk to me 2. Be friendly and polite 3. Do chores at home 4. Make them feel proud of me	The example of my friends	April 20__	
	1. 2. 3. 4.			
	1. 2. 3. 4.			
	1. 2. 3. 4.			
	1. 2. 3. 4.			

Class activity:

Discuss the advantages and disadvantages of homework.

Learners' activity:

Choose a study buddy and work together for one week. Report on advantages and disadvantages after one week.

Discuss possible problems that may occur when choosing a study buddy, e.g. distance and finding solutions for the problems.

Note to the teacher:

Make learners aware that homework is part of studying.

HOMEWORK

Definition: Homework is the independent, unaided practice and completion of work done in the class by the student.

Advantages of homework:

- It builds on/strengthens new learning in the minds of students.
- It increases students' responsibility.
- It extends time spent on learning activities beyond the school day.
- It favours students' self-education.
- It contributes a lot to the students' intellectual and personal development.
- It allows students to reveal and test their abilities.
- It helps students to learn independently and to overcome difficulties and obstacles.
- It enhances self-confidence and self-discipline.
- It identifies problematic areas to see where help is needed.
- It stimulates a positive working behaviour.
- It provides the teacher with information whether a lesson was understood or not.

Comment: Copied homework and homework done by parents serve no purpose.

The purpose of homework is not to frustrate the learners but to challenge them positively.

Study buddies

A study buddy is a class mate or a friend in the same grade who studies with you regularly. You and your study buddy test each other's knowledge by asking each other questions. Study buddies do not need to sit together at the same venue, but they need to study the same material in order to test each other's progress.

Learners' activity:

Use newspapers and research careers that are in demand in Namibia.

Teacher's activity:

Discuss subjects needed for careers that are in demand in Namibia.

Learners' activity:

Complete the worksheet on *careers* and then write a short essay on: "What I want to become" considering the following:

(a) Why I choose the specific career.

(b) How am I going to get there, e.g. subjects, attitude, performance.

Class activity:

Discuss subjects needed for careers that are in demand in Namibia.

(b) CAREER OPPORTUNITIES

CAREER OPPORTUNITIES

In Grade 6 most learners do not know what they want to become one day. Some want to become doctors, some nurses, some teachers. But do learners really know that to study further they need to make the correct subject choices and study very hard?

Worksheet on careers

Name:		**Grade:**	
Subjects	**Marks obtained in Grade 5**	**Favourite subjects**	**Career options**

Class activity:

Have a cultural eating day. Bring traditional food to school and role-play different cultural eating habits.

7.2 DAILY LIVING SKILLS
(refer to 10.2.2 in the Life Skills Grades 5 – 7 syllabus)

(a) HEALTH CARE

HEALTHY CULTURAL EATING HABITS

Different cultures have different cultural eating preferences.

The Ovambo people

The Ovambo people prefer to eat mahangu porridge (Oshithima) and traditional chicken. Visitors are treated with "Ontaku", a traditional drink, before they are given anything else to eat. This is to welcome the visitor and wish him good luck.

Traditionally, women and children eat together. Men eat alone. Hands are washed before they eat and they eat with their hands.

The Caprivi people

The Caprivi people prefer maize, fresh-water fish, cultured milk and traditional cabbage or wild spinach (tepe, delele, sishu-ngwa and mangabwa) as well as meat. Sweet reeds are planted together with maize. Men, women and children eat separately. A common dish is placed in the middle. Small plates can be used to put food in. The elder invites the guest to eat. The elder washes his hands first or otherwise tells the others to wash their hands. The elder is the first to take meat.

Wild fruit or berries called makwangala, lisoto, (from water lilies) linsengwe and mumbu are eaten.

The Herero/Mbanderu/Himba people

Visitors are welcomed with a wooden mug of "omaere" (cultured milk). If meat is available it is presented together with "omaere". Men and women eat separately. When they eat outside, it is under trees. Men eat their meat with a knife but women are allowed to eat it with their hands. Other food is eaten with their hands. Eating time is a time for storytelling and jokes and laughter.

Children eat separately away from the adults. They wash their hands before they eat.

Nama/Damara people

For breakfast the Nama/Damara people eat porridge soup with fresh milk or bread with tea or coffee. The Nama/Damara people traditionally eat maize porridge with cultured milk or porridge and meat during the week.

The elder male is served first. Children eat together from a common plate.

The Nama/Damara people eat goat meat, sheep, donkey or venison. They do not sit around a table, but any place they prefer. They start their meal with a prayer.

The European people

The family eat together and sit around a table. They eat with knives and forks. Smaller children eat with spoons. Hands are washed before eating. The food is served in serving dishes in the middle of the table. The mother dishes out the food or people help themselves. They wait until everyone is served and then start eating.

European people prefer to eat meat, chicken, rice, potatoes and vegetables. Dessert (pudding) is served on Sundays.

The Christian European people start their meal with a prayer to thank God for the food.

Coloureds and Baster people

These people have mixed cultures. Most of their eating habits are European, but they like to prepare some of their food in a traditional way, depending on the cultures with which they associate.

LEISURE

Definition: Leisure means time free from work and duties. Leisure is often called "free time".

Types of leisure

Active leisure is a desire to use energy, for example walking or freely taking part in sport.

Passive leisure is a desire to refrain from exerting energy. Its purest form is "chilling", "doing nothing", the kind of leisure which implies going into a near-sleep state.

Leisure that is not enjoyable can lead to boredom.

Learners' activity:

Considering the definition of leisure, have a discussion on whether sport is always leisure.

List different forms of active and passive leisure.

Create a slogan to illustrate the balance between leisure and work.

Research and demonstrate games played by your parents.

Teacher's activity:

Announce the topic a week before the time.

Make an anonymous question box available in class a week ahead of time.

On the day of the lesson open the question box in class and distribute anonymous questions to groups.

Give time for group discussion and feedback.

SEXUAL MATURITY

Maturity is to be fully developed in body and mind.

Our bodies are constantly changing from the day we are born until the day we die. Puberty is the period of time when children begin to mature biologically, psychologically, socially and cognitively. Girls start to grow into women and boys into men.

The process of growing into maturity can take up to six years. This time period is when a child's body takes on those characteristics that define it sexually. Both male and female bodies take on a different shape. Keep in mind that everyone matures at their own pace, but eventually we all catch up. The changes do not occur on a strict timeline; instead the changes occur at different times according to a unique internal calendar known only to the person. Adolescence can be a very difficult time.

Class activity:

Discuss traditional ceremonies into maturity.

Share traditional stories on initiation.

Traditional ceremonies

Many indigenous people have a traditional ceremony (initiation) when boys and girls reach puberty. Usually a feast is prepared.

Riemvasmakers and Nama/Damara people

When a girl reaches puberty, she is isolated for at least two weeks. During this time she is trained in how to dress and conduct herself as a mature woman. After the initiation period, she comes out of isolation dressed in a traditional

dress and wearing decorative bangles and necklaces. A big feast is prepared where people sing and dance. A boy the same age as the girl dances her out to the feast.

Herero/Himba/Mbanderu people

The girl is initiated into maturity when she starts menstruating. During her first menstruation she is kept in a hut behind the homestead. During initiation, she receives special treatment where a goat is slaughtered for her friends (girls of the same age) to have a feast.

Teenagers going into maturity are identified by their distinctive hairstyles. Boys: clean shaven head with a strip of hair over the crown of the head. The strip of hair is plaited into a single shoulder-length plait. Girls: the hair is plaited into two plaits draped forward over their faces.

San people

The San girl is initiated into maturity when she starts menstruating. During this time, from the first day of menstruating, she is kept in a room (dark house) with her whole body covered by blankets. She is not allowed to talk to anyone while in the room. Her peer group is responsible to give her a bath and wash her underwear. When her period stops, her parents give a party for her to come out. If her parents cannot give the party, she has to remain in the room until they have something for a party (meat, traditional beer). She also receives new clothes on the day that she is allowed to come out.

Caprivi people

When a girl starts menstruating, she is taken from her household to a special place; it can be a private hut, or an aunt or grandmother's house, for two to three months. She is covered with a loose gown. A special small girl is with her all the time. This girl is called "Kashambeli". The small girl is her helper, guide or an informer, especially when they are out in the bushes. She is not allowed to talk much, or look people in the face, or have any contact with a male during this time. Boys are warned not to try and see a pubescent girl, because if they do, their hair will turn red. This is something that boys do not like. Every evening, women of the village/s come together for traditional singing, dancing and ululating. During this time the pubescent girls are subjected to training in morality, sexual education and household chores and a beating if they do not obey, especially those girls who used to be rude and wild before menstruating. The ill treatment lasts for a month or two. The remaining part is spent on feeding her well so that by the time she comes out she will look beautiful.

By the time she comes out of the initiation school, she is well mannered and prepared to face the challenges of the world. Before she returns to normal life, a ceremony is arranged by her parents and close relatives. Traditional beer is brewed and an animal is slaughtered for the ceremony. Messages about the ceremony are sent near and far. Before the ceremony, the girl is cleansed and dressed in new clothes. The ceremony starts in the morning, but the girl only appears on the platform in the early hours of the afternoon. The girl is welcomed by dancing and ululations from the crowd. This is also to advertise the girl. Hardly two weeks will go by before men and boys will come to the village to propose marriage to the girl.

Note to the teacher:

Please consult circular 2001/5 concerning teenage pregnancy.

Teacher's activity:

Show video on teenage pregnancy.

Class activity:

Discuss the consequences a baby can have on "child parents' lives".

IMPLICATIONS OF TEENAGE PREGNANCY

Early sexual behaviour amongst teenagers may be influenced by many complex factors such as poor quality family relationships, non-voluntary sexual experiences, poverty, lack of supportive adult role models and a negative outlook on the future. These influences may also interact with other factors such as substance use, risky sexual behaviours (e.g. multiple partners, poor contraceptive use), and low academic achievement.

Public health implications of teenage pregnancy

Infants born to teenage mothers are three times more likely to be born prematurely and 50 percent more likely to be low birth weight babies (below 2.5 kg). Low birth weight and pre-maturity raise the probability of a number of adverse conditions, including infant death, blindness, deafness, mental retardation and cerebral palsy.

Societal implications of teenage pregnancy

Children born to single teenage mothers "are more likely to drop out of school, to give birth out of wedlock, to divorce or separate, and to become dependent on welfare, compared to children with older parents". Sons of adolescent mothers are almost three times more likely to be imprisoned than sons of mothers who delay childbearing until older. Teenage mothers are often unemployed and this could lead to prostitution and an increased crime rate.

Financial implications of teenage pregnancy

Teenage mothers often have no income and depend on the government or family for support during pregnancy, birth and raising the child. This is a tremendous burden to the government and the family.

Academic implications of teenage pregnancy

Teenage mothers need to leave school when the pregnancy becomes visible, but are allowed to write examination during that year. Teenage mothers need to stay at home for one year after birth to care for the baby before they are allowed to return to school. Often teenage mothers drop out of school or struggle with studies while having to care for a child.

Prevention of teenage pregnancies

- Abstain from sexual intercourse.
- Go out in groups, avoid being alone with someone of the opposite sex in a deserted place.
- Be friends with more than one person of the opposite sex without having sexual intercourse.
- Stop at kisses and hugs. Do not allow intimacy, as this may lead to sexual intercourse.
- Set definite goals for the future, e.g. complete school education.
- Know your own body and that of the opposite sex.
- Avoid the use of alcohol and drugs.
- Talk to an adult about problems with relationships.
- Stick to your values.
- Don't give confusing messages to the opposite sex, e.g. go to a boyfriend/girlfriend's bedroom.

Learners' activity:

Study the scenario and role-play the following situations:

- Sara tells Benjamin that she is pregnant.
- Sara tells her parents that she is pregnant.
- Benjamin tells his parents that Sara is pregnant.
- Sara talks to her teacher about the future.
- Sara's father talks to Benjamin and Sara about their future.

Group activity:

Debate the scenario depicted in the picture of the girl and boy.

- Take part in recreational activities to counter boredom.
- Know your human rights.
- Be aware that pregnancy can also be caused by being abused by family members.

Scenario

Sara's menstruation has stopped. She has had sexual intercourse with Benjamin. She visits the clinic and is told that she is pregnant.

Learners' activity:

Role-play a situation displaying common attitudes towards HIV and the stigmatisation and discrimination accompanying the disease.

Class activity:

Discuss the effects of stigmatisation and discrimination.

Learners' activity:

Create a card of encouragement for an HIV positive person who is rejected by other people.

ATTITUDES, STIGMATISATION AND DISCRIMINATION TOWARDS PEOPLE INFECTED AND AFFECTED BY HIV AND AIDS

Attitudes refer to your behaviour towards other people.
Stigmatisation refers to a negative label given to an issue.
Discrimination refers to the unequal treatment of people.

Children are severely affected by the stigma of HIV. Some important effects are the following:

- Orphans are discriminated against, even after the death of their parents.
- Some orphans are isolated, because it is believed that they are infectious and will transmit HIV and AIDS.
- Orphans are teased and called names. Sometimes the teasing leads to physical bullying.
- HIV positive people are gossiped about.
- Due to gossiping, the subject of the gossip withdraws from all social contact.
- The stigmatisation forces older children to make up stories about their sick parents, as they feel ashamed.
- Children fear that their teachers and friends will find out about their sick parents and they are afraid to answer questions about the situation at home.

Teacher's activity:

Explore the learners' knowledge of TB.

Class activity:

Discuss why people infected with HIV might be more prone to get TB.

Learners' activity:

Design a poster indicating the responsibilities of an infected person. (Consult your nearest clinic.)

Teacher's activity:

Invite a nurse/clinic sister to explain the spread and treatment of TB.

SYMPTOMS, SPREAD AND TREATMENT OF TUBERCULOSIS

Tuberculosis is a disease caused by an infection with the bacterium Mycobacterium tuberculosis. First and foremost, tuberculosis is a disease of the lungs. However, the infection can spread via blood from the lungs to all the organs in the body. This means that you can develop tuberculosis in the pleura (the covering of the lungs), in the bones, the urinary tract and sexual organs, the intestines and even in the skin. Lymph nodes in the lung root and in the throat can also become infected. Tuberculosis meningitis is sometimes seen in newly infected children.

Spread

Tuberculosis (TB) is a contagious disease. Like the common cold, it spreads through the air. Only people who are sick with TB in their lungs can transfer the disease. When infected people cough, sneeze, talk or spit, they spread TB germs, known as bacilli, into the air. A person needs only to inhale a small number of these to be infected.

Symptoms

TB in the lungs may cause:

a bad cough that lasts longer than two weeks
pain in the chest
coughing up blood or sputum (phlegm from deep inside the lungs)

Other symptoms of TB are:

weakness or fatigue
weight loss
no appetite
chills
fever
sweating at night

Treatment

Today, treatment involves three or four different kinds of antibiotics given in combination over six to nine months. Multiple medicines are necessary to prevent the emergence of resistance. Resistance may lead to treatment failure and the nightmare of multiple drug-resistant organisms, which is incurable.

Left untreated, each person with active TB will infect on average between 10 and 15 people every year.

Learners' activity:

Look at the pictures and identify which ones illustrate the spread of the TB-virus. Give reasons for your choices.

Discuss how to prevent the spread of TB.

Learners' activity:

Complete the worksheet on *legal and illegal drugs* by doing research on legal and illegal drugs. (Ask the pharmacist/ clinic.)

Name six legal and six illegal drugs.

Class activity:

Form a club against drugs at class level with rules and activities.

SUBSTANCE ABUSE

Legal drugs are drugs prescribed by a doctor. An example of a legal drug is morphine prescribed by a doctor for a patient with cancer and with a lot of pain.

Morphine, for example, becomes an illegal drug when it is not prescribed by a medical doctor and not used for medicinal purposes, but obtained from the black market. Ecstasy, cocaine and dagga are other examples of illegal drugs.

Worksheet on legal and illegal drugs

Legal drugs	Illegal drugs

Dagga (Marijuana)

Dagga or marijuana is a green, brown or grey mixture of dried, shredded leaves, stems, seeds and flowers of the hemp plant. You may hear marijuana called by street names such as pot, herb, weed, grass, boom, Mary Jane, gangster or chronic. There are more than 200 slang terms for marijuana.

Hashish ("hash" for short), and hash oil are stronger forms of marijuana.

All forms of marijuana are mind-altering, in other words, they change the working of the brain.

Marijuana is usually smoked as a cigarette *(called a joint or a nail)* or in a pipe. Recently, it has appeared in cigar wrappers called blunts, when it is often combined with other drugs, such as mandrax and crack cocaine.

The **short-term effects** of marijuana include:

- problems with memory and learning
- distorted perception (sights, sounds, time, touch)
- trouble with thinking and problem solving
- loss of motor coordination, and
- increased heart rate.

Marijuana affects school and sport activities. The drug can make you mess up in school, in sports or clubs, or with your friends. If you're high on marijuana, you are more likely to make mistakes that could embarrass or even hurt you. If you use marijuana a lot, you could start to lose interest in how you look and how you're getting along at school or work. This may lead to dropping out of school or the loss of your job.

Since marijuana can affect judgment and decision making, its use can lead to risky sexual behaviour, resulting in exposure to sexually transmitted diseases like HIV.

These effects are even bigger when other drugs or alcohol are mixed with the marijuana. Users do not always know what drugs are given to them.

Some people feel nothing at all when they smoke marijuana. Others feel relaxed or high. Sometimes marijuana makes users feel thirsty and very hungry—an effect called "the munchies".

Some users may have bad effects from marijuana. They may suffer sudden feelings of anxiety and mistrust. This is more likely to happen when a more potent variety of marijuana is used.

Long-term effects may be:

- **Cancer**

It is known that marijuana contains some of the same, and sometimes even more than the cancer-causing chemicals found in tobacco smoke. Studies show that someone who smokes five joints per day may be taking in as many cancer-causing chemicals as someone who smokes a full pack of cigarettes every day.

- **Lungs and airways**

People who smoke marijuana often develop the same kinds of breathing problems that cigarette smokers have: coughing and wheezing. They tend to have more chest colds than non-users. They are also at greater risk of getting lung infections like pneumonia.

- **Immune system**

Dagga can damage the cells and tissues in the body that help protect you against disease. When the immune cells are weakened you are more likely to get sick.

- **Exposure to other harmful drugs**

Marijuana leads to the use of other drugs. Long-term studies of high school students and their patterns of drug use show that very few young people use illegal drugs without first trying marijuana. Using marijuana puts children and teens in contact with people who are users and sellers of other drugs. So there is more of a risk that a marijuana user will be exposed to and urged to try more drugs.

If someone is “high” on marijuana, he or she might:

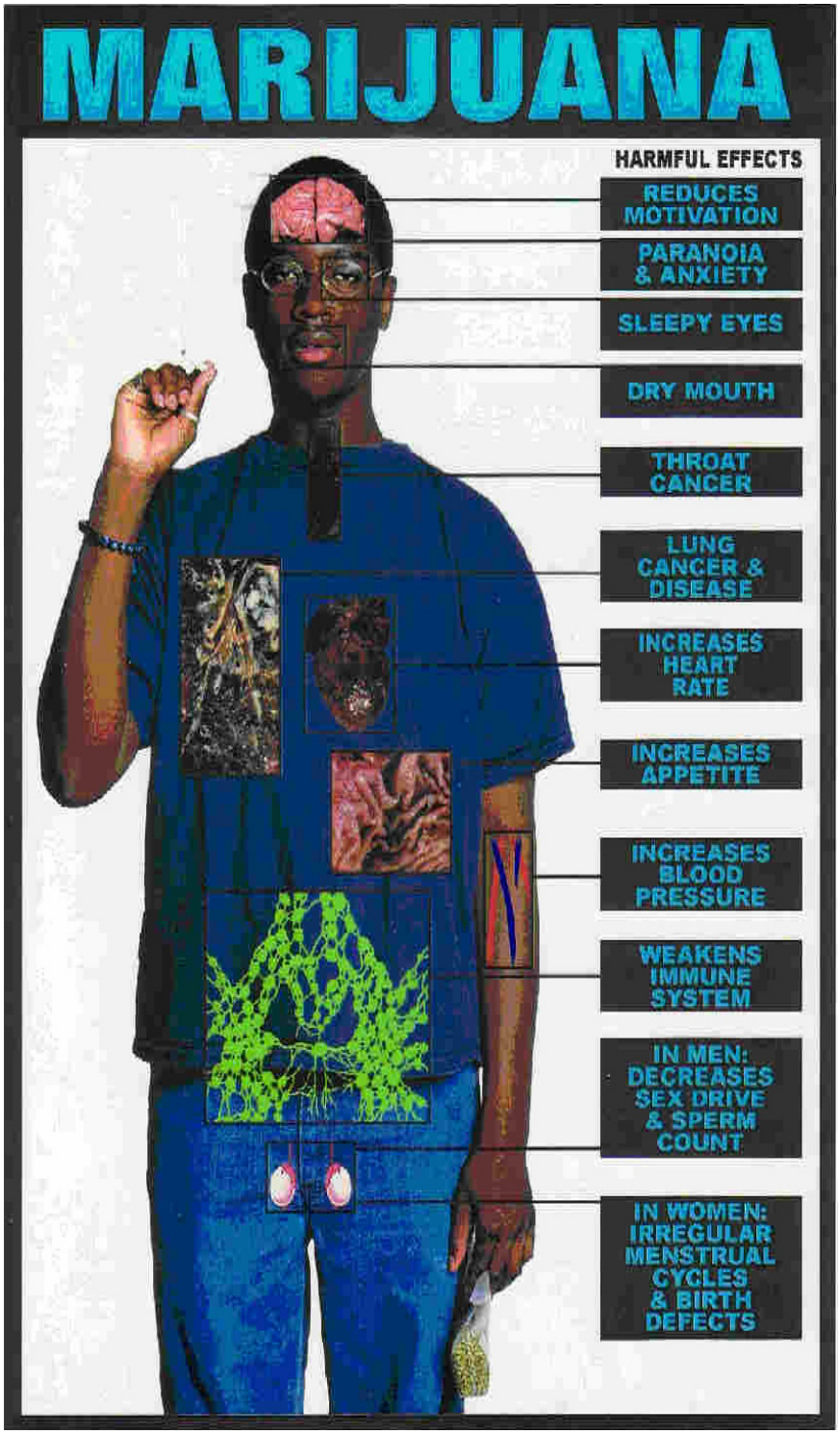
- seem dizzy and have trouble walking
- seem silly and giggly for no reason
- have very red, bloodshot eyes, and
- have a hard time remembering things that just happened.

When the early effects fade, after a few hours, the user can become very sleepy.

Marijuana has serious harmful effects on the skills required to drive safely: alertness, concentration, coordination and reaction time. Marijuana use can make it difficult to judge distances and react to signals and sounds on the road. Marijuana often leads to risky sexual behaviour. Marijuana is expensive to buy and may force a user to get hold of money in an illegal way.

Studies in children born to mothers who used marijuana have shown increased behavioural problems during infancy and pre-school years. In school, these children are more likely to have problems with decision making, memory and the ability to remain attentive.

Some studies show that when people have smoked large amounts of marijuana for years, the drug takes its toll on mental functions. Heavy or daily use of marijuana affects the parts of the brain that control memory, attention and learning.


MARIJUANA
HARMFUL EFFECTS
REDUCES MOTIVATION
PARANOIA & ANXIETY
SLEEPY EYES
DRY MOUTH
THROAT CANCER
LUNG CANCER & DISEASE
INCREASES HEART RATE
INCREASES APPETITE
INCREASES BLOOD PRESSURE
WEAKENS IMMUNE SYSTEM
IN MEN: DECREASES SEX DRIVE & SPERM COUNT
IN WOMEN: IRREGULAR MENSTRUAL CYCLES & BIRTH DEFECTS

Learners' activity:

Read through the *case study* and draw a line through statements about dagga that you know to be untrue.

Case study

I can handle it

"I think he might make it." That's how Pandu's mother describes her son now. But her voice trembles when she recalls the past three years.

The problem started when the family moved and Pandu switched schools. He made new friends, some of whom used drugs. The first time Pandu saw dagga being taken, was with friends at Tandi's house. Everyone pooled their money to buy a few dagga joints. Tandi told them, "It's safe as long as you don't use it too often. It won't turn you into an addict like other drugs."

During the following year, Pandu started smoking dagga with his friends. Pandu bragged, "I can handle this stuff."

Tandi agreed. "As long as you only take a little bit, you will be okay." She said she sold it to him "at cost" and described it as "pure stuff".

When a friend ended up in the emergency room as a result of an overdose, Pandu thought, "That will never happen to me. Since I don't smoke every day, I won't have any problems."

At 16, Pandu dropped out of school. When his parents tried to change his mind, he left home without telling them where he was going. He lasted two weeks working at Punyu's Trade Market before getting fired for stealing money from the cash register. That's when he started selling dagga. "I'll only do this until I get back on my feet," he told himself.

Pandu's family eventually found him living alone in a run-down part of town. A school friend had called the family to tell them where he was. "It probably saved my life," Pandu said. "I was half-dead."

To pay for Pandu to be admitted to a psychiatric hospital, his dad took a second job. Pandu is grateful for the treatment. Now he is able to see colours again. In the depths of his addiction, he saw everything in black and grey.

Group activity:

Research and make a poster on household substances that may be used as inhalants.

Inhaling substances

"Sniffing" is a term used to describe the inhalation of fumes from certain types of substances such as the glue used for model airplanes, as well as gasoline, paint thinners, benzine and lighter fluid.

These compounds contain dangerous ingredients, such as alcohol, chloroform and toluene, which evaporate rapidly and are inhaled easily. Sniffing produces a mild intoxication which some people find exciting. It is most popular among youngsters aged 9 to 15 who seek the thrill of a "high". The first reactions are similar to those of alcohol intoxication.

The person may have the following symptoms:

- Muscular incoordination
- Slurred speech
- Blurred vision
- Mild hallucinations (imaginary images)
- Nausea
- Depression
- A ringing sound in the ears.

These symptoms last for about 30 to 45 minutes, depending on the amount inhaled.

Secondary effects lasting another hour or more may include drowsiness or unconsciousness.

Afterwards, the individual may often not remember what happened during this period. The more dangerous effects of sniffing develop unnoticed and may lead to severe medical problems.

The inhaled fumes can have a serious impact on the brain, kidneys, liver, eyes, nose and bone marrow. Loss of weight, low blood pressure and fainting can also occur.

The substances inhaled are poisonous and can seriously and permanently damage the body.

People also seem to develop a "tolerance" towards the inhaled substance, that is, the users need more and more sniffing to get the same effect as they continue the practice.

FIRST AID

Definition: Emergency care given to an injured person before proper medical treatment can be obtained.

Note to the teacher:

Invite a medical officer to demonstrate how to assist a person in case of choking or a broken arm, etc.

Many people have lost their lives as a result of accidents. Most of the time it is due to ignorance and negligence. Knowledge of first aid is essential to assist in cases of emergency.

Things to remember on an accident scene:

- Keep calm.
- Don't move the injured person.
- Determine the cause of the accident (for example, in the case of electricity, switch off the main switch).
- Don't touch any blood, it can be infectious. Use gloves or any other protection on your hands before touching blood.
- Immediately call an adult.
- Keep the injured person warm by covering him/her with anything available.
- Talk to the injured to calm him/her down.
- Loosen clothes to ensure easy breathing.

Learners' activity:

Practise the actions demonstrated by the medical officer.

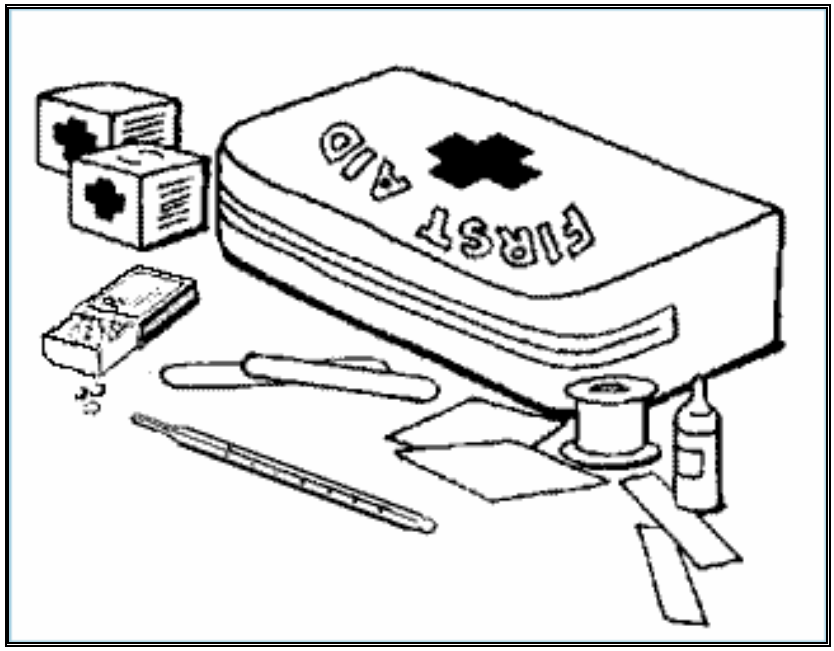
Teacher's activity:

Display the content of a first-aid kit.

Learners' activity:

List the content and the function of each item in the first-aid kit.

Everyone should have a well-stocked first-aid kit at home, in the car and in the workplace. You may also want to stock a portable kit (a box or small bag) that can be taken to the site of an emergency.



(b) FAMILY LIFE

SEPARATION AND DIVORCE

People who choose divorce often say that the decision was made because of wanting what was best for their children. This is particularly true for children who live with parents who have what is referred to as a "high conflict" marriage, meaning that the couple frequently engage in hostile, aggressive and destructive fighting.

Children from 3 to 5 years of age who go through divorce tend to be fearful and resort to immature or aggressive behaviour. They might return to security blankets or old toys. Some might have lapses in toilet training. These types of behaviour rarely last for more than a few weeks. Most children are confused about what is happening or about why Mom or Dad has left. Children often deny that anything has changed.

Pre-schoolers may also become less imaginative and cooperative in their play. Children may spend more time playing by themselves than with friends. They may also show more anxiety, depression, anger and apathy in their play and in their interaction with both children and adults. Socially, pre-schoolers tend to spend more time seeking attention and the nearness of adults. At the same time they may resist adult suggestions and commands. Some children become much more aggressive.

Children of 6 to 8 years old have some understanding of what the divorce means. With their better sense of what is taking place, these children are able to deal with what is happening. Many young school age children experience deep grief over the breakup of the family. Some children are fearful and yearn for the absent parent.

If the mother has custody, boys tend to behave aggressively towards her. Many children feel conflicts in loyalty to one parent or the other, even if the parents made no effort to make the child take sides.

Older school age children – ages 9 to 12 – try to understand the divorce and keep their behaviour and emotions under control. While they may have feelings of loss, embarrassment and resentment, these children actively involve themselves in play and activities to help manage these feelings. They may make up games and act out make-believe dramas concerning their parents' divorce. These activities seem to help the child cope with the situation. Anger is perhaps the most intense emotion felt by this group of children. This anger may be aimed at one parent or at both of them. These children may also be more easily drawn into preferring one parent to the other. Children who become drawn into struggles between the parents tend to have more difficulties.

While adolescents understand the divorce situation better than younger children, they too experience some difficulties adjusting. Many teens feel that they are being pushed into adulthood with little time for transition from childhood. They may feel a loss of support in handling emerging sexual and aggressive feelings. In some cases, adolescents may even feel that they are in competition with their parents when they see them going on dates and becoming romantically involved. Sometimes, teens have grave doubts about their own ability to get married or stay married.

Many adolescents seem to mature more quickly following a divorce. They take on increased responsibilities in the home, show an increased appreciation of money, and gain insight into their own relationships with others. On the other hand, adolescents may be drawn into the role of taking care of the parent and fail to develop relationships with peers.

Teacher's activity:

Read *Paulo's story* to the learners.

Learners' activity:

Discuss feelings of children when parents get divorced.

Write a supportive letter to a friend whose parents are divorced.

Paulo's story

Every night Paulo listened to his parents arguing. Why do they need to argue? Why can't they love each other like Simon's parents? Could it be that he did something wrong? These questions Paulo asked himself.

One day Paulo's father came and told him that he was going away and that Paulo had to stay with his mother. His father looked sad. He told Paulo that he and Paulo's mother were going to separate. Paulo wondered what it meant. He did not know who to ask. Paulo was very worried and could not concentrate on his schoolwork. Paulo had a very friendly teacher who realised that something was wrong. She called him. Paulo started to cry. He told her that he must have done something wrong, because his parents had separated. Paulo's teacher explained the following to him:

Adults love each other and get married. Sometimes adults stop loving each other and start to quarrel. Then they decide that they just cannot live with each other any longer and decide to separate. This means that they will live at different places. They still love their children. Legally they are still married and cannot marry another person. When they decide to divorce, the case goes through a court and divorce papers are drawn up.

When parents get divorced, it is because of the way they feel about each other and not because of the children. Even if parents are angry with each other, they both still love the children.

When they decide to divorce, the children might stay with the mother and visit the father on a regular basis according to the divorce agreement. It may feel strange at first, but talk to your parents about your feelings. One parent usually has to pay custody for the children.

You may need to get used to living in two homes. Try to keep some special toys or books at both places. This will help you to feel more comfortable. Different rules may apply at different homes. If you get confused, talk to your parents about it.

Sometimes a parent may meet another person. You may feel jealous when you see your mother getting ready to go out on a date. Try to give your parents' new friends a chance. The new friends will not replace your biological parent. They are trying to be happy by having new friends.

Remember to talk about your feelings, whether you feel sad, guilty, relieved or confused. These feelings are normal.

Note to the teacher:

Remember that different cultures have different rituals and beliefs about death.

Class activity:

List causes of death.

Teacher's activity:

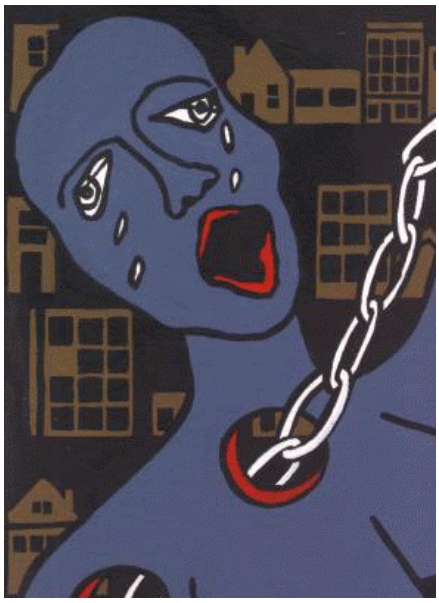
Cut out inner and outer resources and give a shuffled (mixed) *resource list* to learners.

DEATH

Death is always a shocking and traumatic experience and it leaves loved ones feeling extremely vulnerable. How the death is understood is strongly influenced by the person's age, level of understanding and the relationship with the deceased.

When a loved one dies, it is natural to experience feelings of sadness, depression and anger. It is important to work through these emotions by talking to a trustworthy person. It is also important to find a new place for the deceased person in your memory. This is important, as it keeps the connection with the deceased person. Keeping an object that belonged to the deceased person is an important way of remembering positive things about him/her.

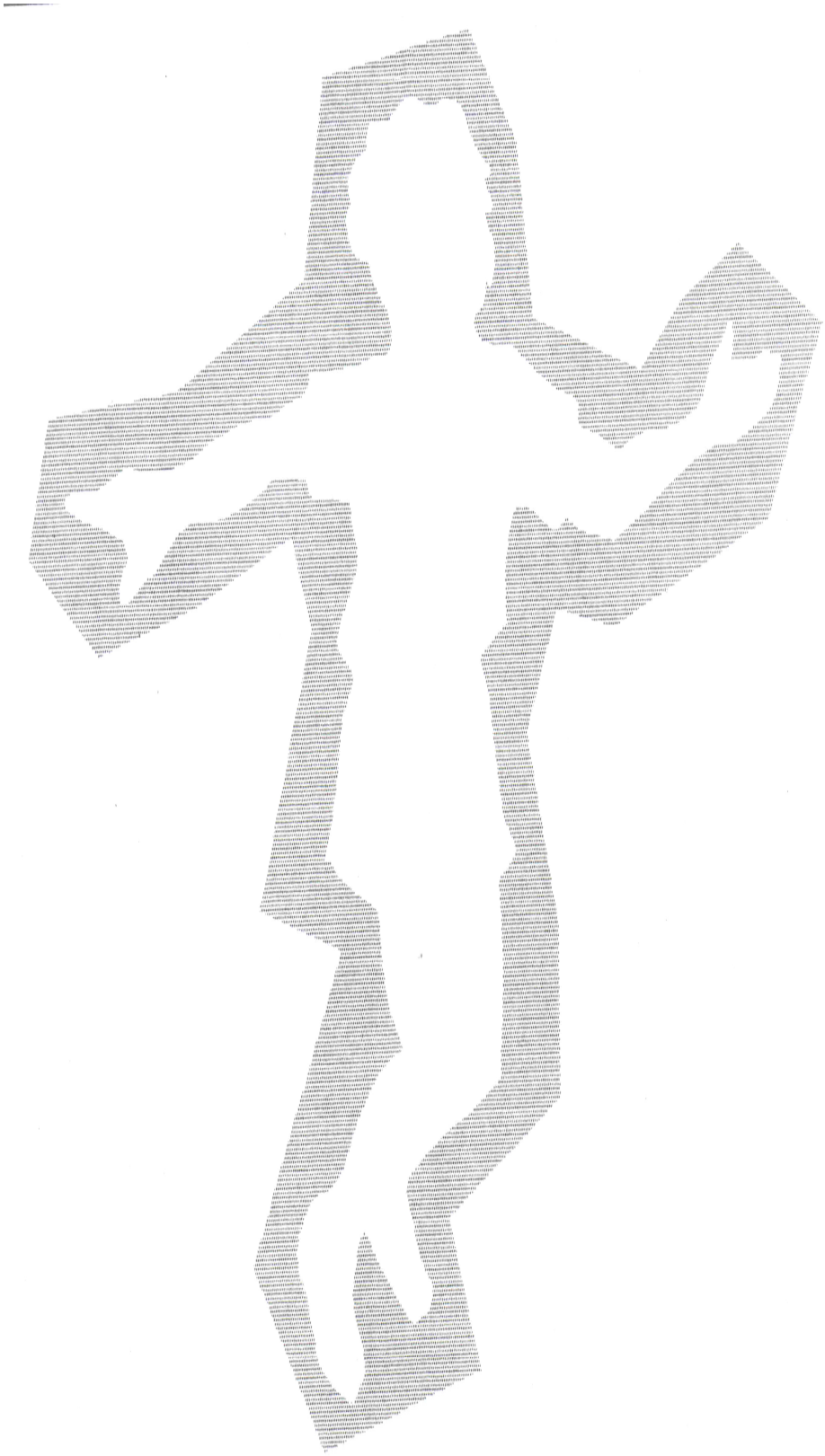
Resources inside and outside the person help him/her to understand, manage and give meaning to the traumatic event. This can help a person to recover to his/her original emotional state before the trauma.



Resource list	
Inner resources	**Outer resources**
Creativity, innovation and curiosity	Close relationship with a caregiver
Self-confidence	Close relationship with other family members
A wide range of emotions	Enough food and shelter
A value and belief system	Enough money
A good memory	Close link with cultural community
Academic ability	School and teachers
Caring personality	Other people in the community

Learners' activity:

Write inner resources inside the body of the picture and outer resources around the body.



Class activity:

Discuss different cultural burial traditions.

Learners' activity:

Write a letter to a friend, reflecting positive memories of a deceased loved one, pet or belonging.

Class activity:

Discuss different traditional burials.

Cultural traditions concerning death and funerals

Owambo burial tradition

The moment someone dies, a message is sent to all the relatives. Neighbours and relatives congregate immediately at the deceased's house. This is called "Oshitondoka".

The people (relatives, neighbours and friends) start the mourning period by arriving at the deceased's house with their bedding, etc. The mourning period lasts four days for an adult and two days for a younger person.

Usually a cow is slaughtered to be eaten by the many mourners. Neighbours and friends donate whatever they feel is needed in order to assist the family. The donation is mainly in the form of food and beverages.

The corpse is entered into and removed from the house through separate entrances, which can be created temporarily if the deceased was the owner of the house. Under normal circumstances the burial of an adult takes place on the third day. On the fourth day the mourners return to their homes. The very close family members remain to sort out the inheritance.

The inheritance is a very complex issue, especially in the absence of a will. Family members sometimes fight among each other as to who will inherit what. Elders play an important role during this time as younger people rely on their experience and wisdom.

Ash throwing is done after the mourning period to symbolise the end of a life.

Baster burial tradition

On the day a person dies, family members come together to show their respect. The same evening a service is held for friends and family members.

The evening before the funeral another service is held. The body of the deceased is brought to the house and friends and family members can view the body. In rural areas where it is not possible to send the body back to the morgue, the body remains in the house until the next day of the funeral. Friends and family members watch over the body throughout the night. This is a way of showing the last respect towards the deceased.

On the day of the funeral a service is held in the church and is attended by friends and family members. Then the body is laid to rest in the cemetery.

Damara/Nama burial tradition

When a person dies, the immediate family gather to discuss the burial. When a man dies, his wife is not allowed to go outside the house until the burial day. When a wife dies, the man is allowed to go out, but he has to act appropriately.

When someone dies, the body lies in the morgue for two weeks. During that time the mourners can come to sympathise by attending church services at the home of the deceased.

On the day before the actual burial, the corpse is brought to the house in a casket. Everyone can have a look at the corpse for the last time. The corpse stays in the house overnight while the mourners sing songs till morning, while being treated to tea, coffee, soup, meat, etc.

Before the body is taken to church, a last service is held at home. At the church there is a service before the corpse is taken to the graveyard. Immediate relatives should remain until the grave is completely covered with earth. Then friends and relatives go to the deceased's house where they are treated to food (rice, meat, salad, etc.). Afterwards the immediate family members remain to discuss the will.

The widow has to wear black for one year.

Herero/Himba/Mbanderu burial tradition

When someone dies, people mourn. If a child under twelve months dies, the burial is held in the kraal and early in the morning. The body is covered in an animal skin/blanket/coffin. This is an informal burial. The mother does not attend the funeral.

When a married woman dies, mourning takes more days. People cry, cattle are slaughtered and after the burial the final mourning (Omutambo) is done. The husband stays in the company of men. Afterwards the husband goes to the family of the deceased wife to discuss a new wife.

When a married man dies, the widow is separated from everyone and stays in one corner of the house, mourning her husband. She has somebody who cares for her and is her interpreter. This means that people who want to talk to her, should talk to the interpreter and this person will tell her what she has to know. She wears a black "otjikaiva" and "Otjikeriva" on her head and shoulders. Boys wear one shoe during the ceremony when their father has passed away. Sometimes the woman is taken over by an elder brother during the last mourning. Pieces of meat with names are taken to the house of the woman to choose a new husband.

Children are not allowed to enter the funeral kraal.

Caprivi people burial tradition

When a person who is sick is about to die, the opposite sex is usually asked to leave, unless under circumstances beyond human control. When the hour has come, the corpse is prepared, paying special attention to the closing of the eyes and mouth. The corpse is then taken to the mortuary, or if at home, the corpse is laid against a wall and a mat put over it to shield it. The news is broken to close relatives in the vicinity. An elderly person who knows all the family members writes a message to the faraway members and the local radio station broadcasts the message informing people of the funeral arrangements. A messenger is sent to the villages, especially where the deceased had relatives.

A widow or widower must be well clothed by covering his/her genital parts with a rug. This is to protect the deceased from coming to meet the spouse again, because this can cause sudden death, they believe. A string with a stick is tied around the widow or widower's wrist to use whenever the person's back is itching. He/she is covered by a sheet or blanket. A special person sits next to him/her. This person is a contact person and a link between the widow or widower and the rest of the people. He/she gets into the sheet/blanket and whispers to the person who whispers back before their discussion is made known. This procedure continues until after the funeral. People speak in a low tone as far as possible.

Arrangements for death and removal certificates are made. Close relatives sleep at the mourning place to look after the bereaved family.

Assignments are given to groups of people to carry out. If the death happened at home, very early the following morning, a group departs to prepare the grave. If the deceased is an elderly person, a black ox is slaughtered and its skin is used to cover the corpse. It is believed that the deceased will go with his cattle and will not come back to kill or haunt the remaining ones. When taking the corpse out of the courtyard the usual entrance is not used. A new entrance is made through which the corpse will pass and closed immediately after the funeral. People will follow the canoe carrying the corpse to the graveyard. The corpse of a female faces in the direction of sunrise and that of a male faces in the direction of sunset. At the grave some rituals follow if the deceased had some form of African protection or was a medicine man. In modern times churches are invited to conduct the services.

In the past the widow or widower used to stay behind at the homestead when the burial took place. When people returned from the graveyard, they had to jump over a small fire before entering the village. By then herbalists had already prepared herbs for herbal rituals to cleanse the people. Thereafter people could sit and eat if there was food.

In the afternoon, close relatives come together to look at the belongings of the deceased and write them down. Cattle are counted and those which were placed in other people's care are brought back to the deceased's kraal. There is a waiting period of a year for the renaming ceremony and properties to be shared amongst the children if any.

Tswana burial tradition

The different clans related to the deceased are informed of the death by radio. Family members gather to organise the burial and stay at the house of the deceased.

Every evening people gather to pray. This starts from the day of the death until the Thursday before the burial. (Burials usually take place on Saturdays.)

The Friday evening before the burial, family and friends from all over arrive for the wake and the burial the next day. The wake usually lasts until the Saturday morning and people sing and pray and a eulogy of the deceased is read. People have the last opportunity to look at the corpse.

On Saturday morning people depart for church and a short service is held. The casket is in the church. The burial is held at the graveyard where further praying and singing take place.

All who attended the ceremony at the graveyard must go to the deceased's house. Before they enter the gate, they have to wash their hands. At the house, the person who was with the deceased before he/she died, briefly relates what happened.

The eldest uncle of the deceased then reads out the names of the descendants of the deceased's mother and the youngest uncle of the deceased reads the names of the descendants of the deceased father. The children, husband and siblings of the deceased are then introduced to all present. The senior of the clan then thanks all who attended, contributed and helped.

Some close family members remain with the children for about a month. The widow or widower is expected to wear something black, e.g. a black shirt or shawl, for a specified time.

In the first winter month after the burial of the deceased, the family gather to divide the deceased's clothes among themselves. The eldest uncle always gets a coat, a kierie, a chair and a cow. The rest of the deceased's estate belongs to the children and the widow/widower.

European burial tradition

When someone dies, family members and friends are informed immediately. The announcement is sent to the newspaper and it is announced over the radio.

Friends and relatives phone or come for a short visit to convey their condolences. Women often bring along prepared food to support and help the family who has to house many relatives until after the funeral. Throughout this time women prepare meals for the household of the deceased.

The body/corpse is kept at the morgue for 3 to 5 days until all preparations have been made and all the relatives and friends have arrived. A local undertaker is responsible for preparing, washing and dressing the corpse before the funeral. The family is allowed to go and view the body a few hours before the burial.

On the day of the funeral the body is taken to the church in a coffin. The mourners attend a church service in the same church. After the service the coffin is carried from the church to the grave by 6 to 8 bearers who were close family members or friends of the deceased.

At the grave everyone gathers and supports the family while the coffin is lowered into the grave. The family members (men) usually cover up the grave and place masses of flowers and wreaths on the grave. Afterwards everyone goes to the deceased's house for refreshments.

After a few months a marble tombstone is placed on the grave. On this tombstone is engraved the name of the deceased, his/her date of birth and death.

Most Europeans have a will which is read after the funeral. This meeting is usually organised by an attorney or the bank and the people who will inherit attend this meeting.

Teacher's activity:

Ask learners to close their eyes and listen to the story. Read *The Story of a Girl*.

The Story of a Girl

It is about a girl. She is seven years old. It is after midnight. She is in her bed, alone in her room. Both her parents were buried this afternoon, after they had been killed in a car accident. She cannot sleep. She stares into the darkness. This little girl has an older brother, whom she loves very much. He sleeps in the room next to hers. He is in Grade 12. Her other brother is married and has a daughter who is her age. Her grandmother lives in a house nearby, and the little girl stayed with her very often in the past. She is not very old. Brutus was the name of a big dog who went wherever the little girl went and was very protective of her. She always felt safe where Brutus was. Brutus was killed by a car six months ago. At school she progresses well. Her best friend is also in her class. Her best friend's mother died of AIDS a year ago. The little girl attended the funeral of her best friend's mother. She could help her a lot because her pastor helped her with things to say to her friend.

Group activity:

Complete the worksheet on *The story of a Girl* and discuss it in class.

Worksheet on *The Story of a Girl*

Give the girl a name:
Is the girl able to understand the death of her parents? Motivate!
Name the inner resources of the girl.
Name the outer resources of the girl.

Group activity:

Identify the support structure in your community in cases of domestic violence.

Note to the teacher:

Explain to the learners that although the picture and wheels state that women are abused, women can also be abusers.

DOMESTIC VIOLENCE

Domestic violence is any emotional, physical or sexual violence by a household member, often by a partner. Rather than being an isolated event, domestic violence tends to recur and to increase in severity over time. Without intervention domestic violence will continue.

Victims of domestic violence must often struggle with feelings of fear, loyalty, guilt and shame. Their children live in fear and are at high risk of becoming abusive adults and/or victims themselves. Because victims are often socially and geographically isolated as well as financially dependent, many victims live out their lives in fear, unaware that help is available.

Today, as more and more communities are responding to the needs of these victims, more and more victims are reaching out for help. Resources are available to help with emotional support and understanding.

Signs of domestic violence

The most obvious signs of domestic violence are evidence of severe, recurring or life-threatening abuse, for example repeated bruises, broken bones, physical attacks or threats with weapons.

Class activity:

Look at the picture using the domestic violence circle, and discuss a peaceful solution to conflict.

Group activity:

Design a poster to make people aware of domestic violence.

Class activity:

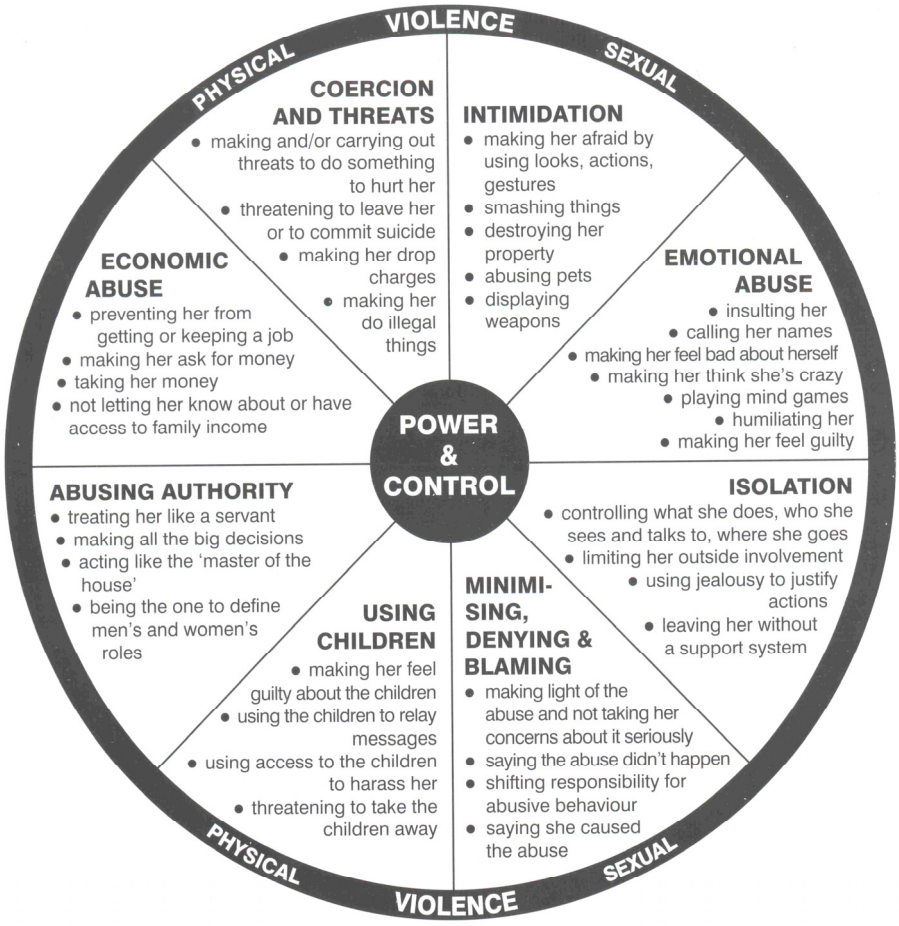
Discuss the effect that domestic violence can have on learners.

Research and list support structures in the community.

Causes of domestic violence

- jealousy
- insecurity
- alcohol abuse
- drug abuse
- loss of dignity
- low self-esteem

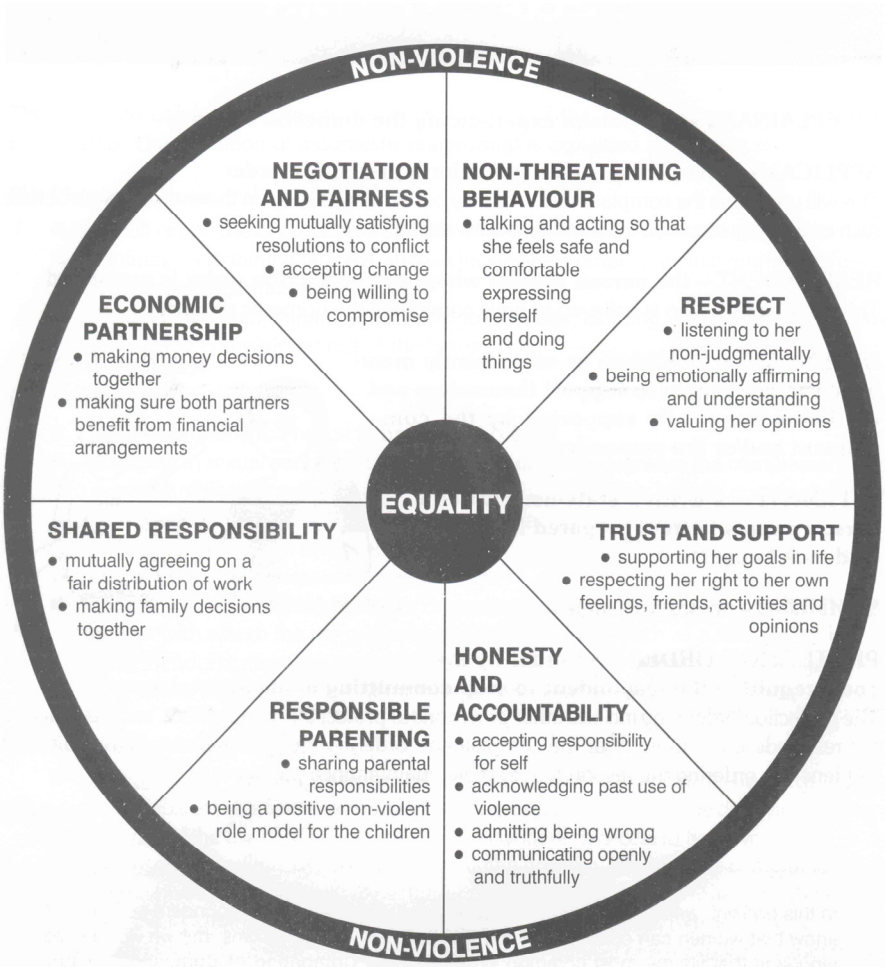
CHARACTERISTICS OF DOMESTIC VIOLENCE



Learners' activity:

Role-play a situation on how to handle conflicts by using the given hints in the *non-violence* circle.

CHARACTERISTICS OF A HEALTHY RELATIONSHIP



Myths about domestic violence

Teacher's activity:

Photocopy and cut sheet into six myth and six reality slips.

Divide the class into groups.

Give each group a set of myth and reality slips.

Group activity:

Discuss the slips and sort under the headings of myths and reality.

Myth	Reality
Violence is really only an isolated event. There isn't much of it happening.	One out of every 15 relationships currently experiences the sort of violence that will send the victim to hospital.
Domestic violence only happens to poor people or minorities.	Abuse can happen in any household, regardless of race, economic background and educational level.
The victim "makes the partner hit them" by "getting in their face." They "ask for it".	Every relationship has arguments and stress, but most people don't hit others when they get angry. An abuser has limited skills to deal with stress.
The victim actually enjoys the attention and needs the violence.	Victims do not want to be hit. The abuser's violence is his/her own responsibility.
The abuser is a sick or crazy monster, angry all the time.	An abuser can be passive, a "nice person", generous to others and sensitive. Anyone who cannot handle conflict could be an abuser.
Alcohol or a bad marriage is the cause of violence.	Most abusers hit whether drunk or sober, although alcohol/substance abuse can increase domestic violence.

Learners' activity:

Individual learners list the household hazards in their respective homes.

Group activity:

Learners work together to create a poster on potential dangers in and around the home.

Have a discussion in which learners relate dangerous experiences or accidents they or others have had. They should also discuss how these could have been prevented.

SAFETY AT HOME

Our homes are seen as a safe haven, but all homes have hidden dangers that may pose a health risk.

REMEMBER:
Accidents do not just happen, 95% of them are caused by ignorance and negligence and could have been prevented if people had been aware of them.

The kitchen

This is the most dangerous room in the house.

Fumes from products used to clean ovens can be very harmful. Care should be taken to use these products in a well-ventilated room. Do not allow other people in the household to enter until the kitchen has been aired out, and the fumes can no longer be detected.

Other dangers are pots of boiling liquids on stovetops. If the pots boil over it can cause burns to passing children. We have all accidentally left the element on after cooking. This can lead to fires in the kitchen, e.g. pots of cooking oil or fat.

When gas appliances are used, see to it that there is always an open window for ventilation. Keep the gas cylinder away from stoves and other hot appliances like heaters. If you detect the faintest smell of gas, turn off the appliance and investigate immediately. Don't strike a match when you smell gas. Children should not be allowed to play with fire, lighters, matches and candles.

Pails of water in the kitchen are a safety hazard to small children who can easily drown in it. Do not let children play in the kitchen, unless supervised. Knives are shiny and pretty, and make nifty toys. Remember, most accidents happen when we get careless and let down our guard.

Under the sink we keep many cleaning fluids, disinfectants, etc. Many are harmful to humans if ingested or inhaled in a poorly ventilated area. Care should be taken in the storing and using of these products. Dangerous fluids and objects are paraffin, glue and rat poison.

Keep refrigerators closed at all times. Some children may think it is a nice hiding place.

Even the grocery cupboard should be locked, as it also contains some safety hazards. Especially plastic bags can lead to the suffocation of children.

The bathroom

This room is the second most dangerous place in the house. Drowning can occur in bathroom sinks, bathtubs and toilets with the toilet lid left up. The same kinds of nasty cleaning chemicals as in the kitchen are kept in the bathroom. Do not use electrical appliances in or near water in the bathroom. The medicine cabinet should be locked and tablets and cough syrup should be kept out of reach of children.

The living room

Be wary of electrical cords. These are all over the place in most living rooms. All electrical cord connections should be insulated and covered. Keep children away from power plugs and other electrical equipment. Negligence may result in electrical burns or electrocution.

Fireplaces and woodstoves are pleasant but can be extremely dangerous. A fireplace that is not in use can be harmful to children when they play in it and ingest and inhale ashes. If the chimney has not been properly cleaned, smoke and harmful carbon monoxide can accumulate in the room.

Many living rooms have fans. Children may put their fingers into the blades of the fan. Therefore care should be taken to ensure that the fan blades are always covered with a fan cover.

The hazards in this room are usually a result of bustling activity. This is where everyone likes to gather, watch TV, party and relax. Take care to keep bottles and glasses with alcohol out of the reach of children.

Toys that are lying around, can also pose a danger. Someone can slip on it, which may result in injuries, like fractures. Toys should be put away after playing with them.

The bedroom

Keep all drawers and cupboards locked. Children can lock themselves in and suffocate. Bedrooms are usually also the place where firearms are kept. Firearms should be locked away at all times, out of the reach of children. Children should be made aware of the dangers of playing with firearms.

Be careful, everybody believes their homes are accident proof. All it takes is a second of inattentiveness. The home should be the place where the family feels safe and secure, but dangers are lurking! Keep your eyes open and stay aware. You are co-responsible for your family's life and safety.

Learners' activity:

Debate on the topic:

A personal car or a television set is a luxury item versus A personal car or television set is a necessary item.

(c) FINANCES

LUXURY AND NECESSARY PURCHASES

Necessary purchases are purchases which are necessary to fulfil the basic needs of a person.

Luxury purchases are relatively expensive purchases that a person wants to add for pleasure or comfort, but they are not an utmost necessity.

Some items in life that can contribute to comfort are basic commodities in today's fast life.

Group activity:

Discuss the difference between wants and needs.

Collect pictures and make a poster of luxury goods versus necessary goods.

Learners' activity:

Complete the worksheet on *luxury and necessary purchases.*

Group activity:

Visit a shop and compare the prices of goods. List the cheapest prices and brands of washing powder, baked beans, bully beef, etc.

Worksheet on luxury and necessary purchases

	Luxury (want)	Necessary (need)
Food		
Clothing		
Transport		
Recreation		

Class activity:

Brainstorm on the advantages and disadvantages of paying cash and buying on credit.

PAYMENT OF ACCOUNTS

Paying cash is most probably the best means of payment. By doing so you may obtain cash discounts. When you pay cash you know that you have paid for an article and that it belongs to you. Paying cash requires careful planning.

However, the problem is that most people do not have cash readily available to make large purchases like furniture and cars. Others are afraid of carrying a lot of cash on them, due to the risk of its being lost or stolen. Some expenditure cannot be determined beforehand, as it varies from month to month**.** You therefore have to pay such expenses on a monthly basis, e.g. water and electricity accounts. Although accounts are not always avoidable, you have to try and limit your number of accounts.

Paying accounts every month may result in having cash flow problems. Having accounts may tempt you to spend more than you can afford, e.g. clothing accounts.

The timely payment of accounts is very important. Reluctance to pay can get you into big trouble, e.g. interest will be added to your monthly instalment or you can be handed over to debt collectors, which can lead to additional costs. You may also be blacklisted with the Credit Bureau, which means that you will not be permitted to have any further accounts with any other company. Credit cards and lay-by purchases are variations of having an account.

Learners' activity:

Complete the worksheet on *cash/accounts payment*.

Worksheet on cash/accounts payment

	Cash	Account
Advantages		
Disadvantages		

Learners' activity:

Write a paragraph on expenses you can cut on in order to save money.

Class activity:

Discuss how to budget.

Group activity:

Collect different deposit slips and make a poster.

SAVINGS

Savings are money put into a safe place like an account over a period of time to prevent unnecessary spending.

You can open a savings account at a bank or a post office, where you will get interest on your money. Interest is the payment you receive when you invest your money. Interest rates are paid on the amount of money you have in your account. The more you have the more interest you earn. Not all institutions pay the same interest. It is the responsibility of the investor to investigate what the best interest rate is.

Most savings accounts can be electronically operated at automatic teller machines (ATMs).

Insurance policies are also forms of savings over fixed periods of time.

Class activity:

Use magazines to get pictures that give different messages about body image.

Relate the discussion points to the collected pictures.

Group activity:

Discuss: There is a link between a good body image and a good character.

Learners' activity:

Write a paragraph on how you perceive yourself.

Teacher's activity:

Invite a health worker to talk about hygiene.

Learners' activity:

Look at the picture and write a paragraph on how the person sees her/himself and the reality.

7.3 PERSONAL-SOCIAL SKILLS
(refer to 10.2.3 in the Life Skills Grades 5 – 7 syllabus)

(a) SELF-AWARENESS

BODY IMAGE

Body image: The way a person presents his/her body.

A good body image does not depend on the newest fashions. A good body image is determined by your personal hygiene and how you care for your body. To wash daily is a necessity. Pay special attention to your armpits, private parts and feet. Sweat glands under the skin help to keep the body temperature even. In order to do that, sweat is excreted through the skin, then it evaporates and keeps the body cool. The hotter the day, the more the body perspires. On covered parts of the body, like the armpits and the feet, the perspiration mixes with other elements in the pores, before it evaporates. One is not always aware of one's own body odours, but others are and it might be offensive to them. Therefore it is necessary to wash every day and use a good deodorant.

A good body image also includes wearing clean clothes, not necessarily expensive or fashionable clothes. Your underwear and clothes should be clean and fresh. You should wear clean clothes every day.

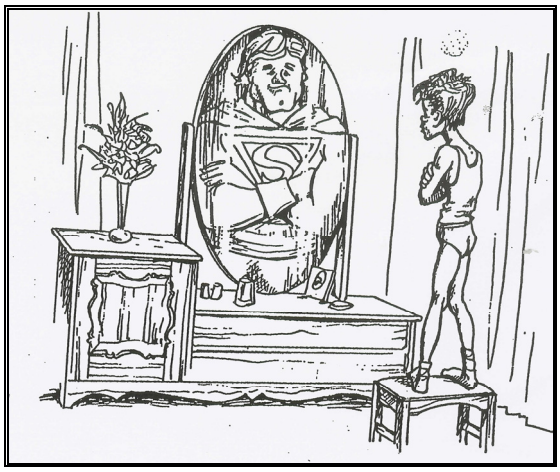
Character: Your distinctive inner qualities that make up the individual.

You should try to keep a balance between your body image and your inner qualities (character). A loving and caring attitude will enhance your relationship with others more than fashionable clothes.

Children are often extremely critical of their own bodies and that is why eating disorders often start at this stage.

Discussion points

- The message about body image that they get out of the pictures.
- Is there an "ideal" body image?
- How does a person feel who can not reach the "ideal" body image? What are the consequences of these feelings?



Ghandi said: "You gain respect if you keep yourself, your home and children clean."

Teacher's activity:

Ask learners to think of an incident when they experienced an emotion. (Use a list of emotions.)

Think of a colour that represents that emotion. Think where in your body you feel that emotion.

Draw your body and colour the part of the body image where you feel the emotion.

Group activity:

Match the faces with the emotions mentioned above.

Class activity:

Discuss the proper way to express emotions.

Discuss the consequences of expressed emotions on other people.

EMOTIONAL DEVELOPMENT

Emotion is not only a feeling, it involves the person's whole system – being the nervous system, physiology, behaviour and mood. Therefore emotions are complex.

Emotions are:

- anger
- joy
- sadness
- fear
- guilt
- love
- jealousy
- excitement
- confidence
- satisfaction

It is not wrong to express negative emotions. All people experience emotions. The trick is to know when, where and how to express these emotions.

Learners' activity:

List the qualities of a good friendship.

Class activity:

Discuss when peer group pressure can be dangerous.

Learners' activity:

Write a short paragraph on the rights and responsibilities of a friend.

Learners' activity:

Complete the worksheet on the *characteristics of friends*.

(b) RELATIONSHIPS

FRIENDSHIP

Friendship is the quality of a relationship with another person that both parties appreciate. Friendships are valuable and can last a lifetime. Friendships can be ruined by jealousy. To prevent jealousy, think positive thoughts about your friends. One of the most important components of a friendship is trust. This can be ruined by jealousy.

A friendship is not a competition between you and your friend. Accept that both parties are individuals in their own right. Don't compare yourself with your friend. Jealousy can make you believe that your friend is better than you.

Love, care and concern for your friend may kill all jealousy. Use a lot of praise in your friendship, but be honest with your praise. This keeps your friendship alive.

The friends a child makes, usually through the school, become very important as he/she becomes more independent of family and home. A "peer group" is the child's friends and other children of the same age – it is one of the most influential aspects of his /her life although the family is still central.

Peer group pressure becomes very prominent. Children feel anxious to be liked and to fit in and so they experience enormous pressure to "do what everyone else is doing" – even if it is only what people in their smaller group of friends are doing.

Children need to learn to keep peer pressure in perspective and find a peer group that suits their abilities and values. If a group does not seem suitable, there are other groups to fit in with. Sometimes being an individual means saying "NO" to a certain peer group.

Worksheet on characteristics of friends

Name of friend	Valuable characteristics	Shared experience

Learners' activity:

Debate on:
Human beings are selfish and should be forced to cooperate through laws, versus
Human beings are self-controlled and can operate naturally.

Do a role-play to demonstrate how to handle conflict.

Group activity:

Discuss and list what to do when two people are fighting or in conflict.

Give feedback to the class.

Learners' activity:

List hints to help friends deal with conflict.

(c) CITIZENSHIP

HANDLING CONFLICT

Conflict is a disagreement between the **opinions** of people, not between people.

People who live together in a family, a community or a country do not always agree about everything. When people have disagreements, we say they have conflicts. Conflicts are part of everyday life. Conflicts are not necessarily negative, they can enhance the exchange of ideas and improve relationships. It is important to learn how to deal with conflict peacefully.

Hints on how to handle conflict

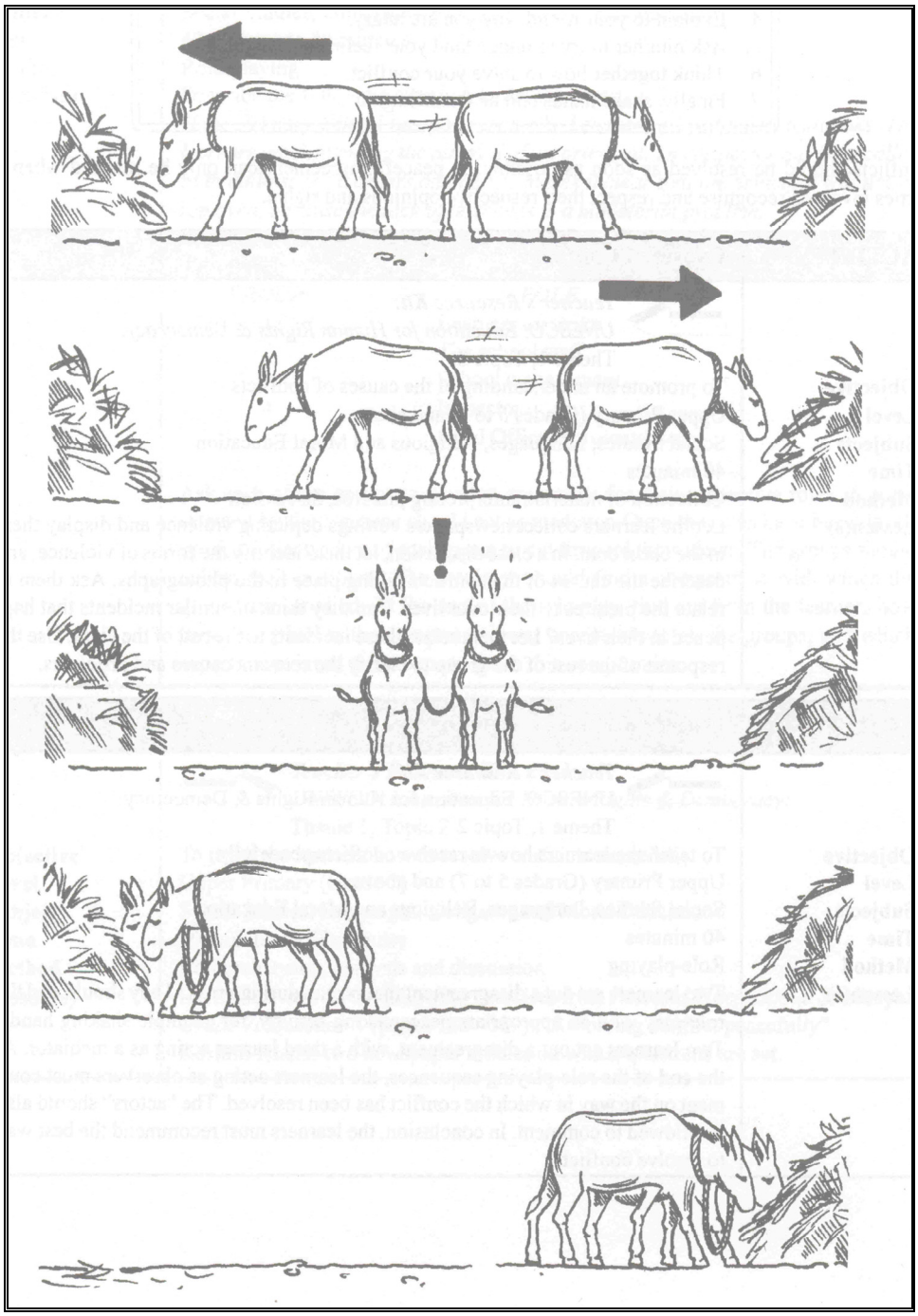
- First calm down. Breathe slowly and deeply.
- Ask the person to explain his /her opinion.
- Listen carefully and try to understand his/her feelings.
- Explain your opinion.
- Ask him/her to understand your feelings.
- Work together on a mutual agreement.
- The best solution to conflict is to reach a win-win situation, e.g. donkey picture.
- Finally, shake hands and continue to be friends.

For hundreds of years there has been disagreement about the basic quality of human nature. Some people agree that human beings are basically selfish, and that they have to be forced to cooperate with one another, through, for example, strong laws and effective policing. On the other hand, some have said that human beings are basically reasonable creatures, who will cooperate when they see the need for it.

To ensure that peace and harmony prevail, it is essential to be tolerant of other people's views and to value each person as an individual with rights equal to everyone else's.

Learners' activity:

Look at the pictures and write a story on how to handle conflict.



Class activity:

Debate: It does not pay to report crime, versus It pays to report crime.

Teacher's activity:

Organise a visit to a court or traditional court.

Note to the teacher:

Children are not allowed in court when it is in session.

Learners' activity:

Role-play a case in court.

Group activity:

Collect articles in newspapers and make a poster on different types of crime.

Class activity:

Discuss the punishment given to the types of crime on the posters according to the newspaper clips.

REPORTING CRIME

It is important to report crime. All countries have laws to protect innocent people against criminals. The laws cannot prevent bad things to happen, but they can punish the people who do something wrong. It is, however, important for all law-abiding citizens to report crime. Citizens may not take matters into their own hands and punish people they believe have done something wrong. This will also be committing a crime. It is therefore important for crimes to be reported to the police so that a charge can be registered under the Criminal or Civil Law.

Non-reporting of crime can lead to the escalation of criminal events and can have a demoralising effect on the society.

Procedures when a crime is reported

The crime is committed.

↓

The crime is reported.

↓

The police investigate the crime, write down everything they are told and discover for themselves.

↓

The police give their written notes in a "docket" to the prosecutor. The docket also contains the statements of the witnesses.

↓

The case goes to court. In court will be:

- the prosecutor
- the accused
- witnesses
- an interpreter, in case the accused or any of the witnesses cannot speak English
- the accused's legal practitioner, if any
- the magistrate (in the lower courts)
- the judge (in the higher courts)

Learners' activity:

Role-play a situation where friendship is broken because of borrowing.

Class activity:

List advantages and disadvantages of borrowing.

Develop a policy or slogan on borrowing.

BORROWING

Borrow is to receive something with the express intention of returning it. **Lending** is to give something to someone for temporary use on the condition that the item will be returned.

Borrowing is a risky business. It places the borrower and the lender in a difficult position. The chance is there that the borrower will, for some reason, not be able to return the item, or that the item may be damaged.

Before you borrow something, first consider whether it is essential and whether you will be able to give it back.

NB! Borrowing is not stealing, but if you do not return what you borrowed, it will become theft. Borrowing means you have someone's permission to use something belonging to that person.

Class activity:

Visit a senior citizen and do a task of assistance.

Report back to class:

a) What was done?
b) How did the senior citizens respond?
c) How did you feel about the visit?

Group activity:

Role-play a scene how to assist senior citizens.

Demonstrate ways of addressing and talking to senior citizens.

Discuss cultural differences in greeting a senior citizen.

BEHAVIOUR TOWARDS SENIOR CITIZENS

Becoming older is part of life. Therefore the Namibian Constitution makes provision for a decent living for senior citizens.

Senior citizens need to be treated with dignity, respect, love, care and patience. It is important for young people to realise that they should assist older people. They should also remember that older people grew up in another era and may have other opinions about things.

The physical abilities of older people usually decrease. Therefore they are often dependent on the help and assistance of younger people. Older people like to talk about the past and you can learn a lot from them.

Some older people are still independent and live on their own; others live with family members or in old age homes.

8 GRADE 7

8.1 CAREER GUIDANCE
(refer to 10.3.1 in the Life Skills Grades 5 – 7 syllabus)

(a) STUDY SKILLS

TIME MANAGEMENT

Learners' activity:

Keep a detailed log of everything you do for one week. Then draw up your personal timetable.

Teacher's activity:

Assist learners to draw up a personal study timetable.

Learners' activity:

Discuss your personal timetable with your parents or guardians in order to get their support.

Report back after one week of using a personal study timetable.

List interferences at home that have an influence on your study. Provide an alternative for every interference, e.g. noise and study in the library in town.

Time management is about using and planning your time efficiently and effectively. Time management needs to be a general part of life. The society that we are trying to create relies on good time management. All schools strive to follow time plans and therefore it is fitting for learners to do the same.

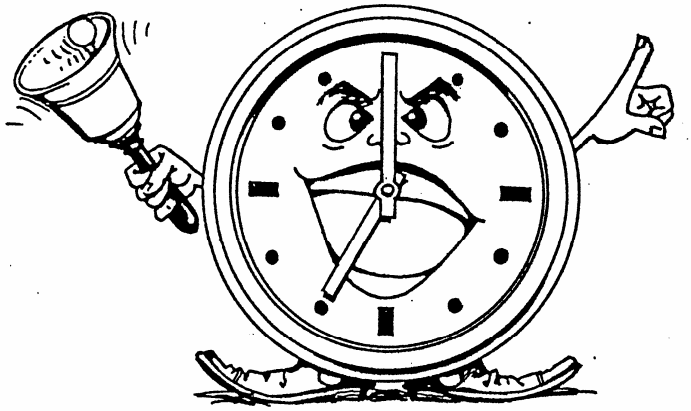
Time management shows respect, order, discipline, the ability to plan, commitment and other values which are held in high esteem in our society.

Time management affects almost every aspect of society. Think about transport systems, freshness of products in shops, business hours, social events and many more. They start at a certain time and end at a certain time. If you are late, you will miss out and spoil it for others who are waiting for you.

Once learners become workers, they are likely to be paid according to time worked. Therefore time management skills are important.

A class timetable is followed by the whole class; this is usually prepared by the school management. However, each learner needs a personal timetable prepared by him or herself to suit their particular needs. Consider the following points in preparing a personal study timetable:

- Relate your personal timetable to the class timetable.
- A study period of about 40 minutes is suitable for effective study.
- Take a break of about ten minutes after every 40 minutes of studying.
- Alternate a reading subject with a practical problem-solving one, e.g. Social Studies with Mathematics.
- Schedule your difficult subjects more frequently than the others.
- Also allow time for recreation and sleep. It is harmful to study all night. This has adverse effects on your health and memory abilities.



Teacher's activity:

Invite subject teachers to prepare learners for managing their time during examinations in their respective subjects.

Example of a personal timetable

Day	7:00-13:00	14:00	15:00	16:00	17:00	18:00	19:00	20:00	21:00
Mon									
Tues									
Wed									
Thurs									
Fri									
Sat									
Sun									

Teacher's activity:

Explain that effective studying consists of asking the questions how, when, where, what, why.

Learners' activity:

Identify things that interfere with effective studying and discuss how to overcome them.

Teacher's activity:

Read *Shane's story* to the class.

Learners' activity:

Write down questions to ask Shane so that he can solve his problem.

EFFECTIVE STUDYING

Some learners can study effectively amidst noise, where others need absolute silence. Some can study sitting at the kitchen table, others can study with music and other learners need to sit alone in their rooms and others even lie on their beds to study. Learners need to identify the best personal study conditions.

Some factors make studying very difficult, but it should not be an excuse for failure to study or to perform well academically. There are many successful learners who study by candle light or in very difficult circumstances. Learners need to become aware of the factors that affect their concentration in order to improve their studying conditions.

Good study conditions will include:

- enough light and ventilation
- a quiet atmosphere
- a table and a chair
- a well-structured study timetable
- limited interferences (switch off cell phones)
- study material at hand

Shane's story

Shane is a Grade 7 learner in Osiri Primary School. He is a very keen student and usually does well in all his subjects. He became part of a group of learners who smoke and bully others. Recently he discovered that his marks have dropped. He is not sure why his marks have dropped and he feels discouraged.

Things that can contribute to study discipline:

- A study timetable
- Achievable goals
- Self-motivation, e.g. I can, I will
- Regular exercises which help the brain to function
- Memorising, summarising, mastering of material
- Self-testing and revision.

EXAMINATION SKILLS AND STRATEGIES

Class activity:

Discuss problems experienced in previous examinations and find possible solutions.

Use old question papers and practise how to allocate time to the questions.

Learners' activity:

Write a paragraph on the need of time limits during examinations.

The goal of writing examinations is to give account of what you have learned. It is important to give attention to the time before the examination as well as the examination itself. It is important to use a study method when studying for an examination or a test.

Study method

- Survey – Look for main ideas in the text.
- Question – Think and ask what the writer is saying.
- Memory – Try to remember as much information as possible from the text.
- Notice – Look for familiar or new things in the text.
- Re-read – Re-read again parts that are different or difficult, but important.
- Discuss – Share what you have read with other learner(s) or teacher(s).

Before the examination

- Prepare yourself thoroughly. You shouldn't only read through your work. Use a specific study method to ensure good comprehension of the content.
- Summarise your work.
- Set yourself some questions based on old examination papers in order to get practice in the answering of questions.
- On the day of the examination you should not study any new material but do revision, in order to avoid confusion.
- Ensure that you are in a good physical condition. Enough sleep and a good breakfast will give you a good head start.
- Do not discuss the subject to be written with your classmates on the morning of the examination. This may confuse you and make you panic.

The examination itself

- Read through the instructions. Make sure how many questions you should answer in every section.
- Read through the whole question paper.
- Divide your time between the different questions.
- Focus on the questions asked.
- Leave a space open at the end of each question. You can then later add something relevant. It is also wise to leave a space when you cannot answer a question immediately. You may remember the facts later and then fill them in.
- Your handwriting should be neat and readable.
- Use all your time. There should be enough time to go through the work again to add facts, make corrections and add the finishing touches.
- Make sure that answers are numbered correctly and that your name

appears on the answer sheets.

- Do not rewrite the questions, only answer them.

During the examination

It is important to stay calm during the examination. Breathe slowly and deeply.

Learners' activity:

Practise the *breathing exercise*.

Breathing exercise

- Sit upright with both feet touching the ground. Rest your hands on your legs. Imagine that there is a little man sitting against the ceiling and that he is pulling the thread. Try to sit very straight so that the thread does not snap.
- Start to breathe in as if you are sucking in air through a thin straw. Let the air flow deep down into your body and imagine the air filling your body.
- Hold your breath for a second or two.
- Blow out the air through the straw slowly. When you breathe out, pause for one or two seconds before breathing in again. Repeat if necessary.

(b) CAREER OPPORTUNITIES

LINKS BETWEEN SUBJECTS AND CAREERS

Learners' activity:

Do research on the subjects needed for the careers you are interested in.

Obtain the subject choice from the school you intend to apply for next year and verify whether the subjects you will need for your career are offered there.

It is important to understand that there is a direct link between school subjects and future careers. Certain careers require certain subjects for admission to tertiary education. In order to qualify for a specific career you should realise the importance of choosing the correct subjects.

The choice of subjects in Grade 8 can have far-reaching implications. Most subject packages provide a broad base for many careers. The choice of economic subjects in Grade 8 expands your career choice in the economic field. The choice of practical subjects will open doors in the technological field.

Mathematics is a key subject area for many career fields; therefore learners should put in extra effort to understand it.

Learners' activity:

Complete the worksheet on *interests* by linking the things you like to do with three or more relevant careers.

INTERESTS

Interests are things people enjoy doing and on which they prefer spending time.

Worksheet on interests

Name:	**Grade:**	
Things you like to do	**Relevant careers**	**Subjects needed for careers**
e.g. Help to cook meals for the family	Chef, caterer, hostel matron	Home Ecology

SKILLS AND ABILITIES

An ability is a natural, inborn competency. **A skill** is a competency acquired by learning and practice. Schools usually focus on scholastic achievement. Learners often lose sight of their own abilities that are not school related.

Questionnaire on skills and abilities

Learners' activity:

Complete the questionnaire on *skills and abilities* to determine personal skills and abilities.

What am I best at?	
What am I second best at?	
These abilities will give me entrance to the following subjects…….	
What am I not good at?	

Teacher's activity:

Refer to *Market Scenario*. Provide each learner with three slips of paper.

Learners' activity:

Write one ability on each slip of paper. Sell your abilities to other learners.

Class activity:

Have a class discussion on the value of your own abilities.

Market Scenario

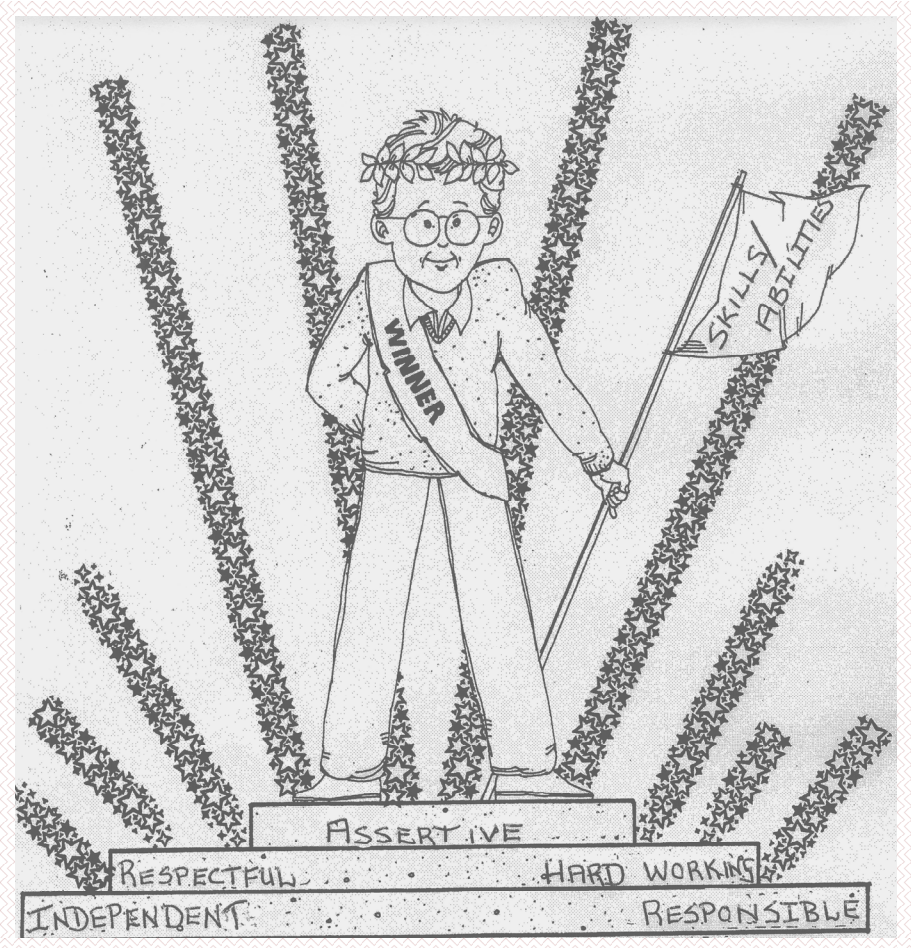
We are going to the market. Owing to the recession, we do not have any money. However, we all have positive abilities and will use these to bargain with.

Your task as an individual is to get rid of your own positive ability in exchange for another attractive ability. You need not worry about giving up your abilities; they come from a renewable source which cannot be depleted.

Remember that you are at the market and that you have to advertise your abilities in such a way as to attract buyers.

Stand on chairs, yell and shout and really work at getting rid of your ability and acquiring another. You must just decide how much your ability is worth. For example, you may choose to swap one of yours for two of another person.

Allow the game to continue for about 10 minutes.



Note to the teacher:

Explain to learners that all people have positive and negative traits.

PERSONALITY

Personality is the total of an individual's behaviour and emotional tendencies. A personality has positive and negative traits. This brings balance to the personality. It is, however, important to strive to promote the positive and suppress the negative traits.

Personality consists of:

(a) Inborn characteristics, e.g. friendly, unfriendly, sensitive, insensitive, quiet, serious, joyful, unselfish, selfish, emotional, etc.

(b) Identity, e.g. ambitious, confident, insecure, disciplined, undisciplined, energetic, innovative, responsible, irresponsible, reliable, etc.

(c) Qualities, e.g. patience, helpfulness, caring, loving, warm, sympathetic, unsympathetic, humoristic, etc.

(d) Character traits, e.g. lazy, brave, hard-working, responsible, mature, immature, organised, etc.

Learners' activity:

Complete the worksheet on *personality*.

Class activity:

Discuss ways to strengthen strengths and to turn negative traits into positive ones.

Worksheet on personality

How you see yourself	How others see you (ask a friend)
Positive traits:	Positive traits:
Negative traits:	Negative traits:
Answer the following questions:	
1. How will you use your strengths at school?	
2. How will you use your strengths at home?	
3. How do you plan to work on your weaknesses?	

ATTITUDES AND VALUES

Values are principles we consider to be important in our lives. Values may be materialistic (money and belongings), moral (religion and behaviour) and social (friends and status). Our values determine our attitudes (approach) towards life and towards others. **Attitudes** are the feelings, emotions, mental position or manners that we assume for a specific purpose.

Class activity:

Read *Debby's story,* and list things she values.

Discuss Debby's attitude towards Clara.

Discuss what Debby can do to have a more balanced value system.

Debby's story

Debby smiles thankfully as she picks up her bag to go to school. In spite of having a lot of homework, she managed to complete everything early this morning. She hopes that the teacher will be very proud of her. She does not want to disappoint her teacher. Her goal is to receive an award for best behaviour at the prize-giving ceremony.

Debby thinks about the netball practice of this afternoon. She knows that she will have to excuse herself from it, as she has too much homework to do this afternoon.

When Debby arrives at school, she sees her friend, Clara, looking very unhappy. When Debby asks her what the matter is, Clara expresses her disappointment. "You promised to visit me last night. But then you forgot again! You always forget the promises you make!"

Debby notices the beautiful roses in the school garden. She inhales the wonderful scent and feels grateful for the ability to smell. She feels guilty about not giving enough attention to Clara. She knows that friends are very important, but she feels frustrated by the amount of homework she has. When she arrives in class, the teacher scolds her for not closing the classroom door. With tears in her eyes she turns back to close the door. When she arrives at her desk, a nicely wrapped sweet is lying there. A small letter with the sweet expresses appreciation for her friendliness.

Group activity:

Write a paragraph on the decision you will make in the following scenario, using the steps in decision making: A person threatens you with a knife, demanding your money.

DECISION MAKING

During your life you have played various roles in order to gain experience to assist you in making different decisions. It is vital to make decisions based on previous experience, values, interests and personality. Decision making assists you in not losing your sense of direction and purpose in life. You have to decide what you are going to wear, how you will comb your hair, or what you will like to eat.

Steps in decision making:

- Identify the issue at stake
- Gather all the information about the issue
- Think of all the possible alternative choices
- Think of the consequences of each choice
- Make your final decision and stand by your choice

Group activity:

Read the two case studies. Place yourself in the situation of Yanicke and Sam and find solutions for their problems.

Case Study 1

Yanicke comes to school with mixed feelings. Friday is getting closer and she needs to make an important decision before then. Her parents will be leaving early on Friday morning for Swakopmund for the weekend. There will be a carnival in Swakopmund on Friday and her father will be the master of ceremonies. Yanicke has a very important Mathematics test to write on Friday. Unfortunately the test cannot be written on another day, because the teacher is going for an operation the following week. Yanicke can always drive with her grandparents the next day, but Yanicke does not want to miss all the fun on Friday. What should she do?

Case Study 2

It is Thursday afternoon and Sam is sitting at the dining room table with his homework. His mother went to lie down because she does not feel well. Suddenly Sam hears a loud noise and runs to the room. His mother is lying on the floor next to the bed. Sam calls her name, but she does not respond. What must he do now?

EARNING MONEY

Teacher's activity:

Reinforce positive ways of earning money.

Learners' activity:

List your daily needs and the costs involved.

Class activity:

Plan an activity to generate money for a class outing, e.g. collect bottles, wash cars, have a garden. Earn money and have the outing.

Group activity:

Write down a strategy or plan how to generate money.

If you want to have money you have to work for it. No one has the right to demand money for which they did not work from other people. Money earned through hard work gives you a sense of pride and dignity. Hard work at school lays the foundation for a successful career and a good income.

Learners' activity:

Do an investigative research on the health risks in your community.

Demonstrate the right/acceptable behaviour when coughing or sneezing.

Teacher's activity:

Invite a health worker to discuss health preventative measures.

8.2 DAILY LIVING SKILLS
(refer to 10.3.2 in the Life Skills Grades 5 – 7 syllabus)

(a) HEALTH CARE

HEALTHY LIFESTYLE AS A PREVENTATIVE MEASURE

Health at home

Germs spread quickly in damp and dirty places. If your house is clean and tidy, it will not be conducive for the breeding and spreading of germs. The floors of the house must be swept and washed regularly. Dustbins must be emptied and disinfected regularly, because flies, cockroaches and other pests breed there. Dog faeces should be removed immediately as small children may contract diseases from it.

Kitchen: This is the place where food is prepared and should be clean and tidy at all times.

Bathroom: The bathroom is a damp place conducive for the breeding of germs, if not kept clean and dry. Dirty clothes should be removed from the bathroom floor. Towels should be replaced often. Keep the bathroom windows open during the day to let in fresh air.

Toilet: A toilet is a place where one can very easily pick up germs or transmit them to others. Hygienic use of the toilet is absolutely necessary. The toilet must be cleaned with an antiseptic daily. Leave the toilet very clean and neat after use. Men should always lift the seat before relieving themselves. Throw nothing except toilet paper into the toilet bowl. Wipe the seat clean with toilet paper after using the toilet. Clean yourself well after using the toilet, so that no bad odour remains. Make sure that the toilet bowl is clean after flushing, and then close the lid. **Always wash your hands after using the toilet.** If you do not have a flush toilet, but have, for instance, a bucket system, septic tank or pit system, you should be even more careful in keeping it clean to avoid flies.

Bedroom: Open the windows wide to air the room. Bed linen should be changed once a week. Never sleep on bed linen used by someone else. Turn the mattress regularly. Blankets and duvets must be hung outside in the sun regularly.

Flu

There is no specific vaccine against flu as the virus changes from year to year.
Common symptoms are:

- fever
- muscle pains
- headache
- sore throat
- coughing

Preventative measures

There is not much that you can do to prevent flu, except to ensure that you have a strong immune system. However, make sure that you:

- wash your hands regularly
- avoid close contact with people who have flu

Learners' activity:

Draw a comparison between the symptoms of flu, measles and malaria.

- cover your nose and mouth when coughing and sneezing to prevent the spreading of the virus.
- avoid touching your nose, eyes and mouth.
- do not spit anywhere.

Measles (Rubeola) and German measles (Rubella)

Measles is a highly contagious respiratory infection that is caused by a virus.

Symptoms are:

- a hacking cough
- a runny nose
- a high fever
- watery red eyes
- Koplik's spots (small red spots with blue-white centres that appear inside the mouth)
- a rash with a reddish appearance. It usually shows on the forehead first and then spreads to the rest of the body.

Preventative measures

Infants are naturally protected for the first 6 to 8 months after birth due to immunity passed on from their mothers. Measles-mumps-rubella immunisations (MMR) are given to children at 12 to15 months and at 4 to 6 years.

German measles is a contagious virus infection that affects the skin and lymph nodes. It is caused by the rubella virus that is not the same as the virus that causes measles. It is spread by droplets from the nose or throat that others breathe in. It can also pass through a pregnant women's blood stream to infect the unborn child. People with rubella are highly contagious from one week before to one week after the rash appears.

Symptoms are:

- mild fever for one or two days
- swollen tender lymph nodes, usually in the back of the neck and behind the ears, but sometimes also in other parts of the body.
- rash on the face that spreads downwards, no Koplik's spots. As the rash spreads down the body it usually clears on the face. The rash is itchy and lasts for up to three days. As the rash dries, the skin sheds very fine flakes
- headache
- loss of appetite
- light-sensitive eyes
- mild eye infection
- stuffy or runny nose
- painful, swollen joints

Preventative measures

- Rubella vaccine (MMR vaccine)
- Stay away from people who are infected
- Infected children should not go to school
- Infected children should stay away from pregnant women.

Malaria

If a malaria-carrying mosquito bites you, the most important thing to do is to go to a doctor when you start feeling the following **symptoms:**

- Body weakness
- Hot and cold fever
- Headache
- Backache
- Pain in the muscles and joints
- Vomiting
- Excessive sweating
- Shivering attacks
- Diarrhoea

Prevention requires A,B,C and D

- ❖ Awareness of risk.
- ❖ Bite avoidance. (To keep mosquitoes out of the house all windows and doors should be screened. In malaria areas it is advisable to sleep under mosquito nets. There are fumigants like mosquito coils and insecticides that keep mosquitoes away. Use mosquito repellent on the bare skin. Wear long pants and tops at night which also cover your feet. To prevent mosquitoes from breeding fill all puddles around the house with sand and stones. Regular clean-ups of the neighbourhood help reduce mosquito breeding).
- ❖ **C**hemoprophylaxis (taking preventative medicines if you travel to or living in a malaria region).
- ❖ **D**iagnosis made promptly with early treatment of an infected case.

SYMPTOMS, SPREAD AND TREATMENT OF HEPATITIS B

Hepatitis: It simply means an inflammation of the liver without pinpointing a specific cause.

Group activity:

Draw a comparison between the spreading and the prevention of Hepatitis B and HIV.

Hepatitis is most commonly caused by one of three viruses:

- the hepatitis A virus
- the hepatitis B virus
- the hepatitis C virus

All of these viral hepatitis conditions can be diagnosed and followed through the use of readily available blood tests.

Hepatitis B

Hepatitis B (also called **serum hepatitis**) is caused by the hepatitis B virus (HBV). HBV can cause a wide spectrum of symptoms ranging from a general feeling of weakness to chronic liver disease that can lead to liver cancer.

Signs and symptoms

Hepatitis, in its early stages, may cause flu-like symptoms, including:

- malaise (a general ill feeling)
- fever
- muscle aches
- loss of appetite
- nausea
- vomiting

- diarrhoea
- jaundice (a yellowing of the skin and the whites of the eyes)

But some people with hepatitis may have no symptoms at all and may not even know they are infected.

If hepatitis progresses, its symptoms begin to point to the liver as the source of the illness. Chemicals normally secreted by the liver begin to build up in the blood, and cause:

- jaundice
- bad breath
- a bitter taste in the mouth
- dark or "tea-coloured" urine
- white, light or "clay-coloured" stools

Spread of Hepatitis B

The hepatitis B virus spreads through:

- infected body fluids such as blood, saliva, semen, vaginal fluids, tears and urine
- a contaminated blood transfusion
- shared contaminated needles or syringes for injecting drugs
- sexual activity with an HBV-infected person
- transmission from HBV-infected mothers to their newborn babies

Prevention

In general, to prevent viral hepatitis you should:

- follow good hygienic practices and avoid crowded, unhealthy living conditions.
- take extra care, particularly when drinking water and swimming, if you travel to areas of the world where sanitation is poor and water quality is uncertain.
- never eat shellfish from waters contaminated by sewage.
- remind everyone in your family to wash their hands thoroughly after using the toilet and before eating.
- use antiseptic cleansers to clean any toilet, sink, potty-chair or bedpan used by someone in the family who has developed hepatitis.
- encourage drug awareness programmes in your community and schools, because contaminated needles and syringes are a major source of hepatitis infection.
- abstain from sex.

People with hepatitis B who do not recover completely after treatment and who are re-infected, can develop chronic hepatitis and **cirrhosis of the liver** (the chronic degeneration and disruption of the structure of the liver). Some people with hepatitis B may also become lifelong carriers of these viruses and can spread them to other people.

Treatment

When symptoms are severe or laboratory tests show liver damage, it is sometimes necessary for hepatitis to be treated in the hospital. Hepatitis B can sometimes be treated using medication. Four drugs are approved for use in adults with hepatitis B, but there has not been enough research yet about their use on children.

Learners' activities:

Debate the value of alternative health practitioners vs. medical health practitioners.

Group activity:

Display traditional medicine.

Discuss the differences between a traditional healer and a witch doctor

ALTERNATIVE HEALTH PRACTICES

The most common forms of alternative health practices are the following:

- Acupuncture – a technique where thin needles are used to reach the nerve areas in the body.
- Aroma therapy – it is a treatment for the body using pleasant-smelling botanical oils such as rose, lemon, lavender and peppermint. Essential oils can improve the mood, alleviate fatigue, reduce anxiety and promote relaxation.
- Chiropractic – a method of treating disease by manipulating segments of the spinal column, based on the idea that all disease is caused by interference with the function of the nerves as they pass out of the spinal column.
- Herbal medicine – using herbs to treat illnesses.
- Reflexology and massage – reflexology is a therapy that entails the massaging of the reflex areas in the feet and hands that are linked to the other areas of the body.
- Biokinetics – used to improve a person's physical status and quality of life through individualised exercises of the body.
- Traditional healers – they are not witchdoctors. Traditional healers use traditional methods to heal. Traditional healers cannot perform operations like medical doctors. They use natural products to produce their medicines. Witch doctors use magic and the powers of their ancestors to heal.
- Spiritual healing – has to do with the healing of negative emotions and negative past experiences.

SEXUAL MORALITY IN SOCIETY

Class activity:

List the sexual values of the society you live in.

Discuss whether the sexual morality of your society is beneficial to the prevention of HIV and AIDS, poverty and teenage pregnancy.

Morality is the system of controlling our actions and our thoughts in order to operate in a community. Examples of morality:

- You are not allowed to steal
- Old people should be helped in the street
- Killing or injuring people is wrong
- You should work for your money.

Sexual morality is a guide for the sexual behaviour of people in a society. Examples of sexual morality may be:

- Non-consensual sex is rape
- Abortion is against the law
- Sexual abuse is a criminal offence.

Many young people are not sure about right and wrong behaviour and many do not care, because they do not have positive adult role models, do not belong to a religious group and are not guided on morality issues. Consequently, they live for the pleasure of the moment and have little regard for values such as self-respect, self-control or commitment to marriage. If young people do not have a high sexual morality it can destroy their future.

Rape

Rape is performing a penetrative sexual act, without consent.

No two survivors of rape react in exactly the same way, or feel the same emotions at the same time, or heal in exactly the same way.

Class activity:

Discuss ways to avoid being raped.

Reactions to rape:

- Emotional shock
- Disbelief
- Fear
- Embarrassment
- Guilt and self-blame
- Shame
- Depression
- Anger
- Feelings of loss
- Humiliation

Class activity:

Discuss and demonstrate ways to protect yourself against a rapist, e.g. ***RUN***

Steps to be taken after being raped

- Do not bath or shower. This may destroy important evidence.
- Do not change clothes, this may serve as evidence.
- Contact someone you trust who will take you to the police and the doctor.
- **Go to the police as soon as possible.**
- Tell the police everything you can remember**.**
- Undergo a medical examination as this may serve as a proof that you have been raped.
- Do not put underwear or clothes in a plastic bag as evidence will be destroyed.
- Go for an HIV test.
- Tell the people closest to you about the rape for them to understand and support you.
- Go for counselling.
- **Remember that you are innocent of any crime.**

Please note: it is never too late to report rape.

Learners' activity:

Complete the worksheet.

Worksheet to create a set of behaviour in order to prevent rape.

Name: ……..

I have the **right** to ……..

I have the **responsibility** to ……...

Abortion

Class activity:

Discuss the statement: It is wrong to kill a human being through abortion.

Abortion is a procedure in which an unborn baby is removed from the womb of a pregnant woman. It is usually done during the first 3 to 4 months of pregnancy. In Namibia abortion is against the law.

A legal abortion is allowed under certain circumstances:

- If two doctors can verify that there is a risk to the mother's health.
- If two doctors can verify that there is something seriously wrong with the unborn baby.
- If the woman has been raped and she can prove it.
- If there is a family history of mental retardation.

Class activity:

Pretend that you are ministers in the Cabinet of the Republic of Namibia and that you are able to make laws to prevent future sexual abuse. State the rules you will include in such a law.

Physical health risks of abortion:

- Death
- Infection
- Sterility (cannot have children again)

Mental health risks of abortion:

- Depression
- Guilt
- Grief because of the loss of a child
- Anger

Sexual abuse

According to the law a child is sexually abused when he/she is under the age of 16 years and is forced by somebody three years older to:

- take off clothes
- touch his or her penis, vagina, breasts or bottom
- allow him or her to touch the penis, vagina, breasts or bottom of the child
- look at his or her sexual organs
- kiss or hug in a way which makes the child feels uncomfortable
- watch dirty movies or pictures
- allow nude pictures to be taken of the child
- perform any sexual act which makes the child feel uncomfortable, including sexual intercourse.

Steps to be taken when experiencing sexual abuse

- Avoid the abusive situation if you can.
- Tell a grown-up whom you trust and respect about it.
- Continue telling people until somebody believes you and does something about it.
- Tell the police.

Learners' activity:

Play the *What if* game.

What if game

Pairs of learners role-play the following "What if" situations:

- What will you do if somebody in a car stops next to you and forces you to get into the car?
- What will you say if somebody other than your doctor or nurse tells you to take off your underpants for him or her?
- What will you do if someone tells you to look at or touch his or her sexual organs?

Group activity:

Create a poster indicating care and responsibilities towards HIV positive people

Class activity:

Share stories on incidences of discrimination against HIV positive people.

Learners' activity:

Draw up a questionnaire and conduct a survey on the attitude of learners towards HIV and AIDS

CARE AND RESPONSIBILITIES TOWARDS PEOPLE LIVING WITH HIV AND AIDS

People who are affected by and infected with HIV and AIDS are seldom treated with respect and dignity. They are often rejected by people who are afraid that they will become infected when they come near them. Sometimes people who are suspected of being HIV positive or suffering from AIDS are discriminated against when they seek employment or apply for promotion.

The best place for proper care of people living with HIV is home, because it is a place where the people get love and emotional support. People living with HIV can lead a healthy life and delay the progression of the disease. This is known as living positively. People living with HIV need support to change their lifestyle and behaviour. This can also protect other people. People living with HIV can live a normal life.

Some important points on living healthily and positively when HIV positive:

√	Take care of oneself	√	Get counselling
√	Maintain self-esteem	√	Be under medical supervision
√	Keep healthy	√	Have the latest HIV information
√	Eat nutritious food	√	Protect others from being infected
√	Get enough rest and sleep	√	Spend time with family and friends
√	Do regular exercise	√	Be positive, keep busy
√	Avoid alcohol, tobacco and other addictive substances	√	Plan for the future

SUBSTANCE ABUSE

Abstinence: If you do not use alcohol at all.

Social drinker: An adult who drinks small amounts of alcohol on certain occasions.

Drug and alcohol abuse: When a person does not have any limits in the use of alcohol and drugs.

Drug dependency (addiction): Spiral of increased use, craving, desperation and finally criminal activity and possible overdose.

Alcoholism: It is a physical dependency on alcohol. Alcoholics need to drink alcohol just to feel "okay".

Learners' activity:

Find an alcohol advertisement and write a letter to the magazine or newspaper that printed it, explaining why you are objecting to the advertisement.

Teacher's activity:

Invite a person from the drug squad/police to discuss drug abuse.

Alcohol and drugs are mind-altering drugs. People often refer to alcohol as a legal drug, but **it is illegal for children under the age of 18 years.** This law was made to protect young people.

Effects of alcohol and drugs

Brain: It slows thinking, affects judgement and dulls the senses. It affects the centre of the brain that controls emotions. It makes the person angry, silly, sad, etc. It affects coordination and reaction time. It affects body functions such as heartbeat, breathing rate and digestion.

Eyes: Alcohol and drugs relax the eye muscles, which makes it difficult for a person to see and focus.

Heart: It weakens the heart muscle and decreases the amount of blood the heart pumps. Drinking can lead to high blood pressure.

Lungs: Large doses may slow down the breathing rate.

Digestive system: Problems range from vomiting to ulcers to cancer. The liver suffers most. If the person keeps on using alcohol or drugs the drug builds up in the bloodstream faster than the liver can break it down. Use over a long time can lead to damage of the liver. The liver is not able to break down poisons any more, so these substances build up and create problems throughout the body.

Muscles: Long-term use of alcohol and drugs may lead to muscle weakness.

Effects on behaviour: When under the influence of alcohol people tend to do and say things they would not usually do and say. The reflex and reaction time of people is influenced and decreases a person's ability to drive. Alcohol and drugs are also frequently linked with crime and violence.

Influence on society: It influences the economy of a country through its costs in terms of health treatment, accidents, breaking up of families, crime and a loss of production. Alcohol and drugs are also the cause of many suicide attempts and family violence.

DO NOT TRY TO HANDLE A DRUG OR ALCOHOL DEPENDENCY PROBLEM YOURSELF. DO NOT FEEL RESPONSIBLE FOR ANYONE ELSE'S ALCOHOL AND DRUG PROBLEM.

Mandrax

Africa is the largest abuser of Mandrax in the world.

Statistics show that Mandrax combined with dagga is still the drug of preference in large parts of Africa. Mandrax is mainly sold in the form of a tablet and is highly addictive.

Mandrax is a synthetic drug that is compiled by mixing chemicals in a chemical process and a tablet is then produced. The active ingredient in Mandrax is methaqualone.

Mandrax used with dagga and alcohol is life threatening because it causes psychological and physical dependency.

Mandrax is highly addictive. People become physically dependent on it and

have severe withdrawal symptoms if it is not taken.

The Mandrax tablet is usually crushed and mixed with dagga and is then smoked in a dagga pipe, better known as "bottle neck". This is also known as the so-called **"white pipe".**

In fact, it is the smoking of "bottle neck" that causes the distinctive stains on the palm of the hand of a Mandrax user.

Ecstacy

Ecstasy is a "psychedelic amphetamine" that has gained in popularity over the past 20 years because of its ability to produce strong feelings of comfort, empathy and connection to others. It often comes in tablet form, although it is occasionally sold in capsules or as powder. It is most frequently used orally.

Tik

Tik (crystal meth) is the latest buzzword in drug circles and is becoming increasingly popular amongst school children.

Health professionals are concerned about the devastating effects of this drug on the user – among its many effects, crystal meth induces psychotic symptoms, such as seeing or hearing things that are not there, and violence, making it a far more dangerous drug than most other drugs available in Southern Africa**.**

Tik is typically sold in straws, one of which could cost you between N$40 and N$60. The drug can be found in many forms, from a fine powder to larger crystals. It can be sniffed, orally ingested, injected or smoked – smoking being the most common method in South Africa.

According to users, the drug gives immediate, extreme pleasure. The pleasure only lasts a few seconds, but is followed by euphoria (a high) which lasts for several hours. Users stay awake for hours, even days, during which they feel extremely active and energetic. They seldom get hungry and go without food for long periods.

Interestingly, recovering addicts describe the effects as a state of extreme restlessness, anxiety and inability to sleep. They also complain of many unpleasant sensations such as that of needles sticking through the skin from the inside or of insects crawling on the skin.

YOU ARE IN CONTROL OF YOUR OWN LIFE. NOBODY CAN FORCE YOU TO TAKE ALCOHOL AND DRUGS.

THE ULTIMATE DECISION IS YOURS!

Teacher's activity:

Write the given slogan on a poster.

Class activity:

Discuss the relevancy of the slogan.

Learners' activity:

Study the picture and have a discussion on the statement made by the man.

(b) FAMILY LIFE

SINGLE PARENTHOOD

Note to the teacher:

Single parenthood is a sensitive topic. Don't become too personal.

There are quite a number of women who bring up their babies on their own. Most of them got pregnant without proper planning between the two parties. Sometimes the fathers are not prepared to take any responsibility. Some women choose to be single parents. Single parenthood is very challenging, but it is possible with the necessary support from family members. It often happens that grandparents take over the role of the parents. You also find single fathers. Usually their wives have died or they have been given custody of the children in a divorce case.

Group activity:

Identify the causes of single parenthood.

Class activity:

Look at picture 1 and discuss how Ndapewa's attitude can be changed.

Class activity:

Discuss the consequences of being a child in a single parent home.

Discuss ways to cope with single parenthood.

Discuss the slogan: ***Children are wealth.***

Class activity:

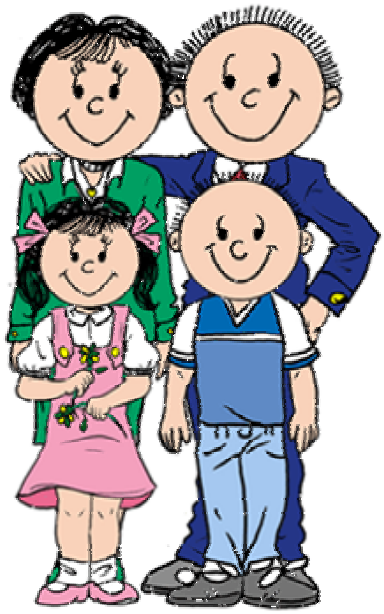
Look at picture 2 and discuss Claus's attitude towards his family.

Picture 1:

Ndapewa's mother is not married. She works as a domestic worker and works for a low salary. Ndapewa feels that she does not have to work at home. Her mother is very tired when she comes from work. Look at the picture and discuss how Ndapewa's attitude can be changed.

Picture 2

Claus's father is an accountant. His mother is the secretary at a school. After work his parents spend time with him. He knows that they will be there for him when he needs them. Claus's father is his role model.



Class activity:

Debate: Buying at an open market helps you to save money, vs. Buying at a shop helps you to save money.

List articles that can be bargained for at the open market.

Learners' activity:

Role-play how to bargain.

(c) FINANCES

BARGAINING

Bargaining is to arrive at an agreement over a price, especially by arguing in a petty way. Bargaining can be done at Chinese shops, street vendors, *kapana* and *vetkoek* stands.

In large parts of Africa, products, especially on open markets, do not have fixed prices. Several dealers sell the same products and buyers can bargain with them to get products at the cheapest price possible.

To be able to bargain, you need to know the value of an item. Assess the value by looking at how long it took to be made, the durability of the item and material it is made of.

Be aware that it is illegal to bargain for stolen goods.

BUDGETING

Class activity:

Explain the advantages of having a monthly budget.

Learners' activity:

Make a list of wants and needs.

Complete a monthly budget plan.

Discuss ways to save money for wants.

A budget is a plan giving details of expected income and expenditure.

Organising your finances takes discipline and planning. The best way to organise your finances is to work out a budget. First you have to consider your monthly income and then start deducting your fixed expenses. Once you have deducted these expenses you can determine how much money you have left to spend. You should save some money each month as this will help when you have an emergency or need to buy an expensive item such as a radio.

Work out a budget plan. This will ensure that you are always in control of your finances.

MONTHLY BUDGET

Income			**Expenses**		
Date	**Detail**	**Amount**	**Date**	**Detail**	**Amount**
20/02/200_	Pocket money	N$50.00		Sweets bought	N$10.00
	Sweets sold	N$ 3.00			
Balance B/F					

Teacher's activity:

Explain the difference between weaknesses and strengths.

Learners' activity:

Draw a picture on "This is me" illustrating your own abilities, interests and preferences.

Teacher's activity:

Read *Ester's Story* to the class.

Class activity:

Discuss the influence of other people's behaviour on Ester's self-image.

Teacher's activity:

Divide the class into two groups.

Group activity:

Group one: Discuss ways in which Ester can cope with the situation.

Group two: Discuss ways in which the other people can change their behaviour towards Ester.

8.3 PERSONAL-SOCIAL SKILLS
(refer to 10.3.3 in the Life Skills Grades 5 – 7 syllabus)

(a) SELF-AWARENESS

PERSONAL ABILITIES, INTERESTS AND PREFERENCES

Self-awareness means knowing and building on your strengths (abilities) and coping with your weaknesses. It includes knowing your interests and preferences.

Abilities are things you are able to do.

Interests are things you like to do.

Preferences are things you prefer to do.

If you know yourself you will be able to:

- make the right decisions
- accept yourself for who you are
- be more self-confident
- handle criticism better
- know how to grow as a person

Ester's Story

Ester is twelve years old. Her teacher is marking her maths book. She calls Ester to the front of the class. "Oh, but you are so stupid! Of the ten sums you had to do, you could only do two right. I wish you were as clever as your brother, Robert." Luckily the bell rings for second break. Ester leaves the classroom.

All the other girls are playing netball and she runs to join them. Neither team wants her to join. According to them, she is too slow and cannot catch the ball properly.

As Ester walks away, she hears the girls laugh. Suddenly she remembers the dirty blackboard and runs back to classroom to clean it. While she is busy, her teacher comes in, organises her books and carries on with her work without even noticing Ester.

After school Ester complains to her best friend, Sara, about it. Sara says that she should forget about it.

When Ester gets home that afternoon, her mother is upset. She scolds Ester because she has forgotten to put out the rubbish that morning. She says: "I cannot trust you to do anything."

Ester flops on her bed and starts crying. "I am just hopeless and useless."

Learners' activity:

List and define emotions by using a dictionary.

PARTICULAR EMOTIONS/FEELINGS

Emotions are feelings we get when we fear something, when we hate someone, when we become angry, when we love someone, when we are happy, etc. We experience different emotions in different situations.
It is important to deal with emotions. When we become angry, we tend to strike out, but this is not the best solution. There are better ways of dealing with anger. For example, instead of striking a person, it may help to go for a long walk.

If we do not deal with our emotions/feelings, they bottle up and one day, the cork of the bottle pops out and we explode. This might result in high blood pressure, suicide, depression, a nervous breakdown, etc.

Adolescence is a time full of changing emotions. Adolescents experience more emotions than they did before. Sometimes it seems as if they experience different feelings at the same time. This can be both exciting and confusing, but it is normal for adolescents. The good news is that the feelings can be handled.

Handling of emotions

Sometimes emotions can make life more exciting; they can also make life miserable. Whenever feelings come along, we have to decide whether to let them out or hold them in and to what degree. Sometimes the decision is easy. If your team is winning, you do not hesitate to shout loudly. But if the team is losing and you feel like crying….? The answer to this question depends on two things:

1. Where you are.
2. The kind of person you are.

The best way to deal with feelings is to ask yourself several key questions:

Why do I feel the way I do?
What can I do about it now?
What can I learn from the experience that will enable me to move forward?

Express your emotions without losing your cool by telling others honestly how you feel, but without ranting, raving and making a fool of yourself. If, in a moment of weakness, you lose your temper, be quick to apologise. Do not pity yourself when you are feeling sad. Be willing to reach out to somebody else and talk about your feelings.

Everybody has feelings. Emotions are an important part of being human. The more we recognise and understand our own and other people's feelings, the better life will be for everybody.

Learners' activity:

Complete the worksheet on *emotions* by using the given outline to write about your positive and negative emotions on a particular day. Be sure to also describe how you reacted to each emotion.

Group activity:

One member of the group demonstrates different emotions and the other members must name the emotions.

Worksheet on emotions

Activities on a particular day	**Emotions**	**Reactions to emotions**
Wake up		
Get ready for school		
Meet friends before school starts		
First period		
Break		
Writing a test		
Lunch		
After school activity		
Arriving home		
Chores at home		
Homework		

Learners' activity:

Role-play a situation and demonstrate polite and impolite communication.

Class activity:

Discuss consequences of impolite communication.

Discuss how verbal and non-verbal communication can have an influence on people's perception.

Learners' activity:

Complete the worksheet on facial expressions. Explain what possible message every facial expression depicts.

(b) RELATIONSHIPS

POLITE COMMUNICATION

Communication is the transfer of a message from one person to another in such a way that the message is clearly understood. The road to the heart is through the ears/eyes.

Non-verbal communication

Non-verbal communication consists of:

- tone of voice
- speed of speech
- body language
- facial expression.

Verbal communication

There are three levels of verbal communication namely shallow, medium and deep.

Shallow communication – greeting somebody on the street.
Medium communication – a professional conversation at work.
Deep communication – a counselling session.

Worksheet on facial expressions

Learners' activity:

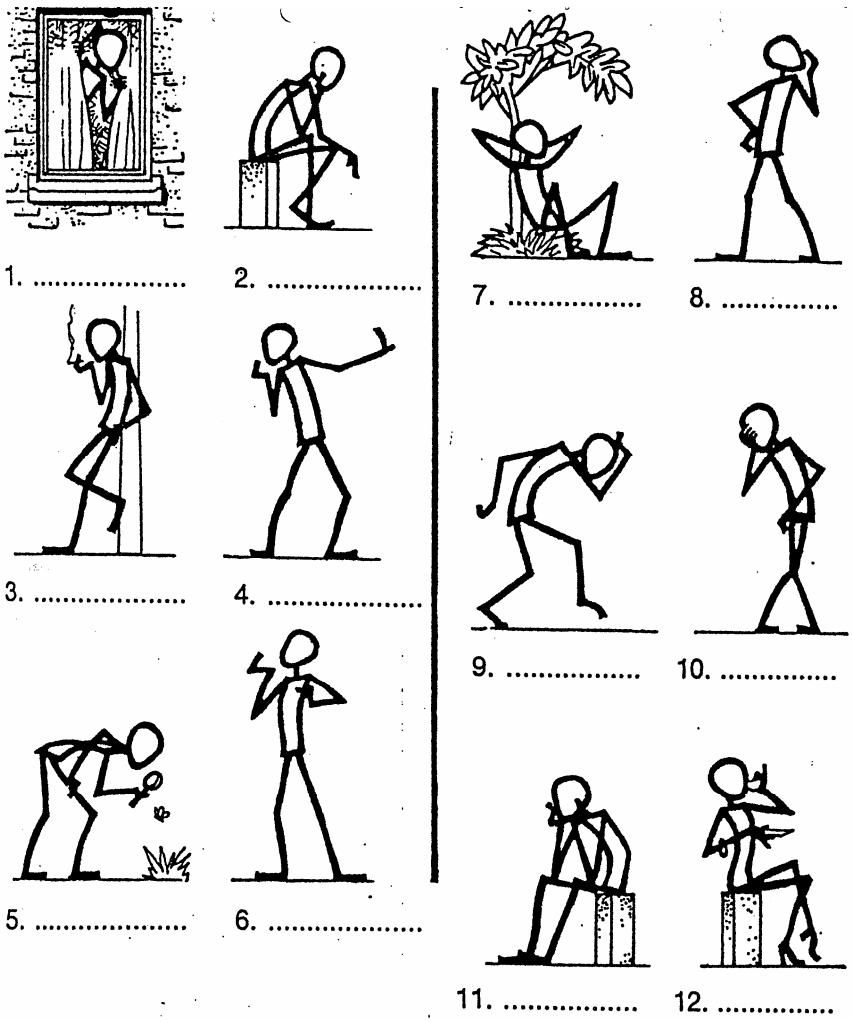
Complete the worksheet on *body language*. What message does the body language of the figures convey?

Learners' activity:

Demonstrate the following tones of voice when you experience the following feelings:

- happy
- sad
- angry
- lonely
- scared
- guilty

Worksheet on body language



Learners activity:

Complete the worksheet on *obstacles in communication*.

List possible ways to improve your communication with the mentioned persons.

Worksheet on communication

Identify two people in your home and two at school who are important to you. Reflect on how you communicate with them and circle the numbers of the obstacles you tend to have in each relationship.

Obstacles to communication:

1. Not paying attention to what the other person is saying.
2. Not saying what you really think and feel.
3. Not giving all the necessary information.
4. Twisting or misrepresenting the truth.
5. Being prejudiced (not saying what you would like to say, because you think you know how the other person will respond).

	Person	Obstacles				
At home		1	2	3	4	5
		1	2	3	4	5
At school		1	2	3	4	5
		1	2	3	4	5

Class activity:

Role-play to demonstrate polite communication, e.g. how to talk to an adult when being called.

Role-play scenarios where the words *thank you, if you don't mind, please, good morning, good day* are used.

Communication in the family

Good communication in the family has many benefits. Through proper communication parents and children can:

- share information and ideas
- share feelings and emotions
- solve problems
- reach a decision.

(c) CITIZENSHIP

Class activity:

Role-play and discuss unacceptable behaviour in public.

BEHAVIOUR IN PUBLIC PLACES

The golden rule of public behaviour is to treat others the way you would like to be treated. Dress neatly and talk only loud enough for the person next to you to hear you. Sidewalks are for walking, not for standing around. If you meet a friend and want to talk to him, move aside and have your conversation there. Chewing or eating while you walk or talk is neither healthy nor polite. If someone mistreats you in public, it is difficult but far more dignified to ignore it than to fight back and cause a major fuss. When using public toilets, handle it in the same way as you would have done with your own at home.

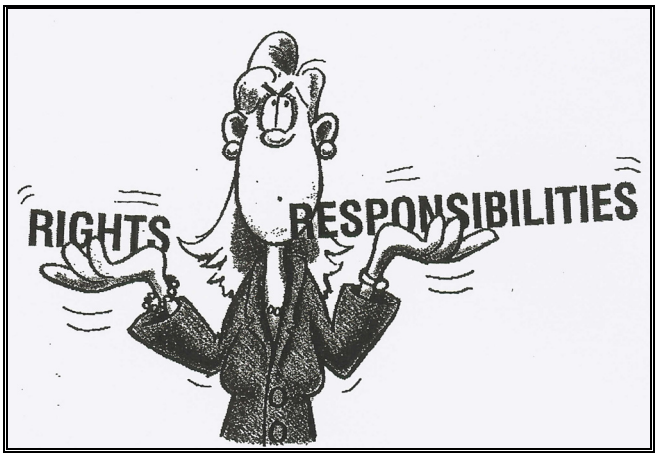
WITH EVERY RIGHT COMES A RESPONSIBILITY

Class activity:

Discuss what would happen if we all could come to school at whatever time we wish, only do our homework when we want to and go home when we want to.

Responsibility: Being accountable for one's own actions and decisions. Children have rights, such as the right to a name, a home, to be cared for, to have education and not to be abused or maltreated. It is important that children need to know that they have, for example, the right to education, but that they have to go to school everyday, do their homework, take care of the furniture in the classroom and obey the rules of the school. At home they also have tasks that they must carry out as part of the family, e.g. watering the plants. They have a right to a name and a home, but that means that they have to respect their parents and participate in family affairs. At home they have to listen to what their parents tell them and have respect for them. At school the teachers are their parents and they have to obey and respect them.

Children also have the right to be treated with respect and dignity by parents, teachers and fellow learners. No one should belittle them or discriminate against them in any way.



Learners' activity:

Look at the table on *Rights and Responsibilities* and decide which ones are *rights* and which ones are *responsibilities*.

Class activity:

Draw up a plan on procedures to follow when complaining.

Class activity:

Discuss incidents which are valid to report to the Ombudsman.

Discuss procedures to follow when you want to complain about something at school.

Table on Rights and Responsibilities

Not to be late for school	To be educated
To live in a clean environment	To have food to eat
To do homework	To help at home
To have clothes to wear	To keep the environment clean
To be loved	To care for your body
To assist others in need	To be cared for

The right to complain

The Ombudsman is a Government official whose job it is to guard against corruption and injustice in all branches of state and to help protect the fundamental rights and freedom of all people. The Ombudsman can be a man or a woman. No one can stop the Ombudsman from doing his/her job, not even Parliament or Cabinet. This means that the Ombudsman does not have to be afraid to investigate any complaint, not even a complaint about the President. The Ombudsman has a duty to investigate any complaint about corruption or abuse of power by Government officials. In some countries there is a separate Ombudsman, who investigates cases where the rights of children have been violated.

You have the right to complain to the Ombudsman if you see, for example, someone misusing a government car for personal trips. You can also complain to the Ombudsman if Government officials treat you unfairly or discriminate against you, or if anyone interferes with your human rights.

Class activity:

Brainstorm on the difference between crime and bad behaviour.

Learners' activity:

Name different crimes and the impact each one has on the society.

Discuss the emotions you will experience if you are a victim of crime or when a family member commits a crime.

Group activity:

Create a poster to advertise zero tolerance of crime in the school.

THE IMPACT OF CRIMINAL BEHAVIOUR ON OTHERS

In a community most people live in peace with one another. Each member of the community does his or her best to be a caring, considerate person. Parents raise their children to have respect for other people and to always try to do their best. The people of Namibia believe so firmly in the need for a peaceful and safe country that our constitution guarantees it. Unfortunately there are people who do not share the same values as the majority of people in the society. All countries have laws to protect innocent people against criminals. The laws cannot stop bad things from happening, but they can punish the person who does something wrong. Remember that we cannot say that a person has done something wrong until it has been proven in court that he or she committed a crime. We may not take matters into our own hands and punish people we believe have done something wrong to us.

When a person is guilty of committing a crime, his or her behaviour has to match the description of the crime. Sometimes you see something happen which makes you really angry, like a young boy making rude signs at an old lady. This is not a crime, but is very bad behaviour. Certain bad behaviour can lead to crime if a person is taken to court, e.g. swearing at and threatening a person. This is called crimen injuria.

ARSON

Learners' activity:

Discuss ways to prevent arson.

Arson is the crime of starting a fire for an unlawful or improper purpose. Arson is when people deliberately set fire to property or buildings.

Children start fires for many reasons, including boredom and peer pressure. Others might start fires because they want attention or because they are bullied, it may also be a cry for help. Most arsonists are aged 10 to 18 years; therefore schools are often the target for arsonists.

Arson also includes setting fire to dustbins, grass, trees, piles of rubbish and cars.

Class activity:

Discuss the consequences of arson to people, the environment, and property.

Learners' activity:

List and memorise the emergency numbers in your area.

Class activity:

Draw up a fire emergency plan for the school.

Teacher's activity:

Organise a fire drill at school.

Reasons for arson are:

- Profit. It involves false or fraudulent insurance claims in an attempt to gain money by destroying property. Vehicle arson can also be profit motivated.
- Vandalism. It is often the reason for fires started by juveniles. Vandalism through arson often occurs in vacant or abandoned buildings.
- Domestic violence. A victim's property like clothing is often damaged, destroyed or set fire to because of domestic violence.
- Revenge. The fire setter (arsonist) starts a fire out of rage.
- Political goals. Setting fire to government buildings, e.g. the parliament building.

Dangers of arson:

People can be burned and killed in arson attacks. It can also endanger the lives of animals. It causes trauma to people. It costs a lot of money to rebuild buildings that have been burned down. Valuables are lost in fires.

The cause and origin of a fire can be investigated. The presence of an accelerant or ignitable liquid e.g. petrol can indicate arson. Arson is a very serious crime and therefore it can lead to a heavy sentence.

Emergency actions in case of fire:

- Have a list of emergency telephone numbers ready within immediate reach. These numbers should also appear in the contact list on your cell phone.
- Use the emergency numbers only in case of a serious incident.
- Switch off the main electricity plug.
- If you have to escape through a window during a fire, be careful of being cut by glass.
- If your clothes catch fire, lie down and roll in the sand or on the floor.

Remember never to run.

- If you see someone with burning clothes, knock the person down and make him roll on the ground.
- Do not go back into the burning building. You may be overwhelmed by the smoke and flames.
- Get immediate medical attention for burns.
- While you are waiting for the emergency services to arrive, cool the burns down with a damp cloth or tap water. Do not apply fat, margarine or ice.
- Ensure that fire extinguishers are installed in buildings and are in a working condition.

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