

Creative Problem Solving

Subject Outcomes	Learning Outcomes	Assessment Standards	Assessment Tasks/ Activities
1. Distinguish between problems and challenges and provide relevant examples.	<ul style="list-style-type: none"> Define problem. Define challenge. Use the above definitions to distinguish between the concepts. Provide examples to illustrate the above. 	Concept of problems and challenges are distinguished with examples	An extract from a book or a quiz which needs creative thinking so that students can be challenged to apply problem solving techniques and decision making skills.
2. Demonstrate understanding of positive and negative attitudes. 3. Describe the impact of the above on individuals and relationships.	<ul style="list-style-type: none"> Demonstrate understanding of positive attitudes through the provision of relevant examples. Demonstrate understanding of negative attitudes through the provision of relevant examples. Describe, using relevant examples, how each of the above impacts individual and social relationships 	The impact of one's attitude on problems and challenges is described in terms of its effect on individuals and relationships.	Refer to the above
4. Explain the different problem solving methods and identify different contexts of usage.	<ul style="list-style-type: none"> Review the different problem solving methods. Explain them using relevant examples 	Different techniques for solving problems or making decisions are explained to determine when each should be used.	Refer to the above
5. Demonstrate understanding of the problem source, origin and extent by linking these to a real life issue.	<ul style="list-style-type: none"> Review definitions of the problem source, extent and origin. Demonstrate understanding of the above through the provision of relevant examples. Identify a real life situation to contextualise above understanding. 	A real life issue is identified and described in order to determine the source, origin and extent of the problem.	Refer to the above
6. Explain methods and strategies that can be used to guide life decisions and provide relevant examples for the above.	<ul style="list-style-type: none"> Demonstrate understanding of the difference between personal and social issues. Illustrate the above with relevant examples. Define life decisions by using appropriate examples. Identify relevant methods and strategies that can be used to assist in making of life decisions. Use relevant examples to illustrate the above. 	Methods and strategies to deal with the personal issues are explained in order to guide life decisions	Refer to the above

Subject: Life Orientation Level 4				
Module Name: Creative Problem Solving				
Subject Outcome 1:	Module and Unit	Exercises	Assessment Methods	Portfolio of Evidence Activity
Distinguish between problems and challenges and provide relevant examples.	Module 4			
Learning Outcomes 1, 2 & 3				
Define a problem. Define a challenge. Use the above definitions to distinguish between the concepts. Provide examples to illustrate the above.	Unit 1: Definitions of problems and challenges Different kinds of problems	Discover and Learn: 1 My problems and Challenges. Learner@play. learn: Help! We need an extra door!	Test-based Assessment Activity 1: Problems and Challenges Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 1: Problems and Challenges! Module Assessment: Knowledge Test Portfolio Activity
Subject Outcomes 2 and 3:				
Demonstrate understanding of positive and negative attitudes. Describe the impact of the above on individuals and relationships.	Module 4			
Learning Outcome 1				
Demonstrate understanding of positive attitudes through the provision of relevant examples.	Unit 2: Positive and Negative Attitudes	Discover and Learn 2: Radio stories! Discover and Learn 3: Positive versus Negative! Discover and Learn 4: The Attitude test!	Test-based Assessment Activity 2: Turn Negatives into positives! Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 2: Turn Negatives into Positives! Module Assessment: Knowledge Test Portfolio Activity
Learning Outcome 2				
Demonstrate understanding of negative attitudes through the provision of relevant examples.	Unit 2: Positive and Negative Attitudes	Discover and Learn 2: Radio stories! Discover and Learn 3: Positive versus Negative! Discover and Learn 4: The Attitude test!	Test-based Assessment Activity 2: Turn Negatives into positives! Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 2: Turn Negatives into positives! Module Assessment: Knowledge Test Portfolio Activity

Learning Outcome 3				
Describe, using relevant examples, how each of the above impacts individual and social relationships	Unit 2: It's all in your attitude!	Discover and Learn 2: Radio stories! Discover and Learn 3: Positive versus Negative! Discover and Learn 4: The Attitude test!	Test-based Assessment Activity 2: Turn Negatives into positives! Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 2: Turn Negatives into positives! Module Assessment: Knowledge Test Portfolio Activity
Subject Outcomes 4:				
Explain the different problem solving methods and identify different contexts of usage.	Module 4			
Learning Outcome 1				
Review the different problems solving methods.	Unit 3: <ul style="list-style-type: none"> An effective problem solver! Creative problem solving! Different methods and techniques for solving and managing problems How to solve social and work-related problems 	Discover and Learn 5: Figure it out! Discover and Learn 6: Think outside the box! Discover and Learn 7: Let's solve the problem! Discover and Learn 8: Elephants galore!	Test-based Assessment Activity 3: You've won a car! Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 3: You've won a car! Module Assessment: Knowledge Test Portfolio Activity
Learning Outcome 2				
Explain the different problem solving methods with the use of relevant examples.	Unit 3: <ul style="list-style-type: none"> An effective problem solver! Creative problem solving! Different methods and techniques for solving and managing problems How to solve social and work-related problems 	Discover and Learn 9: Safety problems at work!	Test-based Assessment Activity 3: You've won a car! Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 3: You've won a car! Module Assessment: Knowledge Test Portfolio Activity
Subject Outcome 5				
Demonstrate understanding of the problem source, origin and extent by linking these to real life issues.	Module 4			
Learning Outcome 1				
Review definitions of the problem source, extent and origin	Unit 4: Where does it start?	Discover and Learn 10: Life issues and problems!	Test-based Assessment Activity 4: Ask Sis Dolly! Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 4: Ask Sis Dolly! Module Assessment: Knowledge Test Portfolio Activity

Learning Outcome 2				
Demonstrate understanding of the problem source, extent and origin through the provision of relevant examples.	Unit 4: Real life issues	Discover and Learn 10: Life issues and problems!	Test-based Assessment Activity 4: Ask Sis Dolly! Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 4: Ask Sis Dolly! Module Assessment: Knowledge Test Portfolio Activity
Learning outcome 3				
Identify a real life situation to contextualise above understanding.	Unit 4: Real life issues	Discover and Learn 10: Life issues and problems!	Test-based Assessment Activity 4: Ask Sis Dolly! Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 4: Ask Sis Dolly! Module Assessment: Knowledge Test Portfolio Activity
Subject outcomes 6				
Explain methods and strategies which can be used to guide life decisions and provide relevant examples.	Module 4			
Learning Outcomes 1& 2				
Demonstrate understanding of difference between personal and social issues. Illustrate the above with relevant examples.	Unit 5: • Methods and strategies for making good decisions • Bad decisions	Discover and Learn 11: Guiding Questions! Discover and Learn 12: Good Decisions! Discover and Learn 13: I want to get there!	Test-based Assessment Activity 5: Ask Sis Dolly (continue) Module Assessment: Knowledge Test Portfolio	Assessment Activity 5: Ask Sis Dolly (continue) Module Assessment: Knowledge Test Portfolio Activity
Learning Outcome 3				
Define life decisions by using appropriate examples	Unit 5: • Methods and strategies for making good decisions • Bad decisions	Discover and Learn 11: Guiding Questions Discover and Learn 12: Good Decisions! Discover and Learn 13: I want to get there!	Test-based Assessment Activity 5: Ask Sis Dolly (continue) Module Assessment: Knowledge Test Portfolio Activity	Assessment Activity 5: Ask Sis Dolly (continue) Module Assessment: Knowledge Test Portfolio Activity
Learning Outcomes 4 & 5				
Identify the relevant methods and strategies which may be used to assist in the making life decisions. Use relevant examples to illustrate the above.	Unit 5: • Methods and strategies for making good decisions • Bad decisions	Discover and Learn 11: Guiding Questions! Discover and Learn 12: Good Decisions! Discover and Learn 13: I want to get there!	Test-based Assessment Activity 5: Ask Sis Dolly (continue) Module Assessment: Knowledge Test Portfolio	Assessment Activity 5: Ask Sis Dolly (continue) Module Assessment: Knowledge Test Portfolio Activity

1. Tips for the facilitator!

Problems and challenges are part of everyone's life and it is therefore essential that you assist students to face their problems and to deal with them. Stress the fact that problems and challenges come in all shapes and sizes and if they are able to deal with small problems in their everyday lives they will be able to deal with bigger problems. Use every day situations to sketch problems or challenges like when to get up, what to do today, if plans go wrong- what to do about it, to show them that they already have some techniques which will help them solve problems.

Assist them to understand that solving problems can become a positive, fun experience!

2. Guidelines for activities!

2.1 Unit 1: Problems and challenges!



Discover and Learn 1: My problems and challenges!

Problems	Challenges
No money	Find part time job
No place to stay	Look, advertise, ask fellow students
Unwanted pregnancy	Go for counselling, ask for advice, talk to father, parents
No food	Ask for money for food – parents, relatives Find part time work
Problems with girlfriend/boyfriend	Talk to person, go for counselling or guidance
Molested	Speak out, talk to parents, family, police.
Raped	Speak out, go to police, get help, get tested for diseases, AIDS
No place to study	Go to library, ask friends to help
Parents / family	Talk about problems, face the situation, discuss with counsellor, ask for advice, try and change yourself, look at yourself
Study problems	Go to guidance or student support to get help
AIDS	Get tested, healthy living, look after yourself, enjoy life, share with others
HIV-tested positive or stress because might have AIDS	Get tested, use medication, speak out, go to support groups

Media to use:

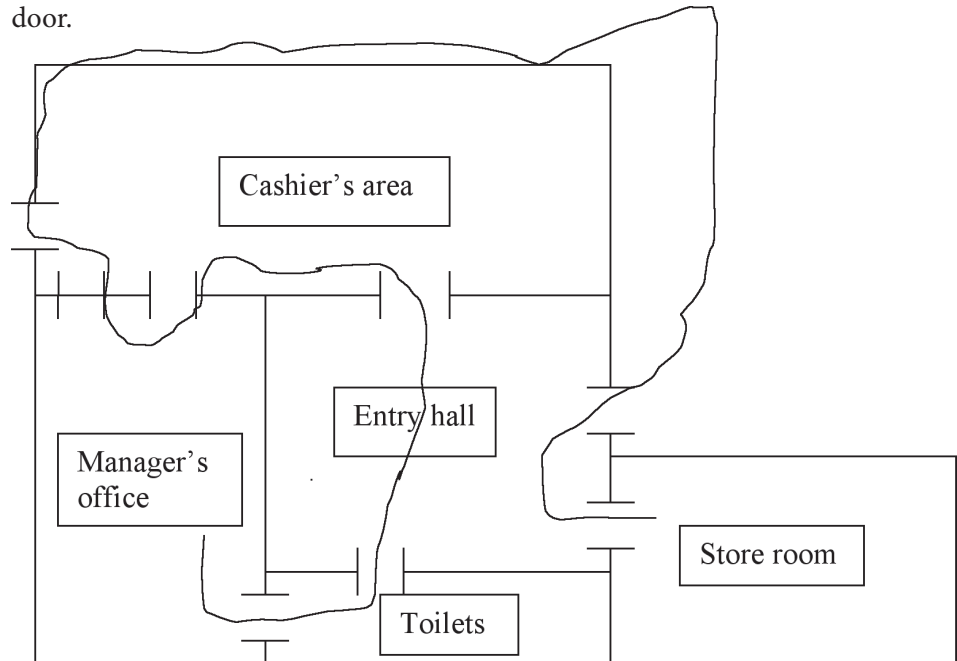
Transparencies, pictures.

Life@play.learn: Help! We need an extra door!

Game Objective: To experience how you should use your imagination and creativity to think outside the box in order to solve problems.

Challenge 1: What will you do?

Start in the manager's office and see if you can find the place to add an extra door.



The extra door can be added in the manager's office. If students are able to find another place where a door would work, that is fine.

Challenge 2: Different problems

With physical building

- Building takes too long
- Dust and rubble in manager's office – where will he move to?
- Disturbance for cashiers and manager
- Security problem
- Make a noise while working
- Banging the wall out could be a problem
- Smoke inside while building
- Wrong door ordered
- Must repaint, paint smells

People and relationship problems:

- Relationship between builders and manager could go wrong – they might mess and not clean up, waste a lot,
- Workers don't turn up for work
- Fighting between workers
- Fighting between builders and management.



Assessment Activity 1: Problems and challenges!

1. **Challenge:** To acknowledge the fact that I have a problem, make the decision to get help, decide to stop, drop drinking friends, find other friends who will help me, join AA.
2. **Challenge:** Find a friend and start talking or sharing, enrol for speech/ drama classes, learn to ask questions that will get people talking to you, go out of my way to ask questions, talk to people, talk to cashier at till.
3. **Challenge:** Look at my attitude, analyse myself – why can't I get on, ask friends, family, what they experience about you, read books on attitudes.
4. **Challenge:** Read books on ideas to make money, start working part-time, work very hard to finish studies, develop hobbies from which you could sell and make money, become an entrepreneur.
5. **Challenge:** To find out where I want to study, where could I live that is close to the College, do I want to walk to college, do I want to take a bus or taxi, is the neighbourhood safe, what is the rent, where will I find the money, etc.

Total: (5x4)=20

This activity can be filed in their Portfolios.

True competency is achieved by scoring a rating of at least 5 (60 -69%).

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
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1	Not achieved	0 – 29

2.2 Unit 2: Attitudes towards problems and challenges!



Discover and Learn 3: Positive versus Negative!

Train students always to focus on and use positive language.

Negative: Miss out on visit with friends, looking forward to weekend, disappointed, could loose my friends, don't like hospitals, lose money for re-booking

Impact: could cause fight with my friends, fight with mother, cross with aunt/ mother, friends cross and upset with you, dislike aunt even more

Positive: visit with my mother, develop stronger bond with mother, help my mother, be there for my mother, can go on trip later, chance to get to know aunt better, chance to solve problems with her, chance to build better relationship with aunt and mother, my friends might think I'm great because I am prepared to look at the needs of other people, put the needs of other people before pleasure

Media to use:

Transparencies, pictures.



Assessment Activity 2: Turn negatives into positives

1. I might have many problems but I am alive and well.
Every problem is a challenge to me.
I have problems but I will use them to grow and become strong.
(Any positive statement)
2. I might suffer physically but I have other skills and talents!
There are people that cannot even walk around.
3. I failed my first test, but I will pass my second and the rest.
I will work harder and I will make it. (any appropriate answer)
4. I will not give up! I will keep on applying. I will find work. There is work that is for me!
5. I will not stay poor, I will work hard to improve my skills and find a job. I will work hard to earn more money. I have set my goals and I will be rich one day.
6. I have talents which I must develop and I will develop more skills so that I will be able to do more. I want to discover my talents and use them because I believe that I could be good at certain things.
7. It is a privilege to look after my family. I am empowering myself by reading and learning while I am at home.
8. Although I have AIDS I will live life to the full. There are still many things that I want to do and see.
9. I might struggle to read and write but I am very good at doing hair, painting, cooking, sewing, selling, singing, acting, painting.
10. I want to make a difference. I will not join the gangsters. I want to empower myself to be able to move out of here.

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1	Not achieved	0 – 29

Total (10 x2=20)

2.3 Unit 3: Problem Solving Methods!



Discover and Learn 5: Figure it out!

Students must not only look at the words, they must think laterally.

1. Wednesday
2. Teapot

Look at how the words are written: for example: above each other, three words, words broken up.

3. Skating on ice
I understand
Tricycle
Broken hearted.

Media to use:

Black board, white board to illustrate, transparencies.



Discover and Learn 6: Think outside the box!

1. Show the learners any object, for example, a paperclip, shoelace, belt. Tell them they have 2 minutes to write down as many other uses for these objects as that they can think of. Students give feedback to the class about their ideas; have a competition for the group which has the most or the best ideas.

Shoelace:

Bracelet, bow in your hair, fasten long hair, thread through button holes to fasten jacket,

To fasten jacket, tie papers together, tie parcel, sew onto jacket as accessory, necklace with charm on it, tie pencil box or lunchbox,

Paperclip:

Tie your shoe, use as toothpick, key holder, use as bookmark, hang biltong to dry, scratch your ears, insert elastic in pants, nail cleaner, key ring, hairpin, cuff link, hole puncher, ear cleaner, zip holder, picture hanger, curtain hanger, making toys, making earrings, link together and make necklace, fasten jacket or pants, tie clip.

Belt:

Tow rope, bottle opener, tie, holding books, measure, hitting someone.

Media to use:

Paperclip, shoelace, belt, any object which you think could be put to different uses.

Life@play.learn: Mind Teasers

1. This is an exercise to help the students to use their imaginations to think laterally and outside the box. Encourage them to give about 4 to 5 more ideas.

What are they looking at?

Computer, watching sport, tennis, looking at TV, facebook, watching DVD, watching a friend doing something funny, friend dancing hip-hop, funny movie

Who are these people?

Students, school children, friends.

Where are they?

At college/school, friends house, restaurant, club

Do they know each other?

Yes, No

Why are they smiling?

Watching comedy show, watching funny animals, looking at their marks, reading a joke on e-mail

How do they know each other?

All students attending the same college, friends from small

Where is this guy?

At work, in a restaurant, watching soccer, looking at people, at a wedding, in church, funeral, function at work

What is he looking at?

People, his girlfriend, the TV, watching soccer, reading an advert, listening to the pastor

Why is he wearing a tie?

He works as a lawyer, accountant, pastor, manager, etc, at function, at wedding, in court

What is he thinking about?

What he will be doing over the week-end, his girlfriend, how to invest his money, his last holiday overseas, dreaming, thinking of solutions to problems

Where is he?

In the office, at home, in a restaurant, at a wedding, at a birthday party, in church

Does he earn a lot of money?

Yes. Encourage them to provide reasons.

Where does he work?

Lawyer, bank, minister in church, accounting firm, manager in shop

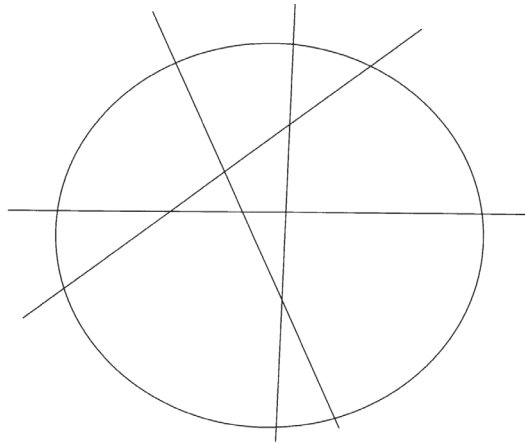
What colour is his suit shirt and tie?

Any colour.

Is he happy?

*No he looks sad, or Yes, he is smiling
(Any appropriate answer)*

2. It can be divided into 11 parts.



Discover and Learn 7: Let's solve the problem!

Techniques and methods	Example situations
Brainstorming	At work, friends having a problem or planning a holiday, organising a party, planning a function
Questioning people	Accident, incident of fighting, accusations, investigating something
Do research	To market a new product, to implement a new idea
Send out questionnaires	Information needed to improve business, the needs of people, feelings
Investigate the problem on location	Accident, building, damaged products, stolen computers, new products not working

Big sheets of paper (flipchart, posters) and markers to be provided to groups. Every group write down their ideas and they should be put up in the class to be discussed, or each group could report back on what they have found.

Media to use:

Sheets of paper, markers.



Discover and Learn 8: Elephant galore!

You provide the groups with flip chart paper to write down their ideas. The sheets should be put up in class to see who came up with the most suggestions and to compare how many had the same ideas. They can also vote to see which idea is the winning or the most interesting idea.

Here are a few ideas:

Pyjama bag, slippers, toothbrush, cup with spout to drink from, earrings, small elephant and when you throw it in the bath it grows bigger, bath toy, elephant soap, sponge to wash with, pencil sharpener – put pencil in backside, saving box ('eli-bank'), tent in the shape of elephant, squeeze trunk to make a noise, elephant dummy, bottle, elephant rattle, tricycle with elephant for steering, mat in front of bed, hot water bottle, jersey with elephant tusks on front with trunk dangling, watch, bag, ruck sack, nappy bag, bottle in shape of elephant.

Media to use:

Picture of elephant, flip chart paper, posters, marker pens



Discover and Learn 9: Safety problems at work!

Students should use their imaginations to suggest any acceptable method. They should give feedback to the class about their suggestions to compare and learn from others. Here are a few ideas:

Implement a clock card system, sign in and out register, install security cameras, finger prints to enter, staff cards with photo of worker, gates which open using security codes which only staff know



Media to use:

Pictures of workers, sheets of flip chart paper, markers.

Assessment Activity 3: You've won a car!

Students may use any method or steps to solve the problem, as long as they are able to find a solution or solutions and implement it/them.

Problems	Decisions taken (solutions)
Little brother and sister need someone to look after them. (2)	Ask neighbour, aunt (2)
Appointment at dentist on Monday. (2)	Cancel appointment or change to another day. (2)
No money (2)	Borrow money from parents, friends, aunt, pay back on Wednesday. (2)
Bus on Monday 5:30 will be too late for function (2)	Catch bus Sunday 17:00 Sleep over in hotel. (2)

(16)

I have learnt that nothing is too difficult to do, problems can be solved, need thinking skills to solve problems, problems and challenges make you grow.

It pays to use steps in problem solving, to write them down and plan. (4)

TOTAL: 20

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2.4 Unit 4: Where do my problems come from?



Discover and Learn 10: Life issues and problems!

Students should analyse their problems to find their cause (root). It is much easier to fix, improve or change whatever they have to, to find a solution and implement it. Assist students to find the origin, source and extent of their problems.

Here are a few examples. It will differ from student to student

Problem	Origin of my problem	Source of the problem	Extent of the problem
No money, no place to stay, no clothes, no place to study	Parents had no education – earn little money, not working. Parents waste money. Parents died, too sick to work.	Unemployment of parents. Parents were never taught to work with money. Have to take care of other children. Live in small over crowded flat.	No money for food, clothes, education, heading the same way as parents or guardians
Bad relationships Boyfriend/girlfriend problems.	Jealous person, gets angry quickly, mixes with wrong people, always fighting.	Never learnt to handle conflict. Choosing the wrong friends. Afraid to be rejected.	Can never have good relationship unless problems sorted out. Struggle to get and keep friends. People don't like me.
Can't get work	No education, not enough skills, need specific skills.	Not studied at school. Not developed my skills. Too lazy to work hard or study.	Will always battle to find job, no money, can't afford to get married, have children, buy food, car, house, battle my whole life.

Any appropriate answer.

Media to use:

Pictures from magazines to stimulate their thinking, transparencies.



Assessment Activity 4: Ask Sis Dolly!

This is a guideline with regards to what the students should answer. Any appropriate answer will do as long as they can find the origin, source and extent of the problem situation.

- Origin:** She became involved with a much older man. The girl is 18 and her boyfriend 30, age gap too big, maybe he didn't want more children, did not think of consequences of relationship, he was not ready to settle down; he does not take responsibility for his actions. (5)
- Source:** Boyfriend and the girl. They should have discussed life issues such as, getting married, what if the girl fell pregnant. (5)
- Extent:** a fatherless child, no money, no place to stay, no education, difficult to find job without qualifications or skills, a job, difficult future, a child to raise and she's so young. (5)
- Reply:** Go to court to get maintenance from father, forget about him, he doesn't love girl. (5)

TOTAL: 20

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2.5 Unit 5: Life decisions!



Discover and Learn 11: Guiding questions!

Any relevant answer may be accepted.

- To please others/ friends/ family
To be accepted by friends, men, women, colleagues
- Fail my exams, become an alcoholic, won't be able to concentrate, waste money, lose friends, lose money
- May become addicted to alcohol, waste money on drinks, lose ability to study and concentrate
- Get fired if you neglect your work, fail exams, waste money, lose friends and family, become outcast
- Gather and make coffee, tea or Milo, drink cool drink, play games which will develop thinking skills and improve general knowledge, chat without having to drink, decide not to drink any more!
- They write down what they have chosen to do!

Media to use:

Transparencies, pictures.



Discover and Learn 12: Good decisions!

Problem or situation	If I DO, what could or would the results be?	If I DO NOT, what could or would the results be?	Decision taken YES or NO
Drinking	-alcoholic, drunk in class, cannot study, cannot remember, lose money and friends and family, bad relationships, lose control of my life	-always sober, know what I am doing, have control of my life, money, sober people can study and remember, people like being around me, have more money to spend on nice clothes or food	Not drinking

Using drugs	Land up selling drugs, lose money, friends and family, cannot study, lose brain cells, cannot concentrate, mix with wrong people, start stealing to buy drugs, become addict, can overdose and die, land in rehab which costs a lot of money, can become infected with HIV using dirty needle	Can concentrate, have money to spend on good things, in control of life, stay healthy, can pass exams and build good future	No drugs
Sleeping around	Can pick up HIV virus, can get venereal diseases, can have baby when I am not ready, feel rejection when guys dump me, men can discuss me with other women and men	Stay virgin till I get married, cannot pick up HIV virus, when I want a baby, in control of my life, don't feel rejected and get dumped	No or Yes stop or don't
Attending class	Do not know the work, miss assessment/ tests, does not understand work, fail exams, fail tests, found not competent, must repeat studies, do reassessment	Know the work, spend less time studying, write all assignments, do well in assignments, builds a good PoE, preparing for a good future, building skills, building knowledge	Decide yes or no
Studying	Fail, repeat studies, do reassessments, difficult future, have no qualifications, no skills, feel a failure	Be found competent in most of my assessments, have a better future, feel good about myself, be proud of myself, my parents will be happy, go to next level	

Media to use:

Transparencies, worksheet.

**Discover and Learn 13: I want to get there!**

Every student has his/her own situations and problems but they should make good decisions. It might be like the following examples:

Situation or problem	Closer to my goal Reason why:	Further from my goal Reason why:
1. My friends want me to go out and party with them every night.		Will keep me away from studying, will be tired in class, cannot concentrate, will have to repeat studies
2. I don't like studying.		Must study to obtain knowledge, no skills will be acquired, (problem solving)
3. I would rather watch TV every day than do my assignments and study.		Waste time, fail in work, might not get qualifications
4. I am bored in class.		Will not remember, will not take notes, cannot concentrate
5. I like to bunk class and chat to my friends.		Won't be competent at end of year, repeat studies, another year further away from earning money
6. I study every day.	Will be found competent/pass. Will find a job more easily with qualifications and skills acquired, nearer to my dream, will start earning money, etc.	
7. I want to sleep with all the girls/boys in my class.		Get involved with situations that will take my concentration away from my studies, can have unwanted pregnancy, could get AIDS, get bad reputation

8. I go to the library where it is quiet and do my assignments.	Will pass/ be found competent, hard work pays, will obtain knowledge and skills necessary to find and keep a job	
9. I concentrate and listen in class.	Less time studying at home because you know a lot already, know what is important, take good notes that makes it easier to study	
10. I don't care about AIDS.		If I don't care I will also not care if the person I sleep around with has AIDS, I will get sick, I will die

Media to use:

Transparencies, worksheet.

**Assessment Activity 5: Ask Sis Dolly!**

1. No. because she did not make the right decision about sleeping with men or older men, no self-respect, she did not think about the results/ consequences of her decisions. (2)
2. No, because her boyfriend is 12 years older than she is, he already has a child with another women. (4)
3. Is this right?, What will the consequences be?, if I fall pregnant, what will the baby's future be, who will look after the baby and myself?, will it be harmful to others?, will everybody gain from my decision?, will it hurt me emotionally and physically?, will my parents and I be disappointed?, is this wrong?, will this man commit to me if I fall pregnant?, is this guy responsible or not?, why is this man not married yet? (4)
4. It is a win-lose situation. The girl, the baby and the boyfriend's mother. (4)
5. Yes, when she fell pregnant, to give up school for a man. (4)
6. Yes. To sleep with an older man who does not want to commit, because she stopped going to school/college to get an education and develop skills. (4)
7. Think of consequences of actions, think ahead and plan your life, do not make emotional decisions, do not give up education for a man or woman, don't stop studying, set goals for yourself, develop skills that will help you cope with life decisions. (4)

TOTAL: 30**True competency is achieved by scoring a rating of at least 5 (60 -69%).**

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3. Module Assessment

3.1 Knowledge test

Name: _____

Total: 40

Group: _____

KNOWLEDGE TEST: MODULE 4

1. What do the following words describe: a **problem** or a **challenge** (7)

Complication	
A dare	
A test	
Disagreement	
Trouble	
Difficulty	
Ultimatum	

2. Complete the following sentence.

We can use our problems and challenges to create o..... to grow.

Every problem has a c..... to solve it.

Problems and challenges can be stepping stones to (3)

3. Describe a positive person's attitude towards problems. (2)

4. What does 'creative problem solving mean?' Mention 5 aspects. (5)

5. Write down 5 different methods that can be used to solve problems. (5)

6. All our problems come from somewhere, we can say they are the o.....
or the s.....of our problems. (2)

7. We all have to make choices which will influence our lives. Mention a few
decisions which are life changing or life threatening choices that you might
have to make. (2)

8. Which people or institutions will have a positive influence on your decision
making? In other words they will give you guidance in making responsible
decisions. (4)

9. Mention 3 good values which will help you make good decisions. (3)

10. Write down 5 questions you could ask yourself if you were not sure about
which decision to take. (5)

11. Why is it not advisable to make decisions when you are emotional? (1)

12. I should always make decisions that could (further/hamper) my dream. (1)

TOTAL: 40

Knowledge Test

MEMORANDUM

1. **What do the following words describe: a problem or a challenge?** (7)

Complication	Problem
A dare	Challenge
A test	Challenge
Disagreement	Problem
Trouble	Problem
Difficulty	Problem
Ultimatum	Challenge

2. **Complete the following sentence.**
 We can use our problems and challenges to create **opportunities** for growth.
 Every problem has a **challenge** to solve it.
 Problems and challenges can be stepping stones to **success**. (3)
3. **Describe a positive person's attitude towards problems.** (2)
 They are more creative in problem solving, turn problems and challenges into opportunities for growth, they are enthusiastic about problem solving, they face challenges,
4. **What does 'creative problem solving mean?' Mention 5 aspects.** (5)
- Digging deeper. - You explore the root of the problem.
 - Thinking 'outside the box'. - You do not always pick the obvious answer.
 - Breaking away from the traditional way of doing it. - You don't want to do it the same old way you are open to "new" and often challenging solutions.
 - Finding many solutions. - You think of many ideas that can solve the problem before making a choice. (brainstorm).
 - Getting into deep water. - You are not afraid to change and adapt. You are not afraid to explore 'new' avenues and ways.
 - Plugging into the sun. - You find solutions energetically and solve problems. You are open to bigger and greater ideas.
 - Wanting to know more. - You are not satisfied with the boring everyday life things, you need to know more!
5. **Write down 5 different methods which can be used to solve problems.** (5)
- Brainstorming.
 - Elaborate on ideas given.
 - Question people, (interviews).
 - Do research if necessary.
 - Send out questionnaires.
 - Investigate the problem on location.
 - Analogy: has a similar problem been solved before? And how? Will it work again?
6. **All our problems start somewhere, we can say they are the origin or the source of our problems.** (2)

7. **We all have to make choices which could influence our lives. Mention four decisions which could be life changing or life threatening.** (2)
- You have to choose friends who won't have a bad influence on you.
 - You have to decide if you are going to smoke, drink, do drugs.
 - You have to decide if you are going to have a teenage pregnancy.
 - You have to consider sleeping around and opening yourself to contracting venereal diseases or AIDS.
 - You have to decide if you are going to obey the rules and regulations of the country.
- (Any appropriate answer)

8. **Which the people or institutions could have a positive influence on your decision making? In other words they could give you guidance in making responsible decisions.** (4)
- Your family
 - Your religion
 - The school and community rules and laws
 - The country's laws
 - Cultural traditions.

9. **Mention 3 good values that will help you make good decisions.** (3)

Respect for others
Self-respect
A healthy lifestyle
Self-discipline
Honesty
Integrity
Kindness
Serving

10. **Write down 5 questions you can ask yourself when you are not sure about which decision to take.** (5)
- Is this against the law?
 - Is this against my religion and my values?
 - What will the results or consequences be?
 - Would I be sorry afterwards?
 - Would it hurt me physically or emotionally?
 - Is it or could it be harmful to others and myself?
 - Would everybody gain from my decision?
 - Would it be a win-win situation to all involved?
 - Would I disappoint myself, my family and other important adults?
 - Is it wrong?
 - Would I be hurt or upset if someone did this to me?

11. **Why is it not advisable to make decisions when you are emotional?** (1)
- You cannot make a rational decision, you make bad decisions, you cannot think straight. (any appropriate answer)

12. I should always take decisions that could (further/hamper) my dream.

(1)

TOTAL: 40

True competency is achieved by scoring a rating of at least 5 (60 -69%).

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

3.2 Portfolio Activity

A. Read the following scenario, solve the problems and answer the questions:

Dad has organised a holiday for the whole family.

Scenario 1

Dad: I don't care how you feel. You're going on this holiday with us, whether you like it or not. We've had this planned for months and it is important that we spend some time together as a family.

You: But I don't want to go. I want to be with my friends. They are planning a great all night party. I'll miss out on everything.

Mom: I don't want you staying here by yourself. I also don't want you to go to an all night party. I think everybody loses self control after a couple of hours and then they start doing bad things. I will worry the whole time and it would ruin my holiday. We want you with us.

Make use of the following table to solve this problem and leave everybody happy!

Define the problem	(4)
Someone else's way and reasons	(4)
My way and reasons	(4)

New ideas
(4)
Best way and reasons (solution to be implemented)
(4)

TOTAL: 20

- B.** Read the following letter, answer the questions and use different strategies / plans to solve the problems:

Scenario 2

Troubled Friend
 I have a friend, Sara, living in KwaZulu-Natal who I went to high school with. She lost both her parents while we were at school. I'm at university in Johannesburg and her circumstances worry me a lot. She's told me how unhappy she is. She's been trying to find a job but just can't. She has applied for a paramedic course which should start in June. She says she has managed to find funds for the course through third parties, but she doesn't have money for anything else. She is not willing to take help from anyone, not even me. She doesn't trust anybody. She dislikes herself and does not believe she will grow old. What scares me the most is that she's considering prostitution and I'm afraid she might even kill herself. What can I do to help her?

1. What is the **origin** of Sara's problem? (2)
2. What is the **extent** of her problem? (2)
3. What is the **source** of Sara's problem? (2)
4. What is Sara's attitude towards life and her problems? (2)
5. Would you say that Sara's attitude towards people is negative or positive? What influence does her negative attitude have on her problems? (2)
6. What could Sara do to solve her problems? Identify at least 5 problem/s and use different strategies / plans and problem solving techniques to arrive at solutions. (10)

TOTAL: 20
TOTAL SCORE: 40

True competency is achieved by scoring a rating of at least 5 (60 -69%).

MEMO

A

Define the problem
My parents want me to go on holiday with the family, but I would rather stay at home and go out with my friends (5)
Someone else's way and reasons
Listening to my parents I understand that this holiday is very important to them/father. They/father want to have family bonding time. It wouldn't be the same if I was not there. Mom would worry if I was alone at home, they wouldn't enjoy the holiday, they might just as well stay at home (5)
My way and reasons
I want to stay at home with my friends, they are important to me. We have planned a lot of things and I don't want to miss out on the fun and relationship with them. I don't like travelling in the car –get carsick, sister and brother bother me. Any ideas. (5)
New ideas
Dad suggested better holiday spot that I would enjoy I could stay with relatives close by. Mom suggested that I could take a friend with us. I could go by bus (get away from noisy brother and sister; don't get carsick on bus.) Mom suggested t cutting the holiday short. I suggested staying at home and going with my friends and then joining them later. Dad suggested that I could stay home if I painted the kitchen. (5)
Best solution and reasons (solution to be implemented)
All agreed that I could stay at home during the first half of the holiday. I would then take the bus down to them; I could bring a friend, for whom they would pay. We could earn our bus fare by painting the kitchen. It would not be hard work because the kitchen is mostly tiled. They are happy, I am happy! (5)

B

Students should be able to apply problems solving techniques and use different strategies to solve problems. Question 6 should display the different strategies / plans they used to solve problems.

1. What is the **origin** of Sara's problem? (2)
Her parents died and there was nobody to give her money, or pay for her studies.
2. What is the **extent** of her problem? (2)
Because there is no money she wants to turn to prostitution and/or commit suicide.
3. What is the **source** of Sara's problem? (2)
There is no money, nobody to turn to.
4. What is Sara's attitude towards life and her problems? (2)
Negative attitude towards life – she's unhappy, she doesn't want to live, doesn't want to ask for help, doesn't trust anybody, dislikes herself.
5. Would you say that Sara's attitude towards people is negative or positive? What influence does her negative attitude have on her problems? (2)
Negative. because she doesn't want to ask for help her problems will become greater and will increase, she doesn't talk to people, thinks nobody likes her.

6. What can Sara do to solve her problems? Identify at least 5 problem/s and use different strategies / plans and problem solving techniques to arrive at solutions. (10)

Problems:	Possible solutions
No money:	Ask for help from family and friends, apply for student loan,
Trusts nobody	Make decision to start trusting people and asking for help,
Can't get a job	Never stop applying, go to personnel agencies, improve her skills and qualifications,
Unhappy and doesn't like herself	Go for counselling, read books about self-esteem to improve herself,
Wants to be a prostitute	Go for counselling, ask church for assistance, do research about the negative side of prostitution,
Might commit suicide	Go to doctor for medication to treat depression, speak to someone, ask for help,

True competency is achieved by scoring a rating of at least 5 (60 -69%).

Rating scale for competency and achievement:

Rating code	Rating	Marks %
7	Outstanding	80 – 100
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5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

4. Bibliography and Websites!

These books were used or could be used as resources.

1. Covey S. 1998. *The Seven Habits of Highly Effective Teens*. New York: Simon and Shuster. Inc.
2. Swart M & Hairbottle M. 2005. *Lifeskills*. Observatory: Future Managers (Pty) Ltd.

Articles:

DRUM Magazine.

Websites to visit:

Use the keyword “problem solving” and you will find websites such as these. Explore them.

www.managementhelp.org

www.mediafrontier.com

www.engin.umich.edu

