

Life Orientation

HANDS-ON TRAINING

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Introduction

Why Life Orientation?

This programme has been developed after experiencing that students lack certain fundamental skills and competencies to qualify successfully. The purpose of this Fundamental is to address the learning areas where the students lack ability and confidence to cope with life effectively. These areas are:

- Personal Development
- Social Development
- A Healthy Way of Living
- The World of Work

How to use this PROGRAMME?

Learning material has been provided, but is by no means conclusive, and should be a starting point for the facilitator or lecturer and student to discover and learn. Resources are given, but in learning the student can use and access any resource that will be beneficial to his / her learning.

Please note that when assessing various methods and tools can be used, for example, tick sheets, peer evaluation, tests, questionnaires, assignments, demonstration of the task, etc.

Most of all - **have fun while getting the student involved in this wonderful journey of learning!!!**

Why Life Skills?

Life skills are an intrinsic part of human development, sustainability and central to the process of lifelong learning, as well as enabling direction and guidance for an individual to progress throughout life. These outcomes assist and enable students to participate and cope effectively within a range of activities, relationships and interests, as well as enable and equip them to adjust or adapt to NEW environments, situations, customs, and ideas.

Life skills consists of:

- knowledge and attitudes towards self, others, and the context within which the individual operates, and the ability to perform satisfactorily within these relationships and contexts.
- suitable performance in activities, relationships and interests in which humans are involved or participate, as it pertains to all spheres of their lives, i.e. physically, emotionally, mentally, spiritually and socially.

The outcomes of the Fundamental Life Orientation will address and empower a student to:

- ☺ Deal in an emotionally intelligent manner with life demands;
- ☺ Cope with the demands in different life stages, e.g. early childhood, childhood, adolescence, youth, adulthood, old age.
- ☺ Overcome specific hardships in life in an emotionally healthy manner, e.g. retrenchment, divorce, death of a family member, living with a disability or living with HIV and AIDS.
- ☺ Deal with diversity according to the Constitution;
- ☺ Understand own rights and responsibilities according to human rights declarations;
- ☺ Understand the impact of socio-economic phenomena (dependency-producing substances, gangsterism, crime) that have an impact on them and learn how to avoid, respond to or deal with these;

- ☺ Overcome environmental and socio-economic restrictions in such a manner that impact on students is limited or turned into a positive influence (rural settings, urban problems)
- ☺ Understand own sexuality in order to define own role in society.
- ☺ Identify issues playing a role in health and ensuring a healthy holistic body, mind, and spirit.
- ☺ Ensuring own physical development to contribute to development of a healthy body, mind, and spirit.
- ☺ Ensuring own personal development to contribute to best potential to community
- ☺ Participate in social settings to muster support for self and to provide support to others, to contribute to the empowerment of others and upliftment of the community.
- ☺ Understanding own strengths and weaknesses to define a life and career role and to make life choices.
- ☺ Access to education and training, for example skills development programmes and learnerships.
- ☺ Access income-generating opportunities in both the formal and informal sector and survivalist activities.

ENJOY AND DISCOVER WHILE HAVING FUN!!!

The Authors

How To Use This Guide

It is important that you remember that all that is presented here is by no means prescriptive and only recommendations or suggestions. Ensure that you have a thorough understanding of the rationale for Life Orientation and the methodology that is Outcomes-based. The first part of this guide contains such explanations and guidance. Note: In Outcomes-based education your starting point is ***assessment*** of the outcomes you have to facilitate learning towards.

The second part of the guide focuses on the four modules that correspond with the 4 topics in the Subject Guidelines. This part consists of the following:

- A table with the *Subject Outcomes, Assessment Standards And Learning Outcomes*
- *Tips For The Facilitator* that explain what your key focus for this learning should be.
- A *Facilitation Plan* that guides you toward planning your facilitation. This is not your lesson plan. A generic template has been included that you could use to plan lessons.
- *Guidelines For Activities* that should assist you in facilitating the activities. Remember that in the Student Guide there are two kinds of activities: Learning activities (Discover and Learn) and Assessment activities (Assessment Activity). This does not imply that for continuous assessment you cannot use the Discover and Learn activities as indicated in the exemplar *Record Sheet*. Again these are suggestions and not excluding you developing your own CASS (Continuous Assessment). You should use every opportunity that presents itself to facilitate and record learning.
- *Module Assessments* that include the Portfolio Activity as in the Student Guide and a knowledge test (ready to be photocopied) – both these are summative assessments.
- A *Bibliography And Websites* that is just a starting point to get you to build your own resources database for your learning environment.

What we as authors can advise you is to be willing to discover and learn with your students, to be enthusiastic and positive, and to create a learning environment that is enriching and fun.

The Art And Heart Of Facilitation

Skills

For many years the emphasis was placed on

- how clever a person is or
- how high his/her IQ is.

IQ - only measures language and maths.

Fortunately people realised that **SKILLS** are just as important as **knowledge**.

Skills are the keys to unlock all the potential you have!

A **SKILL** is the ability **TO DO** things.

It is **APPLIED knowledge** rather than just understanding the process.

Points to ponder on!!

There are skills that are necessary for successful living and learning!

These are skills that help you cope with and survive in a rapidly changing society.

A life skill is any skill, which enables a person to interact meaningfully and successfully with other people and the environment.

The greater the range of skills that we possess, the more opportunities will be available, resulting in a more meaningful and successful life.

The student needs to develop his/her skills, and to practise applying and adjusting them UNTIL he/she consistently gets the results he/she wants.

INTERPERSONAL SKILLS

Interpersonal skills are called the fundamental or foundational skills and everybody should have these skills to operate successfully in life and at work. They form part of and are included as the foundation in all learning programmes.

They include the ability to:

- build relationships (rapport) and interact with others;
(Rapport = 'being in tune with' or 'getting on with', 'creating a point of understanding and contact.'
- persuade or influence another person;
- gain the trust, confidence and co-operation of other people;
- resolve conflict or disagreements;
- give and obtain information effectively.

COGNITIVE SKILLS

They require mental effort and include the ability to:

- gain and communicate information;
- make decisions critically;
- and judge priorities.

TECHNICAL SKILLS

This is the ability to perform a required task, e.g. typing, repairing a computer, writing a report, etc.

ORGANISATIONAL SKILLS

This is the ability to manage, plan and organise.

Facilitation

The emphasis is on activities that will involve students and help in their growth, understanding and development of life skills. It is NOT teaching, telling, lecturing or preaching. You, as the facilitator, must provide the resources and structures **for the student to discover, explore, experience, learn and develop.**

Students have always been told what to do, but through facilitation a shift in responsibility takes place; **the students now solve problems by themselves and for themselves.** When a student is actively involved in his/her own learning and starts to develop his/her skills, he/she realises that he/she can take responsibility for his/her own learning and development.

Learning takes place through:

- Experiential learning
- Role-play
- Games
- Group work
- Sharing learning points
- Activities and self-assessment
- Evaluation / Reflection
- Regular feedback
- Simulation

Tips For And Role Of The Facilitator

The most important characteristics are to be positive, enthusiastic, motivational and fun!

- Most teachers / lecturers will have to make a mind shift.
Remember: The more facilitation is practised, the easier it becomes.
- Write down and evaluate your own experiences.
- Use any incident or experience in the classroom to learn from, e.g. a student arriving late, students not attending class, etc. The group discusses and evaluates the situation and gives feedback.
- You are the timekeeper:
 - Make sure that the group doesn't spend too much time on irrelevant discussions or tasks;
 - Make the group aware of how much time they have available;

- Give an indication on how much time must be spent on each activity, for example:
 - ‘You have 15 minutes to share the following learning points.’
 - ‘You have 60 minutes to create a new product.’
 - ‘There are 5 minutes left to conclude or before you must give feedback.’
- You must **be warm, friendly and humorous**.
- **The environment must be warm, friendly and relaxed.** Chairs in a circle works better than sitting at tables or desks, which can be barriers to learning and communication.
- Give clear instructions.
- Encourage and praise students – use words like “good”, “right”, “yes”, “wonderful” and “correct”.

PROFILE OF A FACILITATOR		
Promotes empowerment		Positive
Has fun!!		
Enjoys facilitation	Friendly	Enthusiastic
	Warm	
Good listener	Facilitator	Manages conflict
Encouraging		Offers choices
Supportive		Motivates
		Creative

Games In Learning

Young and old people around the world play games. Games are linked to our history, our environment and our culture. Many of our modern games come from ancient times and are played in different parts of the world in different ways. Games can support learning.

Why use games in learning?

Game playing is very important in learning while we are young. As we get older we tend to play games for relaxation; and by the time we become adults games are often considered a waste of time. Education is a lifelong experience and we must not ignore any of the avenues that are available to help us learn. **Games can be used to support and promote learning and critical cross-field outcomes such as Problem Solving, Teamwork, Communicating effectively, Organising and managing oneself and one's world.**

Caution!

! When using games in large groups, it can cause a lot of conflict, negative feelings and aggression if the competition between players becomes too serious.

! Keep a check on the level of competition by setting firm ground rules before starting any game. These could include things like being a good sportsman, being gracious when you lose and not gloating and boasting when you win.

! Make sure that everybody actively takes part in the game. Give the spectators a chance to play too.

! Do a preview to explain why this game is being used and do a review to discuss what was learnt from the game.

! A game must offer good motivation for the players: If it is too easy, they will lose interest; if it is too difficult, they will give up trying.

Principles For Activities And Games

- Use an icebreaker or game to kick off with. **It is essential to help the students to relax, laugh and learn while they are having fun.**
- Students must realise **that learning can be fun.**
- Students must know that they are allowed to make mistakes and that it is OK to make a mistake as long as they learn from their mistakes. In most cases there is no wrong or right answer.
- Stress the importance of self-empowerment.
- Set ground rules for the group work. These groups normally operate in the following way:
 - Everyone gets an opportunity to talk / participate.
 - When one person speaks, all the others listen.

Before each activity or experience or lesson the facilitator asks him / herself these questions:

- What do I want the students to experience?
- What do I want the students to learn?
- How will I guide and assist the group to reach the outcome?

Students must be encouraged to think for themselves!!

Here are a few questions, verbal statements and encouragement that can help the facilitator to guide the students to think critically and participate in activities:

Helping students to learn how to describe things

- “Tell me about it.”
- “Describe it to me.”
- “Tell me what you see.”

Helping students to check that everything is completed

- “Do you think you have completed the job?”
- “Have you done everything that was required?”

Helping students to think logically

- “Why did you come to that conclusion?”
- “Why did you do that?”
- “Why did you make that decision?”
- “What caused you to make that decision?”
- “Why do you think that is the answer to the problem?”

Helping students to develop reflective thinking skills (preview and review)

- “What will the result / outcome be?”
- “What will happen if you do this?”
- “Why were you successful?”
- “What caused you to make the mistake?”
- “What caused this to happen?”

Helping students to focus attention on the things they need to learn

- “Follow carefully what I am doing.”
- “Do this with me.”
- “Watch what I do, then do it the same way.”

Helping students to remember important information

- “Can you remember?”
- “Think back.”

To help students to be observant and identify problems

- “In what way are these situations the same or different?”
- “Compare this to that/those.”
- “What is the difference between these objects?”
- “Note what these statements have in common.”

To help students to be aware of detail

- “Note that this is the way it is supposed to be.”
- “Please look at the colour / size / shape.”
- “Is anything different?”
- “Has anything changed?”

To help students to be aware of the reasons why we choose or decide on one course of action rather than another

- “Why do you say that?”
- “Why do you do it that way?”
- “Why do you do this and not that?”
- “What did you think about before you had decided to do that?”

To help students to be aware of possible options they can choose from in a situation, and the possible outcomes of each option

- “What are your options/choices?”
- “If you do this, then what will happen?”
- “If you get that result, what will you do next?”
- “What will happen next?”

To attract the student’s attention to the learning or action

- “Listen carefully...”
- “Observe how ...”
- “Pay attention to...”
- “Study this ...”
- “Notice how ...”

Games - Learning Points And Application

Activity and Learning Points Form

Directly after completing any game activity, the students should sit in a circle or group and discuss what they have learned or experienced. They could write it down on the suggested application form - each individual writes his/her learning points and the practical application of these points in his/her own life situation.

ACTIVITIES, LEARNING POINTS AND APPLICATION FORM	
ACTIVITY:	
LEARNING POINTS:	
PERSONAL LEARNING POINTS:	APPLICATION:

The Life Orientation Classroom And Structured Learning Environment

Where do you start?

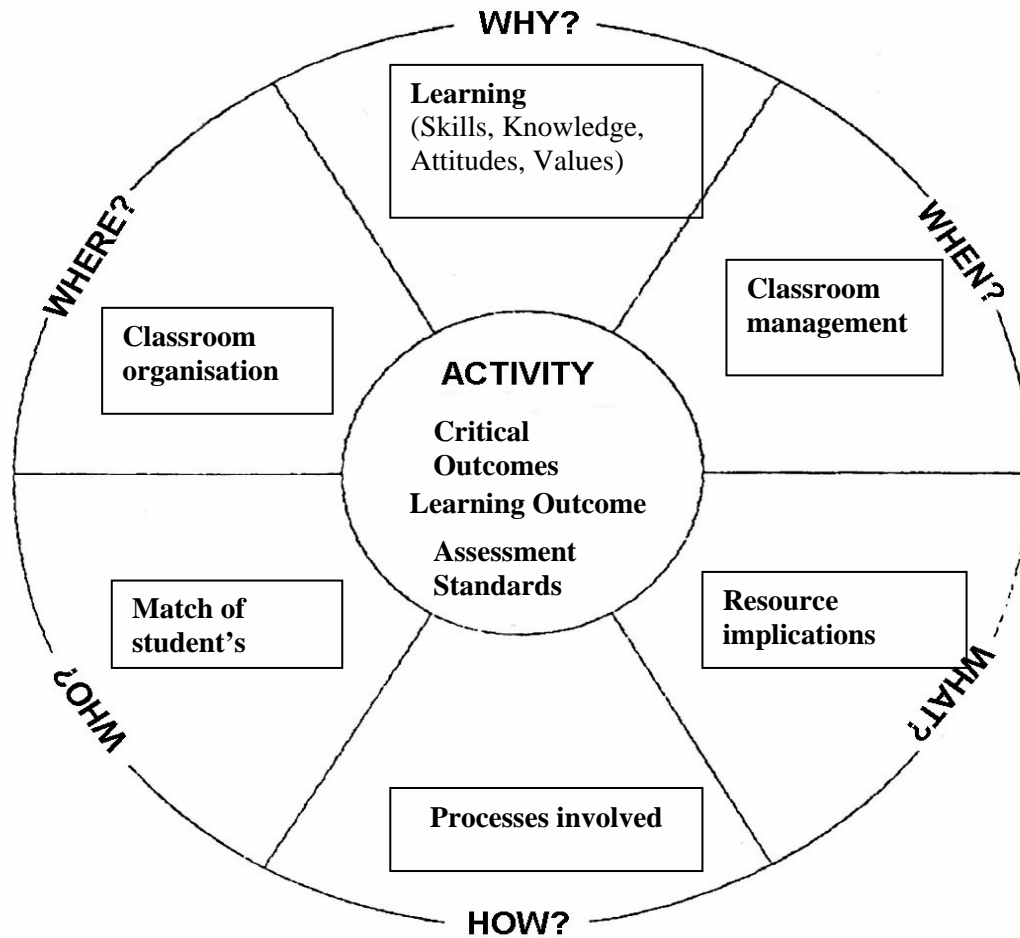
(1) Choose and analyse the Critical Cross-field Outcome(s).			
(2) Choose a LO (Learning Outcome). What is students expected to know, be able to do, value and be like (SKVAs)?		(3) Choose any 1 or 2 LOs from another subject. Make other learning programme connections by linking Subject and Learning Outcomes within and across Learning Programmes and/or Subjects. This helps students to make connections and use the skills of other subjects to help understand what they are doing.	
<p>(4) Plan and decide what will provide evidence that students are achieving expected outcomes? This is the expected levels of performance. State the Assessment Standards. Provide and plan for evidence of student progress.</p> <p><u>Ask yourself:</u> What must students know? (Content standards) What must students do? (Performance standards) The evidence is the record of the student's work that has been assessed.</p>	<p>(5) Plan how you will measure how well students are achieving outcomes? Focus on the quality of student's/learner's achievement by using an assessment instrument. Assessment tools or instruments (e.g. rubrics) help reflect how judgement was made about the quality of student's work using a variety of tools, and to gather evidence of student's progress.</p> <p><u>Ask yourself:</u> What instruments will I use to measure the quality of work or evidence? What will measure how well students are achieving outcomes?</p>	<p>(6) Plan how will students' achievement of expected outcomes be assessed? (What assessment methods will be used, e.g. self, peer, group, educator, industry, etc.?) <u>Ask yourself:</u> Who will be involved in the assessment? Are the purposes, strategies and instruments varied? Is assessment tied to the outcomes and assessment standards? How is the quality of work described? What is the expected level or range of performance?</p>	<p>(7) Decide on teaching and learning strategies and methods to enable students to learn, and to demonstrate achievement. Focus on teaching/learning techniques / activities and experiences. Students demonstrate achievement through multiple learning opportunities, accessing published texts and oral history texts as a stimulus or 'spark' for further learning activities.</p> <p><u>Ask yourself:</u> What teaching and learning practices will assist students' progress toward achievement of expected outcomes? What opportunities will students have to improve on their learning? What texts will advance students' multiple intelligences (e.g. visual, musical, interpersonal, kinaesthetic, interpersonal, etc.) and hone their skills, knowledge, attitudes, and values in and across learning programmes in the college? NB!! Will your instructional methods allow students the chance to practise or rehearse the Critical Cross-field Outcomes (Life Skills), e.g. If you choose the CCFO</p>

			focusing on teamwork, you can't lecture!
<p>(8) How will the needs of all students be provided for? (Provide for expanded opportunities and inclusivity.)</p> <p>Provide diverse ways for all students to learn and to demonstrate achievement.</p> <p><u>Ask yourself:</u></p> <p>How will practices extend, support, consolidate performance? How many different ways can students demonstrate what they have learned?</p>			

NOTE: You may access / use any template from the training material provided or use your own template provided you address the basic aspects above.

LESSON PLANNING CONSIDERATIONS

Educator monitors through for example observation, tasks or tests what the student is supposed to know, do, value and be like. This relates to the focus of the learning experience. Educator does recording against the assessment standards and reports against the outcome. Educator measures the quality of the evidence generated by the student, by using a rubric, checklist, observation sheet, self-assessment form, etc. Educator assesses the product, performance or process of the learning.



Who?

Know your students.

Considerations:

Are you aware of the characteristics of your students? Do you use each student's information profile?

Are there opportunities for individual, small group and large group experiences?

Do you provide opportunities for students to set learning goals?

Why?

Determine the learning goals.

Considerations:

Are you aware of the major objectives to be developed as stated in the curriculum guidelines? Based on observations of your students, do you know what skills need to be acquired and/or reinforced?

Are the attitudes you are expected to develop in your students reflected in the activities, organization and atmosphere of your classroom?

How?

Implement the programme.

Considerations:

Do you have a planned approach to curriculum?

Do you consider alternative approaches and teaching strategies ?

Does your planning include on-going evaluation of the student's performance and learning?

Is record keeping part of your implementation?

What?

Select materials and experiences.

Considerations:

Do the experiences and materials reflect student needs and interests?

Is there a balance among and within the curriculum areas?

Do you include a variety of teaching / learning strategies?

Do you incorporate a variety of resources? Build your own resource database consisting of real life examples, magazines, newspapers, materials such as markers, A4 sheets, cards, etc.

Find and Use a Range of Resources

There are different kinds of resources.

- **Publications**, such as textbooks and other printed resources that have always been primary resources for educators.
- **Products** such as posters, models, equipment, videos, charts and other forms of two- and three-dimensional resources.
- **People** such as role models, experts in specific fields, colleagues, parents or local community members can often bring learning to life in a classroom. Internationally, there is a trend to involve community leaders other than educators in learning. Local professionals such as engineers, clerics, accountants and others are often willing to donate a few hours a year to helping educator. This may involve coming to class or even sitting with educators to help plan activities.
- **Places** for field trips and site visits can be a useful way of making learning relevant to real life. Local libraries, construction sites, shopping malls, railway stations etc. are places where students can apply the concepts they learn in school.

When?

Decide time allocations.

Considerations:

Have the pre-determined schedules been established?

Do you identify blocks of time for sustained tasks and challenges?

Do you promote individual planning and independent use of time?

Where?

Organise the space.

Considerations:

Does the furniture and its arrangement facilitate first-hand experience?

Does your classroom organisation promote interaction?

Are materials stored for easy student access?

CLASSROOM PLANNING AND CLASSROOM MANAGEMENT

While there are many ways of laying out plans for what will happen in class, all plans should show broadly the same kind of information.

Step 1 – Refer to the Learning Programme Plan

Choose a Learning Experience from one of the plans you have developed. Discuss with other educators what the aims and/or objectives are, what needs to be learned, the activities students will be involved in and what will be assessed in this plan.

Step 2 – Refer to the Curriculum

Go back to the Subject and Assessment Guidelines. Make sure that you know what skills, knowledge, attitudes and values students should develop through the learning experiences.

Step 3 – Activities and Assessment

Discuss and select a collection of individual activities that can be used to develop conceptual understanding. Remember, you are dealing with the detail so bear in mind the time needed and the order of delivery. Identify what students will produce as evidence of learning during these activities. Identify what will be assessed. Remember to assess only 'substantial' progress of relevant aims and/or objectives. Identify how you will assess and how you will record achievement for each activity.

Step 4 – Planning Classroom Management

Educators generally have to deal with large classes of diverse students. Managing teaching and learning in this environment needs careful planning. Educators should decide how to deal with each of the practical issues below.

Managing Resources

What learning support materials, such as worksheets will you need? Are these available or will you need to develop them? What equipment or learning aids will you need? How many of each? Will you invite role models to visit the class or invite other educators to participate in co-teaching or team-teaching?

Arranging the Classroom

How will the students be arranged? You may need to think about such questions as the following:

- When will they work alone and when will they work in groups? Both group work and solo work are important aspects of classroom learning and both should be planned in a balanced way.
- If they are going to work in groups, how many will work in each group? Groups can be as small as 2 students or as large as 6 students. Will you allow them to group themselves or will you group them to ensure that each group is balanced and that no student is left out of a group?
- How many sets of resources will you need per group?
- How will the desks be arranged? Where space allows, we can arrange and re-arrange the classroom to suit the plan. This includes arranging desks for group work, for workstations, into a horseshoe (U-shaped) or circle or other shape. You may even want to take the class outside or on an outing.
- Where will practical activities take place? Will students work where they sit or will you set up separate stations around the room? Will there be visits to other places in the college or maybe field trips to other sites that are related to the topic?

Managing Time

You will need to think about how long you will spend on each activity. You may also need to consider how the activity will be divided or broken up (Introduction, Exposition of activity, Conclusion).

Managing Assessment

Decide how the assessment evidence will be recorded. Will you use quantitative records (such as projects, collages) or qualitative records (such as checklists)? Decide exactly when assessment will happen.

Managing Diversity

Our classrooms are full of students with a rich diversity of backgrounds, needs, preferences and challenges. Effective management of this diversity is a critical element of teaching Life Orientation because this helps to make the diversity an asset and resource for learning

Diversity In Learning Styles

Students learn and show their learning in different ways. Educators need to use various teaching methods to cater for different learning styles and to avoid boring lessons. You could have optional activities or have different ways of doing the same activity.

Managing The Pace Of Learning

Students learn at various paces. Where possible, plan how you can provide for the needs of both slower and faster students. This may involve optional activities, reading or research.

Differences In Levels Of Achievement And Development

OBE recognises that students in the classroom are often at different levels of physical and cognitive development. For this reason they are capable of different levels of challenge. Educators need to respond by sometimes providing optional or extra activities, challenges and materials that cater for these differences between students.

Language Diversity

While most lessons occur in a single language, most classrooms have a range of languages spoken as a home language. You need to ensure that you do not disadvantage students who need to learn and be assessed in a second language. This is one reason for using a variety of different assessment methods. There are many strategies for coping with language issues and educators should ask for help where necessary.

Gender Diversity

You need to ensure that you do not inadvertently allow or contribute towards discriminating against girls or boys in the classroom on the basis of gender, consciously or unconsciously.

Cultural Diversity

There are many cultures in the classrooms. Educators have to recognise, celebrate and be sensitive to this. Aspects that should be considered include religious holidays, attitudes towards certain content such as religion education and sexuality education, and other issues when planning.

Source:

Life Orientation Programme Exemplars for Grade 10 published by the Gauteng Department of Education (GDE) and the Gauteng Institute for Educational Development (GIED).

Icebreakers

Here are a few suggestions to help you get going with breaking the ice and start facilitation with enthusiasm.

Motor Mania – Icebreaker 1

Props

None.

Participants will be on their feet and working together in this activity as they become the motorized objects of their choice. The activity is wonderful for culminating a programme or inserting an achievement activity into team building! It always works.

Instructions

1. Organise participants into groups of eight to sixteen.
2. Tell groups that they will have 5 minutes to truly become a motorized moving object, which means that each individual will physically participate in performing roles necessary for the depiction of that object. Give examples, like a blender or fan.
3. Explain that at the end of 5 minutes, each group will demonstrate its object, while the other groups will guess what object the group is portraying.
4. Give the signal to begin the planning time.
5. After 5 minutes, call on groups one at a time to demonstrate their motorized moving objects, while the other groups guess what the objects are. If no one guesses correctly, ask the performing group to reveal the motorized object they portrayed.
6. Encourage the other participants to applaud after each object is revealed.

Variations

- Give the groups the names of the objects they should portray.
- Give prizes for categories like synchronization, teamwork, and originality.

Tips

- This activity works best with open space.
- Play upbeat music while participants are planning.

Simon Sez – Icebreaker 2

Props

Simon Sez Activity Sheet for leader

This is a well-known activity that gets attention, creates energy and laughter, and gains the participation of everyone. Use it in a speech to a large audience, or as a break during a long meeting.

Instructions

1. Ask participants to stand and get ready to play Simon Sez.
2. Explain the simple rules: When you say “Simon sez” followed by an order, the group should obey the order; when you give an order without saying “Simon sez,” they should not follow the order.
3. Give the orders. After each order, tell people who were correct in following the order to remain standing, and ask people who were wrong to sit down.
4. When finished, announce that the people still standing are the winners.

Variation

Ask a participant to lead the Simon Sez session.

Tips

- Keep things moving quickly. If you delay, no one will make a mistake.
- If everyone does what they’re supposed to, make a remark about the astuteness of the group and move on.
-

Simon Sez Activity Sheet

- Simon sez lift your right hand into the air.
- Simon sez lift your left hand into the air.
- Put your right hand down.
- Simon sez put your left hand down.
- Simon sez point upwards with your right hand.
- Simon sez point downward with your left hand.
- Simon sez point both hands towards yourself.
- Point both hands towards your neighbours.
- Simon sez stop pointing and sit down.
- Simon sez stand up.
- Simon sez stand on one leg.
- Stand on both legs.
- Simon sez shake hands with one neighbour.
- Simon sez shake both hands with another neighbour.
- Simon sez turn around.
- Turn back and face front.
- Simon sez turn back and face front.
- Give yourselves a hand.
- Simon sez give yourselves a hand.

The Colour of Love – Icebreaker 3

Props

Colour of Love Activity Sheets, one per participant.

Colours evoke different emotional responses in different people. This activity is a fun way for participants to hear how people think "in colour" and learn more about each other.

Instructions

1. Give one Colour of Love Activity Sheet to each person.
2. Tell participants they have 2 minutes to complete the sheets.
3. After 2 minutes, ask participants to organise into groups of three.
4. Tell participants to share their answers with the other two individuals in their groups.

Variation

If the group is small, have everyone share their answers.

Tips

- Have colour templates around the room or on the table.
- Play on the "colourfulness" of the group.

The Colour of Love Activity Sheet

Answer the following questions with the name of a colour:

- What colour is happiness?
- What colour is sadness?
- What colour is tenderness?
- What colour is loneliness?
- What colour is friskiness?
- What colour is creativity?
- What colour is intelligence?
- What colour is love?
- What is your favourite colour?
- What is your least favourite colour?

Source:

'The Big Book of Icebreakers'

Assessment

Reflection On Assessment

Note: *Please consult and use the Assessment Guide for Life Orientation Level 2 for information, assistance and guidance on the skills., values, knowledge and attitudes that need to be assessed and how to approach and develop assessment strategies.*

Why do we assess?

- To find out what students have learned
- To plan teaching
- To make formative decisions
- To make summative decisions

How do we assess?

- By selecting outcomes
- By collecting reliable and valuable evidence
- Continuously

What methods do we use?

- Observation-based
- Text-based
- Task-based
- Portfolio of Evidence
- Self, peer and group

Performance-Based Assessment

This type of assessment emphasises the students' ability to use their knowledge and skills to produce their work. This includes presentations, research papers, investigation projects, demonstrations, exhibitions, singing, athletics, speeches, musical presentations, etc.

This type of assessment requires students to demonstrate a skill or proficiency by creating, producing or doing something, often in a setting that involves real world applications. The educator should not only assess the end product but also the process that the students use to complete the task.

When students are required to complete a task, the description of a task should:

- Include outcomes to be assessed
- Include description of what the students are required to do
- Indicate group or individual help that is allowed
- Indicate the resources needed
- Indicate the role of the educator/facilitator
- Indicate the administrative process
- Indicate the scoring procedure or the criteria that will be used to evaluate the final product.

The following checklist could be used to evaluate the design of performance-based tasks:

- Does the task include an integration of knowledge, skills and values?
- Does it address a variety of outcomes?
- Is the task based on real life context?
- Is the task do-able?
- Are multiple solutions possible?
- Is the nature of the task clear?

- Is the task challenging and stimulating to the students?
- Are criteria for scoring included?

Tools and Methods

1. Interviews

An interview is probably the oldest and best-known means of eliciting information directly from students. It combines two assessment methods, namely observation and questioning. An interview is a dialogue between the assessor and the student, creating opportunities for student questions.

Possible uses:

- A range of applications using different forms of questions, particularly open-ended questions

2. Questionnaires

A questionnaire is a structured written interview consisting of a set of questions relating to particular areas of performance. Unlike a personal interview, it is administered and judged under standard conditions.

Possible uses:

- Assessment of outcomes particularly concerned with attitudes, feelings, interests and experiences

3. Structured Questions

A structured question consists of a stem (which describes a situation), followed by a series of related questions. The stem can be text, a diagram, a picture, a video, etc.

Possible uses:

- Recall of information
- Application of knowledge and understanding
- Analyses
- Debates
- Arguments

4. Assignments

A problem-solving exercise with clear guidelines and a specific length. More structured and less open-ended than projects, but they do not necessarily involve strict adherence to a prescribed procedure and they are not concerned exclusively with manual skills.

Possible uses:

- Problem-solving around a particular topic.

5. Case Studies

A description of an event concerning a real-life or simulated situation, usually in the form of a paragraph or text, a video (description of the picture for the blind/captions for the deaf), a picture or a role-play exercise.

Possible uses:

- Analyses of situations
- Drawing conclusions
- Reports on possible courses of action

6. Practical exercises/demonstrations

An activity that allows students to demonstrate manual and/or behavioural skills. The assessment may be based on the end-result of the activity (the product), or the carrying-out of the activity (the process), or a combination of both.

Possible uses:

- Demonstration of skill

7. Projects

A project is any exercise or investigation in which the time constraints are more relaxed.

Projects are:

- Practical
- Comprehensive and open-ended
- Tackled without close supervision, but with assessor guidance and support

Projects can involve individuals or a group of students. The assessor directs the choice of the project, usually by providing the student with a topic or brief for the investigation.

Possible uses:

- Comprehensive range of skills can be assessed
- Integration of activities

8. Role-plays

Students are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the student may be briefed in the particular role to be played. Such assessments are open-ended and are person-centred.

Possible uses:

- Assessment of a wide range of behavioural and inter-personal skills

9. Simulations

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or not practicable to assess under actual conditions.

Possible uses:

- Assessments of actions under ‘safe’ conditions, e.g. operating machines which could be dangerous or where the breakdown of such a machine will cause a halt in production or endanger lives

10. Aural/Oral Questions

These are mainly used to generate evidence on students’ ability to listen/sign, interpret, communicate ideas and sustain a conversation in the language of assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about student’s learning. Oral questions can be used to assess:

- Interpretation of ideas
- Expression of ideas
- Completion of questions/short answer questions
- Accommodations for the deaf, blind, LD, etc.

11. Observations

This is the type of assessment that is commonly used by the facilitator without consciously thinking about it. The facilitator constantly observes students informally to assess their understanding and progress. The facilitator watches students as they respond to questions or as they study. The facilitator listens to them as they speak and discuss with others. Observation is also used extensively in performance based assessment and other formal techniques.

12. Self-report assessment

In self-assessment students could be asked to complete a form or answer questions to reveal how they think about themselves, or how they rate themselves. Attitude surveys, socio-metric devices, self-concept questionnaire, interest inventory are some of the examples that are used in self-report assessment.

The educator’s choice of method/technique depends highly on what is to be assessed. The following are some of the ways/methods/techniques in which students can be assessed:

Project work	Interview	Collage	Designs
Questionnaires	Tests	Research	Tables
Assignment	Paintings	Investigation	Game design
Drama	Survey	Debate/Argument	Physical Activities
Role-play	Graphs	Charts	Posters
Practical demonstration	Worksheets	Presentation	Oral presentation
Panel Discussion	Music/songs	Construction	Cassettes
Model making/plans	Poetry/Rhymes	Reports, essays	Exhibitions
Drawings	Sculpture	Story telling	Conferencing
Mind mapping	Maps	Self-reporting	

Source:

Life Orientation Pacesetters for Grades 10 to 12 published by the Gauteng Department of Education (GDE) and the Gauteng Institute for Educational Development (GIED).

Portfolio Of Evidence

Note: *Please consult and use the Assessment Guide for Life Orientation Level 2 for information, assistance and guidance on the compilation and what should be included in your own and the student' portfolios.*

The evidence of student achievement for CASS (Continuous Assessment) should be stored in a portfolio.

The Student's Portfolio

A portfolio is a purposeful collection of a student's work such as projects, journals and assignments etc. These exhibits to the student, parent, educators and others, the progress, growth and achievements of the student in relation to expected outcomes. A student's portfolio is not necessarily always stored in file folders. It can also be boxes, binders, or any other means of collating student's work.

Requirements for the Student's Portfolio:

Refer to the Assessment Guide for Life Orientation Level 2 for the requirements.

Contents of the Student's portfolio

The contents of the student's portfolio should show evidence of:

- Forms/types of assessment as stipulated for the various topics. For example items such as models, practical demonstrations, presentations etc., written comments, scores, criteria level descriptors, comments by the peers and educator, cassettes, photographs, etc., should be kept as evidence in the portfolio.
- Ongoing feedback (from the educators, peers, self, parents) such as, comments or notes that demonstrate constructive communication, the learning process and growth of the student.

Managing the Student's Portfolio

Students and educators should both be involved in selecting evidence for a student's portfolio. The student may use the following table as a checklist to establish whether the portfolio has been kept according to the given criteria.

PORTFOLIO: ORGANISATION AND STRUCTURE STUDENT'S CHECKLIST	Y/N
Is my name and level/ programme indicated in the portfolio?	
Are the items in the portfolio dated?	
Is a main title page included?	
Does the portfolio have a broad index?	
Is the sequence of the collection evident and purposeful?	
Are the task descriptions and applicable criteria regarding the collection in the portfolio included?	
Are the applicable rating scales according to criteria included?	
Did I include a statement of personal goals?	
Should any of the items be replaced by something that shows further progress?	

In consultation with the facilitators, students should be allowed to redo tasks and resubmit their work for assessment by the assessor if necessary. The portfolio will then contain evidence of the latest attempt at the task.

The facilitator/educator or assessor may use the following table as a checklist to establish whether the portfolio has been kept according to the given criteria.

PORTFOLIO: QUALITY INDICATORS ASSESSOR'S CHECKLIST	Y/N
Is the context from which the evidence emerged clear?	
Have the task descriptions and applicable criteria regarding the collection been included?	
Is it evident which outcomes are demonstrated by the collection?	
Does the evidence show progress over time?	
Does the evidence communicate student growth through a variety of processes?	
Does the evidence reveal any other information?	
Does the evidence reveal any new needs for the student?	
Have steps been formulated to address the needs of the student?	
Should any of the items be replaced by something that shows further progress?	

Accessibility of a Student's Portfolio

A student's portfolio needs to be accessible so that relevant stakeholders:

- Can understand the thinking behind the decision to place particular evidence into the portfolio
- Know how to interpret the evidence in the portfolio
- Know what the evidence actually demonstrates about the individual student achievement
- Can monitor the progress of the student.

The Educator's Portfolio

An educator's portfolio is a compilation of all the tasks for **assessment** as well as the corresponding assessment instruments. The rationale for the educator's portfolio is to assure the quality of the assessment tasks given to the students and provides a record against which student portfolio can be moderated.

How will the Educator's Portfolio be used?

The educator adds to the portfolio as he/she gives the task to students. These include all extended opportunities given to the students. The complete portfolio should be available on request at times of moderation. The educator's portfolio holder should be durable and inexpensive. The content of the educator's portfolio should include a programme plan for the year, copies of the instructions for each assessment task, assessment instruments for each task, e.g. marking grids, rubrics, criteria for assessment, marking memoranda, etc. and a record of students' progress.

Source:

Life Orientation Pacesetters for Grades 10 to 12 published by the Gauteng Department of Education (GDE) and the Gauteng Institute for Educational Development (GIED).

Templates and Exemplars

Rubrics

Steps in the Design of Scoring Rubrics

A step-by-step process for designing scoring rubrics for classroom use is presented below. Information for these procedures was compiled from various sources (Airasian, 2000 & 2001; Mertler, 2001; Montgomery, 2001; Nitko, 2001; Tombari & Borich, 1999).

Step 1:	<i>Re-examine the learning objectives to be addressed by the task.</i> This allows you to match your scoring guide with your objectives and actual instruction.
Step 2:	<i>Identify specific observable attributes that you want to see (as well as those you don't want to see) your students' demonstrate in their product, process, or performance.</i> Specify the characteristics, skills or behaviours that you will be looking for, as well as common mistakes you do not want to see.
Step 3:	<i>Brainstorm characteristics that describe each attribute.</i> Identify ways to describe above average, average, and below average performance for each observable attribute identified in Step 2.
Step 4a:	For <i>holistic</i> rubrics, write thorough narrative descriptions for excellent work and poor work incorporating each attribute into the description. Describe the highest and lowest levels of performance combining the descriptors for all attributes.
Step 4b:	For <i>analytic</i> rubrics, write thorough narrative descriptions for excellent work and poor work for each individual attribute . Describe the highest and lowest levels of performance using the descriptors for each attribute separately.
Step 5a:	For <i>holistic</i> rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for the collective attributes . Write descriptions for all intermediate levels of performance.
Step 5b:	For <i>analytic</i> rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for each attribute . Write descriptions for all intermediate levels of performance separately.
Step 6:	<i>Collect samples of student work that exemplify each level.</i> These will help you score in the future by serving as benchmarks.
Step 7:	<i>Revise the rubric, as necessary.</i> Be prepared to reflect on the effectiveness of the rubric and revise it prior to its next implementation.

Example of a Template for a Holistic Rubric	
Score	DESCRIPTION
7	Student evidence demonstrates exceptional creativity and understanding of the task. All requirements of and even more of the task are included in response.
6	Student evidence demonstrates creativity and a thorough understanding of the task. All requirements of the task are included in response.
5	Student evidence demonstrates a thorough understanding of the task. All requirements of the task are included in response.
4	Student evidence demonstrates an understanding of the fundamental concepts/ideas/issues of the task. More than a substantial number of requirements of the task are included in response.
3	Student evidence demonstrates considerable (but not complete) understanding of the basic concepts /ideas/issues of the task. Many requirements of the task are included.
2	Student evidence demonstrates partial understanding of the task. Fewer requirements of the task are included.
1	Student evidence demonstrates little/no understanding of the task. Many requirements of the task are missing.

Example of a Template for an Analytical Rubric							
Criteria	Not Achieved 0-29%	Elementary 30-39%	Moderate 40-49%	Adequate 50-59%	Substantial 60 -69%	Meritorious 70-79%	Outstanding 80-100%
Thinking Skills	Restricted ability to conceptualise , is able to list, define or describe concepts as required	Limited ability to conceptualize , is able to list, define or describe concepts as required	Clear understanding knowledge and comprehension , is able to list, define and describe concepts	Is able to collect, organize, explain and demonstrate information and knowledge	Is able to categorize and analyse information	Displays critical thinking skills, demonstrates holistic and sophisticated thinking	Displays exceptionally creative and critical thinking skills, demonstrates holistic and sophisticated thinking
Problem Solving	Is unable to identify problems	Seldom identifies problems	Displays limited problem identification and problem solving skills	Can identify and solve a few problems	Can identify and solve a number of problems	Displays ample problem identification and problem solving skills	Displays exceptional and creative problem identification and problem solving skills
Working Independently Or Under Supervision	Requires constant assistance and supervision	Requires constant supervision	Requires regular supervision	Works independently some of the time	Works independently most of the time	Is able to work independently consistently	Is able to work independently consistently and demonstrates the ability to take charge of own learning
Knowledge Of Subject Content	Displays narrow or no understanding	Displays partial knowledge of the basic content	Clear understanding, knowledge and comprehension of basic subject matter	Displays general understanding, knowledge and comprehension of basic subject matter	Displays sound understanding, knowledge and comprehension of the subject matter	Displays thorough understanding, knowledge and comprehension of the subject matter	Displays reflective insight, knowledge and comprehension of the subject matter
Practical Skills	Is unable to apply the skills	Displays a limited range of skills	Demonstrates the basic skills required	Regularly applies the skills	Mastered and regularly applies the skills	Mastered and consistently applies the skills	Mastered and consistently and creatively applies the skills in diverse contexts

Creativity And Flair	Displays very little imagination, creativity and flair	Rarely displays little imagination, creativity and flair	Displays limited imagination, creativity and flair	Displays occasional imagination, creativity and flair	Displays continuous imagination, creativity and flair.	Displays imagination, creativity and flair amply and consistently	Displays exceptional imagination, creativity and flair amply and consistently
Attitude	Student is disinterested, unenthusiastic and displays a negative attitude to learning	Student is disinterested and unenthusiastic	Achieves the required minimum without displaying a particularly positive or negative attitude	Student is interested and enthusiastic some of the time	Student is interested and enthusiastic most of the time	Student is interested, enthusiastic and displays a positive attitude to learning	Student is positive and enthusiastic about learning and does more that is required

Learning Programme and Lesson Plan

Template of Learning Programme Plan

This is an example of a learning programme template for planning for the whole term/cycle and it shows a summary of all the topics that will be covered and a brief description of the teaching and learning experience.

	OBJECTIVES/ OUTCOMES	LEARNING CONTENT	ASSESSMENT STRATEGIES AND ACTIVITIES	EVIDENCE OF ACHIEVEMENT	EDUCATOR ACTIVITIES	CONTACT TIME	PLANNED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION	COMMENTS/REMARKS
Week 1	Students must be able to:								
Week 2	Students must be able to:								
Week 3	Students must be able to:								
Week 4	Students must be able to: -								
Week 5	Students must be able to:								

Lesson Plan Template.
This is only a suggested format.

CRITICAL CROSS-FIELD OUTCOMES:				
SUBJECT TOPIC:				
SUBJECT OUTCOME:				
LEARNING OUTCOME(S)		KNOWLEDGE	SKILLS	VALUES AND ATTITUDES
ASSESSMENT STANDARDS:				
	1			
	2			
	3			
RECOGNITION OF PRIOR LEARNING				
ASSESSMENT METHODS AND TOOLS:				
SEQUENCE OF ACTIVITIES WITHIN LESSON:	<p>Expose understanding and prior knowledge</p> <p>Confront beliefs (stimulating conceptual change) through practical discovery learning tasks</p> <p>Accommodate the concept through active learning and practical skill development tasks</p> <p>Extend the concept and go beyond through active real life problem solving tasks</p>			
RESOURCES:				
TIME FRAMES:				

The following Critical Cross-field Outcomes (CFFOs) are achieved through the assessment activities.

- CO1 Identify and solve problems by means of critical and creative thinking.**
- CO2 Work effectively with others as a member of a team, group, organisation or community.**
- CO3 Organise and manage themselves and their activities responsibly and effectively.**
- CO4 Collect, analyse, organise, and critically evaluate information.**
- CO5 Communicate effectively, using visual, mathematical and / or language skills in the modes of oral and / or written information.**
- CO6 Use science and technology effectively and critically, showing responsibility towards the environment and health of others.**
- CO7 Demonstrate an understanding of the world as a set of inter-related systems by recognising that problem solving contexts do not exist in isolation.**
- CO8 Reflect and explore a variety of strategies to learn more effectively.**
- CO9 Participate as responsible citizens in the life of local, national and global communities.**
- CO10 Be culturally and aesthetically sensitive across a range of social contexts.**
- CO11 Explore education and career opportunities.**
- CO12 Develop entrepreneurial opportunities.**

Record Sheet

RECORD SHEET: LIFE ORIENTATION

Please Note: *You can do formative (continuous) assessment by using the activities in the Student Guide and record all assessment judgements.*

STUDENT NAME: _____

CLASS GROUP: _____

SUBJECT AND LEARNING OUTCOMES	ASSESSMENT ACTIVITY	FORMATIVE OR SUMMATIVE	ASSESSMENT JUDGEMENT: Meets the Requirements, % or Mark	DATE	ASSESSMENT JUDGEMENT: Does not Meet the Requirements, % or Mark	Date	REMARKS
TOPIC 1: GOAL SETTING AND PLANNING							
Set realistic goals for tasks and activities.	Assessment Activity 1: Smart Goals						
	Personality Analysis						
	Temperament Questionnaire						
	Goals and Support Worksheet						
	Assessment Activity 2: SWOT Analysis						
Prioritise time and activities in order to plan time (short, medium and long-term).	Definitions of Time Management						
	Time Thieves and Solutions						
	Planning Worksheet – Prioritise Time						
	Time and Activities Analysis						
	Assessment Activity 1: Short, medium and long term planning						

Form and maintain positive relationships while pursuing goals.	Collage of relationships						
	Evaluating friendships						
	Assessment Activity 1: What about trust, honest and integrity?						
MODULE 1: UNITS 1 - 3	Module Assessment Activity: Project Planning (Portfolio of Evidence)						
	Module Assessment Activity: Knowledge Test						
TOPIC 2: HEALTH AND WELLNESS							
Describe and compare clean and healthy habits.	Worksheet: Health Habits						
	Knowledge Test						
Explain the functions of the human body organs in relation to personal hygiene	Knowledge Test						
	Case study: Dial 911						
Discuss special food requirements and the need for these foods	Diet Plan						
	Knowledge Test						
Know and understand implications of HIV/AIDS, STIs and opportunistic infections including modes of	Knowledge Test						
	AIDS Awareness assignment						

transmission, modes of prevention and support services available.							
Describe the long-term effects of substance abuse including effects of medicine on the individual and others.	Knowledge Test						
Demonstrate an understanding of the consequences of abusing drugs and find ways of prevention.	Story about drug abuse						
	Worksheet: Drugs and Medication						
Demonstrate an understanding of sports and / or recreational activities for a healthy life style.	Knowledge Test						
	Radio talk on Healthy Living						
MODULE 2, UNITS 1 -6	Module Assessment Activity: Portfolio Activity – Community Research Project						
	Module Assessment Activity: Knowledge Test						
TOPIC 3: CAREER PLANNING							
Research sources of job advertisements.	Assignment: Job Research						
Respond to job advertisements.	Covering Letter						
	Application Form						
	CV assignment						

Describe various interviewing techniques.	Interview Role play						
Explain the importance of self motivation, commitment and responsibility in a work context.	Personal Life History						
	Positive and Negative Behaviour at Work Scenarios						
Identify the importance of creating career development plans.	Case Study: Life-long Learning Influences Lives						
	Case Study: Good Or Bad Career Development Plans						
Develop a personal development plan in the form of a portfolio. Identify new skills required to meet career paths	Personal Development Plan (Career Project)						
MODULE 3: UNITS 1- 6	Module Assessment Activity: Career Project (Portfolio of Evidence)						
	Module Assessment Activity: Knowledge Test						
TOPIC 4: PERSONAL DEVELOPMENT							
Explain the concept of personal development. Explain with examples the attitudes, values and skills that relate to personal development Relate these skills to personal development	Personal Development Plan (Career Project)						
	A Plan For Positive Thinking						
	Case Study - Attitudes, Values And Skills That Impact!						

Identify and explain factors that impact on personal development.	Analysis: The Factors That Influence My Life!						
Explain, with examples, the concepts of work ethics and morality.	Worksheet: Code of Conduct						
	Worksheet: Morality and Ethics						
MODULE 4: UNITS 1-3	Module Assessment Activity: Personal Development Plan						
	Module Assessment Activity: Knowledge Test						

Please Note: *The Activities included in this template as Continuous Assessment Activities are only suggested. You may use and design your own.*

Report

LIFE ORIENTATION REPORT

STUDENT NAME: _____ DATE: _____

STUDENT NUMBER: _____ CAMPUS: _____

LIFE ORIENTATION TOPIC	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
TOPIC 1: GOAL SETTING AND PLANNING		
ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
<ul style="list-style-type: none"> ▪ Goals for tasks and activities are set according to priorities and life situations using specific criteria. <p>Range: The criteria can include but are not limited to SMART (specific, measurable, achievable, realistic and time bound).</p> <ul style="list-style-type: none"> ▪ Time management principles are explained with examples. ▪ Ways to form and maintain positive relationships are explained in terms of personal boundaries. <p>Range: Personal boundaries may refer to values, needs and interests.</p>	<ul style="list-style-type: none"> ▪ Portfolio Activity: Project Planning ▪ Knowledge Test 	
TOPIC 2: HEALTH AND WELLNESS		
ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
<ul style="list-style-type: none"> ▪ Clean and healthy lifestyle habits are identified and an indication is given of the consequences of poor hygiene and unhealthy habits. ▪ The relationship between the basic functions of human body and its organs, and personal hygiene is explained with examples. ▪ The five main food groups are identified and an indication is given of how each contributes to good health. ▪ Terminologies relating to opportunistic infections are described in terms of the impact on the mode of transmission and prevention. <p>Range: Infections include STIs & HIV/AIDS</p> <ul style="list-style-type: none"> ▪ The effects of habit-forming drugs on the individual are explained with reference to the impact on feelings and behaviours. ▪ Consequences of abusing drugs and medicine are explained in terms of its impact on the individual and the community. ▪ Opportunities for sports and/or recreational activities are identified in the immediate community. ▪ The value of sport and/or recreational activities are explained with reference to physical, emotional, spiritual and mental well-being. 	<ul style="list-style-type: none"> ▪ Knowledge Test ▪ Worksheet on Health Habits ▪ Role play Scenarios ▪ Worksheet on Drugs and Medication ▪ Story about Drug Abuse ▪ Portfolio Activity: Community Research Project 	

TOPIC 3: CAREER PLANNING		
ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
<ul style="list-style-type: none"> ▪ Occupations are identified and researched in order to inform personal career choices. ▪ Job applications are prepared according to job descriptions. <p>Range: Job applications must include the drafting of curriculum vitae.</p> <ul style="list-style-type: none"> ▪ Job interview skills are demonstrated using various techniques. <p>Range: Techniques include questioning skills, presentation skills etc.</p> <ul style="list-style-type: none"> ▪ The relationship between motivation, commitment and responsibility is explained in a work context. ▪ The reasons why life-long learning should be practised is explained in terms of its influence on future career prospects and personal development. ▪ The reasons why personal career development plans must be prepared and reviewed are explained as to guide personal progress. 	<ul style="list-style-type: none"> ▪ Portfolio Activity: Career Project ▪ Knowledge Test ▪ Case Study: Career Development Plans ▪ Short Life History on Motivation 	
TOPIC 4: PERSONAL DEVELOPMENT		
ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	ASSESSMENT RESULT: MEETS THE REQUIREMENTS / DOES NOT MEET THE REQUIREMENTS OR %
<ul style="list-style-type: none"> ▪ The concept of personal development is explained. ▪ Attitudes, values and skills that relate to personal development are explained with examples. ▪ The relationship between attitude and personal development is explained with examples. ▪ Factors that assist or impede personal development are explained with examples. ▪ Concepts of morality and work ethics are explained with examples. 	<ul style="list-style-type: none"> ▪ Portfolio Activity: Personal Development Plan ▪ Knowledge Test 	

REMARKS:

AREAS OR SKILLS THAT NEED IMPROVEMENT:

Competency Judgement: Competent	YES	NO
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EDUCATOR/ FACILITATOR

Please Note: *Although only the Module Summative Assessment activities are reflected in this report template, this does not imply that you cannot add or include Continuous Assessment activities.*

Subject: Life Orientation Level 2				
Module Name: Personal Development				
Subject Outcome 1:	Module	Exercises	Assessment methods	Portfolio of Evidence Activity
Explain the concept of personal development.	Module 1			
Learning Outcome 1				
Define personal development.	Unit 1: You Must Develop Yourself!	Discover and Learn 1: Developing Yourself	Task-based Test-based Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge test Assessment will be integrated with the PoE of Module 3 where students must include their PDP.
Subject Outcomes 2 and 3:				
Explain with examples the attitudes, values and skills that relate to personal development. Relate these skills to personal development.	Module 1			
Learning Outcome 1:				
Define the difference between attitudes, values and skills.	Unit 1 Let's Develop attitudes values and skills	Let's Develop attitudes values and skills	Task-based Test-based Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge Test

Learning Outcome 2:				
Provide examples to describe the different concepts.	Unit 1: Attitudes That Rock Values For Life! Let's Develop Skills	Discover And Learn 2: My Attitude Discover And Learn 3: I am Unique! Discover and Learn 7: Your values. Discover and Learn 8: Collage of values Discover and Learn 9: Your Skills	Task-based Test-based Assessment Activity 2: Attitudes, Values And Skills That Impact! Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge Test Assessment Activity 2: Attitudes, Values And Skills That Impact!
Learning Outcome 3:				
Explain how the above impact on Personal Development	Unit 1: Attitudes That Rock Values For Life! Let's Develop Skills	Discover and Learn 2: My Attitude Discover and Learn 3: I am Unique! Discover and Learn 5: Changing thoughts and attitudes Life@play.Learn New directions Discover and Learn 6: Posters on the wall Discover and Learn 7: Your values Discover and Learn 8: Collage of Values Discover and Learn 9: Your skills	Task-based Test-based Assessment Activity 1: A Plan for Positive Thinking Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge test Assessment Activity 1: A Plan For Positive Thinking.
Learning Outcome 4				
Differentiate between negative and positive attitudes	Unit 1:		Task-based	

and values.	Attitudes That Rock Values For Life!	Discover and Learn 4: Negative and Bad attitudes Discover and Learn 5: Changing thoughts and attitudes Life@play.learn New Directions Discover and Learn 6: Posters on the wall Discover and Learn 7: Your values Discover and Learn 8: Collage of values	Test-based Assessment Activity 1: A Plan for Positive Thinking Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge Test Assessment Activity 1: A Plan for Positive Thinking
Subject Outcome 4::				
Identify and explain factors that impact on personal development.	Module 1			
Learning Outcome 1:				
Define and differentiate between assist and impede within the context of attitude.				
	Unit 2:			
	Factors that will impact (influence) personal development	Factors that will impact (influence) personal development	Task-based Test based Assessment Activity 1: The Factors That Influence My Life! Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge Test Assessment Activity 1: The Factors That Influence My Life!

Learning Outcomes 2 and 3				
Identify factors that assist personal development. Provide examples that illustrate above.	Unit 2:			
	These factors can influence your development? Factors that will impact (influence) Personal Development	These factors can influence your development? Factors that will impact (influence) Personal Development	Task-based Test based Assessment Activity 1: The Factors That Influence My Life! Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge Test Assessment Activity 1: The Factors That Influence My Life!
Subject Outcome 5:				
Explain, with examples, the concepts of work ethics and morality.	Module 1			
Learning Outcomes 1, 2 and 3				
Define morality. Define work ethics. Provide examples that illustrate the meaning of the above.	Unit 3: Defining morals and ethics	Discover and Learn 1: Going to Disney World – Who is going with?	Task-based Test based Observation Assessment Activity 1: Code of Conduct Assessment Activity 2: Let's Talk Morality And Ethics! Module Assessment: PDP	Module Assessment: PDP Knowledge Test Assessment Activity 1: Code of Conduct Assessment Activity 2: Let's Talk Morality And Ethics!

			Knowledge Test	
Learning Outcome 4				
Discuss the relationship between morality and values in terms of our Constitution;	Unit 3: Morality and Values in the Constitution	Morality and Values in the Constitution	Task-based Test based Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge Test
Learning Outcome 5				
Identify and explain how work ethics and morality have, both, positive and negative aspects.	Unit 3: Positive and negative aspects of morality	Discover and Learn 2: Negative or Positive	Task-based Test based Assessment Activity 2: Let's talk morality and ethics Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge Test Assessment Activity 2: Let's talk morality and ethics
Learning Outcome 6:				
Explain the relationship between personal development, work ethics and morality with examples	Unit 3: Relationship between ethics, morality and personal development	Relationship between ethics, morality and Personal Development	Task-based Test based Assessment Activity 2: Let's talk morality and ethics Module Assessment: PDP Knowledge Test	Module Assessment: PDP Knowledge Test Assessment Activity 2: Let's talk morality and ethics

Subject: Life Orientation Level 2				
Module name: Goal Setting and Planning				
Subject Outcome 1:	Module and page numbers	Exercises	Assessment methods	Portfolio of Evidence Activity
Set realistic goals for tasks and activities.	Module 2			
Learning Outcome 1				
Explain the difference between goals, objectives and aims	Unit 1: What do I dream about?	Discover and Learn 1: Dream Catcher Discover and Learn 2: Write Your Dreams Down!	Task-based Test-based Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test
Learning Outcome 2				
Identify criteria to evaluate a goal (SMART)	Unit 1: How do I set goals?	Discover and Learn 3: Smart Goals	Task-based Test-based Assessment Activity 1: Smart Goals! Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test Assessment Activity 1: Smart Goals!
Learning Outcome 3				
Compile a personal SWOT analysis	Unit 1: How can I make it happen?	Discover and Learn 4: The Real Me Inside!	Task-based Test-based Assessment Activity 2: SWOT Analysis Module Assessment:	Module Assessment: Take Action! Knowledge Test Personality Analysis - Temperament Questionnaire Assessment Activity 2: SWOT Analysis

			Take Action! Knowledge Test	
Learning Outcome 4				
Identify goal in relation to personal context (priorities and life situations)	Unit 1: What can prevent me from reaching my dreams?	Discover and Learn 5: Goals and Support Discover and Learn 6: Sharing Communities!	Task-based Test-based Assessment Activity 2: SWOT Analysis Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test Assessment Activity 2: SWOT Analysis
Learning Outcome 5				
Discuss and explain factors that prevent the achievement of goals in relation to goals set	Unit 1: What can prevent me from reaching my dreams?	Discover and Learn 7: Fear Failure Factor! Life@play.learn: Tombstone Planning! Discover and Learn 8: Success Stories.	Task-based Test-based Assessment Activity 2: SWOT Analysis Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test Goals and Support Worksheet Assessment Activity 2: SWOT Analysis
Subject Outcome 2:				
Prioritise time and activities in order to plan time (short, medium and long-term).	Module 2			
Learning Outcome 1				
Define planning, timeframes and time management	Unit 2: Understanding the clock and time. management	Discover and Learn 1: What is Time Management? Discover and Learn 2: Catch the Time	Task-based Test-based Module Assessment:	Module Assessment: Take Action! Knowledge Test

		Thieves!	Take Action! Knowledge Test	
Learning Outcome 2				
Identify and discuss principles of time management;	Unit 2: Principles to set the clock and manage time.	Discover and Learn 3: Prioritise What to Do! Discover and Learn 4: Analysing Daily Activities!	Task-based Test-based Assessment Activity 1: Short, Medium or Long Term Planning? Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test Planning Worksheet – Prioritise Time and Activities Analysis Assessment Activity 1: Short, Medium or Long Term Planning?
Learning Outcome 3				
Identify simple time management tools	Unit 2: Tools to set the clock and manage time	Unit 2: Discover and Learn 5: Time Tools!	Task-based Test-based Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test
Learning Outcome 4				
Use tools to plan on a short, medium and long term basis	Unit 2: Using tools to set the clock and manage time.	Unit 2: Life@play.learn: News against the Clock!	Task-based Test-based Assessment Activity 1: Short, Medium or Long Term Planning? Module Assessment: Take Action!	Module Assessment: Take Action! Knowledge Test Assessment Activity 1: Short, Medium or Long Term Planning?

			Knowledge Test	
Subject Outcome 3:				
Form and maintain positive relationships while pursuing goals.	Module 2			
Learning Outcome 1				
Define a positive relationship	Unit 3: Building positive relationships.	Discover and Learn 1: Relating Positively to Others	Task-based Test-based Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test
Learning Outcome 2				
Discuss the characteristics of a positive relationship [respect for opinions; empathy, sharing, listening, inclusion]	Unit 3: Building positive relationships.	Discover and Learn 1: Relating Positively to Others Discover and Learn 2: Collage Of My Relationships Life@play.learn: Human Spider Web Discover and Learn 3: Getting To Know People	Task-based Test-based Assessment Activity 1: What About Trust, Honesty And Integrity? Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test Collage of relationships Assessment Activity 1: What About Trust, Honesty And Integrity?
Learning Outcome 3				
Define and explain positive relationships and personal boundaries	Unit 3: Avoiding bad relationships and negative pressure and influences.	Discover and Learn 4: Evaluating Friendships	Task-based Test-based Assessment Activity 1: What About Trust, Honesty And	Module Assessment: Take Action! Knowledge Test Assessment Activity 1: What About Trust, Honesty And

			Integrity? Module Assessment: Take Action! Knowledge Test	Integrity?
Learning Outcome 4				
Describe how goals affect relationships	Unit 3: Boundaries, relationships and goals	Discover and Learn 5: Am I True To Myself?	Task-based Test-based Assessment Activity 1: What About Trust, Honesty And Integrity? Module Assessment: Take Action! Knowledge Test	Module Assessment: Take Action! Knowledge Test Assessment Activity 1: What About Trust, Honesty And Integrity

Subject: Life Orientation Level 2				
Module name: Career Planning				
Subject Outcome 1:	Module and page numbers	Exercises	Assessment methods	Portfolio of Evidence Activity
Research sources of job advertisements	Module 3			
Learning Outcome 1				
Identify sources of job advertisements.	Unit 1: Sources of job advertisements	Discover and Learn 1: Finding Sources Of Job Advertisements	Task-based Test-based Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test
Learning Outcome 2				
Use these sources to conduct research to inform personal career choices.	Unit 1: Sources of job advertisements	Discover And Learn 2: Analysing Job Advertisements	Task-based Test-based Assessment Activity 1: Different Careers Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test Assessment Activity 1: Different Careers
Subject Outcome 2:				
Respond to job advertisements.	Module 3			
Learning Outcome 1				
Identify the different job correspondence.	Unit 2: Compiling Your CV How do I apply for a job?	Discover And Learn 2: Analysing Job Advertisements	Test-based Task based Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test
Learning Outcome 2				

Draw up job application correspondence	Unit 2: Compiling Your CV How do I apply for a job?	Compiling Your CV How do I apply for a job?	Task-based Test-based Assessment Activity 1: My CV. Assessment Activity 2: Write A Covering letter Assessment Activity 3: How to Complete an Application form (Z83) Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test Assessment Activity 1: My CV. Assessment Activity 2: Write A Covering letter Assessment Activity 3: How to Complete an Application form (Z83) Knowledge Test
Subject Outcome 3:				
Describe various interviewing techniques	Module 3			
Learning Outcome 1				
Identify and explain different interviewing techniques.	Unit 3: Different Interviews and Techniques Questions, Questions	Discover and Learn 1: Interviews	Task Based Test Based Assessment Activity 1: Interviewing Time Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test Activity 1: Interviewing Time
Learning Outcome 2				
Use the above in a practical demonstration context.	Unit 3: Preparing for your Interview Questions, Questions	Discover and Learn 1: Interviews	Task Based Test Based Observation Assessment Activity 1: Interviewing Time Module	Module Assessment: Career Project Knowledge Test Activity 1: Interviewing Time

			Assessment: Career Project Knowledge Test	
Subject Outcome 4:				
Explain the importance of self motivation, commitment and responsibility in a work context.	Module 3			
Learning Outcome 1				
Define self-motivation, commitment and responsibility.	Unit 4: Self-motivation, commitment and responsibility	Discover and Learn 1: What's In A Word? Life@play.learn Treasure Hunt Discover and Learn 2: How motivated am I?	Task based Test based Assessment Activity 1: My short life history of motivation Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test Assessment Activity 1: My short life history of motivation
Learning Outcome 2				
Explain the importance of the above in the work context.	Unit 4: Why is it important to be motivated, responsible and committed?	Discover and Learn 3: A Better Workplace?	Task based Test based Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test
Learning Outcome 3				
Create a scenario that depicts positive and negative behaviour in a work environment.	Unit 4: Negative and Positive behaviour at work	Discover and Learn 3: A Better Workplace?	Task based Test based Assessment Activity 2: Positive or negative behaviour in the workplace Module Assessment: Career Project	Module Assessment: Career Project Knowledge Test Assessment Activity 2: Positive or Negative behaviour in the workplace

			Knowledge Test	
Subject Outcome 5:				
Identify the importance of creating career development paths.	Module 3			
Learning Outcome 1				
Define lifelong learning.	Unit 5: Life long learning is learning life long	Discover and Learn 1: A few sources for Life long learning	Task based Test based Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test
Learning Outcome 2				
Explain why the above is important in terms of personal and professional development	Unit 5: Why is it important to learn your life long?	Discover and Learn 2: Developing myself through life long learning	Task based Test based Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test
Learning Outcome 3				
Identify advantages and disadvantages of creating career development plans.	Unit 5: Advantages and disadvantages of career development plans	Discover and Learn:3 Life long learning influences our future	Task based Test based Assessment Activity 1: Good or bad career development plans Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test Assessment Activity 1: Good or bad career development plans
Subject Outcome 6:				
Develop a personal development plan in the form of a portfolio. Identify new skills required to meet career paths.	Module 3			
Learning Outcome 1				
Define a personal development plan.	Unit 6:	Discover and Learn 1:	Task based	Module Assessment:

	What is a Personal Development Plan?	Strengths And Weaknesses	Test based Assessment Activity 1: My PDP Module Assessment: Career Project Knowledge Test	Career Project Knowledge Test Assessment Activity 1: My PDP
Learning Outcome 2				
Identify the elements of a personal development plan.	Unit 6: Elements of a PDP	Elements of a PDP	Task-based Test-based Assessment Activity 1: My Personal Development Plan Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test Assessment Activity 1: My Personal Development Plan
Learning Outcome 3				
Explain the value of a PDP.	Unit 6: The value of having a PDP	The value of having a PDP	Task-based Test-based Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test
Learning Outcome 4				
Identify and explain a simple portfolio format.	Unit 6: Module Assessment: Portfolio of Evidence	Module Assessment: Portfolio of Evidence	Task-based Test-based Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test

Learning Outcome 5				
Use a portfolio format to compile a simple PDP.	Unit 6: Drafting a PDP	Discover and Learn 2: My abilities talents and skills Discover and Learn 3: My Intelligences Discover and Learn 4: My Character Discover and Learn 5: My Interests Discover and Learn 6: What do I like doing? Assessment Activity 1: My PDP.	Task-based Test-based Assessment Activity 1: My PDP. Module Assessment: Career Project Knowledge Test	Module Assessment: Career Project Knowledge Test Assessment Activity 1: My PDP

Mapping with Subject Guidelines

Subject: Life orientation Level 2				
Module name: Health and Wellness				
Subject Outcome 1:	Module and page numbers	Exercises	Assessment methods	Portfolio of Evidence Activity
Describe and compare clean and healthy habits	Module 4			
Learning Outcome 1				
Define a healthy lifestyle.	Unit 1: What is healthy living?	Discover and Learn 1: Healthy habits	Task-based Test based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 2				
Identify the key habits of a healthy lifestyle e.g. healthy diet, body exercises, good personal hygiene.	Unit 1: What are healthy habits?	Discover and Learn 2: I am what I eat! Life@play.learn: Volleyball fun!	Task-based Observation Test -based Assessment Activity 1: Mind your health habits Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test Assessment Activity 1: Mind your health habits

Learning Outcome 3				
Explain the importance of healthy habits in relation to a healthy lifestyle.	Unit 1: Why should I have healthy habits?	Discover and Learn 3: Round table: Why be healthy?	Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 4				
Identify the consequences of poor hygiene and unhealthy habits.	Unit 1: Why should I have healthy habits?	Discover and Learn 4: Doctor I am ill!	Observation Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Subject Outcome 2:				
Explain the function of the human body organs in relation to personal hygiene.	Module 4			
Learning Outcome 1				
Identify the basic functions of the human body and organs with special reference to the skin, kidney and liver;	Unit 2: How well do you know your body?	Discover and Learn 1: Test your brainpower.	Test-based Task-based Assessment Activity1: Dial 911! Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test Assessment Activity1: Dial 911!

Learning Outcome 2				
Explain the role personal hygiene plays in the human body.	Unit 2	Discover and Learn 2: Appearance affects feelings!	Observation Test-based Task-based Assessment activity 1: Dial 911! Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test Assessment activity 1: Dial 911!
Subject Outcome 3:				
Discuss special food requirements and the need for these foods	Module 4			
Learning Outcome 1				
Identify the main five food groups	Unit 3: The basics of good nutrition	Discover and Learn1: Food survey!	Task-based Observation Teat-based Assessment Activity 1: Plan a healthy diet! Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test Assessment Activity 1: Plan
Learning Outcome 2				
Explain the role of the abovementioned food groups in relation to a healthy body;	Unit 3: How to eat healthy	Discover and Learn1: Food survey!	Task-based Teas-based Observation	Module Assessment: Community Project Knowledge Test

			Assessment Activity 1: Plan a healthy diet! Module Assessment: Community Project Knowledge Test	Assessment Activity 1: Plan a healthy diet!
Learning Outcome 3				
Describe what special foods are needed and why	Unit 3 Why is healthy eating important?		Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Subject Outcome 4:		Exercises	Assessment methods	Portfolio of Evidence Activity
Know and understand implications of HIV/AIDS and opportunistic infections – including modes of transmission, modes of prevention and support services available	Module 4			
Learning Outcome 1				
Definition of terms: opportunistic diseases, STI's, HIV/AIDS, modes of transmission;	Unit 4 What is in a name? How do you get or give (transmit) these diseases	Discover and Learn 1: You are the weakest link!	Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test

Learning Outcome 2				
Identify opportunistic infections	Unit 4: What are opportunistic diseases and STI's?	Discover and Learn 1: You are the weakest link!	Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 3				
Identify how opportunistic infections occur:	Unit 4 How will HIV/AIDS Touch your life	Discover and Learn 1: You are the weakest link!	Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 4				
List the modes of transmission	Unit 4: Opportunistic diseases	Discover and Learn 2: Saying no!	Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 5				
Understand and explain the implications of contracting opportunistic diseases;		Discover and Learn 2: Saying no!	Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test

Learning Outcome 6				
Identify how opportunistic diseases can be prevented	Unit 4: Prevention is better than cure	Discover and Learn 3: Are you a responsible person?	Observation Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 7				
Identify support services available and how they can be accessed.	Unit 5: Where can I get help?	Discover and Learn 4: SOS!	Test-based Task-based Observation Assessment Activity1: Love stories Module Assessment: Community Project Knowledge Test	Assessment activity 1: Love stories Module Assessment: Community Project Knowledge Test
Subject Outcome 5				
Describe the long term effects of substance abuse including effects of medicine on the individual and others	Module 4			
Learning Outcome 1				
Define addiction	Unit 5: Know the terms	Discover and Learn 1: Profile of an addict.	Test-based Task-based Observation Module Assessment: Community Project	Module Assessment: Community Project Knowledge Test

			Knowledge Test	
Learning Outcome 2				
Discuss different types of addiction	Unit 5: Different types of addiction	Discover and Learn1: Profile of an addict.	Test-based Task-based Observation Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 3				
Identify the symptoms of addiction	Unit 5: How can you tell if someone is addicted?	Discover and Learn1: Profile of an addict.	Test-based Task-based Observation Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 4				
Identify and explain the effects of different types of addiction on the body and mind;	Unit 5: Fact file about drugs and medicine	Discover and Learn1: Profile of an addict.	Test-based Task-based Observation Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test

Learning Outcome 5				
Identify the support services available and how they can be accessed	Unit 5: Where can I get help?	Discover and Learn 2: SOS!	Test-based Task-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 6				
Indicate by using examples, situations where medication and or drugs have a negative effect on the individual;	Unit 5: Other habit-forming drugs	Discover and Learn 3: Caffeine addict!	Test-based Task-based Observation Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 7				
Explain the effect of these habit forming drugs in the individual with reference to their feelings and behaviours;	Unit 5: Other habit-forming drugs	Discover and Learn 3: Caffeine addict!	Test-based Task-based Observation Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 8				
Discuss the dangers of not following instructions for medication;	Unit 5: Dangers of medicine and habit-forming drugs	Discover and Learn 4: Following instructions	Test-based Task-based Observation Module Assessment:	Module Assessment: Community Project Knowledge Test

			Community Project Knowledge Test	
Learning Outcome 9				
Name habit-forming drugs that are illegal in South Africa and give an indication of the consequences of the abuse on the individual and the society	Illegal drugs in South Africa		Task-based Test-based Assessment activity 1: Radio play Assessment activity2: Worksheet Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Subject Outcome 6				
Demonstrate an understanding of sports and/recreational activities for a healthy lifestyle	Module 4			
Learning Outcome 1				
Discuss the benefits that sports and recreational activities can have on the body and mind;	Unit 6: Being active keeps me healthy.	Discover and Learn1: Let's play!	Observation Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test

Learning Outcome 2				
Define physical well being, emotional well being, spiritual well being and mental well being;	Unit 6: Some facts you need to know.	Discover and Learn2: I function as a whole!	Observation Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 3				
Explain the inter-relatedness of the above;	Unit 6: Let's talk the talk.	Discover and Learn2: I function as a whole!	Observation Task-based Test-based Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test
Learning Outcome 4				
Explain how sport and recreational activities (hobbies) contribute to the development of well being.	Unit 6: Sport and hobbies will contribute to your well-being.	Discover and Learn3: Types of sport. Discover and learn 4: Different recreational activities.	Test-based Task-based Observation Assessment1: Radio talk show Module Assessment: Community Project Knowledge Test	Module Assessment: Community Project Knowledge Test

Module 1: Personal Development

Personal Development		
Subject Outcomes	Assessment Standards	Learning Outcomes
<p>Explain the concept of personal development. Explain with examples the attitudes, values and skills that relate to personal development. Relate these skills to personal development.</p>	<p>The concept of personal development is explained. Attitudes, values and skills that relate to personal development are explained with examples.</p>	<ul style="list-style-type: none"> ▪ Define personal development; ▪ Define the difference between attitudes, values and skills; ▪ Provide examples to describe the different concepts; ▪ Explain how the above impacts on personal development; ▪ Differentiate between negative and positive attitudes and values.
<p>Identify and explain factors that impact on personal development.</p>	<p>The relationship between attitude and personal development is explained with examples. Factors that assist or impede personal development are explained with examples.</p>	<ul style="list-style-type: none"> ▪ Define and differentiate between assist and impede within the context of attitude; ▪ Identify factors that assist personal development; ▪ Provide examples that illustrate above.
<p>Explain, with examples, the concepts of work ethics and morality.</p>	<p>Concepts of morality and work ethics are explained with examples.</p>	<ul style="list-style-type: none"> ▪ Define morality; ▪ Define work ethics; ▪ Provide examples that illustrate the meaning of the above; ▪ Discuss the relationship between morality and values in terms of our Constitution; ▪ Identify and explain how work ethics and morality have, both, positive and negative aspects; ▪ Explain the relationship between personal development, work ethics and morality with examples.

Tips For You!

This is a wonderful journey to take your students on!

If you guide them through this experience of discovering their attitudes, values and skills they will learn a lot about themselves and develop to be better people. They will realise that they need to develop their attitudes, skills and values to be a success in life!

Getting to know yourself, your character, talents, attitudes, skills, etc., is the first step towards building good healthy relationships at home, socially, and eventually at work.

If students have good, positive values, ethics and morals they will be successful in everything they do.

You should encourage students to get to know themselves very well. It is important that they discover and develop themselves - for this will help them to live life to its fullest and to reach their goals.

They should discover and understand the uniqueness of everybody and that they should use their talents, skills and uniqueness to make the world a better place.

Facilitation Plan

Learning Outcomes	Learning Content (Units)	Learning Activities Media used	Assessment Activity	Time in periods (1 hour)	Comments/Remarks regarding activities and/or assessment.
<ul style="list-style-type: none"> • Define personal development. ▪ Define the difference between attitudes, values and skills. ▪ Provide examples to describe the different concepts. ▪ Explain how the above impacts on personal development. ▪ Differentiate between negative and positive attitudes and values. 	<p>Unit 1:</p> <ul style="list-style-type: none"> ▪ You Must Develop Yourself! ▪ Let’s Develop Attitudes, Values And Skills! ▪ Attitudes That Rock ▪ Values For Life! ▪ Let’s Develop Skills 	<p>Students analyse their dreams and discover what they need to develop.</p> <ul style="list-style-type: none"> ▪ Discover And Learn 1: Developing Yourself! <p>Students discover what their attitudes, values and skills are.</p> <ul style="list-style-type: none"> ▪ Discover And Learn 2: My Attitude! ▪ Discover And Learn 3: I Am Unique? ▪ Discover And Learn 4: Negative And Bad Attitudes! ▪ Discover And Learn 5: Changing Thoughts And Attitudes! ▪ Life@play.learn: New Directions” ▪ Discover And Learn 6: Posters On The Wall ▪ Discover And Learn 7: Your Values ▪ Discover And Learn: 8 Collage Of Values ▪ Additional Activities ▪ Discover And Learn 9: Your Skills 	<ul style="list-style-type: none"> ▪ Assessment will be integrated with the PoE of Module 3 where students must include their PDP. ▪ Assessment Activity 1: A Plan For Positive Thinking. ▪ Assessment Activity 2: Attitudes, Values And Skills That Impact! <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ PDP ▪ Knowledge Test 	4 periods	

		<i>Transparencies or presentation slides, worksheets on values and attitudes, articles on attitudes, values and skills, magazines, newspapers, and books on values.</i>			
<ul style="list-style-type: none"> ▪ Define and differentiate between assist and impede within the context of attitude. ▪ Identify factors that assist personal development. ▪ Provide examples that illustrate the above. 	<p>Unit 2:</p> <ul style="list-style-type: none"> ▪ Factors that will impact Personal Development ▪ External and internal factors that influence our development 	<p>Students discover which factors assist or impede their personal development.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Factors that influences my life <p><i>Transparencies or presentation slides, worksheets on personal development, magazines and articles on personal development.</i></p>	<p>Assessment Activity 1: The Factors That Influence My Life!</p> <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ PDP ▪ Knowledge Test 	2 periods	
<ul style="list-style-type: none"> ▪ Define morality. ▪ Define work ethics. ▪ Provide examples that illustrate the meaning of the above. ▪ Discuss the relationship between morality and values in terms of our Constitution. ▪ Identify and explain how work ethic and morality have, both, positive and negative aspects. ▪ Explain the relationship between personal 	<p>Unit 3:</p> <ul style="list-style-type: none"> • Defining Morals and Ethics • Morality and Values In The Constitution • Positive and Negative Aspects of Ethics and Morality • The relationship Between Morality and Personal Development 	<p>Students discover what morality and ethics are and what their influences are.</p> <ul style="list-style-type: none"> ▪ Discover And Learn 1: Who’s Going With? ▪ Discover And Learn 2: Negative or Positive? <p><i>The Bill of Rights in the Constitution, magazines and books on ethics and morality, transparencies or presentation slides, worksheets on personal</i></p>	<p>Knowledge Test</p> <ul style="list-style-type: none"> ▪ Assessment Activity 1: Code of Conduct ▪ Assessment Activity 2: Let’s Talk Morality And Ethics! <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ PDP ▪ Knowledge Test 	3 periods	

development, work ethics and morality with examples.		<i>development, magazines and articles on personal development.</i>			
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Guidelines for Activities

Unit 1: What Is Personal Development?

Discover and Learn 1: Developing Yourself

Students have already discovered their dreams and goals. They write it down and then analyse themselves if they have the necessary skills, values and qualifications and attitudes. You can assist the students by discussing a few of their dreams and what they need to get there. You can also have group discussions on a few goals or jobs that you provide for them.

Discover and Learn 2: My Attitude!

Students have fun writing with their wrong hand and realise that our attitudes can be the same – fun to change or can feel it is wrong or do not have a positive effect.

Discover and Learn 3: I Am Unique!

It is important to spend some time explaining to the students what uniqueness is. This will assist the students to discover their own uniqueness and appreciate it. We focus so much on other people's uniqueness that we fail to recognise our own uniqueness.

You can have a lot of fun when you ask fellow students to describe their classmates' uniqueness. REMEMBER **positive comments**, do not allow derogatory comments! Everybody is unique. Students can describe their uniqueness by referring to their built, eyes (shape/colour), hair (colour / length / thickness, etc.) nose, hands, fingers, feet, curly hair, voice, laughter, etc. Uniqueness is also displayed in personality (humorous / laughs a lot / positive / enjoys life / helpful / caring / supportive etc.). No two people think and react the same, even if they are identical twins.

Discover and Learn 4: Negative and Bad Attitudes

Explain the symptoms a little more in detail and students then identify them and recognise them in their lives.

Discover and Learn 5: Changing thoughts and attitudes

Students write down their negative thoughts and change them to positive ones. They can do group work and discuss negative attitudes and negative thoughts and how to change them.

Life@play.learn: New Directions

Game Objective: To demonstrate to the group that prior learning (knowledge, skills and attitudes) has a powerful and often negative effect on their capacity and willingness to adopt new learning.

Materials Required:

A handout or overhead transparency showing the old and the new directions.

What will you do (Procedure)?

Present the group with a handout or visual display showing the new directions you would like to have them learn. Give them several minutes to absorb the connection between the "old" way and the "new" way. When all are ready, have them set aside their handouts and stand up, facing the front of the room. Test them on their "new directions" by calling out the old directions and seeing how many of them successfully point in the new directions.

Discussion Points:

1. Was it easy for you to remember and do the actions correctly the first time? Explain why.

2. After repeating the exercise a few times, did you find it easier to perform the changed actions?
3. Why was it easier or not?
4. When you accepted the changes, how did it affect your attitude towards change?

Note: You can provide students with copies of the Activity and Learning Point Form provided at the beginning of this guide to record this.

HANDOUT or Transparency

OLD DIRECTIONS	NEW DIRECTIONS
UP	RIGHT
DOWN	BEHIND
LEFT	DOWN
RIGHT	FRONT
FRONT	UP
BEHIND	LEFT

Assessment Activity 1: A Plan For Positive Thinking

Students can use the checklist to check their competency and progress. First they should discover their negative thoughts and write them down. They should change their negative thoughts with positive ones. Encourage them to analyse every day to see if there is an improvement. Do they have fewer negative thoughts because they put in effort to change them to positive ones? Praise them if they succeed!

Marking Memo				
Did the student record the negative and positive thoughts, words and attitudes the student experienced Monday to Friday?	Did the student write down negative thoughts words, attitudes?	Did student change all the negative to meaningful positive ones?	Did the student record any improvement?	What and how did the student decide to improve?

Competency will be if the student demonstrates progress and improvement in the plan.

Discover and Learn 6: Posters On The Wall

Students make posters to put on their walls that they can read every day to change their negative thinking and attitudes.

Discover and Learn 7: Your Values

Students tick the list and discover their personal values. They might even discover new ones they value. It is important that the students should think about what they tick. Encourage them to be very honest and not only tick certain values to “look good” to others and themselves. Fool the world but don’t fool yourself!

Discover and Learn 8: Collage of Values

Supply coloured pencils / markers / koki pens, old magazines, scissors and glue to students. Students choose and write down the four most important values. They can also cut words from newspapers / magazines instead of writing and paste them into the blocks.

The students must:

- Cut / tear and paste pictures to illustrate their values;
- Name the value that the picture portrays;
- Make up a rhyme or saying or “rap” to illustrate the value.
- Show pictures to each other and discuss in groups the importance of these values.

Discover and Learn 9: Your skills

Facilitate a discussion around the skills; the students have marked with a D, in order for them to develop these.

Assessment Activity 2: Attitudes, Values and Skills That Impact!

This is an individual assessment. Suggested answers are:

1. Punctuality, consideration of others, respect for others (2)
2. Cindy has a negative attitude –she’s late, uncombed hair, moaning, no respect for herself and others. (3)
3. No (1)
4. The community has a big influence, but you can decide to change your attitude. No, but most people accept their community’s values. For example how communities share values like honesty, freedom of expression, respect for women, etc. (4)
5. Everybody was upset, frustrated and angry, annoyed. Everybody will be late. (2)
6. Values and attitudes can influence others for better or worse. Can have negative influence or influence others positively. Appropriate examples of positive and negative influences should be given. (4)
8. Punctuality and better time management, self control, responsibility, and the ability to organise her life. (4)

Total: 20

Students should score 6 out of 15 to be declared competent.

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Tips for you, the facilitator, to create a consciousness of values.

Values in the Classroom.

Creating a consciousness about the values of the South African Constitution, described in the Special Schools supplement, is the responsibility of all those who are in education: the Minister, policy makers, office based educators, parents, learners and managers. The most important role is played by educators, who are the professionals dedicated to the intellectual and moral growth of learners. There are four strategies mentioned in the Manifesto for teaching values to learners:

1. Role-modelling;
2. Teaching values directly;

3. Infusing lessons about values into all learning areas;
4. Creating an appropriate classroom environment to foster learners' moral and intellectual growth.

Role-modelling;

The idea of the educators as role models is dealt with in detail in the Department of Education Policy and Standards for Educators (2000) and SACE, Code of Conduct.

Research on values indicated that learners are very conscious of their teachers as role models, and are quick to notice when teachers do not practise what they preach. AS few simple questions to ask yourself, as a role model for learners, are:

- Do I arrive on time?
- Is my work neat and organised?
- Do I hand back marked work on time?
- Do I share an enthusiasm for learning with the learners?
- Do I demonstrate a positive attitude?

Teaching values directly.

Always integrate discussions about values into all learning areas. Focus directly on values as well by asking questions about values displayed in the class.

Infusing values into all learning areas.

Discussions about values can be incorporated in all areas of learning. Explore values in situations of history, science etc.

Unit 2: Factors That Impact On Personal Development

Assessment Activity 1: Factors That Influence My Life!

Assist students to analyse the factors that influence their lives. They decide what they should develop or change. You might come across students that are really in bad situations. Help them to find help.

Performance Task Checklist			
Performance Indicators	YES	NO	Was there anything he/she wanted to correct / change?
Did the student write down the internal factors that influence his/her life?			
Did the student write down the external factors that influence his/her life?			
Did the student identify the factors that impede his/her personal growth?			
Did the student identify the factors that assist his/her personal development			
Did the student decide to change anything?			
Did the student write what and how he/she can change their circumstances?			

Competency is achieved if the student has identified the factors in his/her life and what impedes or assists personal development. A decision for change should be taken and what and how to change recorded.

Unit 3: Work Ethics And Morality!

Discover and Learn 1: Going to Disney World – who’s going with?

This is a fun exercise to write down a code of behaviour or ethics for the class or the workplace. At the end of this exercise make them aware that they all have the same needs.

Assessment Activity 1: Code of Conduct

Suggested answers:

1. Rules, mission statement, code of ethics that describe the professional behaviour in the workplace. (1)
2. To have order, that everybody knows what behaviour and conduct is expected of them, to take the company to its goals and missions, or any acceptable answer. (2)
3. **Any 3**
 - Basic honesty and keeping to the law.
 - Health and safety of employees and customers in the workplace.
 - Protecting the environment.
 - How employees should behave towards customers / clients.
 - How employees (managers, supervisors and all staff) should behave towards each other.
 - Products and service quality should be of the highest standard.
 - How political activities should be accommodated.
 - Financial reporting should be done appropriately. (3)
4. It should consist of values and moral behaviour. The student must mention honesty, integrity, respect for others, a good positive attitude, positive words and thoughts, or any appropriate answer. (4)

TOTAL: 10

Discover and Learn 2: Negative or Positive?

Students analyse the scenarios.

Scenario	<u>Negative</u> work ethics and morals	<u>Positive</u> work ethics and morals	<ul style="list-style-type: none"> • Why is it bad or good ethical behaviour? • How should they improve their bad behaviour?
1. Sue spends most of her time in other people’s offices finding out what the latest gossip is all about.	√		<ul style="list-style-type: none"> ▪ Gossip at work ▪ Walk around and waste time ▪ You should mind own business and not gossip ▪ Stay in workplace and work ▪ Spend time to work that you are paid for
2. Derek gets so cross that he throws his telephone on the floor.	√		<ul style="list-style-type: none"> ▪ Loses his temper, not in charge of emotions ▪ Breaks equipment ▪ Should be able to control emotions ▪ Look after equipment as if is your own
3. Jene keeps her office and files neat and clean. She also tidies the staff’s tea room.		√	<ul style="list-style-type: none"> ▪ Looks after environment ▪ Does extra things at work that shows loyalty and good ethical behaviour ▪ Creates a good impression to customers or visitors

			<ul style="list-style-type: none"> ▪ Peers and colleagues will follow good behaviour
4. Peter shouts at Abdul because he is asked to attend a Muslim religious celebration tomorrow.		√	<ul style="list-style-type: none"> ▪ Shouts at Abdul ▪ No respect for others ▪ No emotional control ▪ No understanding of diversity ▪ Should control emotions ▪ Read and learn about diversity ▪ Respect human rights mean

Students can have any appropriate answer.

A negative situation can be anything like: Do favours for family and friends, takes bribes, always late, uses workplace phone for personal calls, takes equipment home, etc. Any appropriate answer.

A positive situation: Always on time, meets deadlines, works hard, always friendly, emotionally stable, etc. Any appropriate answer.

Assessment Activity 2: Let's talk Morality And Ethics!

Students write their names on the Performance Task Checklist.

Students have a discussion and write down their thoughts or only tell the group what they understand about ethics and morality.

Peer assessment is done by the students who observe their fellow students. Students hand in the Performance Task Checklists for the final judgement by the educator. They also tell what behaviour they will display and what they want in a work situation. There should be examples of the positive and negative aspects of morals and ethics. This is co-operative assessment and learning activity and it should be managed as such.

Competency is achieved if a student meets all the requirements and has demonstrated understanding and knowledge.

Performance Task List can be printed from the Handouts section that follows.

Module Assessment Activity – Personal Development Plan

Students have a final look at where they are and what they need to do to develop themselves. They use this information in their Personal Development Plans as required for the Module Assessment Activity of Module 3.

The Personal Development Plan worksheet can be printed from the Handouts section that follows.

Module Assessment

Module Assessment Activity – Knowledge Test

Name: _____

Knowledge Test

1. We all have different attitudes, values and skills. Explain the differences between the following: (6)

▪Attitudes:

▪Values:

▪Skills

2. Choose the correct words to complete the following statement (2)

Positive, attitudes, negative, feelings, emotions

_____ thinking = good habits =good _____ = assists personal development =success!!

3. There are different skills that a person can have. If you have the following skills what will you be able to do? Mention one aspect. (5)

Interpersonal skills:

Value-based skills:

Cognitive skills:

Technical skills:

Operational / organisational skills:

4. Which factors contribute to personal growth? (3)

5. Positive and Negative attitudes and values either assist or impede personal development.

Mention 3 signs or symptoms of: (6)

- A **negative** attitude and values:

- A **positive** attitude and good values:

6. We all have certain values, ethics and moral behaviour that come from our cultures, communities and religions. Give a definition for, or write down what

(2)

Values are:

Work ethics are:

7. Give three examples of how you can display positive work ethics. (3)

8. Write unethical or ethical next to the following statements: (6)

Statement	Ethical or Unethical
1. I accept bribes at work.	
2. I copy people's signatures.	
3. I give quality service.	
4. I write and send all my personal e-mails at work.	
5. I strive to give everybody the correct and true information.	
6. I feel very loyal towards my company.	

9. A code of ethics at work can also have negative aspects. What negative aspects can there be? (2)

10. Explain the concept 'personal development': (2)

11. Match the following phrases and concepts. Write the correct letter next to the number, e.g. 1J (13)

1	Personal development	A	The way I think and behave towards people and things
2	Attitude	B	Democracy, respect, accountability
3	Code of ethics	C	Improving yourself
4	Good attitude	D	Value-based skill
5	High degree of integrity	E	Ethical work behaviour
6	No success	F	skills
7	Being thoughtful about the needs, beliefs and feelings of others	G	Religions and philosophies
8	The keys that will unlock my potential	H	Bad attitude
9	Constitutional values	I	Success
10	Roots of ethics can be found therein	J	Respect for others
11	Being punctual and considering others	K	A document that stipulates morally acceptable behaviour at work
12	Constitution protects	L	Good conduct
13	Morality	M	Human rights

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

TOTAL: (50)

Score:.....

Competent

Not yet Competent

Marking Memorandum for Knowledge Test

1. We all have different attitudes, values and skills. Explain the differences between the following: (6)

Attitude is the way I think and behave towards things that happen or people. I **decide** what my attitude must be!

Values are about what is important to me, values are principles that guide our behaviour, for example how to treat people.

Skills are about what I can **do**, not only knowledge but the implementation thereof.

2. Choose the correct words to complete the following statement (2)

Positive, attitudes, negative, feelings, emotions

Positive thinking = good habits = good attitudes = assists personal development = success!!

3. There are different skills that a person can have. If you have the following skills what will you be able to do? Mention one aspect. (5)

Need to mention only one aspect.

INTERPERSONAL SKILLS:

These include the ability to:

- Build relationships (rapport) and interact with others, (Rapport = 'being in tune with' or 'getting on' with, creating a point of understanding and contact)
- To persuade or influence another person positively
- To gain the trust, confidence and co-operation of other people
- To resolve conflict or disagreements
- To give and obtain information effectively.

VALUE-BASED SKILLS:

These are how trustworthy you are and if you:

- Have integrity
- Are honest and open
- Have morals
- Display ethical behaviour
- Are credible. (People can believe you)

COGNITIVE SKILLS:

These require mental effort such as:

- Gaining and communicating information
- Decision-making
- Judgment of priorities.

TECHNICAL SKILLS:

The ability to perform a required task such as typing, programming computers, writing a report, etc.

OPERATIONAL / ORGANISATIONAL SKILLS:

- The ability to manage
- To plan and organise.

4. Which factors contribute to personal growth? (3)

External and internal factors such as circumstances, background, community where you grew up, parents, needs, motivation, attitudes, etc. Any appropriate answer.

5. Positive and Negative attitudes and values either assist or impede personal development. Mention 3 signs or symptoms of: (6)

- a bad attitude and values :

Feel irritable and depressed.
feel withdrawn (don't mix or do not want to mix) or hate mixing with people
have little or no initiative and do not take the first step or lead
not interested in anything
complaining is increasing
un-cooperative
blame failures on others
Always on the defensive
No enthusiasm towards life, studies, job, etc.
Don't have dreams and goals

- A good attitude and good values:

Make you:
▪ feel good and have joy
▪ like mixing with people
▪ like to take the lead and often take the first step to do something
▪ Feel that there are lots that you want to do but no or too little time to do it
▪ grateful for a lot and don't' like moaning and complaining
▪ prepared to co-operate with everybody
▪ take responsibility for my own life and decisions
▪ not always defending yourself and please explaining to everybody
▪ enthusiastic about life and everything I do
▪ Reach your goals and dreams

6. We all have certain values, ethics and moral behaviour that come from our cultures, communities and religions. Give a definition for, or write down what Values and Work ethics are. (2)

Definition of morals: Morals relate to character or conduct considered as good or evil. Being moral is the practice of moral duties. Ethics relate to morals.

Values are about what is important , values are principles that guide behaviour, for example how to treat people.

7. Give three examples of how you can display positive work ethics. (3)

Strive to show:

- **Honesty and trustworthiness in all work performance**
- **Respect to colleagues and managers**
- **Respect for authority**
- **Respect for diversity**
- **Loyalty and support for the company where I work**
- **Good, positive behaviour towards everybody.**

You should:

- **Not do favours for family and friends**
- **Give quality service**
- **Never make or accept false documents**
- **Never make false promises**
- **Never give false, misleading or wrong information**
- **Be well groomed and appropriately dressed at work**
- **be on time for work and meetings. Keep to deadlines at all times and submit work on time as not to make other employees work late.**
- **Consider others:**
- **Show respect to other's property, the work environment, other people's values and beliefs.**
- **Treat others with respect, e.g. to leave places where you work, visit or use clean and neat for the next one to enjoy. (Any appropriate answer)**

(Any appropriate answer)

8. Write unethical or ethical next to the following statements: (6)

Statement	Ethical or Unethical
1. I accept bribes at work.	Unethical
2. I copy people's signatures.	Unethical
3. I give quality service.	Ethical
4. I write and send all my personal e-mails at work.	Unethical
5. I strive to give everybody the correct and true information.	Ethical
6. I feel very loyal towards my company.	Ethical

9. A code of ethics at work can also have negative aspects. What negative aspects can there be? (2)

Different cultures and religions have different morals and values, the Code of Ethics must be implemented and monitored - it means extra staff.

10. Explain the concept personal development: (2)

Formulate a proper explanation.

11. Match the phrases and concepts.

(13)

1	C
2	A
3	K
4	I
5	D
6	H
7	J
8	F
9	B
10	G
11	E
12	M
13	L

TOTAL: (50)

Handouts for Module 1

Units 1-3

Unit 1: What is Personal Development?

Name:

Assessment Activity 1: My Plan To Develop A Positive Thought Life And Attitude!

Monday	Tuesday	Wednesday	Thursday	Friday
Positive & negative thoughts/words/ attitudes	Positive & negative thoughts/words/attitudes	Positive & negative thoughts/words/attitudes	Positive & negative thoughts/words/attitudes	Positive & negative thoughts/words/attitudes
Positive	Positive	Positive	Positive	Positive
Negative	Negative	Negative	Negative	Negative
Score: N_____ P_____	Score: N_____ P_____	Score: N_____ P_____	Score: N_____ P_____	Score: N_____ P_____
Change negative into positive	Change negative into positive	Change negative into positive	Change negative into positive	Change negative into positive
Improvement: YES/NO	Improvement: YES/NO	Improvement: YES/NO	Improvement: YES/NO	Improvement: YES/NO

If you cannot fill in good positive thoughts and attitudes – keep on changing your thoughts and attitudes! It will eventually become easy.

Performance Task Checklist
My plan for positive thinking and attitude

	YES	NO	Did you change the negative to positive? Yes/No	Improvement Yes / No	Comments and tips for improvement
Monday: Did you write down the negative thoughts, words and attitudes you experienced?					
Did you write down the positive words, thoughts and attitudes you experienced?					
Tuesday: Did you write down the negative thoughts, words and attitudes you experienced?					
Did you write down the positive words, thoughts and attitudes you experienced?					
Wednesday: Did you write down the negative thoughts, words and attitudes you experienced?					
Did you write down the positive words, thoughts and attitudes you experienced?					
Thursday: Did you write down the negative thoughts, words and attitudes I experienced?					
Did you write down the positive words, thoughts and attitudes you experienced?					
Friday: Did you write down the negative thoughts, words and attitudes you experienced?					
Did you write down the positive words, thoughts and attitudes you experienced?					

Are you successful in changing your negative thoughts, word and attitudes into positive ones?

Name:

Assessment Activity 2: Attitudes, Values And Skills That Impact!

Name:

Score:

People do not have the same attitudes, values or skills. Read the following passage, identify the differences and answer the questions that follow:

Passage

Cindy is always late in getting up for school during the week. She makes everyone in her home frustrated and angry.

When the alarm rings at 6:00 all the members of her family begin their early morning routine, except for Cindy. She'll be fast asleep. By 6:45 you will hear her dad shout from the kitchen, promising to leave Cindy behind to teach her a lesson, and shaking his head with annoyance. He drives to work and drops his children off at school on his way.

By 7.15 her dad and two brothers will be sitting in the car, faces unsmiling, her dad tapping the steering wheel, and the engine of the car running. Cindy will appear at the back door, hair uncombed, suitcase in one hand and a piece of dry toast in the other. "I'm ready," she'll mumble. She is always late for everything.

Her father decided that this problem should be solved so that everybody can be happy. He called a family meeting that night where they discussed the issue. The result was that Cindy decided to go to bed earlier and will do her best to be punctual.

1. Name any two values demonstrated in this story. (2)

2. How can you describe Cindy's attitude? And explain why you say that. (3)

3. Do all the members of Cindy's family have the same values? _____ (1)

4. Does our community have an influence on us? Will we all necessarily have the same values? Explain with an example. (4)

5. Describe how Cindy's behaviour influences her brothers' and father's lives.

(2)

6. Mention and explain with examples the two opposite ways that you can influence other people's lives? (4)

7. Write down the skills Cindy needs to develop to solve this situation. (4)

TOTAL: 20

Competent

Not yet competent

Unit 2: Factors that impact on Personal Development

Assessment Activity 1: The Factors That Influence My Life!

Name:

Analyse your life, circumstances and environment and decide if the factors that are influencing your life will assist or impede your personal development.

What are the factors in your life that influence your personal development?	Do they <u>impede</u> your development?	Do they <u>assist</u> your development?	<ul style="list-style-type: none"> • What can or must you change and • How will you do it?
<i>External factors:</i>			
<i>Internal factors:</i>			

Competency is achieved if you have identified all the factors in your life and how they either impede or assist personal development. You should also have made a decision to change and explain how you will do it.

Unit 3: Work Ethics and Morality

Assessment Activity 1: Code of Conduct

Name:.....

Score:

Test your understanding by answering the following:

1. What is a Code of Conduct? (1)

2. Why do you think it is necessary to have a code of conduct in any workplace? (2)

3. Write down three important values and ethics that must be addressed in a Code of Conduct. (3)

4. Write your own personal Code of Conduct and state how you want to behave and treat others. (4)

STUDENT'S TOTAL: _____
TOTAL: 10

Competent

Not yet competent

Assessment Activity 2: Let's Talk Morality And Ethics!

Name:

<p>Names:</p>	<p>Write 'yes' next to the names who can give examples of the negative aspects of morality and ethics.</p>	<p>Write 'yes' next to the names who can give examples of the positive aspects of morality and ethics.</p>	<p>Write 'yes' next to the names who contributed to the Code of Conduct.</p>	<p>Comments on how to improve if a member does not have a 'yes.'</p>
1.				
2.				
3.				
4.				

Module Assessment

Module Assessment Activity – Personal Development Plan

Include this activity in your POE.

Name:

Now that you have worked through all the units, you can complete the following table to evaluate yourself overall and decide what you need to develop. Include this information in your Personal Development Plan as required for the Module Assessment Activity of Module 3.

Complete the following worksheet:

Where are you right now concerning:	Satisfied	Not satisfied (Not good enough to help me succeed)	Write down what you should or must develop to help you succeed.	When and how are you going to do it?
Your self image?				
Your attitudes?				
Your values?				
Your knowledge?				
Your skills?				
Your ethics?				
Your moral behaviour?				

Bibliography and Websites

These books were used or can be used as resources:

1. Erasmus – Kritzinger L, Swart M, Hairbottle M, Louw M & Van der Merwe H, 2000. *Introductory Communication*. Cape Town: Nasou via Africa
2. Smit L, 2005. *Entrepreneurship & Business Management N5*. Second Edition. CSL Publishers, Howard Place

Other Publications:

1. *Life Skills*. Department of Education
2. *Lions - Quest South Africa : Life Skills*, Lions – Quest for Adolescence, Saxonworld.
3. *Skills for Life, Grade 8, Learner’s Book*. 2000. Nolwasi Educational Publishers (Pty) Ltd.
4. *Various publications from “The Sunday Times” and “Drum” magazine*

Websites to Visit:

www.personal-development.com
www.thinkrightnow.com
www.trans4mind.com

For Attitude:

[www.en.wikipedia.org/wiki/Attitude_\(psychology\)](http://www.en.wikipedia.org/wiki/Attitude_(psychology))

For Values:

www.ilearn.sinicac.on.ca/careers/goals/values.html

Module 2: Setting Goals And Plan

Goal Setting and Planning		
Subject Outcomes	Assessment Standards	Learning Outcomes
Set realistic goals for tasks and activities.	Goals for tasks and activities are set according to priorities and life situations using specific criteria. Range: The criteria can include but are not limited to SMART (specific, measurable, achievable, realistic and time bound).	<ul style="list-style-type: none"> ▪ Explain the difference between goals, objectives and aims; ▪ Identify criteria to evaluate a goal (SMART); ▪ Compile a personal SWOT analysis; ▪ Identify goal in relation to personal context (priorities and life situations); ▪ Discuss and explain factors that prevent the achievement of goals in relation to goals set.
Prioritise time and activities in order to plan time (short, medium and long-term).	Time management principles are explained with examples.	<ul style="list-style-type: none"> ▪ Define planning, timeframes and time management; ▪ Identify and discuss principles of time management; ▪ Identify simple time management tools; ▪ Use tools to plan on a short, medium and long term basis.
Form and maintain positive relationships while pursuing goals.	Ways to form and maintain positive relationships are explained in terms of personal boundaries. Range: Personal boundaries may refer to values, needs and interests.	<ul style="list-style-type: none"> ▪ Define a positive relationship. ▪ Discuss the characteristics of a positive relationship [respect for opinions; empathy, sharing, listening, inclusion]; ▪ Define and explain positive relationships and personal boundaries; ▪ Describe how goals affect relationships.

Tips For You!

In this module as in others a very pragmatic approach is followed. It is important that students understand that proper time management relies on the following skills and principles:

- Set realistic goals
- Determine tasks and activities to achieve these goals
- Allocate realistic time frames to these tasks and activities
- Do a task and time analysis of their own use of time
- Prioritise when planning time
- Control time by using various techniques and schedules
- Evaluate the use of time
- Provide solutions to solve problems when planning time.

Facilitation Plan

Learning Outcomes	Learning Content (Units)	Learning Activities Media used	Assessment Activity	Time in periods (1 hour)	Comments/Remarks <i>regarding activities and/or assessment.</i>
<ul style="list-style-type: none"> ▪ Explain the difference between goals, objectives and aims; ▪ Identify criteria to evaluate a goal (SMART); ▪ Compile a personal SWOT analysis; ▪ Identify goal in relation to personal context (priorities and life situations); ▪ Discuss and explain factors that prevent the achievement of goals in relation to goals set. 	<p>Unit 1:</p> <ul style="list-style-type: none"> ▪ What do I dream about? ▪ How do I set goals? ▪ How can I make it happen? ▪ What can prevent me from reaching my dreams? 	<p>Students formulate and evaluate goals after discussion.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Dream Catcher ▪ Discover and Learn 2: Write Your Dreams Down! ▪ Discover and Learn 3: Smart Goals <p>Students explore personal strengths, weaknesses, opportunities and threats.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 4: The Real Me Inside! ▪ Discover and Learn 5: Goals and Support ▪ Discover and Learn 6: Sharing Communities! 	<ul style="list-style-type: none"> ▪ Assessment Activity 1: Smart Goals! ▪ Assessment Activity 2: SWOT Analysis <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ Take Action! ▪ Knowledge Test 	<p>3 periods</p>	

		<p>Students explore personal contexts and explain factors that prevent goals from being achieved.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 7: Fear Failure Factor! ▪ Life@play.learn: Tombstone Planning! ▪ Discover and Learn 8: Success Stories. <p><i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards, photographs, pictures, colour crayons or pencils, magic markers, magazines, newspapers.</i></p>			
<ul style="list-style-type: none"> ▪ Define planning, timeframes and time management; ▪ Identify and discuss 	<p>Unit 2:</p> <ul style="list-style-type: none"> ▪ Understanding the clock and time. 	<p>Students define time management and explain the principles of effective time</p>	<ul style="list-style-type: none"> ▪ Assessment Activity 1: Short, Medium or 	3 periods	

<p>principles of time management;</p> <ul style="list-style-type: none"> ▪ Identify simple time management tools; ▪ Use tools to plan on a short, medium and long term basis. 	<p>management</p> <ul style="list-style-type: none"> ▪ Principles to set the clock and manage time. ▪ Tools to set the clock and manage time. ▪ Using tools to set the clock and manage time. 	<p>management.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: What is Time Management? ▪ Discover and Learn 2: Catch the Time Thieves! <p>Students identify and describe the tools to manage time.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 3: Prioritise What to Do! ▪ Discover and Learn 4: Analysing Daily Activities! ▪ Discover and Learn 5: Time Tools! <p>Students demonstrate ability to plan and use time for a project.</p> <ul style="list-style-type: none"> ▪ Life@play.learn: News against the Clock! <p><i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards, photographs, pictures,</i></p>	<p>Long Term Planning?</p> <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ Take Action! ▪ Knowledge Test 		
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		<i>colour crayons or pencils, magic markers, magazines, newspapers.</i>			
<ul style="list-style-type: none"> ▪ Define a positive relationship. ▪ Discuss the characteristics of a positive relationship [respect for opinions; empathy, sharing, listening, inclusion]; ▪ Define and explain positive relationships and personal boundaries; ▪ Describe how goals affect relationships. 	<p>Unit 3:</p> <ul style="list-style-type: none"> ▪ Building positive relationships. ▪ Avoiding bad relationships and negative pressure and influences. ▪ Boundaries, relationships and goals. 	<p>Students describe and explain what is and what is needed to form positive relationships.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Relating Positively to Others ▪ Discover and Learn 2: Collage Of My Relationships ▪ Life@play.learn: Human Spider Web ▪ Discover and Learn 3: Getting To Know People ▪ Discover and Learn 4: Evaluating Friendships <p>Students discover what interests, values and needs influence relationships and form boundaries.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 5: Am I True To 	<ul style="list-style-type: none"> ▪ Assessment Activity 1: What About Trust, Honesty And Integrity? <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ Take Action! ▪ Knowledge Test 	2 periods	

		<p>Myself? <i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards, photographs, pictures, colour crayons or pencils, magic markers, magazines, newspapers.</i></p>			
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Guidelines for Activities

Unit 1: My Goals

Discover and Learn 1: Dream Catcher

Play some soothing music to the students with an alpha or soothing rhythm (slow 4 beats), e.g. baroque music, Mozart, Enya, piano music, etc. Let them relax and think about the dreams they have. For example tell them to think of a place that is pleasurable to be - the beach, a quiet spot in the garden or nature, on top of a mountain. Let them lie on their arms or sit relaxed in the chairs with their eyes closed. Students must monitor their breathing, e.g. let them breathe in through the nose for 5 counts and exhale through the mouth for 5 counts and then pick up a steady rhythm for their breathing. They have to think about their lives and what they want to become. Also think about what they want to do that people will remember them by. Let them record these dreams and goals on the Dream Chart. Encourage them to be creative and cut out pictures, draw sketches, write key words or sentences on the chart. Create a climate in class where each student can share the dreams with the rest of the group, without fear of being judged or ridiculed.

Discover and Learn 2: Write Your Dreams Down!

Assist students to write their goals using the SMART criteria and following the steps.

Discover and Learn 3: Smart Goals!

Students use the criteria to evaluate the goal statements. Guide them how to look for the key aspects of the SMART criteria.

Assessment Activity 1: Smart Goals!

Students must evaluate each of the 3 goals set, using the performance task list provided. Use self evaluation, peer and educator assessment here. Students formulate goals, evaluate them using the checklist, and then a peer assessment is done, using the checklist. Finally the goals are handed in for educator assessment. **Competency is achieved by meeting at least the requirements of the first 5 of the 7 criteria.**

Performance Indicators	Yes	No	If 'No' what corrective measures need to be taken?
1. Did the student specify a time period when formulating goals?			
2. Did the student give very specific details about what he/she wants to achieve?			
3. Did the student use verbs that specify the actions to be taken?			
4. Can the goals be tested/ evaluated as to whether they are achieved?			
5. Is it possible for the student to realise the goals? <i>The goals are realistic!</i>			
6. Does the student have the resources to achieve the			

goals set?			
7. Did the student plan actions to be taken to get to the goals?			

Discover and Learn 4: The Real Me Inside!

Assist the students to do a SWOT analysis by using the questionnaires provided. Go through the questionnaires first and explain terms and concepts. It is important to understand the true self and encourage them to be honest.

The Temperament Questionnaire:

1. The students must tick their answers directly on the score sheet.
2. Total (add) the **YES** column.
3. Total (add) the **Uncertain** column (?)
4. Total (add) the **No** column.
5. Add the three totals to find a total for A and B, C and D.
6. Plot the 2 final scores (A and B, C and D) on the graph.
7. Indicate the quadrant where the student's strongest temperament or dominant personality traits lie.

Emphasise that no temperament is better than another but that knowledge of oneself and others is beneficial to understand the way people act and react. Strengths should be relied on to overcome obstacles and should they strive to improve weaknesses.

Discover and Learn 5: Goals and Support

The students need to identify their support groups. They must revisit the three revised life and learning goals of **ASSESSMENT ACTIVITY 1** and identify the people involved and the kind of support they will need to get there.

Possible answers:

GOALS	NAME OF PERSON / PEOPLE	SUPPORT NEEDED
E.g. NCV	Teachers, parents, friends	Specialist, moral, spiritual, financial,
Diploma / degree	Lecturers, parents, family, friends	Financial, moral, specialist,
Computer training	Specialist, facilitators, lecturer	Financial
Selected for a team Sports captain, SA team etc.	Specialist in sport, trainer, dietician, etc	Training programme, diet to follow, moral support, etc.

Discover and Learn 6: Sharing Communities!

On a sheet of paper students create collages (pictures, photographs, sketches, words, illustrations) that illustrate their communities. Each student presents this to the group and explains how his/her community contributes and/or at times makes it difficult for him/her to achieve what he/she wants in life. Refer to the 3 life and/or learning goals of **ASSESSMENT ACTIVITY 1**.

Discover and Learn 7: Fear Factor!

Possible answers or replies to the questions asked could be:

He/she changed my life; was always prepared to help; positive; invested in people's lives; motivated others, helped others, enjoyed life, had integrity, trustworthy, laughed a lot, role model, practised what he/she preached, kept his/her promises, etc.

Obtained NCV level 4; started work in 20__; became supervisor; promoted to __, changes at work for the better, etc

This exercise is a good reflective activity to let them think about the goals they set and the kind of success they want to be – in other words the values they have and how they define 'success.'

Life@play.learn: Tombstone Planning!

Game Objective: To formulate what the student wants to achieve and wants to be remembered by.

What will you need?

Tent cards and magic markers, crayons or colour pencils. Perhaps an illustration or two shown on overhead projector or presentation.

What will you do?

Provide students with tent cards and magic markers. Tell them to write their names in print on the front – it can be a nickname. They then design their own inscription for their future tombstone, using the information of Discover and Learn 4: Fear Factor. This should be a brief phrase, couplet or limerick that in some way provides a commentary on their lives, their achievements, their characters, or relationships. Examples may range from a cryptic, "***Here lies good old Fred, he could move rocks in his stead.***" to an emotion-dripping statement, "***I told you I was going to discover a cure for AIDS.***" Let students have an opportunity to explain their tombstone inscriptions to the rest of the group. The 'tombstones' will be displayed in class and let them roam around the room during breaks to inspect each other's tombstones and to talk to others about their dreams, goals and achievements.

Discussion Points:

Note: *You can provide students with copies of the Activity and Learning Point Form provided at the beginning of this guide to record this.*

- What inscriptions most caught attention? What are they telling you?
- If you now had the chance to design a new inscription or wipe the slate clean, what would it be?

Note: *Throughout the year you can provide students with an opportunity to "wipe their slates" clean and to redesign their inscriptions as they change and develop.*

Discover and Learn 8: Success Stories.

It can be political leaders, teachers, actors, a successful business person, their mother, father, uncle, sister, etc. as long as they have been successful in some area. This will provide you and the students with insight into who their role models are, what they value and the goals they strive for.

Assessment Activity 2: SWOT Analysis

Students must reconsider the life and learning goals they previously formulated. Then complete the template below to enable them to start drafting a plan to realise these goals. Self evaluation and educator assessment are used.

GOAL	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS	ACTIONS TO BE TAKEN
1.					
2.					
3.					

They must use this task checklist to check whether they have done it adequately.

Competency is achieved by meeting at least the requirements of the first 5 of the 7 criteria.

Performance Indicators	Yes	No	Corrective or remedial action to be taken.
1. Did the student use the SMART criteria when formulating goals?			
2. Did the student record personal strengths that will help to achieve these goals?			
3. Did the student record personal weaknesses that he/she needs to work on so that he/she can achieve these goals?			
4. Did the student record the opportunities within his/her life that will help him/her to achieve these goals?			
5. Did the student record the threats within his/her life he/she needs to work on so that goals can be achieved?			
6. Does the student have the resources to achieve the goals set?			
7. Did the student plan actions to be taken to get to goals?			

Unit 2: My Time

Discover and Learn 1: What is Time Management?

Let the students talk about the concepts and come up with their definitions and understanding of the concepts. Possible suggestions:

Planning	Actions and decisions, arrangements or scheme to get something done.
Time Frames	The term or period you have to do something, e.g. short term and immediate.
Time Management	How you plan and use your time. It also involves the ability to eliminate time wasters.

Discover and Learn 2: Catch the Time Thieves!

This is a self-evaluation exercise. First work through the assessment checklist with the students ensuring they understand the concepts and make a true assessment of how they spend time.

Then in groups they discuss possible reasons why the three most frequent factors take up so much time and then come up with solutions to use time more effectively.

Discover and Learn 3: Prioritise What to Do!

Students choose one of the goals set in Unit 1 and write down activities they need to do to achieve that goal. They use a Planning Worksheet as provided and prioritise the activities and tasks. Guide them into assigning a time value to the tasks. This is already part of a **task and time analysis**.

Discover and Learn 4: Analysing Daily Activities!

Use this activity as a group activity and let the students do a control check with each other with regard to accuracy. Urge them to be honest and realistic in their analysis and calculations. They will only realise the value of time when they understand how they spend time.

Discover and Learn 5: Time Management Tools!

Bring into the classroom, where possible, examples and samples of time schedules and planners. Use the worksheet to identify the time management tool and explain its use. Do not only think in terms of paper-based planners, but encourage the students to think of electronic planners as well.

Life@play.learn: News against the Clock!

Game Objective: To set an objective as a team, plan actions and carry them out to achieve the goal, while competing against the clock and other teams.

What will you need?

Newspapers, small round balloons, a roll of tape and copies of the instructions and handouts.

What will you do?

Teams receive a newspaper, a small round balloon, a roll of tape and a set of instructions. The balloons will be inflated and be placed far enough away from the teams not to be within reach. After they have received the instructions and handout, the objective and a time limit will be given to them and they start planning and working. The team, that successfully completes the task first, wins an award or prize, which is pre-determined by the facilitator or lecturer and the students.

Tip: Students could use the Action Plan template/sample as a guideline to help them plan.

Instructions

The objective is to retrieve the balloon using the newspaper and tape as quickly as possible within 10 minutes. Representatives from the teams stand on a particular spot marked by you, far away not to be within reach. Teams may not use any other objects and the representative may not move out of position. Appoint a timekeeper to check the time. The handouts differ and you can choose either to provide them with Handout A which will give them a tip on how to use the newspaper to make a fishing rod or to give certain groups Handout B which does not include this hint. Should you do this, then a discussion should include how to deal with other groups being unfairly advantaged.

THE NEWS-YOU-CAN –USE **HANDOUT A**

Here are five possible uses for a newspaper. Please study them carefully.

- You can read it and learn about the news, entertainment, and bargains.
- You can cover your head with it during a sudden rainstorm.
- You can line the birdcage with it.
- You can roll it up tightly to make a fishing rod.
- You can tear it into strips and use it to start your camp fire.

THE NEWS-YOU-CAN –USE **HANDOUT B**

Here are five possible uses for a newspaper. Please study them carefully.

- You can read it and learn about the news, entertainment, and bargains.
- You can cover your head with it during a sudden rainstorm.
- You can line the birdcage with it.
- You can wad it and use it as packing material..
- You can tear it into strips and use it to start your camp fire.

Solution:

Roll up the newspaper tightly into a long rod (perhaps using the tape to secure it). Attach a piece of tape to the end of the rod so that the sticky surface is exposed. Extend the rod toward the balloon, touch the sticky surface to it, and retrieve the balloon.

Discussion Points:

Note: You can provide students with copies of the Activity and Learning Point Form provided at the beginning of this guide to record this.

- What did you learn from this game?
- How did planning affect your performance?
- What would you do differently next time when facing a common task or assignment?
- What was the winning team's recipe for success?

Assessment Activity 1: Short, Medium or Long Term Planning?

Students write True or False next to the following statements to indicate whether the planning and goal are short, medium or long term. (12)

Memo:

Statement	Term	True or False
1. Jacky follows a rigorous training programme because she believes in excellence. She would like to be a world-class dancer in four years' time.	Short	False
2. The customer paid the fax machine operator R100 to send a special urgent fax.	Long	False
3. I would like to be a Human Resources manager when I am 35 years old. Therefore I am working very hard.	Long	True
4. Jonathan is very determined to complete his Entrepreneurship assignment before the weekend.	Medium	False
5. William has to write and pass a very important test in two weeks' time and has therefore set himself the task of studying ten pages each day.	Medium	True
6. Genevieve is burning the candle at both ends to prepare for the following day's test.	Short	True
7. Patience follows a healthy diet and practises for hours every day in order to be selected for the Olympic Games.	Long	True
8. As Ronnie would like to be an electrical engineer one day, he has decided to work very hard at Mathematics.	Short	False
9. Julia is a student who is working extremely hard now already to prepare for her examination in November, because her parents promised her a beautiful evening gown.	Long	False
10. Siphon is determined to finish his project before supper.	Medium	False

11. With the exams starting in ten days' time, Judith is already studying 2 modules every day.	Medium	True
12. A firm has decided to offer in-service training to all its employees to enhance their job satisfaction and to offer the best service in town by 2010.	Medium	False

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Unit 3: My Goals and Relationships

Discover and Learn 1: Relating Positively to Others

The students describe in own words what they think a ‘*relationship*’ means. (Not romantic relationships.) Then they discuss as a group what they think the characteristics of a positive relationship are. They record their findings on a chart and present to the rest of the groups. The educator/facilitator consolidates these characteristics in a Class or Group Code of Conduct for Positive Relationships and put up on display in class. Assist students with terminology and language.

Discover and Learn 2: Collage Of My Relationships

Let students explore their relationships in a creative way and encourage openness. You can even play some music in class again to set the mood. You can use the following checklist and do peer and educator assessment and compare and discuss the judgements.

Assessment Criterion	YES	NO
1. Did the student use enough pictures/photographs to illustrate life and relationships?		
2. Do they represent all areas of his/her life? (Family, friendships, social life, etc.)		
3. Does the collage look neat and presentable?		
4. Can he/she tell the story of his/her life from the pictures or collage?		

Life@play.learn: Human Spider Web

Game Objective: To provide an opportunity to work as a team and build relationships.

What will you need?

Adequate space in which to work.

What will you do?

Instruct students to form a human spider web. Let the students stand in a small circle. Instruct each member to extend his/her left hand across the circle and grasp the left hand of another member who is approximately opposite. Then have them extend their right hands across the circle and grasp the right hand of the person across. Afterwards they face the challenge of entangling themselves from the web without letting go of the hands. The outcome is to stand in a circle of persons all holding the hands of the person standing next to them. They will have to work against the clock.

Discussion Points:

- What was your first thought when you heard the nature of the task?
- What behaviour contributed to success?
- What behaviour had or could have a negative influence on the successful outcome?
- What lessons could be learned regarding teamwork and relationships?

Tips:

- Inform the students to wear clothing that, when they bend or twist to unravel themselves, either would not become soiled or would not result in personal embarrassment.
- If you are nervous about the success of the task, start with a smaller group, e.g. 5 persons.
- If they are hesitant, provide a suggestion to initiate the action, e.g. “Tom, what if you were to step over the arms connecting Lebo and Aruna.”
- Bring a camera to record the action. They may enjoy seeing the “before” and “after” positions.
- You can even divide bigger groups into smaller groups of 6 to 8 persons, each of which will be competing to see who finishes the task first.

Discover and Learn 3: Getting To Know People

Let students use the opportunity to use the questions to get to know people or strangers. Let them practise this in class by interviewing fellow students and write the information down to tell the class about the person he/she has interviewed. This is an opportunity to practise social skills and to explore each other’s differences and worlds. Advise students not to be judgemental and prejudiced and to open themselves to the worlds and cultures of others. It is an opportunity to practise empathy.

Discover and Learn 4: Evaluating Friendships

Let students first discuss the worksheet with a friend or peer.

Possible responses could be:

Positive Friendships	Negative friendships
Reasons why we have positive friendships <ul style="list-style-type: none"> ▪ Grew up with positive input and attitude ▪ Want to be with positive friends ▪ Want to improve ▪ Have goals, want to improve ▪ Have good, positive attitude, etc. 	Some reasons for negative friendships <ul style="list-style-type: none"> ▪ Do not know better ▪ Negative one is better than nothing ▪ I am also negative ▪ Grew up with negative input and attitude ▪ Have negative friends ▪ Have negative attitude, etc.
Things positive friends do together <ul style="list-style-type: none"> ▪ Laugh, have fun ▪ Discuss good positive things ▪ Influence each other positively ▪ Set goals together 	Things negative friends do together <ul style="list-style-type: none"> ▪ Badmouth others ▪ Talk negatively ▪ Do crime ▪ Abuse others
How / where can I find positive friends? <ul style="list-style-type: none"> ▪ Talk to people and select whom you want to be friends with ▪ Go to social meetings, church meetings, etc. 	How can I get out of a negative friendship? <ul style="list-style-type: none"> ▪ Be assertive! ▪ Stand up for your rights ▪ Stop the friendship, get new friends

<ul style="list-style-type: none"> ▪ If you are positive you will attract positive friends 	<ul style="list-style-type: none"> ▪ Don't be friends because you are scared to be alone.
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Then lead a discussion on values and allow the students to evaluate the influence of friends by discussing the questions. Let them provide feedback to the group.

Discover and Learn 5: Am I True To Myself?

Students assess themselves, using the poem. Guide them to identify negative thoughts and behaviour and to change them to positive thinking and behaviour.

Assessment Activity 1: What About Trust, Honesty And Integrity?

Marking Memo:

1. Do you agree with the team? Why?

Student's own opinion but hopefully an honest one. Reason must be provided. (2)

2. Do you agree with the decision that Shadrack made to go along with the team's decision? Why?

Students can give their opinion of why they agree or not. For example, the referee has the final say, It was not the correct decision, It was a wrong choice - dishonest. (2)

3. What would you have done if you were Shadrack?

Either insisted that the mistake be corrected or accepted the decision for the reasons given. (2)

4. How will you feel to know that you did not really win the match? Explain.

Good / bad, etc. Remind students that if we do not win fairly, it is no victory, that you can fool the world but cannot fool yourself. Remind them what goes around comes around. (2)

5. If you had been in the other team, how would you have reacted?

If had known, would have felt unhappy and would have lodged a complaint, held discussions, etc. (2)

6. What will a person who values INTEGRITY do? Explain.

The honest thing and tell the truth about the handball! This will make you feel very good about yourself! Even if you lose (the game, competition, etc.) you are the winner on a personal level! (2)

7. "The members glare at him..." Is this a healthy relationship? What emotion or feeling do you experience with these words?

No, it is negative peer pressure. (2)

8. What advice will you give Shadrack and the team embers about positive relationships?
Socialise, play games, play sport, talk positively, share thoughts and experiences, motivate others, support each other, laugh, have fun, listen to others' opinions, respect each other's values etc. (2)

9. Suggest two possible Shadrack and the team had? Was there a conflict between the goals and personal values? Explain.

- **To win**

- **To be the hero of the game**

Yes. They wanted to win, but to do that they were dishonest. (4)

Total: 20

Module Assessment

Module Assessment Activity - Take Action!

This is a Portfolio Activity.

As a group students plan a project like a birthday party, a student bash, a club meeting or any similar event.

- They need to formulate goals for the tasks and project. Remind them to use the SMART criteria.
- They need to draw up an action plan for the event and add this to the Portfolios of Evidence. Use the template for the Action Plan as provided.
- They need to evaluate relationship skills working as a group, using the rubric provided. This is an educator assessment activity.

Use this task checklist to check. **Competency is achieved by meeting the requirements of all 14 criteria. Guide the students to achieve this.**

Performance Indicators	Yes	No	If 'No' what needs to be corrected or done?
1. Did the group specify a time period when formulating the goals?			
2. Did the group give very specific details about what needs to be achieved?			
3. Did the group use verbs that specify the actions to be taken?			
4. Can the group test/ evaluate whether the goals can be achieved? <i>How do you know your goals are reached?</i>			
5. Is it possible to reach the goals set? <i>The goals are realistic!</i>			
6. Does the group have the resources to achieve the goals set?			
7. Did the group plan meaningful actions to be taken to get to the goals? <i>These actions will assist to reach the goals.</i>			
8. Did the group indicate the deliverables ? <i>How will you know it is done?</i>			
9. Were the tasks delegated in the group ? <i>Remember the requirements for delegation.</i>			
10. Did the group record how much time is allowed for the actions?			
11. Did the group record the target dates ?			
12. Did the group write down what is needed for each task?			
13. Is a workable alternative (Plan B) ready?			
14. Did the group present the planning neatly and coherently ?			

Students should score at least mostly 3 or 4 for a competency judgement.

Group Work Rubric					
Date:			Group Task:		
Members:					
Criteria and Skills displayed	Performance indicators				Points
	1	2	3	4	
<u>Helping</u> The students offered assistance to one another	None of the time	Some of the time	Most of the time	All of the time	
<u>Listening</u> The students actively listened and worked from each other's ideas.	None of the time	Some of the time	Most of the time	All of the time	
<u>Negotiating</u> The students exchanged, defended and reformulated ideas.	None of the time	Some of the time	Most of the time	All of the time	
<u>Participation</u> Each student contributed responsibly to the task.	None of the time	Some of the time	Most of the time	All of the time	
<u>Questioning</u> The students interacted and posed questions to each other.	None of the time	Some of the time	Most of the time	All of the time	
<u>Respect</u> The students encouraged and supported the ideas of others.	None of the time	Some of the time	Most of the time	All of the time	
<u>Sharing</u> The students offered ideas and shared their skills.	None of the time	Some of the time	Most of the time	All of the time	
<u>Commitment</u> The students met their deadlines and fulfilled their roles.	None of the time	Some of the time	Most of the time	All of the time	
Total points:					

Facilitator/Educator comments: _____

Module Assessment Activity – Knowledge Test

Name: _____

Knowledge Test

Read the following case study and complete the questions afterwards.

ANOTHER DAY AT WORK

It was 7:30 when Richard arrived at work. He was early because he wanted to clear the backlog of work that had been piling up on his desk.

He started to go through the mail (the previous day's mail). As he was reading, he realised he couldn't deal with the correspondence until a colleague arrived. He set it aside and went to the next task. This item had potential application to a project he was working on, so he walked down the passage to make a copy for his personal use.

As he continued reading the mail, he came across an article of particular interest and became engrossed in it. He was startled to find as he finished that others were arriving and it was nearly nine o'clock.

He quickly pushed the remaining mail to a corner of his desk and reached for a project file due for the next day with at least two days' work yet to be completed. As he opened the file, Bill and Jane stopped by and invited him to join them for coffee. Richard decided he could spare ten minutes. Bill and Jane shared with him an account of their evening the previous night. Before he realised it, 30 minutes had passed and he hurried back.

As he entered the office the phone rang. It was his manager. He asked Richard to attend a meeting scheduled for ten. Something was to be discussed the department should know about. Richard looked at his watch and realised there wasn't enough time to start on the project so he pushed the file aside and vowed to start on it after lunch.

The afternoon wasn't any better. A few visitors, a few phone calls, a couple of letters and time passed. Nothing had been accomplished on the project that was due the next day. As he was preparing to leave he wondered how Bill and Jane managed a social life.

1. Examine Richard's use of time. (5)

Answer the question by ticking your choice.	Yes	No
1. Did he make good use of prime time?		
2. Was he working on the highest priority task?		
3. Did he seem able to say "No"?		
4. Did he practise completion?		

5. Does he seem to understand his problem?		
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2. Now help Richard to plan his time. Complete the planning sheet and action planner.

1. Write down an objective for the day. *Remember the SMART criteria.* (2)
2. Prioritise his activities for the day. (7)
3. Identify the time thieves on the action planner. (7)
4. Come up with action plan for Richard to complete his project. (14)

<u>PLANNING WORKSHEET</u>			
GOAL/ OBJECTIVE:			
Activities and Tasks	A/B/C Priority	Estimated time	Assigned Day/Date
<i>Read mail</i>		<i>15 min</i>	<i>Today</i>
<i>Reply to urgent correspondence</i>		<i>30 min</i>	<i>Today</i>
<i>Attend meeting</i>		<i>1 hour</i>	<i>Today</i>
<i>Write letters</i>		<i>1 hour</i>	<i>Tomorrow</i>
<i>Make phone calls (Reply)</i>		<i>15 min</i>	<i>Today</i>
<i>Continue to complete work on project file</i>		<i>6 – 7 hours</i>	<i>Today</i>
<i>Take breaks</i>		<i>20-25 min</i>	<i>Today</i>

ACTION PLANNER FOR RICHARD

Action to be taken	Person responsible	Time allocated	Target Date	Comments or Contingencies <i>Indicate the time thieves that he can avoid</i>
<i>Read mail</i>				
<i>Reply to urgent correspondence</i>				
<i>Attend meeting</i>				
<i>Write letters</i>				
<i>Make phone calls (Reply)</i>				
<i>Continue to complete work on project file</i>				
<i>Take breaks</i>				

3. What needs did Richard rather address than paying attention to the objectives for the day? (1)

4. What needs should he rather have been addressing? (1)

5. Provide Richard with 3 tips on how to improve relationships at work. (3)

Total : 40

Competency Judgement: _____

MARKING MEMO

1. Examine Richard's use of time. (5)

Answer the question by ticking your choice.	Yes	No
1. Did he make good use of prime time?		✓
2. Was he working on the highest priority task?		✓
3. Did he seem able to say "No"?		✓
4. Did he practise completion?		✓
5. Does he seem to understand his problem?		✓

2.

<u>PLANNING WORKSHEET</u>			
GOAL/ OBJECTIVE:	<i>By the end of the day I (Richard) must have completed the allocated work load (project and correspondence) for the day. (2)</i>		
Activities and Tasks	A/B/C Priority	Estimated time	Assigned Day/Date
<i>Read mail</i>	<i>B</i>	<i>15 min</i>	<i>Today</i>
<i>Reply to urgent correspondence</i>	<i>A</i>	<i>30 min</i>	<i>Today</i>
<i>Attend meeting</i>	<i>B</i>	<i>1 hour</i>	<i>Today</i>
<i>Write letters</i>	<i>C</i>	<i>1 hour</i>	<i>Tomorrow</i>
<i>Make phone calls (Reply)</i>	<i>A</i>	<i>15 min</i>	<i>Today</i>
<i>Continue to complete work on project file</i>	<i>A</i>	<i>6 – 7 hours</i>	<i>Today</i>
<i>Take breaks</i>	<i>B (7)</i>	<i>20-25 min</i>	<i>Today</i>

3.

ACTION PLANNER FOR RICHARD

Action to be taken	Person responsible	Time allocated	Target Date	Comments or Contingencies <i>Indicate the time thieves that he can avoid</i>
<i>Read mail</i>	<i>Richard</i>	<i>15 min</i>	<i>Today</i>	<i>Had to wait for colleague. Should put aside until colleague arrives. Do not do first. Leave article and photocopying.</i>
<i>Reply to urgent correspondence</i>	<i>Colleague?</i>	<i>30 min</i>	<i>Today</i>	<i>Correspondence already from the previous day. Answer only urgent letters. Could maybe delegate to colleague?</i>
<i>Attend meeting</i>	<i>Colleague?</i>	<i>1 hour</i>	<i>Today</i>	<i>Should say 'no'. Suggest someone else to attend (Delegate).</i>
<i>Write letters</i>	<i>Richard</i>	<i>1 hour</i>	<i>Tomorrow</i>	<i>Urgent correspondence dealt with. Leave till tomorrow.</i>
<i>Make phone calls (Reply)</i>	<i>Richard</i>	<i>15 min</i>	<i>Today</i>	<i>Prioritise phone calls and do only what is necessary. Do not call in prime time.</i>
<i>Continue to complete work on project file</i>	<i>Richard</i>	<i>6 – 7 hours</i>	<i>Today</i>	<i>This is what he should have made top priority. He procrastinated and was already two days behind in completing the work on the project. Should have done this for most of the day during prime time.</i>
<i>Take breaks</i>	<i>Richard</i>	<i>20-25 min</i>	<i>Today</i>	<i>Avoid long breaks since there is a deadline to be kept. Does not have time to meet with friends or take a long lunch break.</i>

7 marks for time thieves indicated.

7 marks for completion of the estimated time and target date since this information has been provided in the planning template.

7 marks for the person responsible indicated.

3. What needs did Richard rather address than paying attention to the objectives for the day? (1)

Social needs.

4. What needs should he rather have been addressing? (1)

Esteem or self actualisation needs.

5. Provide Richard with 3 tips on how to improve relationships at work. (3)

Any three mentioned, but give credit to an answer that makes sense.

- *Have fun together! Do things that will make you laugh! Laughter tells the brain to release 'serotonin' that is needed to make you feel happy and well.*
- *Discover each other's differences and potential through spending time together. Attend sports and or social events together.*
- *Organise a day to play games together (volley ball, soccer, board games like '30 seconds', etc.) You discover a lot when you play games together.*
- *Show interest in people. Give birthday cards, etc. It makes them feel special.*
- *Be sincere and loyal to others.*
- *Have integrity and be honest.*
- *Show respect for other people's viewpoints, cultures and values.*
- *Use language or vocabulary that people understand.*
- *Appreciate the other person's viewpoint.*
- *Empathise with others people's emotions and circumstances.*
- *Make other people feel special.*
- *Talk about topics that others are interested in.*
- *Persuade and influence people positively.*
- *Gain the trust of other people.*
- *Co-operate with other people and obtain their co-operation.*
- *Resolve conflict and disagreements positively.*
- *Communicate regularly!*
- *Be dependable – do not break promises, violate confidentiality or let people down!*
- *Have EQ or emotional intelligence*

Total : 40

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Handouts for Module 2

Units 1 - 3

Unit 1: My Goals

Assessment Activity 1: Smart Goals!

Evaluate each of your 3 goals set, using the performance task list provided.

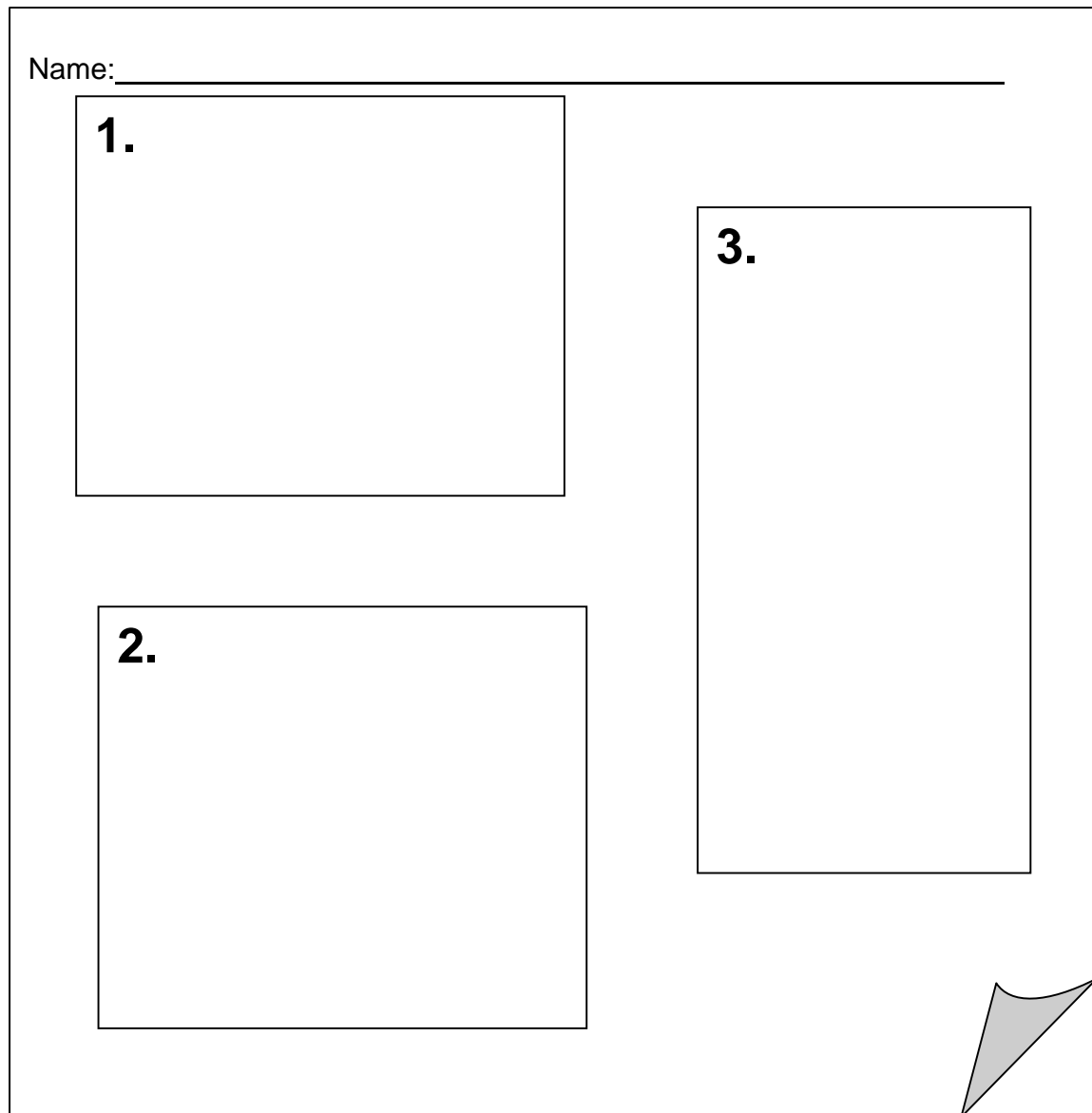
Competency is achieved by meeting at least the requirements of the first 5 of the 7 criteria.

Name: _____

1.

3.

2.



Discover and Learn 4: The Real Me Inside!

Personality Analysis!

Read through the following *personality* checklist and tick what you think you are. Maybe you will also discover some characteristics that you never realized you had. *DO NOT just tick what you think will make you look good. Be very honest for this will help you to discover the real you, not a false you.*

PLEASE NOTE THAT THE INFORMATION FROM THE FOLLOWING ACTIVITY CAN BE USED TO COMPLETE THE STUDENT PROFILE.

NAME: _____

<i>PERSONALITY</i>					
<i>Rate your personal characteristics by making a cross in the appropriate box on the 5-point scale. The following meaning may be attached to the 5-point scale:</i>					
1. Not at all like me 2. Minimally like me 3. Partly like me 4. Very much like me 5. Totally like me					
<i>I am:</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>1. Natural – being genuine, down to earth, not putting on a show</i>					
<i>2. Ambitious – having a need to do well and get somewhere in life</i>					
<i>3. Shy – don't find it easy to talk to people</i>					
<i>4. Systematic – follow a plan step-by-step</i>					
<i>5. Tactful – saying and doing the right thing without hurting anyone</i>					
<i>6. Persuasive – able to talk someone into changing their minds</i>					
<i>7. Dominant – expecting people to do what I want</i>					
<i>8. Co-operative – working with other people to get something done</i>					
<i>9. Understanding – knowing the views or feelings of those around me</i>					
<i>10. Sociable – enjoying being with and talking to others</i>					
<i>11. Independent – not depending on others for my opinions/behaviour</i>					
<i>12. Tolerant – putting up with other people's demands</i>					
<i>13. A follower – going along with others</i>					
<i>14. Precise – doing things right the first time</i>					

15.	<i>Persevering – keep on trying, don't give up after first failure</i>					
16.	<i>Confident – trusting and believing in myself, not scared of what others think of me</i>					
17.	<i>Impulsive – acting before thinking, emotional</i>					
18.	<i>Creative – having bright new ideas</i>					
19.	<i>Responsible – being able to make decisions and accept consequences</i>					
20.	<i>Adaptable – being able to change to fit into new situations</i>					

Source:Rainbow

Now that you have decided what you are like, it is a good move to ask two or three good friends that know you well to rate you as well. Discuss their ratings.

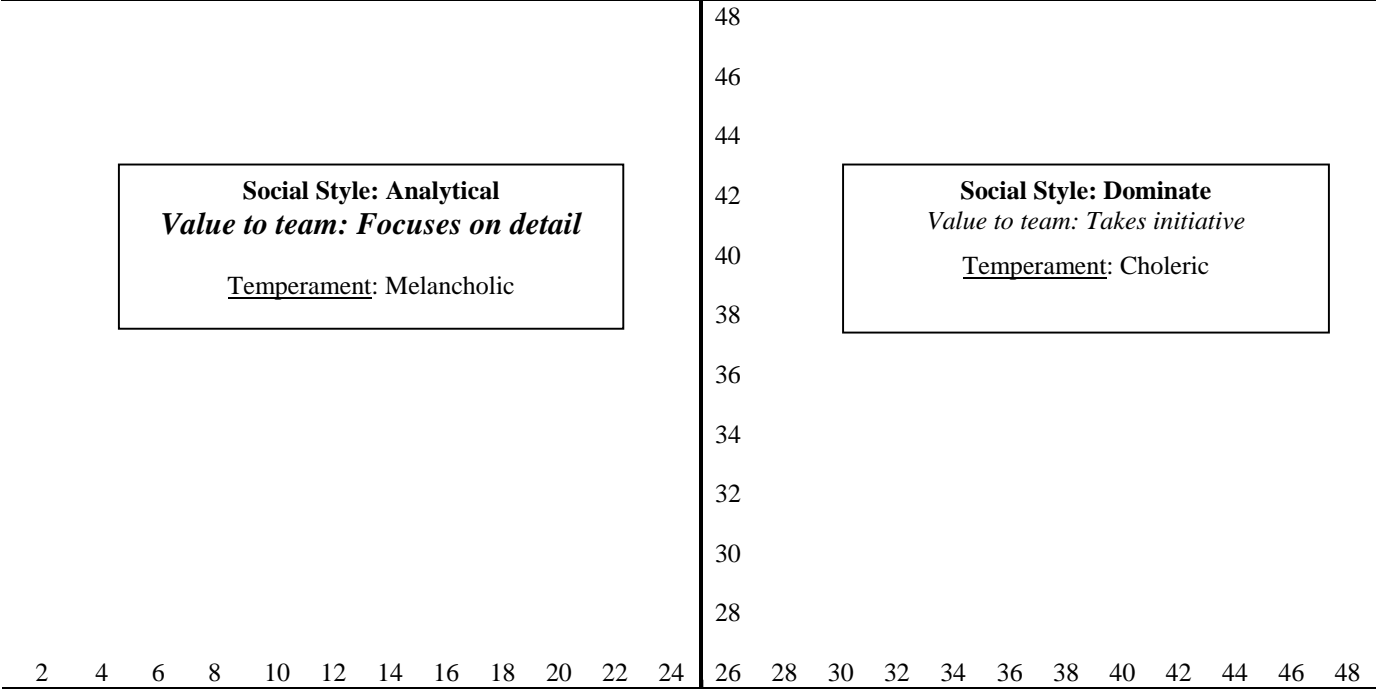
Name: _____

MY TEMPERAMENT - SCORE SHEET

COLUMN	QUESTIONS	ANSWERS			TOTALS
		YES 2 MARKS	Uncertain 1 MARK	NO 0 MARKS	
A	1				
	5				
	9				
	13				
	17				
	21				
	25				
	29				
	33				
	37				
	41				
	45				
TOTAL					
		0 MARKS	1 MARK	2 MARKS	
B	3				
	7				
	11				
	15				
	19				
	23				
	27				
	31				
	35				
	39				
	43				
	47				
TOTAL					
GRAND TOTAL OF A AND B (Introvert – Extrovert Axis)					

COLUMN	QUESTIONS	ANSWERS			TOTALS
		YES 2 MARKS	Uncertain 1 MARK	NO 0 MARKS	
C	2				
	6				
	10				
	14				
	18				
	22				
	26				
	30				
	34				
	38				
	42				
	46				
TOTAL					
		0 MARKS	1 MARK	2 MARKS	
D	4				
	8				
	12				
	16				
	20				
	24				
	28				
	32				
	36				
	40				
	44				
	48				
TOTAL					
GRAND TOTAL OF C AND D (Unemotional– Emotional Axis)					

**UNEMOTIONAL
PURPOSE /TASK ORIENTATED
C**



Social Style: Analytical
Value to team: Focuses on detail
Temperament: Melancholic

Social Style: Dominate
Value to team: Takes initiative
Temperament: Choleric

**ASK
INTROVERT
A**

**TELL
EXTROVERT
R**

Social style: Amiable
Value to team: Builds relationships
Temperament: Phlegmatic

Social style: Expressive
Value to team: Influences people
Temperament: Sanguine

**EMOTIONAL
PEOPLE ORIENTATED
D**

Assessment Activity 2: SWOT Analysis

Reconsider the life and learning goals you previously formulated. Then complete the template below to enable you to start drafting a plan to realise these goals.

Name: _____

GOAL	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS	ACTIONS TO BE TAKEN
1.					
2.					
3.					

Unit 2:My Time

Discover and Learn 3: Prioritise What to Do!

Take one of the goals that you set previously and write down activities you need to do to achieve that goal. Use a Planning Worksheet like the following and prioritise the activities and tasks. You also assign a time value to the tasks – more or less how long will it take you to complete? This is already part of a **task and time analysis**.

PLANNING WORKSHEET for			
Goal/ Objective: _____ _____			
Activities and Tasks	A/B/C Priority	Estimated time (How long will it take to do?)	Assigned Day and Date

Sample of an ACTION PLANNER

Name: _____

ACTION TO BE TAKEN/ ACTION STEPS	SUCCESS CRITERIA OR DELIVERABLES	PERSON RESPONSIBLE	TIME ALLOCATED	TARGET DATE (WHEN TO BE COMPLETED?)	MATERIALS NEEDED OR WHAT IS NEEDED TO DO TASK?	COMMENTS OR CONTINGENCY PLANNING (WHAT DO YOU DO WHEN THINGS GO WRONG? PLAN B?)

Assessment Activity 1: Short, Medium or Long Term Planning?**Write True or False next to the following statements to indicate whether the planning and goal are short, medium or long term. (12)****Name:** _____

Statement	Term	True or False
1. Jacky follows a rigorous training programme because she believes in excellence. She would like to be a world-class dancer in four years' time.	Short	
2. The customer paid the fax machine operator R100 to send a special urgent fax.	Long	
3. I would like to be a Human Resources manager when I am 35 years old. Therefore I am working very hard.	Long	
4. Jonathan is very determined to complete his Entrepreneurship assignment before the weekend.	Medium	
5. William has to write and pass a very important test in two weeks' time and has therefore set himself the task of studying ten pages each day.	Medium	
6. Genevieve is burning the candle at both ends to prepare for the following day's test.	Short	
7. Patience follows a healthy diet and practises for hours every day in order to be selected for the Olympic Games.	Long	
8. As Ronnie would like to be an electrical engineer one day, he has decided to work very hard at Mathematics.	Short	
9. Julia is a student who is working extremely hard now already to prepare for her examination in November, because her parents promised her a beautiful evening gown.	Long	
10. Siphon is determined to finish his project before supper.	Medium	
11. With the exams starting in ten days' time, Judith is already studying 2 modules every day.	Medium	
12. A firm has decided to offer in-service training to all its employees to enhance their job satisfaction and to offer the best service in town by 2010.	Medium	

Competency Judgement (Score): _____

Unit 3: My Goals and Relationships

Discover and Learn 3: Getting To Know People

You can make use of the following questions to get to know people or strangers. You can practise this in class by interviewing fellow students and write the information down to tell the class about the person you have interviewed.

Who gave you your name? _____

What does your name mean? _____

How many brothers and sisters do you have? _____

How do you feel about your name? _____

What do you want people to call you? _____

How many children are you? _____

What do you like/enjoy doing? Why? _____

What is important to you? _____

Who is your favourite TV personality? Why? _____

Who is your role model? Why? _____

What do you want to be? _____

What is your favourite colour? _____

Assessment Activity 1: What About Trust, Honesty And Integrity?

Name: _____

Read the following story and answer the questions that follow:

The final moments of the game have arrived. Shadrack, the centre forward of the Bafana Bafana team, moves into the scoring zone. He kicks the ball hard. It hits the goalpost and rebounds. The ball strikes his hand and slips to the ground. As quick as lightning, Shadrack kicks the ball and it streaks past the goalie into the back of the net. His team members yell their approval and gather around him, congratulating him. The final whistle blows. Their team has won!

Shadrack wants to correct the mistake, he knows it was a handball, but his team members glare at him and whisper that it is the referee's job to see mistakes! He feels awful. He feels he should do something but the decision of the team is final. He'll have to go along with them.

Answer the following questions:

1. Do you agree with the team? _____ Why? _____

_____ (2)

2. Do you agree with the decision that Shadrack made to go along with the team's decision?

_____ Why? _____

_____ (2)

3. What would you have done if you were Shadrack?

_____ (2)

4. How will you feel knowing that you did not really win the match in a fair manner? Explain.

_____ (2)

5. If you had been in the other team, how would you have reacted should you find out?

_____ (2)

6. What will a person who values INTEGRITY do? Explain.

_____ (2)

7. “The members glare at him...” Is this a healthy relationship? _____

What emotion or feeling do you experience with these words?

_____ (2)

8. What advice will you give Shadrack and the team embers about positive relationships?

_____ (2)

9. Suggest two possible Shadrack and the team had? Was there a conflict between the goals and personal values? Explain.

_____ (4)

Total : 20

Competency Judgement: _____

Bibliography And Websites!

These books and publications were used or can be used as resources:

1. Du Preez H, 1997. *Meet the Rainbow Nation, Chapter 8*. Pretoria: Kagiso.
2. Epstein R, 2000. *The Big Book Of Creativity Games*. USA: McGraw-Hill
3. Erasmus – Kritzinger L, Swart M, Hairbottle M, Louw M & Van der Merwe H, 2000. *Introductory Communication*. Cape Town: Nasou via Africa
4. Erasmus – Kritzinger L, Swart M, Mona V, 2000. *Advanced Communication Skills*. Cape Town: Nasou via Africa
5. Haynes, M.E., 2001. *Personal Time Management*. California: Crisp Publicatons.
6. Newstrom J, Scannell E, 1996. *The Big Book Of Business Games*. USA: McGraw-Hill
7. Rooth E, 1995. *Life Skills, A resource book for facilitators*. Nolwasi Educational Publishers (Pty) Ltd.
8. Scannell E, Newstrom J, 1998. *The Big Book Of Presentation Games*. USA: McGraw-Hill

Other Publications:

Various publications from “The Sunday Times” and “Drum” magazine.

Websites to Visit:

Use the key words “goals”, “time management”, and “relationships” and you will find websites such as these. Explore them.

- www.selfhelpgoals.com
- www.cilscpa.org
- www.topachievement.com
- www.studygs.net
- www.d.umn.edu/student/loon/acad/strat/time_man_princ.html
- www.businesstown.com
- www.1st-self-improvement.net
- www.discinsights.com
- www.teamimpactusa.com

Module 3: Career Planning

Career Planning		
Subject Outcomes	Assessment Standards	Learning Outcomes
Research sources of job advertisements.	Occupations are identified and researched in order to inform personal career choices.	<ul style="list-style-type: none"> ▪ Identify sources of job advertisements; ▪ Use these sources to conduct research to inform personal career choices.
Respond to job advertisements.	Job applications are prepared according to job descriptions. Range: Job applications must include the drafting of curriculum vitae.	<ul style="list-style-type: none"> ▪ Identify the different job correspondence; ▪ Draw up job application correspondence.
Describe various interviewing techniques.	Job interview skills are demonstrated using various techniques. Range: Techniques include questioning skills, presentation skills etc.	<ul style="list-style-type: none"> ▪ Identify and explain different interviewing techniques; ▪ Use the above in a practical demonstration context.
Explain the importance of self motivation, commitment and responsibility in a work context.	The relationship between motivation, commitment and responsibility is explained in a work context.	<ul style="list-style-type: none"> ▪ Define self-motivation, commitment and responsibility; ▪ Explain the importance of the above in the work context; ▪ Create a scenario that depicts positive and negative behaviour in a work environment.
Identify the importance of creating career development paths.	The reasons why life-long learning should be practised is explained in terms of its influence on future career prospects and personal development.	<ul style="list-style-type: none"> ▪ Define lifelong learning; ▪ Explain why the above is important in terms of personal and professional development; ▪ Identify advantages and disadvantages of creating career development plans.
Develop a personal development plan in the form of a portfolio. Identify new skills required to meet career paths.	The reasons why personal career development plans must be prepared and reviewed are explained as to guide personal progress.	<ul style="list-style-type: none"> ▪ Define a personal development plan; ▪ Identify the elements of a personal development plan; ▪ Explain the value of a PDP ▪ Identify and explain a simple portfolio format; ▪ Use a portfolio format to compile a simple PDP.

Tips For You!

Instil in the students the skill to become aware of job opportunities around them by investigating the job market. Explain the importance of networking – to tell friends and family that he/she is looking for work.

They should develop an awareness of the different types of jobs and what qualifications and skills one needs.

Encourage students to enquire and obtain information from people in different job situations.

Establish and use contacts with Department of Labour to facilitate this unit.

Facilitation Plan

Learning Outcomes	Learning Content (Units)	Learning Activities Media used	Assessment Activity	Time in periods (1 hour)	Comments/Remarks regarding activities and/or assessment.
<ul style="list-style-type: none"> ▪ Identify sources of job advertisements. ▪ Use these sources to conduct research to inform personal career choices. 	<p>Unit 1:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Sources of Job Advertisements 	<p>Students research employment opportunities.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Finding Sources of Job Advertisements ▪ Discover And Learn 2: Analysing Job Advertisements <p><i>Presentation slides or transparencies, examples of job advertisements, other resources such as career guides from different educational institutions, newspapers and magazines, and worksheets.</i></p>	<ul style="list-style-type: none"> ▪ Assessment Activity 1: Different Careers <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ Career Project ▪ Knowledge Test 	2 periods	
<ul style="list-style-type: none"> ▪ Identify the different job correspondence ▪ Draw up job application correspondence 	<p>Unit 2:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ How do I Apply For a Job? ▪ Application for Employment forms ▪ Compiling your CV 	<p>Students write and edit job correspondence. You can give or use their own job advertisements to write covering letters as an exercise before they write their assessment letter.</p> <p><i>Presentation slides or transparencies, examples</i></p>	<ul style="list-style-type: none"> ▪ Assessment Activity 1: My CV ▪ Assessment Activity 2: Write A Covering letter ▪ Assessment Activity 3: How to Complete an Application form (Z83) Knowledge Test 	3 periods	

		<i>of job advertisements, other resources such as career guides from different educational institutions, newspapers and magazines, employment application forms.</i>	Module Assessment: <ul style="list-style-type: none"> ▪ Career Project ▪ Knowledge Test 		
<ul style="list-style-type: none"> ▪ Identify and explain different interviewing techniques ▪ Use the above in a practical demonstration context. 	Unit 3: <ul style="list-style-type: none"> ▪ Introduction ▪ Interviewing Techniques ▪ Different Interviews and Techniques ▪ Preparing For Your Interviews ▪ Questions, questions! 	Students prepare to go for an interview. <ul style="list-style-type: none"> ▪ Discover and Learn 1: Interviews! <i>Transparencies or presentation slides, worksheets on interviewing techniques, articles on interviewing sometimes found in the Sunday Times Career section, questionnaires, career guides and magazines with articles on interviews.</i>	<ul style="list-style-type: none"> ▪ Assessment Activity 1: Interviewing Time! Module Assessment: <ul style="list-style-type: none"> ▪ Career Project ▪ Knowledge Test 	3 periods	
<ul style="list-style-type: none"> ▪ Define self-motivation, commitment and responsibility ▪ Explain the importance of the above in the work context 	Unit 4: <ul style="list-style-type: none"> ▪ Introduction ▪ Self motivation, Commitment and Responsibility ▪ Why Is It Important To Be Motivated, 	Students discuss and explain the importance of self-motivation, commitment and responsibility. <ul style="list-style-type: none"> ▪ Discover and Learn 1: What's In A Word? Life@play.learn Treasure	<ul style="list-style-type: none"> ▪ Assessment Activity 1: My Short Life History Of Motivation ▪ Assessment Activity 2: Positive Or Negative Behaviour In The Workplace 	1 period	

<ul style="list-style-type: none"> ▪ Create a scenario that depicts positive and negative behaviour in a work environment. 	<p>Responsible And Committed?</p> <ul style="list-style-type: none"> ▪ Negative and positive behaviour at work 	<p>Hunt</p> <ul style="list-style-type: none"> ▪ Discover and Learn 2: How motivated am I? ▪ Discover and Learn 3: A Better Workplace? <p><i>Videos or dvds by different motivational speakers, books and articles from magazines on motivation, presentation slides or transparencies, newspapers and magazines, and worksheets.</i></p>	<p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ Career Project ▪ Knowledge Test 		
<ul style="list-style-type: none"> ▪ Define lifelong learning ▪ Explain why the above is important in terms of personal and professional development ▪ Identify advantages and disadvantages of creating career development plans 	<p>Unit 5:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Life-Long Learning Is Learning Your Life Long ▪ Why Is It Important To Learn Your Life-Long? ▪ Advantages And Disadvantages Of Career Development Plans 	<p>Students prepare themselves for life-long learning and compile Career Development Plans.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Sources of Life-long Learning ▪ Discover and Learn 2: Developing Myself Through Life-Long Learning ▪ Discover And Learn 3: Life-Long Learning Influences Our Future! <p><i>Presentation slides or transparencies, other</i></p>	<ul style="list-style-type: none"> ▪ Assessment Activity 1: Good or Bad Career Development Plans <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ Career Project ▪ Knowledge Test 	2 periods	

		<i>resources such as career guides from different educational institutions, newspapers and magazines with articles on life-long learning, and worksheets.</i>			
<ul style="list-style-type: none"> ▪ Define a personal development plan ▪ Identify the elements of a personal development plan ▪ Explain the value of a PDP ▪ Identify and explain a simple portfolio format ▪ Use a portfolio format to compile a simple PDP 	<p>Unit 6:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ What is a Personal Development Plan? ▪ Elements of a PDP ▪ The Value Of Having A PDP ▪ Drafting a PDP 	<p>Students develop their own Personal Development Plans.</p> <ul style="list-style-type: none"> ▪ Discover And Learn 1: My Strengths And Weaknesses ▪ Discover And Learn 2: My Abilities, Talents And Skills ▪ Discover And Learn 3: My Intelligences ▪ Discover And Learn 4: My Character ▪ Discover And Learn 5: My Interests ▪ Discover And Learn 6: What Do I Like Doing? <p><i>Presentation slides or transparencies, worksheets, career guides from different educational institutions, newspapers, magazines and books on personal development.</i></p>	<ul style="list-style-type: none"> ▪ Assessment Activity 1: My Personal Development Plan and Plan of action <p>Module Assessment:</p> <ul style="list-style-type: none"> ▪ Career Project ▪ Knowledge Test 	3 periods	

Guidelines for Activities

Unit 1: Research for Jobs and Careers

Discover and Learn Activity 1: Finding sources of job advertisements

Students explore their own neighbourhoods the shopping areas, newspapers, browse the Internet, visit the Department of Labour, etc. to find possible sources for job advertisements. Students can bring the information to class and pin it on a board or share it with each other.

Discover and Learn Activity 2: Analysing Job Advertisements!

Students analyse advertisements. These are suggested answers for the worksheet questions.

1. What are the requirements for these posts?

***A senior certificate with Data Processing/ Information processing/Typing as a subject, *Computer literate in MS Word, Excel, Power Point, *Can send electronic mail and search the Internet.**

2. Did you have Data Processing / Information Processing / Typing at school? Yes / No

3. Are you Power Point literate? Yes/No

4. Can you browse / explore the Internet and send e-mail? Yes/No

IF NOT:

Can you obtain these skills and qualifications? YES

How and Where?

Any training institution, distance learning, etc.

5. Which duties must you be able to perform?

***Type 45 words per minute, *Check typing accuracy and correct if necessary *Support the Chief Typist with his/her duties and Internet usage* Order stationery.**

6. Can you perform these duties? Yes/No

7. Will you be able to apply for this job? Yes/No

Explain why?

No, not having the right qualifications OR Yes, possess all the skills and qualifications.

8. Will you have to move if you obtain this job? **Note that this job is in Bisho.**

You have noticed that most of the job advertisements state that you must be computer literate.

What action can you take to obtain the relevant computer skills or any other skills you need for a position?

Assist the students to draft a plan of action to obtain the necessary skills.

Assessment Activity 1: Different Careers

Students investigate and research the requirements and training needed for certain career paths and list the information. Students use the performance task checklist provided and should be encouraged to meet all the requirements. **Students place the template in their PoE's. Template can be printed from the Handouts section that follows.**

Memo:

Career Job	Qualifications needed	Skills needed and/or tasks that applicant should be able to do	Application requirements	Training needed	Source of job advertisement
2 marks per job / career	2 marks for qualification/s mentioned	1 mark for each skill Maximum 2 marks for each career (skills)	1 mark for fax, post or complete a form, phone	1 mark per training needed Maximum 2 marks per job	Newspaper, personnel agency, etc.
3x2=Total: 6	3x2 =Total: 6	3x2=Total: 6	3x1=Total : 3	3x2=Total: 6	3x1=Total: 3
					Total: 30

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Unit 2: Career and Job Correspondence

Assessment Activity 1: My CV

Suggestion: Encourage students to develop professional looking CVs. Although in assessment the focus should be on what is included and emphasised in the CV, the presentation, layout, grammar and style do need some emphasis. Integrate this learning with learning done in the Language Fundamental.

Marking memo to assess CV	TOTAL SCORE
Does the CV include:	
▪ A cover page?	1 mark
▪ Contact details – physical address, postal address, tel. numbers, e-mail?	4 marks
▪ Personal details – name, ID, health, interest, achievements?	5 marks
▪ Educational Qualifications – name of institution, year obtained, qualification & subjects (2)?	5 marks
▪ Work experience? Should mention some part-time or full-time employment or volunteering work	4 marks
▪ References? Two names & telephone numbers and relation	6 marks
	25
Does the CV look neat, presentable and professional?	5 marks
1. If someone spends just 30 seconds scanning the CV, will they be impressed enough to read it fully and then call the applicant for the interview?	
2. Does the CV reflect the job description in the advertisement?	
3. Are the contact details listed clearly?	
4. Does the CV “sell” the qualities and qualifications for this job?	
5. Are qualities mentioned that make the applicant more suited than anyone else for this job?	
6. Is only what is relevant in terms of education and achievements included?	
7. Are there gaps in the CV?	
8. Is the CV interesting to read and attractively presented?	
9. If hobbies and interests are mentioned, do they add value to the picture the employer is to have?	
	5
Grammar and Style: Neat with professional looking cover, 100% correct in grammar and style (5)	5 marks
Neat with a few mistakes in grammar and (3 – 4)	
Many spelling and grammar errors (1)	
Dirty cover, creased pages, information not blocked. (0)	5
Total score:	35
Student’s score:	/35

For competency the student should meet all the requirements.

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69

4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Assessment Activity 2: Write a Covering Letter

Students use the performance checklist to check their letters. Use the rubric that follows to assess the student's letter. Integrate this learning with learning done in the Language Fundamental. The rubric can be used for Educator assessment and / or Peer assessment.

RUBRIC FOR ASSESSING A LETTER OF APPLICATION / COVERING LETTER

NAME: _____

DATE: _____

CRITERION	MARKS: 0	MARKS: 1-2	MARKS: 3-4	MARKS: 5	TOTAL /5
LAYOUT	There is no appropriate layout used, it is not in a letterform.	Many mistakes (more than three) occur in the layout.	A few (one or two) minor mistakes occur in the layout.	The correct layout is used: The address is correct, the salutation is correct and the closure is correct.	
INTRODUCTION	No subject line. There is no mention of the post or where and when it was advertised.	Subject line not complete, only mentions the advertisement.	The subject line is correct. Mentions either where it was advertised or the date.	There is a clear subject line that states the position. It mentions where it was advertised with a date.	
BODY	Does not: <ul style="list-style-type: none"> ▪ Refer to his/her CV; ▪ Emphasize qualifications, achievements and strengths that he/she has; ▪ Mention skills that he/she possess that are required by the post. 	Leaves important information out, like: qualifications, skills and achievements.	Only left out strengths.	All the necessary information is there: <ul style="list-style-type: none"> ▪ Refer to his/her CV; ▪ Emphasize qualifications, achievements and strengths that he/she has; ▪ Mention skills that he/she possess that are required by the post. 	
CONCLUSION	No contact details for an interview and goodwill by being polite.	No contact details but goodwill is apparent.	Contact details for an interview are provided.	Letter is concluded by: giving the contact details for an interview. Promoted goodwill by being polite.	
TOPE	Tone is too casual and slang is used.	Tone is too informal.	Good tone and polite and formal language used.	Professional tone is evident in the polite and formal language and tone.	
GRAMMAR USAGE	Many grammatical errors, almost all the words are spelled wrong.	Three to four grammatical errors, misspellings, and punctuation marks occur in addresses.	Two to three grammatical errors, misspellings, and punctuation errors occur.	Grammar, spelling and punctuation are correct. Nearly no errors occur.	

Total: _____/30

You meet the requirements: _____

You do not meet the requirements yet: _____

Assessment Activity 3: How to complete an application form Z.83

Application form Z.83 can be found in the Handouts section. It must be photocopied and handed to the students to complete. After assessment the form must be placed in their PoE's.

To be declared competent the student should complete the form with **all the information required**. Inform the students that if they apply for a job, and their form is completed with care and has all the information, they will be considered for the interview. A form that looks untidy and does not have all the necessary information will leave a bad impression and the student might not be considered for the interview and the job.

INFORMATION (4 marks)	Marks	Total Score of Student	Comments
Advertised Post	4		
• Position	1		
• Department where position was advertised	1		
• Reference number on advertisement	1		
• When can you start / how long to give notice?	1		
PERSONAL INFORMATION (11 marks)	11		
• Surname	1		
• First names	1		
• Date of birth	1		
• ID number	1		
• Race	1		
• Gender	1		
• Disability	1		
• SA citizen	1		
• Nationality and valid work permit	1/NA		
• Criminal offence	1		
• Date of registration if necessary for post	1/NA		
CONTACT INFORMATION (4 marks)	4		
• Preferred language	1		
• Tel. number during office hours	1		
• Preferred method of correspondence	1		
• Postal contact details(correspondence)	1		
LANGUAGE PROFICIENCY (4 marks)	4		
• Languages that speak, read and write – rate good, fair or poor.	4		
QUALIFICATIONS (7 marks)	7		
• School			
• Name of qualification	1		
• Year obtained	1		
• Tertiary education			
• Name of Institution	1		
• Name of Qualification	1		
• Year obtained			
• Current study –institution and qualification	1		

WORK EXPERIENCE (If applicable)	5		
• Employer	2		
• Years being employed	1		
• Reasons for leaving	2		
REFERENCES Two references (6 marks)	6		
• Name	2x1		
• Relationship	2x1		
• Tel. numbers	2x1		
DECLARATION (2 marks)	2		
• Signature	1		
• Date	1		
Application form neatly filled in (2 marks)	2		
TOTAL	40		
TOTAL (If included work experience):	45		

Unit 3: Going For The Interview

Discover and Learn Activity 1: Interviews!

Any answer will be acceptable but you should give the students guidance of what is appropriate and what not. They can make use of the personality list BUT it should be qualities that they really possess.

PERSONALITY

1. Tell me about yourself.
If your mother or grandmother must tell somebody about you, what will they say?
E.g. Always helpful / honest / can rely on her/him / word is her/his honour or any appropriate answer.
2. Describe your personality very briefly AND MOTIVATE YOUR ANSWER (give an example).
E.g.
 - **I have self confidence – not scared to speak in front of people**
 - **Positive person – see good opportunity in every negative situation**
 - **Focused / have goals –reached some goals already – diploma or any appropriate answer.**
3. What are your **strengths**? (Good points)
Mention the good point and **explain or give an example** to illustrate your point. (Concentrate on 2 or 3 strengths)
E.g.
 - **Keep to my promises – if I say I will do something I do it.**
 - **Trustworthy – had the keys to safe / handled money previous job or at school or any appropriate answer.**
 - **Never give up – reached some goals already (studies, money)**

(Tip: You can also tell a story to illustrate your strengths. Make use of **STAR**)

S: Situation: Think of something that happened at home, school, college or with friends.
E.g. Problem between people / neighbours / workers

T: Two or Three lines on the background.
E.g. There was disagreement between

A: Describe the Action you took:
I listened to both sides of incident and discussion/facilitated discussion between two parties, etc.

R: Result achieved – How did it help fellow workers/friends?
Solution was found and it was win-win situation, everybody happy.
4. What are your weaknesses? (Bad points)
(Only mention **one bad** point and then explain how you improved or fixed it.)
E.g.
 - **I battle to get up early in the morning, bur now I set my alarm ½ hour earlier.**
 - **I am not on time in morning but now I get up earlier / I organise my morning better.**
5. Describe a situation where you achieved something that you are very proud of: Anything, – it can be something small.

Leadership at college, selected for team, assisted in finding solutions for problem, changed something at college, work / home, helped somebody, or any appropriate answer.

6. How do you spend your free time?
Start with **constructive activities** then you can mention others like reading, gardening etc.
Watch documentary programmes on TV, like to read about inventions, read newspaper every day, watch news, read books, play sport, soccer, cricket, tennis.
7. Are you a motivated person? **YES**
“I don’t wait for things to happen I make them happen”, have a goal to work towards, have a vision, or any appropriate answer.
8. What motivates you?
Achievement, money, success, esteem, or any appropriate answer.

EDUCATION

1. What is / was your area of learning / studies mainly about?
Hospitality, Tourism, Office Administration, Primary Agriculture, or any appropriate answer.
2. Do you think your education is preparing/has prepared you for this job?
Explain how:
Relevant subjects, volunteering or experiential training that helped to expose them to workplace experience and skills.

JOB

1. What are your goals and ambitions? (What would you like to be or what would you like to own one day?)
Team leader / Supervisor / Manager / HOD. Own property / comfortable house in good area / smart car. Have children go to good schools, or any appropriate answer.
2. Where do you see yourself in 10 years’ time?
Established in job / promoted / management position, or any appropriate answer.
3. Do you like working on your own?
“I can work on my own but I can also work in a group or with people.”
4. Do you like working in a team? _____
Teamwork also essential – we live in a society and need to rely on others for information and skills needed that we do not have.
5. What can you offer this company? Or why should we hire you?
The applicant tells the interviewer of the skills and qualities he/she possesses that will benefit the workplace, for example trustworthy, hard worker, has integrity, initiates new things, goes the extra mile, good team player, good problem solver, has new and creative ideas, implement new things, good positive attitude, focused, or any appropriate answer.
6. What kind of manager do you prefer?
Fair, open, developer of people, democratic manager with an open door policy, good leader, or any appropriate answer.

7. Why did you leave your previous job? (*Remember: NO negative remarks about your previous company or boss*)
No opportunities for promotion, needed better future, want better opportunities, improvement of salary, better fringe benefits, improve as person, need new or more challenging job, or any appropriate answer.
8. Which skills do you have? (*Remember: Skills relating to the job*)
Making tables, chairs; data capturing; good with computer programs; communication, organisational, interpersonal skills, or any appropriate answer.
9. What is your opinion on punctuality? (Being on time)
Important because time is money in business world, consider the fact that he/she does not want to waste other people's time, meet deadlines, or any appropriate answer.
10. What kind of people do you like?
Good positive attitude, winners, successful people, goal-orientated people, hardworking, loyal, trustworthy, or any appropriate answer.
11. What kind of people don't you like?
Negative, lazy, moaners, timewasters, no loyalty towards peers and work, only talk about doing something, take no responsibility or accountability.
12. Are you a leader? **YES**

E.g. Class representative, Student Council Representative, leader in group when doing group work, people always let you take the lead, like to lead, etc. (Remember that a domineering personality is not necessarily a leader.)
13. What salary do you have in mind? (Find out from the company what they pay and be realistic.)
Figure must be realistic and demonstrate proof of research.

ASK ONE OR TWO QUESTIONS AT THE END OF THE INTERVIEW - it makes a good impression. For example:

1. **When can I expect to hear from you?**
2. **Is there a possibility to get promotion?**
3. **Do you do in-service training?**

Suggestion for a Workshop

Organise a one-day workshop for the students and facilitate this exercise. Complete the worksheet with them. It is a good idea to invite a speaker from a Personnel Placement agency or someone with experience in this field to address the students on what employers want from an applicant.

This exercise can be an enjoyable, practical experience!

Collect different job advertisements and give it to the students to analyse to make them aware of what to look for and to help them find a suitable job that they can apply for. Learners must **compile a portfolio containing:**

- The job advertisement
- A letter of application (covering letter)
- CV (Remember **they must write down their skills and achievements.**)

After completing the QUESTIONS THAT COULD BE ASKED Activity, two students **should interview** each other, making use of the **interview assessment sheet** supplied. *Outside interviewers can be asked to interview the students..*

(Icon) (C) Assessment Activity 1: Interviewing Time!

Peer assessment is done with this role-play. *The facilitator can also be the interviewer if you feel that the peer assessment is not a true reflection of the candidate.*

Two students **should interview** each other, making use of the **interview assessment sheet** supplied.

For competency the student should score mostly 3 or 4.

NAME OF APPLICANT:.....POSITION:

Voice Quality	Harsh, shrill, irritating voice 1	Difficult to understand 2	Clear, understandable, good tone of voice 3	Excellent voice, speaks well 4
Physical well-being	Unpleasant, unhealthy appearance 1	Appears to lack energy, listless 2	Good physical condition, pleasant appearance 3	Appears fit and very energetic, lively eyes 4
Personal Manner	Nervous, self-conscious, lies in chair, 1	Stiff, uncomfortable, hands in face, playing with hands 2	Comfortable, at ease, good posture 3	Free of tension, sits up straight and looks interested 4
Confidence	Shy, no eye-contact, speaks too softly 1	Not interested, plays with fingers, hair or nose 2	Shows self-confidence, speaks with confidence 3	Very self-assured and full of confidence, speaks well 4
Skills and Education	Education and skills unsuitable for the job 1	Education not directly applicable but helpful 2	Good education, but lack some skills 3	Good education, have necessary skills 4

STUDENT'S TOTAL: _____
TOTAL: 20

Comments on what you observed:

.....
.....

Some tips on which skills to improve on:

.....
.....

Tick the appropriate block.

Meets the requirements

Does not meet the requirements

Signed:.....

Date:

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Unit 4: Motivated and Committed to Work.

Discover and Learn Activity 1: What's In a Word?

Students discover that a word has meaning. They discuss and discover the meaning and write a definition for each. They can check the meaning / definition in a dictionary.

Motivation: **The term motivation can be traced to the Latin word “movere”, which means “to move”. A motive is an inner state that energises or moves a person to reach goals.**

Commitment **is an obligation undertaken. It means that if you commit to a job, (something),**

Responsibility **refers to the obligation you have to perform a task in the prescribed manner to achieve the objectives in the best way possible.**

[Life@play.learn](#) Treasure Hunt

Game Objective: To illustrate to the students how needs motivate us. Getting a “reward” motivates most people.

Materials needed: Hide treasure like chocolates, small toys, beads, sweets, chips, popcorn, peanuts, behind books, in bags, under tablecloths, behind tables, cupboard, etc.

What will you do?: The lecturer/facilitator hides treasure items in the classroom, outside in the garden, hall, etc. and students must find it. Whatever they find, they can keep.

Discussion points:

1. Why did you look for the treasure? **Wanted treasure, likes presents, likes to get something for nothing, or any appropriate answer.**
2. Was it a need that motivated you? **Yes.** Which need was it? **Needs recognition, needs to be accepted by achieving something, to be rewarded.**
3. Was it the reward that drove you to find the treasure? **Yes / It can be ‘no’, because it can be to win, to be the best.**
4. What needs drive/motivate you/treasure do you want in life? **Rewards, needs, recognition, acceptance, to be the best, or any appropriate answer.**

Discover and Learn Activity 2: How motivated am I?

The facilitator can share from his/her own life about the needs or situations that motivated them. Different students can also share their motivations. Use Maslow's hierarchy of needs to lead the students where motivation comes from and what will motivate them for the future. Future motivation will move them to reach their goals and dreams. Motivation can come from needs, circumstances, people that became role-models, etc. Students describe what motivated them, for example being poor, wanting to be better, want own house, car, education. Future goals can be to get promotion, find a better job with more money, status, etc.

Students complete the list and prioritise their motivating needs.

Assessment Activity 1: My Short Life History Of Motivation

After the discussions on motivation the students write a short life history of their motivation. Use the following marking memo to assess the story.

Checklist For Short Life History Of Motivation	Marks	Student's Score
Does the student have a short introduction about his/her family and background?	4	
Did the student describe the circumstances (good or bad) that motivated him/her? Bad / good circumstances like being poor, don't want to drop standards, supportive family, etc.	4	
Did the student mention the different needs that motivated him/her by name and gave examples? (More money, good job, food, clothes, status, self esteem, etc.)	4	
Did the student mention role-model(s) that he/she has that he/she looks up to, that inspires him/her? (Grandparents, parents, teacher, TV personality, sport person, aunt, pastor, minister, etc.)	2	
Did the student mention the needs that will motivate him/her in future? (Good job, money, big house, status, good life, children better off than him/herself, smart car, promotion, etc.)	2	
Did the student mention who his/her future role-models are or will be and why they were chosen? (Mention role-models like an aunt or sister, family member, friend, TV presenter, minister, etc. that excelled in their jobs or businesses or are successful in their fields.)	2 2	
	Total :20	

Discover and Learn Activity 3: A Better Workplace?

Suggestions for possible scenarios/examples students could come up with:

The absence of motivation, commitment and responsibility will create chaos in the workplace.

No tasks will get done, maybe done but not in time, there will be no planning, the business will go bankrupt, nobody will be motivated to work hard, there will be no motivation to develop personally, no skills development, everybody will blame somebody else if things go wrong, no responsibility for wrong decisions, etc. Encourage them to act the scenarios out.

Assessment Activity 2: Positive or Negative Behaviour in the Workplace

Students evaluate the scenarios as positive or negative behaviour.

Memo:

SCENARIO	POSITIVE	NEGATIVE
1. Peter hands documents in two days after he was supposed to hand it in.		√
2. Susie reads all her personal e-mails at work and also sends out about 20 personal e-mails everyday.		√
3. John is at work on time every day.	√	
4. Most workers take long tea and lunch breaks.		√
5. The secretary does not answer her phone if she does not feel like it.		√
6. If I feel sick or bad, I treat the customers badly.		√
7. Aruna constantly says:” I will not work hard, I am here every day. They must just pay me every end of the month!”		√
8. Judith wants promotion that is why she works diligently.	√	
9. Workers spend a lot of time chatting about personal problems		√

and personal experiences.		
10. "I want to become the manager, therefore I behave and work towards it"	√	
11. "I commit myself to work hard to improve the company's sales and services; therefore I will ensure my job and promotion."	√	
12. Thandi gossips about my boss and colleagues.		√
13. Thabo waits for his boss to tell him what he must do.		√
14. "I will not do some extra work"		√
15. Cassim thinks it is his right to come late and leave early from work.		√
16. Joe enjoys his work and motivates everybody.	√	
17. Brett likes to improve his knowledge and skills, therefore he attends workshops regularly.	√	
18. Keziah changed the filing system to a more effective system.	√	
19. Joshua goes the extra mile – he helps colleagues if they ask his assistance.	√	
20. Lien uses company time to do his own business.		√

Total : 20

For competency at least 16 out of 20 must be scored.

For the scenarios students must display adequate knowledge by giving an appropriate example of both positive and negative behaviour at work.

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Unit 5: Career Development Plans

Discover and Learn 1: A few Sources for Life-long Learning!

Students explore sources for life-long learning. Suggestions are:

- Browse the web for courses that are offered, start reading to improve language and spelling, enrol for short course, enrol for a computer course, visit colleges, training providers, etc.
- Find part time work - packing shelves, serving in a restaurant, etc.
- Volunteer help or expertise to an organisation.
- Take a temporary or short-time job (a replacement for somebody that is sick, on study leave or having a baby) for experience.
- A learnership
- Employment without pay (**Volunteering**) For example to type documents on computer, do general office work, file away papers, help with stock taking, run errands, deliver, send faxes, tidy the cupboards / offices, sort the post or accounts, etc.
- “Shadowing”
- Become Inquisitive -START ASKING QUESTIONS!!

Discover and Learn Activity 2: Developing Myself through Life-long Learning

Have a discussion on students’ attitudes towards learning and that they should change their attitude to having fun while learning and discovering.

Yes. Attended courses, read motivational books, etc

No. Start reading books on certain issues where student lacks skills or knowledge, find training providers, etc.

Discover and Learn 3: Life-Long Learning Influences Our Future!

Let students do this as an individual activity.

Answers to Case study:

1. Bob
2. No job, no money or little money because of a low paying job, no better future, no development of the self, etc.
3. No plans no life-long learning, no promotion,
4. Noticed a new job, started reading books to improve his Language skills, improved himself, enrolled for Computer Course in Pastel Payroll

Assessment Activity 1: Good Or Bad Career Development Plans

Students evaluate different Career Development Plans in order to develop their own effective career development plans.

Answers:

1. Which plan is better? **B (1)**

2. Why is the one plan better than the other?

Plan A not thought through, not well planned, did not do research, did not analyse skills, interests properly. Any appropriate answer. (4)

Plan B is structured, well planned, more in-depth, well thought through, put in some effort. This shows a need and attitude of wanting to learn and improve and develop the self. Any appropriate answer. (4)

3. What are the disadvantages of not planning correctly? **(4)**

Waste time, never get started, learning the wrong information and skills, takes long to get qualification, don’t know what to study or learn, etc. Any appropriate answer is accepted.

- 4 Which plan will guide Peter to reach his goals? **B (1)**

5. Do you think you should have an action plan to start and monitor your learning? Yes (1)

TOTAL: 15

For competency students should display an adequate understanding of the difference between the two plans and which is the better – a score of at least 10 out of 15.

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Unit 6: A Personal Development Plan

Discover and Learn Activity 1: Strengths and Weaknesses

Students refer to Modules 1 and 4 and list their strengths and weaknesses.

Discover and Learn Activity 2: My Abilities, Talents And Skills

Students find their abilities, talents and skills and discover new ones. Guide them through the self-analysis process. They can use this information to develop a PDP.

Discover and Learn Activity 3: My Intelligences

This is also a tool to measure what the student is good at naturally. Use the information for their PDP. They can have group or one-on-one discussion to test if friends agree that they have those intelligences that they have marked.

Discover and Learn Activity 4: My Character

Students use this questionnaire to analyse their characters. It will help them with career choices and personal development.

Discover and Learn Activity 5: My Interests

Students rate their interests and use the information to develop their PDP.

Discover and Learn Activity 6: What do I like doing?

Students discover existing and new things they like doing and use the information to develop their PDP.

Assessment Activity 1: My Personal Development Plan

You discuss developing their PDP with them. Students complete their plans, assist them to develop an effective plan. The students also complete the Action Plan.

For competency the student needs to meet all requirements and complete all sections with accurate information and devise an action plan that will work, based on the PDP. (65 or 80 with a changed plan included is an indication of a competency score.)

The Personal Development Plan template can be printed from the Handouts section that follows.

Personal Development Plan Marking Memo
(45)

What am I currently enrolled for? (NCV Certificate/Qualification)		(1)		
Which job / career am I heading for? (What job would you like to do?)		(2)		
What do I know? <i>Knowledge you have</i>	What can I do? <i>Refer to Activities 2 & 3.</i>	What is my character like? (My personal strengths and weaknesses?) <i>Refer to Activities 1 & 4.</i>	What are my interests? <i>Refer to Activities 5 & 6.</i>	What are my values and attitudes? <i>Refer to Activities in Module 4.</i>
Subjects I have:	Skills and Intelligences:	Personal Strengths and Weaknesses:	Interests:	Values and Attitudes:
Fundamentals x 3 = (3) Core vocational subject x 4 (4)	(5) <i>Should demonstrate sufficient understanding and knowledge to score 5.</i>	(5) <i>Should demonstrate sufficient understanding and knowledge to score 5.</i>	(5) <i>Should demonstrate sufficient understanding and knowledge to score 5.</i>	(5) <i>Should demonstrate sufficient understanding and knowledge to score 5.</i>
Knowledge I should develop (Subjects I do poorly in that I need to work on)	Skills I should develop (Relate these to the career/job you want to do one day)	Weaknesses I should improve (Relate these to the career/job you want to do one day)	Interests I should develop (Relate these to the job you are going to do one day)	Values and Attitudes I should develop? (Relate these to the career/job you want to do one day)
(3) <i>Should demonstrate sufficient understanding and knowledge to score 3.</i>	(3) <i>Should demonstrate sufficient understanding and knowledge to score 3.</i>	(3) <i>Should demonstrate sufficient understanding and knowledge to score 3.</i>	(3) <i>Should demonstrate sufficient understanding and knowledge to score 3.</i>	(3) <i>Should demonstrate sufficient understanding and knowledge to score 3.</i>

Plan of Action for my Personal Development

(20)

<u>Learning Area</u> Which qualifications, skills or subjects do I have to obtain to qualify myself for the job that I want?	<u>When? (Time)</u> When will I start learning / training and when will I finish? Dates and time period	<u>Who?</u> Which people will be involved in my training?	<u>Where?</u> Where can I go for education, training, to develop certain skills? (Do research)	<u>Done</u> OR <u>Not done</u> OR <u>Changed plan</u>
(10) <i>Should be sufficient to score 10.</i> Students name the qualification and the subjects. Qualification: Hospitality, Management, Office Administration, Marketing, Information Technology & Computer Science, Electrical Infrastructure Construction, Tourism, etc. Subjects: The fundamentals like Life Orientation, Mathematical Literacy, and the other vocational subjects.	(3) When starts and ends	(5) Parents, lecturers, facilitators, family, self <i>Should be sufficient to score 5.</i>	(2) College Private Training Institution	

Changed Plan

(15)

<u>Learning Area</u> Which qualifications, skills or subjects do I have to obtain to qualify myself for the job that I want?	<u>When? (Time)</u> When will I start learning / training and when will I finish? Dates and time period	<u>Who?</u> Which people will be involved in my training?	<u>Where?</u> Where can I go for education, training, to develop certain skills? (Do research)	<u>Done</u> OR <u>Not done</u> OR <u>Changed plan</u>
(5)	(3)	(5)	(2)	

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Module Assessment

Module Assessment Activity – Career Project!

Every student compiles a PoE containing the following evidence. The student uses the checklist to check if his/her PoE meets the requirements and for competency.

Checklist for PoE	YES	NO Comments to Improve
Presentation and layout of PoE		
1. Does the Portfolio of Evidence look professional? (Evidence neatly filed, punched in the middle of paper, activities organised, professional cover, not creased, etc.?)		
2. Does it have a name on the cover?		
3. Is the student's CV in the PoE?		
4. Is there a Table of Contents? – is the layout neat?		
5. Is the evidence filed in the same order as in the Table of Contents?		
Des the student have the following evidence in the PoE?		
1. An advert of a job that is applicable and the sources are listed (Assessment Activity 1 of Unit 1)?		
2. A cover letter to apply for this post (Assessment Activity 1 of Unit 2)?		
3. Application Form Z83 (Assessment Activity 2 of Unit 2)?		
4. CV (Assessment Activity 3 of Unit 2)?		
5. Interview Rubric (Assessment Activity 1 of Unit 3)?		
6. A short life history on how motivation played a role in their life and career planning (Assessment Activity 1 of Unit 4)?		
7. Good Or Bad Career Development Plans (Assessment Activity 1 of Unit 5)?		
8. A Personal Development Plan for the skills and qualifications they want to develop (Assessment Activity 1 of Unit 6)?		

Module Assessment Activity – Knowledge Test

Name: _____

Knowledge Test

1. You want a job; therefore you are looking for advertisement of jobs. Mention 3 sources of job advertisements. (3)

2. Which correspondence will be involved when you apply for a job? (2)

3. Your CV is like your personal a _____ t, therefore it should look p _____ l. (2)

4. Your CV needs to c _____ e the employer that they really need you in the company. (1)

5. You should be well p _____ d for the interview and never tell _____ during the interview. (2)

6. **Before** you attend your interview you should prepare yourself. What kind of preparation will you do? (3)

7. Mention 4 types of interviewing techniques that are used to interview new employ (4)

8. Your friend is going for an interview next week. Give him 6 tips on how to present and express himself during the interview. (6)

9. Interviewers use different types of questions to get the information they want from the applicant. Identify 4 different types of questions. (4)

10. Define:
(a) Motivation: (2)

(b) Commitment: (2)

(c) Responsibility: (2)

11. Give an example of:
(a) Negative behaviour at work (2)

(b) Positive behaviour at work (2)

12. Explain:
(a) Why life-long learning should be practised? (4)

(b) How will it influence your career? (3)

(c) How will it influence your personal life? (3)

13. What are the advantages of creating a career development plan? (3)

TOTAL: 50

Knowledge Test Marking Memo

1. You want a job; therefore you are looking for advertisement of jobs. Mention 3 sources of job advertisements. (3)
Newspapers, Internet, Dept of Labour, notice boards, Jobmail, personnel agencies, etc.
2. Which correspondence will be involved when you apply for a job?
Covering letter/letter of application, application form, CV,
3. Your CV is like your personal **advertisement**, therefore it should look **professional**. (2)
4. Your CV needs to **convince** the employer that they really need you in the company. (1)
5. You should be well **prepared** for the interview and never tell **lies** during the interview. (2)
6. What kind of preparation will you do?
Find information about the company
Practise how to answer questions
Find suitable clothes to wear
Find where place is (Any three) (3)
7. Mention 4 types of interviewing techniques that are used to interview new employees. (4)
Psychological tests, standardised interview, planned or structured interview, unstructured interview, panel interview, stress interview.
8. Your friend is going for an interview next week. Give him 6 tips on how to present and express himself during the interview. (6)

Dress:

- **Don't dress too casually or too formally.**
- **Men: wear a suit or at least a jacket. No overdone jewellery, tattoos and piercing.**
- **Watch out for dreadlocks – rather be conservative. Remember you need a job!**
- **Pay attention to the small things. Ensure that your hair and nails are clean and that your breath is fresh!**

How to present yourself during the interview (good interview behaviour):

- **Don't be late for your interview because it gives a bad impression. Find out where the interview will be taking place and how long it will take you to get there.**
 - **Plan to arrive at the interview with about 5 minutes to spare.**
 - **Walk into the interview confidently and with a smile. Shake hands firmly with the interviewer and greet them by their surname if you know who they are.**
 - **Be aware of the way you walk, stand and sit. A good *posture* conveys a good attitude.**
 - **Don't slouch in the chair. Sit up straight, lean a little forward to show that you are interested and keep your hands in your lap.**
 - **Don't lean on the table.**
 - **Keep eye-contact at all times.**
 - **Listen attentively and make sure you understand the question before you answer.**
- (Any 5 tips) (5)**

9. Interviewers use different types of questions to get the information they want from the applicant. Identify 4 different types of questions. (4)

Closed questions:

Specific questions:

Reflective questions:

Leading questions:

Hypothetical questions:

10. Define:

Motivation:

A motive is an inner state that energises or moves a person to reach goals. Our needs move us to action. Any acceptable definition. (2)

Commitment:

It is an obligation undertaken. Any acceptable definition. (2)

Responsibility:

It goes hand in hand with accountability.

Responsibility refers to the obligation you have to perform a task in the prescribed manner to achieve the objectives in the best way possible.

11. Give an example of:

- (a) Negative behaviour at work (2)

Negative behaviour is not professional and should not be part of behaviour at work.

Should not:

- Gossip – idle-talk, telling and hearing news
- Discuss politics or sensitive topics that can disturb other people;
- Discuss personal affairs with everybody at work;
- Discuss the managers with other workers;
- Make sexist or racial jokes;
- Criticise someone in front of others;
- Talk loudly in front of customers and other workers;
- Do favours for family and friends;
- Have emotional outbursts at work;
- Ignore customers. (Any two)

- (b) Positive behaviour at work (2)

Positive behaviour is exactly the opposite of negative behaviour.

Strive to display positive behaviour at work like the following:

- Deal with conflict problems and conflict promptly.
- Deal with differences of opinion in a professional way. In other words: listen to the clients – what they want and their complaints.
- Don't label people.
- Remember the clients are valuable in building the organisation, therefore treat them well.
- Deal with problems and conflict promptly.
- Deliver what you promised and in time.
- Deal with differences of opinion in a professional way. In other words: listen to the clients – what they want and their complaints.

Another positive influence you can have is to have positive conversations at work:

- Praise people when they deserve it.
- Use the words 'please' and 'thank you' regularly.
- Control your emotions and don't shout when talking or giving instructions.
- Show interest by listening to people and asking them about themselves.

- **Keep things said in confidence to you, for yourself.** (Any two)

12. Explain:

(a) Why life-long learning should be practised? (4)

To keep on improving self personally and professionally, develop attitudes, skills and knowledge to get a better job, more money, promotion, etc.

(b) How it will influence career? (3)

Improved knowledge, skills and attitudes will make better person and worker, get more responsibility, promotion, etc.

(c) How will it influence personal life? (3)

Improve skills (interpersonal), attitudes and values, better citizen, care about community, other people, etc.

13. What are the advantages of creating a career development plan? (3)

Reach dreams and goals; will develop self to meet requirements for job, etc. Any appropriate answer.

Total :50

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Handouts for Module 3

Units 1 – 6

Unit 1: Research for Jobs and Careers

Assessment Activity 1: Different Careers

Research for different career paths or advertised jobs					
Career Job	Qualifications needed	Skills needed and/or tasks that applicant should be able to do	Application requirements	Training needed	Source of job advertisement
3x2=Total: 6	3x2 =Total: 6	3x2=Total: 6	3x1=Total : 3	3x2=Total: 6	3x1=Total: 3
					Total: 30

Unit 2: Career And Job Correspondence

Assessment Activity 3: How to Complete an Application Form



Application for Employment

<p>WHAT IS THE PURPOSE OF THIS FORM</p> <p>To assist a government department in selecting a person for an advertised post.</p> <p>This form may be used to identify candidates to be interviewed. Since all applicants cannot be interviewed, you need to fill in this form completely, accurately and legibly. This will help to process your application fairly.</p> <p>WHO SHOULD COMPLETE THIS FORM</p> <p>Only persons wishing to apply for an advertised position in a government department.</p> <p>ADDITIONAL INFORMATION</p> <p>This form requires basic information. Candidates who are selected for interviews will be requested to furnish additional certified information that may be required to make a final selection.</p> <p>SPECIAL NOTES</p> <p>1 - All information will be treated with the strictest confidentiality and will not be disclosed or used for any other purpose than to assess the suitability of a person, except in so far as it may be required and permitted by law. Your personal details must correspond with the details in your ID or passport.</p> <p>2 - Passport number in the case of non-South Africans.</p> <p>3 - This information is required to enable the department to comply with the Employment Equity Act, 1998.</p> <p>4 - This information will only be taken into account if it directly relates to the requirements of the position.</p> <p>5 - Applicants with substantial qualifications or work experience must attach a CV.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="5" style="text-align: left; padding: 5px;">A. THE ADVERTISED POST</th> </tr> <tr> <td style="width: 50%; padding: 5px;">Position for which you are applying (as advertised)</td> <td colspan="4" style="padding: 5px;">Department where the position was advertised</td> </tr> <tr> <td style="padding: 5px;">Reference number (as stated in the advert)</td> <td colspan="4" style="padding: 5px;">If you are offered the position, when can you start OR how much notice must you serve with your current employer?</td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="5" style="text-align: left; padding: 5px;">B. PERSONAL INFORMATION</th> </tr> <tr> <td style="width: 20%; padding: 5px;">Surname</td> <td colspan="4" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">First Names</td> <td colspan="4" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Date of Birth</td> <td colspan="4" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">ID number ²</td> <td colspan="4" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Race ³</td> <td style="padding: 5px; text-align: center;"><i>African</i></td> <td style="padding: 5px; text-align: center;"><i>White</i></td> <td style="padding: 5px; text-align: center;"><i>Coloured</i></td> <td style="padding: 5px; text-align: center;"><i>Indian</i></td> </tr> <tr> <td style="padding: 5px;">Gender ³</td> <td colspan="2" style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;"><i>FEMALE</i></td> <td style="padding: 5px; text-align: center;"><i>MALE</i></td> </tr> <tr> <td style="padding: 5px;">Do you have a disability? ³</td> <td colspan="2" style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;"><i>YES</i></td> <td style="padding: 5px; text-align: center;"><i>NO</i></td> </tr> <tr> <td style="padding: 5px;">Are you a South African Citizen?</td> <td colspan="2" style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;"><i>YES</i></td> <td style="padding: 5px; text-align: center;"><i>NO</i></td> </tr> <tr> <td style="padding: 5px;">If no, what is your Nationality</td> <td colspan="4" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">And do you have a valid work Permit?</td> <td colspan="2" style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;"><i>YES</i></td> <td style="padding: 5px; text-align: center;"><i>NO</i></td> </tr> <tr> <td style="padding: 5px;">Have you ever been convicted of a criminal offence or been dismissed from employment? ⁴</td> <td colspan="2" style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;"><i>YES</i></td> <td style="padding: 5px; text-align: center;"><i>NO</i></td> </tr> <tr> <td style="padding: 5px;">If your profession or occupation requires State or official registration, provide date and particulars of registration.</td> <td colspan="4" style="padding: 5px;"></td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="5" style="text-align: left; padding: 5px;">C. HOW DO WE CONTACT YOU</th> </tr> <tr> <td style="padding: 5px;">Preferred language for correspondence?</td> <td colspan="4" style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Telephone number during office hours</td> <td colspan="4" style="padding: 5px;">()</td> </tr> <tr> <td style="padding: 5px;">Preferred method for correspondence</td> <td style="padding: 5px; text-align: center;">Post</td> <td style="padding: 5px; text-align: center;">E-mail</td> <td colspan="2" style="padding: 5px; text-align: center;">Fax</td> </tr> <tr> <td style="padding: 5px;">Correspondence contact details (in terms of above)</td> <td colspan="4" style="padding: 5px;"></td> </tr> </table>	A. THE ADVERTISED POST					Position for which you are applying (as advertised)	Department where the position was advertised				Reference number (as stated in the advert)	If you are offered the position, when can you start OR how much notice must you serve with your current employer?				B. 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D. LANGUAGE PROFICIENCY - state 'good', 'fair' or 'poor'						
	Languages (specified)					
Speak						
Read						
Write						

E. QUALIFICATIONS ³ (please ignore if you have attached a CV with these details)		
Name of School / Technical College	Highest qualification obtained	Year Obtained
<i>Tertiary education (complete for each qualification you obtained)</i>		
Name of Institution	Name of Qualification	Year Obtained
Current study (institution and qualification)		

F. WORK EXPERIENCE ³ (please ignore if you have attached a CV with these details)							
Employer (including current employer)	Post held	From		To		Reason for Leaving	
		MM	YY	MM	YY		
If you were previously employed in the Public Service, indicate whether any condition exists that prevents your re-employment						YES	NO
If yes, provide the name of the previous employing department							

G. REFERENCES (please ignore if you have attached a CV with these details)		
Name	Relationship to you	Tel. No. (office hours)

DECLARATION	
<i>I declare that all the information provided (including any attachments) is complete and correct to the best of my knowledge. I understand that any false information supplied could lead to my application being disqualified or my discharge if I am appointed.</i>	
Signature:	Date:

Unit 4: Motivated and committed for work.

Assessment Activity 2: Positive or Negative Behaviour in the Workplace

Here follows a few scenarios from the work environment. Tick if either **positive or negative behaviour** is displayed.

Name:

SCENARIO	Positive	Negative
1. Peter hands documents in two days after he was supposed to submit them.		
2. Susie reads all her personal e-mails at work and also sends out about 20 personal e-mails everyday.		
3. John is at work on time every day.		
4. Most workers take long tea and lunch breaks.		
5. The secretary does not answer her phone if she does not feel like it.		
6. If I feel sick or bad, I treat the customers badly.		
7. Aruna constantly remarks, "I will not work hard, I am here every day. They must just pay me every end of the month!"		
8. Judith wants promotion that is why she works diligently.		
9. Workers spend a lot of time chatting about personal problems and personal experiences.		
10. "I want to become the manager; therefore I behave and work towards it."		
11. "I commit myself to work hard to improve the company's sales and services; therefore I will ensure my job and promotion."		
12. Thandi gossips about her boss and colleagues.		
13. Thabo waits for his boss to tell him what he must do.		
14. "I will not do some extra work."		
15. Cassim thinks it is his right to come late and leave early from work.		
16. Joe enjoys his work and motivates everybody.		
17. Brett likes to improve his knowledge and skills, therefore he attends workshops regularly.		
18. Keziah changed the filing system to a more effective system.		
19. Joshua goes the extra mile – he helps colleagues if they ask his assistance.		
20. Lien uses company time to do her own business.		

For achievement of competency you should have 16 of the 20 correct.

Now: Write down a scenario each that depicts positive and negative behaviour at work

Negative Scenario: _____

Positive scenario: _____

Competent

Not yet Competent

Unit 5: Career Development Plans

Assessment Activity 1: Good or Bad Career Development Plans

Name:

Read the following case study and then complete the assessment that follows.

Case study:

Peter wants to make food and prepare venues for functions. He comes from a small farming community where he never really had the change to prepare food. He saw a programme on television where a chef was preparing food and the wonderful way he served it and the creatively decorated tables with all the cutlery and crockery. He knew that that is what he wanted to do.

Peter realized that he will have to get training and skills to do this job. He decided to compile a plan to reach his goal. He ended up with two plans and could not decide which one will work the best.

Evaluate plan A and plan B and:

- decide which one will work better;
- explain why the one is better than the other; and
- explain what the disadvantages are of not planning.

Career Development Plan A

What do I want to do?	What qualifications do I need	Where can I get training (Place)	What skills must I develop
Become a chef	Must be a good cook	To be waiter	Serve food
		Read recipe books	Lay table
			Cook food

Career Development Plan B

What do I want to be?	What qualifications do I need?	Where can I get information about education and training?
A chef	NCV qualification in Hospitality	College brochures, browse the Internet, etc.
What do I know? My Knowledge:	What can I do? My Skills:	What are my interests? My Interests:
▪Language	▪Interpersonal skills	▪Cook, prepare meals
▪Mathematical Literacy	▪Cook a little	▪Work in restaurant
	▪Creative	▪Work with people

Knowledge I should develop	Skills I should develop	Interests I should develop		
Nutritional value of food Preparation of food	To prepare different kinds of meals	What people like to eat in different countries		
How to combine different kinds of food (nutritional)	How to combine different foods	Flower arranging		
Planning of meal and menus	How to set different table			
Knowledge of different kinds of cutlery	How to serve			
PLAN OF ACTION				
Learning Area Which qualifications, skills or subjects do I have to obtain to qualify myself for the job that I want?	When? (Time) When will I start learning / training and when will I finish? Dates and timeperiod	Who? Which people will be involved in my training?	Where? (Place) Where can I go for education, training, to develop certain skills? (Do research)	Done OR Not done OR Changed plan
NCV - Hospitality	Jan 20_ to Nov 20_ 3 year qualification	Lecturers, myself, parents	Nearest college, In service training like learnerships	

1. Which plan is better? _____ (1)

2. Why is the one plan better than the other? Compare Plan A to Plan B.

(8)

3. What are the disadvantages of not planning correctly?

(4)

4. Which plan will guide Peter to reach his goals? _____

5. Do you think you should have an action plan to start and monitor your learning? _____
Explain why.

Knowledge I should develop (3) <i>(Subjects I do poorly in that I need to work on)</i>	Skills I should develop (3) <i>(Relate these to the career/job you want to do one day)</i>	Weaknesses I should improve (3) <i>(Relate these to the career/job you want to do one day)</i>	Interests I should develop (3) <i>(Relate these to the job you are going to do one day)</i>	Values and Attitudes I should develop? (3) <i>(Relate these to the career/job you want to do one day)</i>

You need to compile a **plan of action** to obtain the relevant qualifications and / or skills to find or apply for a good job. Maybe you will have to change some of your plans, times, etc.

Plan of Action for my Personal Development Name: (20)

<u>Learning Area (10)</u> Which qualifications, skills or subjects do I have to obtain to qualify myself for the job that I want?	<u>When? (Time) (3)</u> When will I start learning / training and when will I finish? Dates and time period	<u>Who? (5)</u> Which people will be involved in my training?	<u>Where? (2)</u> Where can I go for education, training, to develop certain skills? (Do research)	<u>Done</u> OR <u>Not done</u> OR <u>Changed plan</u>

Changed Plan
(If something happened, or went wrong or you simply need to adapt to change like moving, sickness, money, etc.)

<u>Learning Area (5)</u> Which qualifications, skills or subjects do I have to obtain to qualify myself for the job that I want?	<u>When? (Time) (3)</u> When will I start learning / training and when will I finish? Dates and time period	<u>Who? (5)</u> Which people will be involved in my training?	<u>Where? (2)</u> Where can I go for education, training, to develop certain skills? (Do research)	<u>Done</u> OR <u>Not done</u> OR <u>Changed plan</u>

List of books or magazines that I want to read to improve my knowledge and language:

I....., commit myself to MY Personal Development Plan. I promise that I will stick to my plans or changed plans until I reach my goal. No matter what happens!

I WILL SUCCEED!

SIGNED:..... DATE:.....

WITNESS:..... DATE:

Bibliography And Websites

These books were used or can be used as resources:

1. Erasmus – Kritzinger L, Swart M, Hairbottle M, Louw M & Van der Merwe H, 2000. *Introductory Communication*. Cape Town: Nasou via Africa.
2. Erasmus – Kritzinger L, Swart M, Mona V. 2000. *Advanced Communication Skills*. Pretoria: Afritech

Other Publications:

1. *Life Skills*. Department of Education
2. *Lions - Quest South Africa: Life Skills*, Lions – Quest for Adolescence, Saxonworld
3. *Skills for Life, Grade 8, Learner's Book*. Nolwasi Educational Publishers (Pty) Ltd 2000
4. *Rainbow Educational publication*

Websites to Visit:

Use the key words “job” or “career” and you will find websites such as these. Explore them.

www.jobs.co.za.

www.bunac.org

www.jobmail.co.za

Module 4: Health and Wellness

Health and Wellness		
Subject Outcomes	Assessment standards	Learning Outcomes
Describe and compare clean and healthy habits	Clean and healthy habits are identified and an indication is given of the consequences of poor hygiene and unhealthy habits	<ul style="list-style-type: none"> ▪ Define a healthy lifestyle; ▪ Identify the key habits of a healthy lifestyle e.g. healthy diet, body exercises, good personal hygiene; ▪ Explain the importance of healthy habits in relation to developing a healthy lifestyle; ▪ Identify the consequences of poor hygiene and unhealthy habits.
Explain the functions of the human body organs in relation to personal hygiene.	The relationship between the basic functions of the human body and its organs and personal hygiene is explained with examples	<ul style="list-style-type: none"> ▪ Identify the basic functions of the human body and organs with special reference to the skin, kidney, and liver; ▪ Explain the role personal hygiene plays in the human body.
Discuss special food requirements and the need of these foods	The five main food groups are identified and an indication is given of how each contributes to good health	<ul style="list-style-type: none"> ▪ Identify the 5 main food groups; ▪ Explain the role of the abovementioned food groups in terms of a healthy body; ▪ Describe what special foods are needed and why.
Know and understand implications of HIV/AIDS and opportunistic infections – including modes of transmission, modes of prevention and support services available	Terminologies relating to opportunistic infections are described in terms of the impact on the mode of transmission and prevention. Range: Infections include STI's and HIV/AIDS.	<ul style="list-style-type: none"> ▪ Definition of terms: opportunistic diseases, STI's, HIV – AIDS, mode of transmission; ▪ Identify opportunistic infections; ▪ Identify how opportunistic infections occur; ▪ List the modes of transmission; ▪ Understand and explain the implications of contracting opportunistic diseases; ▪ Identify how opportunistic diseases can be prevented; ▪ Identify support services available and how they can be accessed.

<p>Describe the long-term effects of substance abuse including effects of medicine on the individual and others.</p> <p>Demonstrate an understanding of the consequences of abusing drugs and find ways of prevention.</p>	<p>The effects of habit forming drugs on the individual are explained with reference to the impact on the feelings and behaviours.</p> <p>Consequences of abusing drugs and medicine are explained in terms of its impact on the individual and the community</p>	<ul style="list-style-type: none"> ▪ Define addiction ▪ Discuss different types of addiction; ▪ Identify the symptoms of addiction; ▪ Identify and explain the effects of different types of addiction on the body and mind; ▪ Identify the support services available and how they can be accessed; ▪ Indicate, by using examples, situations where medication and or drugs have a negative effect on the individual; ▪ Explain the effect of these habit-forming drugs in the individual with reference to their feelings and behaviours; ▪ Discuss the dangers of not following instructions for medication; ▪ Name habit-forming drugs that are illegal in South Africa and give an indication of the consequences of the abuse on the individual and the society.
<p>Demonstrate an understanding of sports and / or recreational activities for a healthy life style</p>	<p>.Opportunities for sports and/or recreational activities are identified in the community. The value of sport/ recreational activities are explained with reference to physical, emotional, spiritual and mental well-being.</p>	<ul style="list-style-type: none"> ▪ Discuss the benefits that sport and recreational activities can have on your body and mind; ▪ Define physical wellbeing, emotional well being, spiritual well being and mental well being; ▪ Explain the inter – relatedness of the above; ▪ Explain how sport and recreational activities [hobbies] contribute to the development of well being.

Tips For You!

The focus in this Module is on healthy living. The facilitator should be aware that there are likely to be cultural differences in groups that could impact on the discussions. Create an atmosphere where students feel comfortable to talk about what is acceptable healthy habits, foods etc. in their community. Units 4 and 5 should also be dealt with with the necessary sensitivity. The lifestyle of students should not be judged. The emphasis should be on healthy and safe habits and information that will help the student to make sensible choices. Steer away from prejudices and debates involving religion. Rather focus on a healthy lifestyle choices. This module includes a lot of facts and although the focus should not be on factual knowledge, it is important for students to be aware of them.

Facilitation Plan

Learning Outcomes	Learning Content (Units)	Learning Activities Media used	Assessment Activity	Time in periods (1 hour)	Comments/Remarks regarding activities and/or assessment.
<ul style="list-style-type: none"> ▪ Define a healthy lifestyle; ▪ Identify the key habits of a healthy lifestyle e.g. healthy diet, body exercises, good personal hygiene; ▪ Explain the importance of healthy habits in relation to developing a healthy lifestyle; ▪ Identify the consequences of poor hygiene and unhealthy habits. 	<p>Unit 1</p> <ul style="list-style-type: none"> ▪ What is healthy living ▪ What are healthy habits ▪ Why should I have healthy habits ▪ What are the consequences of unhealthy living 	<p>Students discuss healthy habits and unhealthy habits:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Healthy Habits. ▪ Discover and Learn 2: I am what I eat! ▪ Life@play.learn: Volleyball fun! <p>Students draw up a Bill of Health:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 3: Round Table: Why be healthy? ▪ Discover and Learn 4: Doctor I am ill! ▪ <p><i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards,</i></p>	<p>Assessment activity 1: Mind your health habits!</p>	<p>2 periods</p>	

		<i>photographs ,pictures, colour crayons or pencils, magic markers, magazines, newspapers, Volleyball net, soccer ball.</i>			
<ul style="list-style-type: none"> ▪ Identify the basic functions of the human body and organs with special reference to the skin, kidney, and liver; ▪ Explain the role personal hygiene plays in the human body. 	<p>Unit 2</p> <ul style="list-style-type: none"> ▪ How well do you know your body? ▪ Functions of the body 	<p>Students find out facts about their body:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Test your brainpower. <p>Students learn to link healthy habits to feelings.</p> <ul style="list-style-type: none"> ▪ Discover and Learn 2: Appearance affects Feelings! <p><i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards, photographs ,pictures, colour crayons or pencils, magic markers, magazines, newspapers.</i></p>	<ul style="list-style-type: none"> ▪ Assessment activity 1: Dial 911! . 	2 periods	

<ul style="list-style-type: none"> ▪ Identify the 5 main food groups; ▪ Explain the role of the abovementioned food groups in terms of a healthy body; Describe what special foods are needed and why 	<p>Unit 3:</p> <ul style="list-style-type: none"> ▪ The basics of good Nutrition ▪ How to eat Healthy ▪ Healthy Food Choices ▪ Why Is Eating Healthy Important? 	<p>Students discover how healthy their eating habits are through discussion:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Food Survey! <p><i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards, photographs ,pictures, colour crayons or pencils, magic markers, magazines, newspapers.</i></p>	<ul style="list-style-type: none"> ▪ Assessment Activity 1: Plan a Healthy Diet1. 	3 periods	
<ul style="list-style-type: none"> ▪ Definition of terms: opportunistic diseases, STI's, HIV – AIDS, mode of transmission; ▪ Identify opportunistic infections; ▪ Identify how opportunistic infections occur; ▪ List the modes of 	<p>Unit 4:</p> <ul style="list-style-type: none"> ▪ What is in a name? ▪ How do you Get or Give These Diseases? ▪ What are opportunistic diseases and STI's? ▪ How will 	<p>Students revise facts on HIV/AIDS, STI's and opportunistic diseases through a quiz:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: You are the weakest link! <p>Students role play an assertive message:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 2: Saying NO! 	<ul style="list-style-type: none"> ▪ Assessment Activity 1: Love Stories. 	3 periods	

<p>transmission;</p> <ul style="list-style-type: none"> ▪ Understand and explain the implications of contracting opportunistic diseases; ▪ Identify how opportunistic diseases can be prevented; ▪ Identify support services available and how they can be accessed. ▪ 	<p>HIV/AIDS Touch Your Life?</p> <ul style="list-style-type: none"> ▪ Prevention is better than cure. ▪ Where can I get help? ▪ Living with AIDS! 	<p>Students reflect on their own behaviour through a questionnaire:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 3: Are You a Responsible Person? <p>Students do research on organisations in their own communities:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 4: SOS! <p><i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards, photographs ,pictures, colour crayons or pencils, magic markers, magazines, newspapers Flashcards, coki pens paper, videos.</i></p>			
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<ul style="list-style-type: none"> ▪ . Define addiction ▪ Discuss different types of addiction; ▪ Identify the symptoms of addiction; ▪ Identify and explain the effects of different types of addiction on the body and mind; ▪ Identify the support services available and how they can be accessed; ▪ Indicate, by using examples, situations where medication and or drugs have a negative effect on the individual; ▪ Explain the effect of these habit-forming drugs in the individual with reference to their feelings and behaviours; ▪ Discuss the dangers of not 	<p>Unit 5:</p> <ul style="list-style-type: none"> ▪ Know the Terms ▪ How Can you Tell When someone is Addicted? ▪ Fact File About Drugs And Medicine ▪ Where can I get Help? ▪ Other Habit-forming Drugs ▪ Dangers of Medicine and Habit-forming drugs! 	<p>Students profile a drug addict through group discussions:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Profile of an addict <p>Students do research on organisations that provide help in their community:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 2: SOS! <p>Students look at their own habits compiling a diary:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 3: Caffeine addict! <p>Students find out the consequences of not following instructions</p> <ul style="list-style-type: none"> ▪ Discover and Learn 4: Following Instructions! <p><i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards,</i></p>	<ul style="list-style-type: none"> ▪ Assessment Activity 1: Radio Play. ▪ Assessment Activity 2: Worksheet. 	<p>3 periods</p>	
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<p>following instructions for medication;</p> <ul style="list-style-type: none"> ▪ Name habit-forming drugs that are illegal in South Africa and give an indication of the consequences of the abuse on the individual and the society 		<p><i>photographs ,pictures, colour crayons or pencils, magic markers, magazines, newspapers</i></p>			
<ul style="list-style-type: none"> ▪ Discuss the benefits that sport and recreational activities can have on your body and mind; ▪ Define physical wellbeing, emotional well being, spiritual well being and mental well being; ▪ Explain the inter – relatedness of the above; ▪ Explain how 	<p>Unit 6</p> <ul style="list-style-type: none"> ▪ Being active helps keep me healthy ▪ The value of physical exercise ▪ Some facts you need to know ▪ Sport and hobbies will contribute to your well-being 	<p>Students play games in groups:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 1: Let’s play. <p>Students link physical and emotional well being through a worksheet:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 2: I function as a whole. <p>Students list sport and recreational activities on a worksheet:</p> <ul style="list-style-type: none"> ▪ Discover and Learn 3: Types of sport. 	<ul style="list-style-type: none"> ▪ Assessment: Radio talk. 	<p>2 periods</p>	

<p>sport and recreational activities [hobbies] contribute to the development of well being.</p>		<ul style="list-style-type: none"> ▪ Discover and Learn 4: Different recreational activities. <p><i>Transparencies or presentations, worksheets, questionnaires, sheets of paper, cards, photographs ,pictures, colour crayons or pencils, magic markers, magazines, newspapers</i></p>			
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Guidelines for Activities

Unit 1: A healthy way of living

Discover and Learn 1: Healthy habits!

Guide students to write complete lists of healthy habits using the definition of a healthy lifestyle.

Discover and Learn 2: I Am What I Eat!

Guide students to set up a comprehensive list of foods. Guide them to include fast foods with a high fat content under “foods that are not good for me.” Make them aware of how unhealthy fast foods are.

Life@play.learn: Volleyball fun!

Game objective: To have fun while being active and describe what they experienced.

What will you need?

Volleyball and net. Outside area to play

What will you do?

Volleyball is played in two teams. A soccer ball and a net are used. The person who serves, serves from the back line of the court. The ball has to stay in the air inside the lines. The team who receives the ball has to return it to the other side of the net without it touching the ground and playing the ball only three times maximum. The ball is being played over the net like that until it goes outside the court or touches the ground. The team who wins the point, serves. The game is played until one team scores 15 points and is at least two points ahead. The scoring is the same as in table tennis.

Discussion Points:

When the learners fill in the worksheet it is important to focus on the positive effect the physical exercise had on their bodies **as well as** emotions.

Note: You can provide students with copies of the Activity and Learning Point Form provided at the beginning of this guide to record this.

Worksheet

1. What are the benefits of physical exercise? (List at least three.)

2. How did you feel after the game? (Describe your mood.)

3. How did your body react to the physical exercise?

Discover and Learn 3: Round Table – Why be Healthy?

Assist students to draw up a comprehensive list of habits that can be good or bad for you.

Discover and Learn 4: Doctor I am ill!

Guide the students to make sure that they focus on the effect that their ill health will have on those around them. Guide them to come to the conclusion that social isolation will also be an effect of most of those symptoms of unhealthy living.

Assessment Activity 1: Mind Your Health Habits!

Students choose words from the given list to complete the table.

The student needs to have at least 20 out of 25 correct to be achieve competency.

Memo:

Must do	Must have	Must not do	Must not have
Sleep enough	Balanced diet	Smoke	Dirty houses
Wear clean clothes	Fresh food	Stress	Overcooked vegetables
Exercise	Clean water	Litter in the streets or river	Other people's medicine
Eat healthy	Clean hair and body	Drugs	Dirty water
Bath every day	Clean environment	Eat lots of junk food	Dirty hands
Walk briskly		Keep food for three days	Dirty kitchen
		Drink lots of beer	Old fruit

(25)

Unit 2: How my body works?

Students discover facts about their bodies.

Discover and Learn 1: Test Your Brainpower!

Memo:

1. B
2. A
3. C
4. A
5. B
6. C
7. B
8. A
9. C
10. A

Discover and Learn 2: Appearance affects feelings!

Assist students to focus on the negative emotions and poor self image a bad skin can create. Guide them towards the misconception created by television and magazine adverts that you are not acceptable to others if your skin is bad. Let them focus on the fact that if you keep your skin clean and live healthily, you will have more self-confidence because of your appearance.

Assessment Activity 1: Dial 911!

Students read the case study and then answers the questions.

Answers to the Questions:

1. Liver and kidneys (2)
2. His skin will be oily because of the greasy foods that he eats. He will have sores, blackheads and breakout because he does not drink enough water and does not wash his skin regularly with soap and water. (2)
3.
 - a. Wash regularly with soap and water.
 - b. Drink six to eight glasses of water every day.
 - c. Eat more healthy food from the 5 food groups. (3)
4.
 - a. He should drink less alcohol.
 - b. He should not drink as many pills, especially not on top of the alcohol.
 - c. He should drink less Coke and more water.
 - d. He should eat less greasy foods. (any 3) (3)
5.
 - a. Drink less alcohol.
 - b. Sleep six to eight hours per night.
 - c. Avoid drinking too many pills.
 - d. Eat healthy food from the five food groups.
 - e. Drink six to eight glasses of water a day.
 - f. Put clean clothes on and wash yourself with soap and warm water every day. (any five) (5)

Total: 15

Competency is achieved by scoring at least 12 out of 15

Unit 3: Food that is good for me!

Discover and Learn: Food survey.

Students should be encouraged to be honest about what they eat. Students that are being interviewed should eat foods from all five the food groups. Emphasise that fruit and vegetables should be fresh and mostly raw and that refined foods are not the ideal.

Assessment activity 1: Plan a healthy diet.

The student should meet all 7 the performance standards for competency. Make provision for cultural preferences and special diets such as religious rules. The emphasis should be on healthy eating, a variety of nutrients and portions. Students should do peer assessment before the assessment is handed in to the assessor.

Performance Indicators	Yes	No	If “no” what actions need to be taken?
1. Did the student include foods from all five the food groups?			
2. Are the student’s portions the correct size?			
3. Does the student have enough portions of each food group?			
4. Are there enough foods that include fibre?			
5. Did the student include green and yellow vegetables?			
6. Did the student limit the fat intake?			
7. Did the student plan 3 balanced meals?			

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Unit 4: HIV/AIDS, STI's and Opportunistic Infections

The assessor should take note that it is important that discussions should not be judgemental. Also be careful not to include religion but rather focus on a healthy way of living to avoid these illnesses. Encourage sensitivity to cultural customs.

Discover and Learn 1: You are the Weakest Link!

Before the quiz starts, the students have to determine the rules for the game. Write the rules on the board where they are visible. The game could be played where individuals compete against one another and then eliminate the weakest link after every round of questions. Teams could also compete against one another until there is a winner. Rules should include: how to score, how many points to score for a question, how it will be decided who may answer the question. Questions and answers should come from the learning material. The facilitator should check the questions and answers for correctness before the game starts.

Discover and Learn 2: Saying No!

Students participate in a role-play to formulate assertive messages when confronted with pressure to make unsafe choices.

Possible answers:

Step 1: Explain your feelings and the problem: Nicola may say: "I don't want to come to your house because we will be alone."	Step 2: Make your request: Nicola: "I would rather go out with our friends."
Step 3: Ask how the other person feels about your request: Nicola: "Will that be ok with you?"	Step 4: Wait for their answer: Thomas: "I understand."
Step 5: Accept with thanks: Nicola: "Thanks, I would love to come when your parents are there."	

When students are acting out the assertive message the facilitator should check for the following:

- Is the student speaking in a clear and emphatic voice?
- Is the body language assertive e.g. the stance, the movements, eye contact?
- Is the verbal message assertive or does it leave room for the other person to convince her?

Discover and Learn 3: Are you a responsible person?

Students do a self-assessment regarding their ability to be responsible.

Discover and Learn 4: SOS!

Students should give as many organisations as possible. The facilitator can make a list of all the organisations listed by students and hand it out to all students.

Assessment activity 1: Love stories

Students consider the scenarios and prepare the group presentation that follows.

Remember this is a co-operative activity and assessment and they will be assessed as a group. Each member has a responsibility and role to fulfil and need to contribute in the final presentation. Students need to be able to explain each member's contribution and the tasks he/she did.

The students should meet all eight the performance indicators to be competent.

Performance Task List			
Performance Indicators	Yes	No	If “no” what actions need to be taken?
1. Did the students illustrate the 2 scenarios, either using a booklet or by acting out.			
2. Did the students explain the terms associated with HIV/AIDS?			
3. Did the students explain how the people in the 2 scenarios made the wrong and right choices with regard to getting infected?			
4. Did the students describe the implications of these choices for them – what effect these choices had?			
5. Did the students explain about prevention, using the 2 scenarios?			
6. Did the students explain about support and assistance to people living with AIDS, using the 2 scenarios?			
7. Did the students record what each member contributed to the assignment?			
8. Did every group member take part in the final presentation?			

The terms that should be explained should include the definitions of HIV/AIDS and modes of transmission.

Rating scale for competency and achievement:

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

Unit 5: Substance Abuse

Discover and Learn 1: Profile of an addict

Assist students to draw up a profile that includes the signs that someone is addicted. Be careful that it does not become too personal or that names that could hurt someone are mentioned. Emphasise to include the symptoms and signs and not a specific person.

Discover and Learn 2: SOS!

Students should include as many organisations as possible. The facilitator can make a list of all the organisations listed by students and hand it out to all students.

Discover and Learn 3: Caffeine addiction!

Students that do not use any of the substances identified may choose any other substance or food that they know they take in excess. Smokers may also use this activity to monitor their smoking.

Discover and Learn 4: Following instructions!

Facilitator gives students an instruction sheet with instructions that they have to follow. Students have to realise that they can make mistakes if they do not follow the instructions.

Read all instructions first:

1. Write your name on the piece of paper provided.
2. Write the date in the right hand corner.
3. Write down the numbers 1 to 5 vertically on the piece of paper.
4. Write down in order of preference the five foods you like to eat most.
5. Ignore instructions 1 – 4 and only write down one word that will demonstrate what you will be when following instructions carefully.

Students that did not read all the instructions first, will not achieve the desired outcome. Students have to link this experience to not following instructions for medicine that could have devastating effects.

Assessment Activity 1: Story of an addict.

Assist students with the format. They need to remember that it is a play and should be written in dialogue format.

The student needs to meet all five the performance indicators to be competent.

Performance Indicators	Yes	No	If “no” what actions need to be taken?
1. Did the student include the behaviour displayed by the person that indicates that there is an addiction?			
2. Did the student include the symptoms displayed by a person who uses the specific drug?			
3. Did the student include the effect the person’s addiction has on the people around him/her?			
4. Did the student include the negative side affects of the drug?			

5. Did the student include possible help the person could get?			
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Assessment Activity 2: Beware of drugs!

Students match the symptoms or consequences of drug abuse in List B to the correct drug in List A. Some of the drugs have the same effects. Choose the one most likely to suit a specific drug.

Memo:

List A	Answer	List B
A Cocaine	3	1. Difficulty in school due to poor concentration and memory
B Heroin	8	2. Epilepsy and loss of muscle control
C Ecstasy	1	3. Crawling sensation under the skin
D Marijuana	9	4. Suffers from headaches and is often aggressive
E Mandrax	2	5. Family members suffer from chest problems
F LSD	10	6. Strange, hyperactive behaviour
G Slimming tablets	6	7. Physically abuses family members
H Alcohol	7	8. HIV positive because of a shared needle
I Nicotine	5	9. Throat cancer and loss of motivation
J Inhalants	4	10. "Sees" things that are not real

The student has to score at least 7 out of 10 to be competent.

(10)

Unit 6: Sports and recreation for a healthy lifestyle

Discover and Learn 1: Let's play!

The objective of this activity is for students to have fun. If the facilities are such that the activities cannot be done, any other physical activity that is fun can be done.

Materials needed:

Tennis balls, hoops, portable CD player with dance music cds.

Students have to rotate from one activity to another. Manage time so that all students get an opportunity to do all the activities. The objective is fun and not competition. When doing the worksheet, guide students to talk about the group having fun together. In other words, they have to discuss the social and health aspects of the activities.

Discover and Learn 2: I function as a whole.

The objective of the worksheet is for students to realise that a human functions as a whole. For instance, you cannot separate emotions from your physical well-being. Guide students to see the relation between the two.

Possible answers to the second question:

Frustrated, angry, uncomfortable, sad, scared.

Discover and Learn 3: Types of sport

The facilitator can make a list of all the facilities available in the immediate vicinity of the college and hand it out to students. Let students tell others about the lesser-known sports that they play.

Discover and Learn 4: Different recreational activities (hobbies)

Guide students to focus on the positive activities.

Suggestions are:

Good activities: dancing, roller skating, collecting something, critically watching movies, going to plays, visiting museums or other interesting destinations, hiking, camping.

Bad activities: doing drugs, gang activities, street racing.

Assessment Activity 1: Radio talk

The student needs to present and speak in a way that will appeal to teenagers. In other words the language should be more informal, but the content still substantial and correct.

Performance Indicators	Yes	No	If "no" what actions need to be taken?
1. Did the student explain the different aspects of well-being? (4)			
2. Did the student tell the listeners how important it is for them to do physical exercise? (6)			
3. Did the student give the listeners some ideas on how to exercise? (5)			
4. Did the student give the listener some ideas for other			

recreational activities? (5)			
5. Did the student give the listeners some tips on how to organise their life to fit these activities in? (5)			

(25)

The student needs to meet all 5 the performance indicators to be competent. The marks are an indication as to how much weight the performance indicator carries.

Module Assessment Activity: Community Project

Students should go to their respective communities to do this project. Guide them to draw up simple questionnaires for them to get the answers they need. These questionnaires may also be used as evidence. Other evidence could include pamphlets or brochures from organisations, photographs, videos etc. A simple report could be written to summarise their findings

An example of a questionnaire could be as follows:

Questions on Health Habits		
Question	Yes	No
1. Do your family members take a bath or a shower every day?		
2. Do your family members brush their teeth at least twice a day?		
3. Do your family members wash their hair regularly?		
4. Do your family members sleep six to eight hours every night?		
5. Do your family members eat fresh fruit and vegetables every day?		
6. Do your family members eat proteins every day?		
7. Do your family members eat fast foods every day?		

For HIV/AIDS an answer sheet where people have to write down answers can be used.
E.g.

<p>1. Write down what the following mean:</p> <p>HIV/AIDS : _____</p> <p>STI: _____</p> <p>Opportunistic infections: _____</p> <p>2. What should you do to get tested? _____</p> <p>3. Where can you go for help? _____</p>

Students have to use the questionnaires to draw conclusions.

Use this task checklist to check. **Competency is achieved by including all the evidence and meeting the criteria for that evidence as previously stated.**

Performance Task list for PoE – Module 2 Assessment – Community Project			
Performance Indicators	Yes	No	If 'No' what needs to be corrected or done?
1. Did the group give very specific details about what needs to be achieved?			
2. Did the group include the radio talk on living healthily?			
3. Did the group include the AIDS awareness campaign?			
4. Did the group include the radio play on drugs?			
5. Did the group use resources to achieve the goals set?			
6. Did the group plan actions to be taken to achieve the goals set?			
7. Did the group delegate tasks?			
8. Did the group record how much time is allowed for the actions?			
9. Did the group record the target dates?			
10. Did the group write down what is needed for each task?			
11. Did the group present their research neatly and coherently?			

Students should score at least mostly 3 or 4 for a competency judgement.

Group Work Rubric					
Date:		Group Task:			
Members:					
Criteria and Skills displayed	Performance indicators				Points
	1	2	3	4	
<u>Helping</u> The students offered assistance to one another	None of the time	Some of the time	Most of the time	All of the time	
<u>Listening</u> The students actively listened and worked from each other's ideas.	None of the time	Some of the time	Most of the time	All of the time	
<u>Negotiating</u> The students exchanged, defended and reformulated ideas.	None of the time	Some of the time	Most of the time	All of the time	
<u>Participation</u> Each student contributed responsibly to the task.	None of the time	Some of the time	Most of the time	All of the time	
<u>Questioning</u> The students interacted and posed questions to each other.	None of the time	Some of the time	Most of the time	All of the time	
<u>Respect</u> The students encouraged and supported the ideas of others.	None of the time	Some of the time	Most of the time	All of the time	
<u>Sharing</u> The students offered ideas and shared their skills.	None of the time	Some of the time	Most of the time	All of the time	
<u>Commitment</u> The students met their deadlines and fulfilled their roles.	None of the time	Some of the time	Most of the time	All of the time	
Total points:					

Facilitator/Educator comments: _____

(B) Module Assessment: Knowledge Test

Name: _____

Answer all the questions.

Total: 70

Question 1

1.1 What is a habit?

(2)

1.2 Give 5 healthy habits to follow for a healthy lifestyle.

(5)

Question 2

2.1 Name 4 functions of the skin.

(4)

2.2 Write down 5 signs that there is something wrong with your kidneys.

(5)

Question 3

Write down 1 function and 2 sources for each of the food groups listed below.

FOOD GROUPS	FUNCTION	SOURCES
Carbohydrates		
Vegetables and fruit		
Dairy products		
Meat, chicken, fish, eggs and legumes		
Oils and fats		

(15)

Question 4

Give the definition for the following:

4.1 HIV: _____

4.2 AIDS: _____

4.3 STI: _____

4.4 Opportunistic diseases: _____

4.5 Modes of transmission: _____

(5x2) (10)

Question 5

5.1 Name 4 ways in which a person can be infected with HIV.

(4)

5.2 List the following diseases under the correct heading:

Herpes, Pneumonia, Tuberculosis, Syphilis, Shingles, Gastroenteritis, Genital warts

(7)

STI's	Opportunistic diseases

5.3 Name and discuss 4 ways to prevent HIV/AIDS.

(4x2) (8)

Question 6

6.1 Name 3 different types of addiction.

(3)

6.2 Complete the following table by matching the words in the list to the appropriate heading.:

Alcohol, nicotine, Mandrax, Cocaine, LSD, sleeping pills, heroin.

Habit-forming substances	Illegal drugs

(7)

Memo for Knowledge Test

Question 1

1.1 A habit is something you repeat so often it almost becomes automatic. (2)

1.3 A .Eating healthy food

- b. Getting regular exercise
- c. Getting enough sleep
- d. Practising good hygiene
- e. Managing stress

(5)

Question 2

2.1

- a. It protects the body from injury
- b. It protects the body from germs
- c. It protects the organs
- d. It keeps the body warm on a cold day and cool on a warm day
- e. It gets rid of toxins by sweating

(any 4) (4)

2.2

- a. Changes in the amount of water and number of times water is passed;
- b. Sudden swelling of the eyelids, hands and ankles;
- c. Headache, high fever alternating with shivering attacks and feeling cold;
- d. A dull or sharp pain in the lower back;
- e. Difficulty to pass water with pain or a burning sensation when water is passed;
- f. Urine may look cloudy and have an unusual colour which may be too dark, brown or red;
- g. Feeling of sickness or vomiting.

(any 5) (5)

Question 3

Vegetables and fruit	Protect the body from illness	All fruits and vegetables
Dairy products	Build strong bones and teeth	Milk, cheese, yoghurt
Meat, chicken, fish, eggs and legumes	Build strong and healthy muscles	Beef, lamb, pork, chicken, eggs, dry beans, peas, lentils, nuts
Oils and fats	Provide energy, enhance mental performance, allows absorption of certain vitamins.	Butter, margarine, sunflower oil, olive oil

(any 2 examples for each food group)

(15)

Question 4

Give the definition for the following terms:

4.1

- a. HIV: Human Immuno Deficiency Virus is the virus that causes AIDS. It suppresses the body's ability to fight infection and disease.

- b. AIDS: Acquired Immune Deficiency Syndrome is not a single *disease* but rather a group of symptoms or illnesses that occur together.
- c. STI's: Sexually transmitted infections are diseases that you can get or give (transmit) while having sex.
- d. Opportunistic diseases: Opportunistic diseases or infections are infections that occur if you have a weakened immune system. They are called opportunistic because they take advantage of the fact that your immune system is so weak.
- e. Mode of Transmission: This means the ways in which diseases are carried over. In other words how you get a disease.

(5x2) (10)

4.2

- a. Having unprotected sex with someone who is infected with the virus.
- b. Sharing a needle, toothbrush or razor with someone who is infected, should you have broken skin or an open sore.
- c. Through a *blood transfusion* or other medical procedure in which there is a transfer of blood from someone who is infected. The risk of this happening however is very slim.
- d. A mother can infect her baby if she is HIV positive. This can happen in the uterus, during birth or during breastfeeding.
- e. Sharing needles between drug addicts.

(4)

4.3

STI	Opportunistic disease
Herpes	Pneumonia
Syphilis	Tuberculosis
Genital warts	Shingles
	Gastroenteritis

(7)

4.4

a. Always act as though exposed blood is HIV positive.

Do not touch exposed blood with bare hands. Wear gloves if you touch blood. Clean blood spills with a solution of bleach and water.

b. Be sexually responsible

Always wear a condom and take precautions during sexual intercourse, even if you have known a person for some time. Everyone you meet is potentially HIV positive.

c. Avoid drugs and alcohol

Drunken people often forget to use condoms. Men often take advantage of drunken women to have sex without a condom. While under the influence of a drug, you can share a needle with a person who is HIV/AIDS positive.

d. Avoid child abuse – run and tell

Some men still think that sleeping with a virgin will cure AIDS. Talk to a person you trust if an adult man wants to abuse you.

e. Be faithful and preferably stick to one partner at a time.

f. Learn to express how you feel

Even though it may be difficult, talk to your partner. Whether you would rather wait before having sex or you want to use a condom, learn to say what you feel. Learn to say “NO” at any time.

(any 4) (4x2) (8)

Question 5

5.1

- a. Psychological dependence
- b. Tolerance
- c. Physical dependence

(3)

5.2

Habit-forming substances	Illegal drugs
Alcohol	Mandrax
Nicotine	Cocaine
Sleeping pills	LSD
	Heroin

(7)

Total: 70

Handouts for Module 4
Units 1 - 6

Unit 1: A Healthy Way Of Living

Name: _____

Assessment Activity 1: Mind Your Health Habits!

What must people do and not do in order to have healthy lives?

Choose the correct words to complete the following table:

sleep enough, smoke, dirty houses, overcooked vegetables, wear clean clothes, stress, exercise, litter in the streets or river, other people's medicine, balanced diet, eat healthy, drugs, dirty water, old fruit, bath every day, clean water, clean hair and body, dirty hands, eat lots of junk food, clean environment, walk briskly, fresh food, dirty kitchen, keep food for three days, drink lots of beer.

(25)

You need to score at least 20 out of 25 correct to be competent.

Must do	Must have	Must not do	Must not have

Unit 2: How My Body Works!

Name: _____

Assessment Activity 1: Dial 911!

Read the following case study and answer the questions that follow.

Dial 911

Ali is an Engineering student at a vocational college. He likes to party on weekends and has numerous friends. Usually they go to bars and drink till late at night. He overcomes the feeling of “babalaas” or drunkenness by swallowing a handful of pills the following morning. He often skips breakfast and works part-time at a fast food restaurant to pay for his studies. As a result he eats a lot of greasy fast foods. He is of the opinion that Coke is one of God’s greatest gifts to mankind and that water is something you wash with, something he does not like to do. He does not wear clean clothes regularly, as he has little time to do his laundry. Because of his work, mostly at nights during the week, he does not get enough sleep. He started looking ill and his marks dropped. Dial 911 and help Ali to turn his lead a healthy life!

1. Which 2 organs’ functioning will the excessive drinking mainly influence?

(2)

2. Describe how Ali’s skin will look with this kind of lifestyle.

(2)

3. Give Ali three tips on how to improve his skin condition.

(3)

4. What can Ali do to improve the functioning of his liver?

(3)

5. Write down 5 health tips for a better student life for the student newsletter that Ali and others like him can read.

(5)

Total: 15

Competency is achieved by at least scoring 12 out of 15.

Unit 3: Food That Is Good For Me

Name: _____

Assessment Activity 1: Plan a Healthy Diet!

Plan a healthy diet for 1 day; indicating which foods you would eat. Be specific and write down the portion sizes, e.g. 2 thin slices of whole-wheat bread.

You need to meet all 7 performance criteria to be competent in planning a healthy diet.



Breakfast	Lunch	Supper

Unit 4: HIV/AIDS, STI's And Opportunistic Infections

Name: _____

Assessment Activity 1: Love Stories

Consider the following scenarios and prepare the group presentation that follows. Remember this is a co-operative activity and assessment and you will be assessed as a group. Each member has a responsibility and role to fulfil and need to contribute in the final presentation. You need to be able to explain each member's contribution and the tasks he/she did.

Competency is achieved by meeting all the criteria mentioned.

1 st Scenario

The Story of Aruna and Ricky.

Aruna comes from a rural area and studies at a college in the city. She lives in a flat near the college. On the campus she meets David. They like each other a lot and they start dating. Even though they go out for a long time, they decide not to have sex before they get married. After they finished their studies, they both got jobs and decided to get married. Before they get married they go to the clinic to have themselves tested for HIV. They are both very happy when the sister tells them that they are HIV negative. After they got married, they move to a smaller town and both got jobs. When Aruna falls pregnant, they are very happy.

2nd Scenario

The Story of Lebo and Siph

Siph and Lebo got married last year and love each other very much. Siph does not know it but he is HIV positive. He was infected by someone he had a relationship with before he and Lebo got married. Neither of them can get a job in the farm area where they live and Siph must go to the city to find a job to support them. He hates the city because he is lonely and misses Lebo. He finds a job and is able to send money home to Lebo. Then Siph meets Thuli. She is fun and makes him laugh. One night after they have spent time together at a shebeen, they make love without using a condom. Thuli soon gets bored with Siph as he has little money. She meets Thabo and after a while they get married. They are very happy when Thuli falls pregnant. Thuli allows the clinic

to take some blood from her to test for HIV. The result is positive. She has the HIV virus and she is very afraid. Thabo is tested and he found to be HIV negative. The sister explains to Thuli that she might have caught the virus from Sipho. She tries to find him to tell him but he has moved back to the farm to be with Lebo. After a few weeks Lebo falls pregnant. The sister takes blood and she is told that she is also HIV positive.

The presentation can be used as part of an **AIDS Awareness campaign** in your community. It can be included in your **Portfolio of Evidence as part of the summative Module Assessment**. You first complete the assignment and then finally present it as a group to the rest of the class and the facilitator/assessor/lecturer.

The assignment consists of:

- An information booklet with the above 2 scenarios illustrated by means of cartoons, pictures, photos, drawings OR
- Acting out the 2 scenarios live or recording the acted scenarios on video or dvd;
- An explanation of the terms associated with HIV/AIDS;
- An explanation of how the people in the 2 scenarios made the wrong and right choices with regard to getting infected;
- Describe the implications of these choices for them – what effect these choices had;
- Educate others, using the two scenarios, about prevention, support and assistance available to people living with AIDS and these infections.

Use the Performance Task List to check your progress and final presentation and assignment.

Performance Task List			
Performance Indicators	Yes	No	Action(s) you need to take to get there
1. Did you illustrate the 2 scenarios, either using a booklet or by acting it out?			
2. Did you explain the terms associated with HIV/AIDS?			
3. Did you explain how the people in the 2 scenarios made the wrong and right choices with regard to getting infected?			
4. Did you describe the implications of these choices for them – what effect these choices had?			
5. Did you explain about prevention, using the 2 scenarios?			
6. Did you explain about support and assistance to people living with AIDS, using the 2 scenarios?			
7. Did you record what each member contributed to the assignment?			
8. Did every group member take part in the final presentation?			

You can also use this opportunity to assess your group dynamics. Use the same rubric in Module 1 to assess this.

Unit 5: Substance Abuse

Name: _____

Assessment Activity 1: Story Of An Addict!

Use the profile you wrote in **Discover and Learn 1** and write a story about an addict that can be performed on the radio. Include all the information you used to draw up the profile. Remember that a radio play is like a television drama without the picture. Use the Performance Task List to check your story. **For competency you need to address all aspects.**

Performance Task List			
Performance Indicators	Yes	No	Action(s) I need to take to get there
1. Did you include the behaviour displayed by the character in your story that indicates that there is an addiction?			
2. Did you include the symptoms displayed by the character who uses the specific drug?			
3. Did you include the effect the character's addiction has on the people around him/her?			
4. Did you include the negative side effects of using the drug?			
5. Did you highlight the choices this character made?			
5. Did you include how and where this character could be helped to change?			

Assessment Activity 2: Beware Of Drugs!

Match the **symptoms or consequences** of drug abuse in **List B** to the **correct drug** in **List A**. Be aware that some of the drugs have the same effects. Choose the one most likely to fit a specific drug. **For competency you need to score at least 8 out of 10.**

List A	List B
A Cocaine	1 Difficulty in school due to poor concentration and memory.
B Heroin	2 Epilepsy and loss of muscle control
C Ecstasy	3 Crawling sensation under the skin
D Marijuana	4 Suffers from headaches and is often aggressive
E Mandrax	5 Family members suffer from chest problems.
F LSD	6 Strange, hyperactive behaviour
G Slimming tablets	7 Physically abuses family members
H Alcohol	8 HIV positive because of a shared needles.
I Nicotine	9 Throat cancer and loss of motivation
J Inhalants	10 “Sees” things that are not real.

(10)

Answers	
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	

Bibliography and Websites!

These books and publications were used or can be used as resources:

1. Rooth E, 1995. *Life Skills, A resource book for facilitators*. Nolwasi Educational Publishers (Pty) Ltd.
2. Wood I, 2005. *Jump Start Handbook*. OnBoard Media Active (Pty) Ltd.
3. Dr De Mirands S, 1996. *Layperson's Guide Series 1, Drugs*. Michael Collins Publications cc.

Other Publications:

1. *Life Skills*. Department of Education
2. *Lions - Quest South Africa : Life Skills*, Lions – Quest for Adolescence, Saxonworld
3. *Skills for Life, Grade 8, Learner's Book*. Nolwasi Educational Publishers (Pty) Ltd 2000
4. *Self-help in health*. Department of Health, Welfare and Pensions
5. *It affects us al ...Know the facts*.
6. *AIDS in our community*. Soul City, Jacana Media 1999

Websites to Visit:

Use the key words “HIV/AIDS”, “health”, and “drugs” and you will find websites such as these. Explore them.

www.vancouver.ca

www.youraddiction.com

www.narconon-stonehawk.com

www.consumer.pdr.net

www.health24