

## Healthy and Positive Living

Subject Outcomes	Learning Outcomes	Assessment Standards
Explain types of stress in terms of their impact on personal and work situations	<ul style="list-style-type: none"> <li>Define stress</li> <li>Identify the different types of stress and their causes</li> <li>Explain how the above impacts personal and work situations</li> </ul>	<ul style="list-style-type: none"> <li>Types of stress are explained in terms of their impact on personal and work situations</li> </ul>
Identify and explain the factors which contribute to stress in terms of their impact on personal and work situations	<ul style="list-style-type: none"> <li>Identify and explain the factors which contribute to the development of stress</li> <li>Explain how this impacts on personal and work situations</li> <li>Identify and explain coping strategies which can be used for the above</li> </ul>	<ul style="list-style-type: none"> <li>Factors which contribute to stress are identified and explained in terms of their impact on personal and work situations</li> </ul> <p><i>Range: Factors include but are not limited to society, environment, organisation, etc.</i></p>
Explain positive ways to deal with infectious diseases in terms of their impact on the individual and the community	<ul style="list-style-type: none"> <li>Identify, using suitable examples, how a supportive environment can be created for the afflicted; both personally and in the community in terms of physical, social, emotional, spiritual and psychological support</li> </ul>	<ul style="list-style-type: none"> <li>Positive ways to deal with infectious diseases are explained in terms of their impact on the individual and community</li> </ul> <p><i>Range: Infectious diseases include but are not limited to sexually transmitted infections (STI's) tuberculosis (TB) HIV/AIDS</i></p>
Explain the balance between physical and mental wellness in relation to work productivity	<ul style="list-style-type: none"> <li>Define physical wellness</li> <li>Define mental wellness</li> <li>Explain the inter-relationship between the above in terms of the achievement of whole system balance</li> <li>Explain how the above impacts work productivity</li> </ul>	<ul style="list-style-type: none"> <li>The balance between physical and mental wellness is explained in terms of work productivity</li> </ul>

Subject: Life Orientation Level 4				
Module Name: Healthy and Positive Living				
Subject Outcome 1:	Module and Unit	Exercises	Assessment Methods	Portfolio of Evidence Activity
<b>Define types of stress in terms of their impact on personal and work situations</b>	<b>Module 2</b>			
<b>Learning Outcome 1</b>				
Define stress.	<b>Unit 1:</b> What is stress?	Discover and Learn 1: Describe the term! Discover and Learn 2: Good Stress!	Test-based Task-based Assessment Activity 1: Stressed out! <b>Module Assessment:</b> Let's Act! Knowledge Test	<b>Assessment Activity 1:</b> Stressed out! <b>Module Assessment:</b> Knowledge Test Let's Act!
<b>Learning Outcome 2</b>				
Identify types of stress and their causes.	<b>Unit 1:</b> <ul style="list-style-type: none"> <li>Types of stress</li> <li>Possible causes for stress</li> </ul>	Discover and Learn 3: Stress Stories!	Test-based Task-based Assessment Activity 1: Stressed out! <b>Module Assessment:</b> Let's Act! Knowledge Test	<b>Assessment Activity 1:</b> Stressed out! <b>Module Assessment:</b> Knowledge Test Let's Act!
<b>Learning Outcome 3</b>				
Explain how the above impacts personal and work situations.	<b>Unit 1:</b> <ul style="list-style-type: none"> <li>How do we react to stress?</li> <li>The impact of stress in your work and personal life</li> </ul>		Test-based Task-based Assessment Activity 1: Stressed out! <b>Module Assessment:</b> Let's Act! Knowledge Test	<b>Assessment Activity 1:</b> Stressed out! <b>Module Assessment:</b> Knowledge Test Let's Act!
<b>Subject Outcome 2:</b>				
<b>Identify and explain the factors which contribute to stress in terms of their impact on personal and work situations</b>	<b>Module 2</b>			
<b>Learning Outcomes 1</b>				
Identify and explain factors that contribute to the development of stress	<b>Unit 2:</b> <ul style="list-style-type: none"> <li>Stressors</li> <li>The nature of stressors</li> </ul>	Discover and Learn 4: How stressed are you?	Test-based Task-based Assessment Activity 2: Bongani's Story Case study <b>Module Assessment:</b> Let's Act! Knowledge Test	<b>Assessment Activity 2:</b> Bongani's Story. Case Study <b>Module Assessment:</b> Knowledge Test Let's Act!

<b>Learning Outcome 2</b>				
Explain how stress impacts on personal and work situations	<b>Unit 2:</b> <ul style="list-style-type: none"> <li>The major symptoms of stress</li> <li><b>Stress in the South African workplace</b></li> <li>Some facts which could affect our levels of stress</li> </ul>	Discover and Learn 5: Be Polite!  <u>Life@play.learn:</u> Let's Breathe!  Discover and Learn 6: Do not sweat the small stuff!	Test-based Task-based Assessment Activity 2: Bongani's Story Case study  <b>Module Assessment:</b> Let's Act! Knowledge Test	<b>Assessment Activity 2:</b> Bongani's Story. Case Study <b>Module Assessment:</b> Knowledge Test Let's Act!
<b>Learning Outcome 3</b>				
Identify and explain coping strategies which could be used for the above	<b>Unit 2:</b> <ul style="list-style-type: none"> <li>How to cope with stress?</li> <li>Stress Management</li> <li>Ten fun ways to relieve stress</li> </ul>	Discover and Learn 7: My gratitude journal.  <u>Life@play.learn:</u> Let's Play!	Test-based Task-based Assessment Activity 2: Bongani's Story Case study  <b>Module Assessment:</b> Let's Act! Knowledge Test	<b>Assessment Activity 2:</b> Bongani's Story. Case Study <b>Module Assessment:</b> Knowledge Test Let's Act!
<b>Subject Outcome 3:</b>				
<b>Explain positive ways to deal with infectious diseases in terms of its impact on the community</b>	<b>Module 2</b>			
<b>Learning Outcomes 1</b>				
Identify, using suitable examples, how a supportive environment could be created for the afflicted; both personally and in the community in terms of physical, social, emotional, spiritual and psychological support.	<b>Unit 3:</b> <ul style="list-style-type: none"> <li>It begins with you</li> <li><b>How to create an emotionally supportive environment</b></li> <li><b>How to create a physically supportive environment</b></li> </ul>	<u>Life@play.learn:</u> It's not my problem!  Discover and Learn 8: Where to find help?	Task-based <b>Assessment Activity 3:</b> Create a caring Community! Community project <b>Module Assessment:</b> Let's Act! Knowledge Test	<b>Assessment Activity 3:</b> Create a caring Community! Community project <b>Module Assessment:</b> Knowledge Test Let's Act!
<b>Subject Outcome 4:</b>				
<b>Explain the balance between physical and mental wellness in relation to work productivity</b>	<b>Module 2</b>			

Learning Outcomes 1 and 2				
<ul style="list-style-type: none"> <li>Define physical wellness</li> <li>Define mental wellness</li> </ul>	<b>Unit 4:</b> <ul style="list-style-type: none"> <li>What is wellness?</li> <li>Physical Wellness</li> <li>Mental Wellness</li> </ul>		Task-based <b>Assessment Activity 4:</b> Promote wellness in the workplace. <b>Module Assessment:</b> Let's Act! Knowledge Test Task-based	<b>Assessment Activity 4:</b> Promote wellness in the workplace Group project <b>Module Assessment:</b> Knowledge Test Let's Act!
Learning Outcome 3				
Explain the interrelationship between the above in terms of the achievement of whole system balance.	<b>Unit 4:</b> A healthy mind and body lead to a balanced lifestyle	<u>Life@play.learn:</u> Laughter is the best medicine. Discover and Learn 9: Find your wellness role model.	Task-based <b>Assessment Activity 4:</b> Promote wellness in the workplace. <b>Module Assessment:</b> Let's Act! Knowledge Test Task-based	<b>Assessment Activity 4:</b> Promote wellness in the workplace group project <b>Module Assessment:</b> Knowledge Test Let's Act!
Learning Outcome 4				
Explain how the above impacts work productivity	<b>Unit 4:</b> A healthy mind and body lead to a balanced lifestyle	<u>Life@play.learn:</u> Laughter is the best medicine. Discover and Learn 9: Find your wellness role model.	Task-based <b>Assessment Activity 4:</b> Promote wellness in the workplace. <b>Module Assessment:</b> Let's Act! Knowledge Test Task-based	<b>Assessment Activity 4:</b> Promote wellness in the workplace Group project <b>Module Assessment:</b> Knowledge Test Let's Act!

## 1. Tips for the facilitator!

As you no doubt know, stress has become something that most people talk about and experience. However, as adults we sometimes have the impression that young people, especially the students we teach, go through life in a carefree manner and do not worry about much. This is not entirely true. Young people of today are confronted with much more than young people of a decade ago. When teaching this module, listen to them and be sensitive to what causes them stress.

Many of them may come from homes where someone with an infectious disease is being treated. Therefore this module is important to them. Be sensitive to their reactions to this module and if needed, refer them to community structures which can assist them.

## 2. Guidelines for activities!

### 2.1 Unit 1: Stress is part of your life!



#### Discover and Learn 1: Describe the Term!

Stress is a word which is commonly used. Students write down what they think the word means. Remember their answers in this activity should be compared to the definitions given in the book at the end of the lesson.

##### Media to use

Koki pens, flip chart, paper

#### Discover and Learn 2: Good Stress!

Students write down occasions when they have experienced “good” stress. In other words, stress which helped them to perform better or enjoy something more. Check their answers to ensure that they do not confuse eustress with distress.

##### Media to use

Pens, paper

#### Discover and Learn 3: Stress Stories!

Students match the stories in the activity with the type of stress in the table.

##### Media to use

Pen, paper

##### Memorandum:

Type of stress	Number
Hypostress	2
Post-traumatic stress disorder	1
Acute distress	5
Hyperstress	3
Chronic distress	4



#### Assessment Activity 1: Stressed out!

Students identify the causes of stress in certain life situations and what type of stress it is. They also identify coping strategies which they can use to cope with stress.

For competency they have to score a **rating of at least 5**.

**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

**Memorandum**

Type of stress (1 Mark each)	Internal/External Stressor (1 mark each)	Coping mechanism (any answer) (2 marks each)
1. Chronic stress / distress	External	Watch what you are thinking. Be positive. Get enough exercise and eat well to sleep better and avoid headaches.
2. Chronic stress / distress	External	He/she should confront the issue and solve the problem. Watch what you are thinking.
3. Eustress / acute stress	External	He/she should prepare properly. Eat a healthy breakfast. Watch what he/she is thinking.
4. Post traumatic stress disorder	External	Needs to speak to a counsellor. Build activities into his/her schedule to help him/her relax. Keep a diary or journal of his/her dreams and talk to someone about them.
5. Hypostress	Internal	He/she has to watch what he/she thinks. He/she has to learn to be realistic.

**Total: 20**

**2.2 Unit 2: Factors which contribute to stress**



**Discover and Learn 4: How stressed are you?**

Students answer questions to determine their levels of stress. Allow them to use the following key as a guideline.

**If you:**

- Answered mostly *yes*, you are probably experiencing high levels of stress and you need to get help quickly;
- Answered *yes* to 4-6 questions, your stress levels are still risky and you should make a few lifestyle changes;
- Answered *yes* to fewer than 4 questions, your stress levels are under control.

After answering the questions allow them to look at their *yes* answers and discuss strategies to minimise stress and cope with stressors in a more effective manner.

**Media to use**

Text book, pen, paper



**Discover and Learn 5: Be Polite!**

Students can do this activity in conjunction with the preceding text box, Top Ten Daily Workplace Stressors, as a guideline. They may turn the stressors into rules which will lessen stress in the workplace.

**Media to use**

Koki pens, posters

**Life@play.learn: Let's breathe!**

When doing this exercise, ensure that students really breathe deeply and do not move only their shoulders up and down.

Allow students to do any additional relaxation exercises as stress relievers.



**Discover and Learn 6: Do not sweat the small stuff!**

Students list problems, burdens and stressors which cause them some form of distress. They should number the list from the most serious to the least serious problem and write a possible action which might lessen the stress. Try and follow up from time to time to see whether they are sticking to what they decided to do.

**Media to use**

Pens, paper



**Discover and Learn 7: My gratitude journal**

Students keep a gratitude journal in which they record what they are thankful for. Encourage them to write something which is really personal and specific and not general observations such as the sun is shining. Do not push them to share their thoughts but try to encourage them to share with the group the effect which keeping a journal had on them.

**Media to use**

Pens, paper

**Life@play.learn: Let's Play!**

Ask students to play a card game as a form of relaxation. Use any other board games if they are available. The aim of the game is to have fun. Ask students afterwards how they felt and what they enjoyed most. Steer them towards the fact that a game can relieve stress.

**Media to use**

Playing cards, board games





### Assessment Activity 2: Bongani's story.

Read the following case study

#### Case study: Bongani's story

Bongani is 26 years old. He works as a computer technician at the local college. He is very busy during the day as there are many computers on the campus and his colleague has resigned. He is always on call to fix computers in the classrooms and the offices. People always expect him to respond quickly as they are not able to carry on with their work until their computers are fixed. As he is always running around, he does not find time to keep his administrative work up to date. Today Bongani became very angry when a lecturer was impatient because she wanted the work to be done faster. He started shouting at her. Then he left the classroom, locked himself in his office and pretended that he was not there. He smoked more cigarettes than usual and after work he went to a local club. After drinking a few beers he felt better. He stayed at the club and eventually got very drunk. The next day at work he did not feel well and found it difficult to concentrate.

#### Questions: Memorandum

1. What caused Bongani to shout at the lecturer?

He is overworked. He has to do all the work himself as his colleague resigned and was not replaced. He does not find time to do his administrative work. People are always complaining as they are in a hurry to have their computers fixed. Bongani cannot cope with the demands of the job. (3x2) (6)

2. Name three things which he does wrong in dealing with the situation.

- a. He loses his temper.
- b. He smokes too much
- c. He drinks too much. (3x2) (6)

3. Give him advice on how to deal with the situation in a positive manner.

List four ideas which he could choose from.

- **Do not over schedule:** If you are feeling stretched, consider cutting one or two activities. Only hold on to those which are most important to you.
- **Be realistic:** Remember that no one is perfect. This goes for you and others. If you need help, ask for it and do not expect others to be perfect either.
- **Get enough quality sleep:** You need a good night's sleep to keep your body and mind in good shape. This will help you cope better with the demands made on you. See to it that you get more or less eight hours sleep a night.
- **Learn to relax:** Make sure you build enough activities into your schedule which are calming and pleasurable. E.g. read a good book, make time for a hobby, spend time with a pet or take long, relaxing baths, listen to music.
- **Treat your body well:** Get enough exercise to keep your body in good condition. Eat well. When one is stressed it is easy to eat junk food, but this is the time when your body needs vitamins and minerals most. Alcohol and drugs may appear to relieve the stress but this is only temporary. In the end they wear your body down, making it more difficult to cope with stress.



- **Watch what you are thinking:** Your outlook, thoughts and attitude influence the way you see things. Make sure you see a cup as half full and not half empty!
- **Solve the minor problems:** Solving the smaller problems can give you a sense of control. However, if you avoid them, you might feel as though you have little control over your life and add to the stress. Solving minor problems could boost your confidence and help you move on to solving bigger ones. (ANY 4) (4X2) (8)

**Total: 20**

## 2.3 Unit 3: Infectious diseases and their impact

### **Life@play.learn: It’s not my problem!**

Divide the class into two groups. Ask them to form a circle and give each group seven small balls. The ball is the problem and when it is thrown to someone, he/she should get rid of it as quickly as possible. The only way he/she can get rid of it is by calling out someone else’s name and, while throwing the ball, call out “(Name), *it’s not my problem.*” Once the ball has changed hands several times, introduce a second, third and fourth ball by following the process explained above. Allow the game continue for three to four minutes after all the balls (problems) have been introduced.

#### **Discussion Points**

##### **Expected responses to questions:**

1. Describe some of the feelings you experienced when playing the game.  
*Anxiety, confusion, feeling overwhelmed, relieved to get rid of the problem.*
2. Do you think people who have infectious diseases are treated this way in their homes and communities? *Yes. People are busy with their own lives, fear of infection, not feeling responsible.*
3. Write down a few specific things that you think could happen to such a person.  
*They can take longer to heal; they can come depressed and even commit suicide.*
4. How do you think being treated in this manner would make a person feel?  
*Angry, abandoned, rejected, hopeless, lonely.*

#### **Media to use**

14 small balls, blackboard, chalk, overhead projector, transparencies, pens



### **Discover and Learn 8: Where to find help?**

Students have to go into their communities to find structures which help with the care of people afflicted with infectious diseases. The focus should be on structures which assist families who have to care for the afflicted at home. Students should complete the following table:

Name of organisation or support structure	Service or assistance provided	Contact details

**Media to use**

Paper, pen, Internet, local newspapers

**Assessment Activity 3: Create a Caring Community!**

Divide the class into groups of no more than five. Students should draw up a plan of how they would go about starting a similar project to that described in the text book in their community. The main goal of the project would be to support people who are afflicted with infectious diseases. Activities should centre around information sharing, starting support groups for the afflicted as well as the affected families, support from the community for home care of the sick.

**Marks will be allocated as follows:**

Plans for the community project (30)

Final product (10)

**Total: 40**

Creating a Caring Community Mark Sheet		Marks	Comment
<b>Plans for the Community Project (Content)</b>	<b>[30]</b>		
<i>Did the students include in the plans</i>			
1. How <b>information sharing</b> in the community would happen?	(5)		
2. Identification of <b>support groups</b> for the <b>afflicted</b> and explain how they would be supported?	(5)		
3. Identification of <b>support groups for the families</b> of the afflicted and explain how they would be supported?	(5)		
4. How to <b>support homecare of the sick</b> ?	(5)		
5. Assistance with <b>feeding schemes</b> and related support?	(5)		
6. How to <b>involve</b> and what kind of involvement is expected from <b>spiritual and religious leaders</b> in the community?	(5)		
<b>Presentation of project plans</b>	<b>[10]</b>		
<i>Did the students</i>			
1. Name the project creatively so that its purpose could be easily identified?	(5)		
2. Set out their plans neatly and clearly in writing?	(5)		

## 2.4 Unit 4: Physical and Mental Wellness

**Discover and Learn 9: Find your Wellness Role Model!**

Students should find their wellness role models. They should find three role models for physical as well as mental wellness. The students may choose whoever they wish as long as they can justify their choice. Stress that they do not have to choose a famous person but it could be anybody they look up to for the above reasons. Allow students to share their answers with their group and allow time for discussion.

**Media to use**

Pen, paper, blackboard, chalk, overhead projector, transparencies, pens

## **Life@play.learn: Laughter is the best medicine!**

In this activity students come up with absurd ideas to make one another laugh. Allow the activity to be noisy and expect it to get a little out of hand. However, it is important to get feedback from the students on how the activity made them feel. Stress the fact that laughter is good for mental wellness as it makes one feel better instantly.



### **Assessment Activity 4: Promote wellness in the workplace.**

Students should draw up a proposal on how their company could promote physical and mental wellness amongst employees. They should write down ten **practical** ideas which could be implemented to accomplish this goal. They should also indicate how they would go about implementing the idea.

#### **The following criteria will be used for the allocation of marks:**

- Be practical to implement
- Promote physical fitness
- Provide opportunity for relaxation
- Provide opportunity for mental health
- Promote healthy eating habits

**Total: 20**

#### **Award two marks for every idea.**

Examples of ideas:

1. Start an exercise class during lunch breaks or after work. Make use of an instructor who is hired by the company.
2. Create restful corners where staff can sit during lunch time. Provide board games or interesting magazines which they can read.
3. Make use of the company's intranet to circulate articles and others on mental health.
4. Ensure that the cafeteria has healthy snacks and lunches for staff to buy. e.g. fruit, whole wheat sandwiches and salads.

### 3. Handouts



#### Assessment Activity 1: Stressed out!

Read the following stories of people who experience different types of stress:

1. Tom is a 58 year old man. He was recently promoted and does most of his work on a computer. He has never worked on a computer before and has to learn how to now. He goes to evening classes but he finds it difficult to keep up. He has developed constant headaches and finds it difficult to sleep.
2. Thabo enjoys his work. He likes people and gets on well with everybody. Recently a man was appointed in his department. The man seems to think that Thabo is not capable and always criticises his work. Lately Thabo has experienced feelings of depression and doubts his ability to do his work.
3. Regina attends a college where she studies tourism. She has to conduct a guided tour for marks this morning and she feels lightheaded and her hands are shaking.
4. Mpho studies away from home. When he was at home during the previous holiday they experienced severe flooding and his family lost many of their possessions. Recently he often dreams that he is drowning and when he wakes up he finds it difficult to go back to sleep.
5. Annie is never satisfied with any work she has done. She always feels as if it is not good enough. Lately she has stopped doing her homework anymore and just lies on the couch in the afternoon.

Complete the table below by identifying the type of stress and stressor. Then write down a coping mechanism that people may use to lessen the stress in their lives.

Type of stress (1 mark each)	Internal/External Stressor (1 mark each)	Coping mechanism (2 marks each)
1.		
2.		
3.		
4.		
5.		
6.		

**Total: 20**



### Assessment Activity 2: Bongani's Story

Read the following case study

#### Case study: Bongani's story

Bongani is 26 years old. He works as a computer technician at the local college. He is very busy during the day as there are many computers on the campus and his colleague has resigned. He is always on call to fix computers in the classrooms and the offices. People always expect him to respond quickly as they are not able to carry on with their work until their computers are fixed. As he is always running around, he does not find time to keep his administrative work up to date. Today Bongani became very angry when a lecturer was impatient because she wanted the work to be done faster. He started shouting at her. Then he left the classroom, locked himself in his office and pretended that he was not there. He smoked more cigarettes than usual and after work he went to a local club. After drinking a few beers he felt better. He stayed at the club and eventually got very drunk. The next day at work he did not feel well and found it difficult to concentrate.

#### Questions:

1. What caused Bongani to shout at the lecturer?

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(3x2) (6)

2. Name three things which he does wrong in dealing with the situation.

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(3x2) (6)

3. Give him advice on how to deal with the situation in a positive manner. List four ideas which he can choose from.

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(4x2) (8)

**Total: 20**



### Assessment Activity 3: Create a Caring Community!

#### Project: First Hand.

Some people do not believe that HIV is a threat to them. Others think that since they do not belong to a risk group (such as drug users) they will not be infected by the virus. People with HIV have a special ability to reach others and help them understand how they might be at risk. In the city of Santa Cruz, California, in the United States, people with HIV help educate other people about AIDS. Six HIV-infected men were willing to share their personal stories with the community organised Project First Hand. At community meetings, they shared their “first-hand” experiences of living with HIV. By telling their own stories they were able to help other people to relate to HIV on a personal level. The men were role models for others in the community. Over time, others volunteered for the programme. They went through short training classes about HIV and public speaking. Project First Hand set up meetings in the community. Health workers were there to help with technical questions and friends asked the questions if the crowd was too shy. People who heard these stories were so moved that they have written letters of support to the speakers.

Draw up a plan of how you would go about starting a similar project in your community. The main goal of the project is to support people who are afflicted with infectious diseases. Activities should centre around information sharing, starting support groups for the afflicted as well as the affected families and support from the community for home care of the sick.

#### Marks will be allocated as follows:

Plans for the community project (30)  
Final product (10)

**Total: 40**

**Use this task checklist to check whether you did it adequately.  
Competency is achieved by meeting all the requirements.**

Creating a Caring Community: Performance Indicators	Yes	No	If 'No' what needs to be corrected or done?
<b>Plans for the community project (Content) [30]</b>			
<i>Did you include in the plans strategies</i>			
1. For information sharing in the community?			
2. To start support groups for the afflicted?			
3. To start support groups for the families of the afflicted?			
4. For support from the community for homecare of the sick?			
5. For possible help with feeding schemes and related support?			
6. For possible involvement of spiritual and religious leaders from the community?			
<b>Presentation of project plans [10]</b>			
<i>Did you</i>			
1. Name your project creatively so that its purpose could be easily identified?			
2. Set out your plans neatly and clearly in writing?			

**Assessment Activity 4: Promote wellness in the workplace**

You work in the Human Resources Department of your company and receive an instruction to draw up a proposal on how your company can promote physical and mental wellness amongst employees. Write down ten **practical** ideas that could be implemented to accomplish this goal. Write down how you would go about implementing the idea.

**Bear in mind the following criteria will be used for the allocation of marks:**

- Be practical to implement
- Promote physical fitness
- Provide opportunity for relaxation
- Provide opportunity for mental health
- Promote healthy eating habits

(10x2)

**Total : 20**



## 4. Module Assessment

### 4.1 Knowledge Test

#### Module 2: Healthy and Positive Living

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Answer all the questions.

**Total marks: 60**

**Duration:** 1 Hour

**Question 1:** Write down a definition for each of the following terms:

1.1 Stress

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1.2 Physical wellness

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1.3 Mental wellness

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(3x3) (9)

**Question 2:** Indicate whether the following statements are true or false. Write only T or F in the space provided.

Statement	T / F
1. The body's reaction to danger is called the "fight or flight" response.	
2. Stress responses are always immediate and over quickly.	
3. Eustress can lead to burnout.	
4. One should force a sick person to eat as it could lead to better health.	
5. In order to prevent bed sores, a caregiver has to turn a patient every two hours.	
6. A strong sense of personal responsibility is a sign of mental wellness	

(6)

**Question 3:** Write down the following stressors in the correct column under the correct heading: racism, perfection, fear of heights, poverty, attitude, chronic illness.

Internal	External

(6)

**Question 4:** Explain the following types of stress and give an example of each:

4.1 Eustress:

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4.2 Post traumatic stress disorder:

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4.3 Hypostress:

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(3x3) (9)

**Question 5:** Explain the difference between *role demands* and *task demands* in the workplace.

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**Question 6:** Explain five ways in which one could create an emotionally supportive environment for someone who is afflicted by an infectious disease.

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(5x3)(15)

**Question 7:** Write down five actions a caregiver could do to make a very sick person more comfortable.

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(5)

**Question 8:** Name six qualities found in someone who maintains a high level of physical and mental wellness.

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(6)

**Total: 60**

## Memorandum: Knowledge Test

### Module 2: Healthy and Positive Living

**Question 1:** Write down a definition for each of the following terms:

1.1 Stress

- A simple definition of stress is:

**STRESS** is the uncomfortable **GAP** *between*

- a) how we would like our life to be  
and
- b) how it actually is

1.2 Physical wellness

Physical wellness means to respect and take care of your body. It means making healthy and positive choices regarding a variety of issues including nutrition, physical activity, sexuality, sleep, the use of alcohol and other drugs, self care and the appropriate use of health care systems. Taking responsibility for your physical wellness means taking responsibility and care for minor illnesses and also knowing when medical attention is needed.

1.3 Mental wellness

*Mental wellness* is generally viewed as a positive attribute. It highlights emotional well being, the capacity to live a full and creative life and the flexibility to deal with life's inevitable challenges. One can look at how effectively and successfully a person functions to determine mental wellness.

(3x3) (9)

**Question 2:** Indicate whether the following statements are true or false. Write only T or F in the space provided.

Statement	T / F
1. The body's reaction to danger is called the "fight or flight" response.	T
2. Stress responses are always immediate and over quickly.	F
3. Eustress can lead to burnout.	F
4. One should force a sick person to eat as it could lead to better health.	F
5. In order to prevent bed sores, a caregiver should turn a patient every two hours.	T
6. A strong sense of personal responsibility is a sign of mental wellness	T

(6)

**Question 3:** Write down the following stressors in the correct column under the correct heading: racism, perfection, fear of heights, poverty, attitude, chronic illness.

Internal	External
Perfectionism	Racism
Fear of heights	Poverty
Attitude	Chronic illness

(6)

**Question 4:** Explain the following types of stress and give an example of each:

4.1 Eustress:

Even though we usually think of stress in negative terms, it can also be positive. Eustress is one of the helpful types of stress. It gives the muscles, heart and mind the strength needed for what is about to occur. For example, when someone needs extra energy or creativity, eustress kicks in to provide the inspiration needed. An athlete will experience the strength that comes from eustress right before he/she plays a big game or enters a competition. After the competition, the body returns to its normal state. In other words, it is not prolonged or ongoing stress

4.2 Post traumatic stress disorder:

Post traumatic stress disorder is a psychiatric condition which can occur after life-threatening events, such as military action, natural disasters, terrorist incidents, serious accidents and violent personal assaults (e.g. rape, armed robbery).

Following severe trauma, some stress reactions do not go away and even worsen over time. People who suffer from PTSD often relive the experience through nightmares and flashbacks, have difficulty sleeping and feel detached or estranged. These symptoms are often severe and long lasting and they can significantly interfere with normal life.

4.3 Hypostress:

This is the result of an insufficient amount of stress. Hypostress is the type of stress experienced by someone who is constantly bored. Someone in an unchallenging job, such as a factory worker performing the same task over and over, will often experience hypostress. The effect of hypostress is a feeling of restlessness and a lack of inspiration.

(3x3) (9)

**Question 5:** Explain the difference between *role demands* and *task demands* in the workplace.

- **Task demands:** There could be tremendous pressure on someone to complete tasks in the time given. An employee could also experience the task as being too difficult for him/her.
- **Role demands:** People who play a leading role in an organisation can experience pressure due to the responsibilities they have to fulfil. This pressure could increase if they were responsible for other people.

(4)

**Question 6:** Explain five ways in which one could create an emotionally supportive environment for someone who is afflicted by an infectious disease.

- **Support groups:** It is often useful for a group of people to get together and talk about their lives. Support groups of people with infectious diseases give them a chance to talk about their problems and successes. They could learn how to deal with common problems from other people in the group. Support groups help people to feel less lonely. They gain strength from their group because they are not alone in their struggle. These groups can vary from drop-in groups where people go only when they have a problem, or long-term groups which meet on a regular basis. It helps if groups are made up of people with similar lifestyles. In this way they are able to understand each other's situation and language better. Support groups for family members of these people are also helpful. Family members have many fears and many also feel isolated from their community. A support group could help them with these problems.
- **Emotional and psychological support:** Be compassionate and willing to spend time with the afflicted person. Treat the person with dignity. An illness does not change who the person is and treating him/her differently could possibly result in the person withdrawing from social contact. Provide physical contact such as holding hands, stroking the person, hugging or massaging a bedridden person's feet. Learn to listen. Be sensitive and show that you want to understand what the person is going through. Discuss worrying issues such as custody of children.
- **Social support:** All people with infectious diseases will need help at some stage. This help could come from the family, the government or the community. For example counselling, home care, assistance with food, shelter or transportation may be needed. If you know someone who is affected, find out what services are available. If there are no such services, you could start some. This may mean starting a support group, making a list of health workers and counsellors who work with people who are affected or starting a "buddy" system. In such a system people volunteer to be friends with affected people. Talk to people and find out what their needs are and how they can be met.
- **Spiritual support:** Be aware that the sick person is experiencing a range of emotions. These emotions may include a fear of dying. In such instances the sick person may need spiritual support. Be sensitive and respect the faith of the person. If requested, arrange for a religious or spiritual leader to assist and support the sick person. If requested, pray with the person. Sincere spiritual support may lessen the levels of anxiety and fear a sick person is experiencing.
- **Home care:** Most families take care of sick members at home. It is often the best way to care for people with HIV and other diseases such as Tuberculosis. However, some people are afraid to care for them at home. Such families need to be educated that with a few precautions, it is possible to care for people with HIV at home in a loving and supportive way. They should be reminded that HIV has never been spread by sharing food, cookware, towels or other household items.

(5x3) (15)

**Question 7:** Write down five ways a caregiver could make a very sick person more comfortable.

- Keep giving pain killers. Make sure pain is controlled even if the person is unconscious.
- Treat fever.

- Control symptoms such as diarrhoea with medicine.
- Continue TB treatment to avoid spreading the disease to family members.
- Moisten lips, mouth and eyes.
- Keep the sick person clean and dry.
- Give skin care and turn the patient at least every two hours to prevent bedsores.
- Reduce noise where possible. (ANY 5) (5)

**Question 8:** Name six qualities found in someone who maintains a high level of physical and mental wellness.

- High self-esteem and a positive outlook
- A foundation philosophy and a sense of purpose
- A strong sense of personal responsibility
- A good sense of humour and plenty of fun in life
- A concern for others and a respect for the environment
- A conscious commitment to personal excellence
- A freedom from addictive behaviours of a negative or health-inhibiting nature
- A capacity to cope with whatever life presents and to continue to learn
- Highly conditioned and physically fit
- A capacity to love and an ability to nurture
- A capacity to manage life demands and communicate effectively (ANY 6) (6)

**Total: 60**



## 4.2 Portfolio Activity: Let's Act!



1. Students form groups of at least five.
2. Each group chooses between making a video or doing a live performance of **one** of the following scenarios:
  - a. Show a family who is experiencing a stressful time and how they manage their stress. The stressors and sources of stress should be made clear. Also demonstrate how the family is coping.
  - or**
  - b. Show a family who has a person with an infectious disease in the home. Show clearly how they manage and care for this person socially, emotionally, spiritually and physically.

Groups perform the chosen scenario or show the video. It should be interesting, professional and capture the attention of the audience.

**The marks will be allocated as follows:**

- Teamwork (allocation of duties and roles etc.) (10)
- Content of the play (30)
- Final presentation (10)

**Total: (50)**

**True competency is achieved by meeting all the requirements.**

Mark Sheet : Let's Act	Marks	Feedback
<b>Teamwork (10)</b> <i>Did the students</i>		
1. form a group? (1)		
2. choose an activity? (1)		
3. indicate how they assigned tasks and responsibilities to each member of the group? (4)		
4. indicate the group roles for each member? (4)		
<b>Family experiencing stress (30)</b> <i>Did they include in the play</i>		
1. the sources of stress for the family? (10)		
2. how the stress manifests itself in the family? (10)		
3. coping strategies used to minimise the stress? (10)		
<b>Homecare of infected person (30)</b> <i>Did they include in the play</i>		
1. examples of social and emotional care? (10)		
2. examples of spiritual care? (10)		
3. examples of physical care? (10)		
<b>Final presentation (10)</b> <i>Were they/did they?</i>		
1. well prepared for a professional performance? (3)		
2. communicate the message clearly and successfully? (4)		
3. capture the attention of the audience? (3)		

## 5. Bibliography and Websites

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

1. Borg-Jorensen E., 2007. *Life Orientation in Context, Grade 12 Learner book*. Bestborg.
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