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GRADE 8

CLASS NOTES

TERM 1

DEVELOPMENT OF SELF IN SOCIETY

1. SELF-CONCEPT AND SELF-MOTIVATION

- ❖ **Self-concept** is how we see and feel about ourselves. We know our self-worth and we value ourselves for who we are.
- ❖ **Self-Motivation** is the focus that keeps pushing you to go on. It is an internal drive to keep moving forward and achieve something in particular. It is the basic tool for achieving your dreams and being successful. There are two types of self-motivation:
- ❖
 - A. **Positive self-motivation** has to do with a good reason or reward for doing or achieving something.
 - B. **Negative self-motivation** has to do with avoiding punishment when we do not do or has achieve something.

2. FACTORS THAT INFLUENCE SELF-CONCEPT AND SELF-MOTIVATION

2.1 MEDIA

Magazine, movies, television billboards and social media form part of our daily lives.

The messages in the media show real things and can shape the way we think about important things.

They give useful information and help us to form healthy opinions.

However, other messages in the media show unrealistic things, such as rich, beautiful, or very thin people and can make some people think that they are worthless if they cannot be like that as well.

We can also be self-motivated when we see images of successful athletes or people and this helps us to work harder and achieve more ourselves.

2.2 ENVIRONMENT

Our environment is everything around us. The places where we live, work and play have an influence on our self-concept and self-motivation.

If we live in a clean and well-cared for environment, we are motivated to keep it that way and thus we are more positive about ourselves.

If the environment is polluted and the houses broken down and not pleasant, we are likely to have a poor self-concept and lack self-motivation.



2.3 FRIENDS AND PEERS

Our friends (peers) can be the most important people in our lives during our teenage years, as we shape our identity and self-concept based on our peer group (friends or the group where we fit in at school).

They can form our self-concept in good or bad ways.

Friends who have a positive attitude and are supportive help you to believe in yourself.

We tend to make friends with others who have similar values to us.

If you have a good self-concept, you will be able to stand up to negative pressure and avoid its harmful influences.

2.4 FAMILY

Teenagers from loving caring families feel secure, understood and who is allowed to be independent are more likely to feel good about themselves, will be self-motivated to achieve and please their families.

Teenagers from a home where there is fighting, abuse or substance abuse are likely to have a low self-concept and may lack self-motivation as they cannot see a future beyond their situation.

- ❖ However, the teenager of above situation could be motivated to get out of the situation by trying to achieve well at school and so create a change of a better life for themselves.

2.5 CULTURE

Different cultures treat the role of teenagers differently. Western cultures place an emphasis on the individual and their self-concept and self-motivation. African and Eastern cultures tend to emphasise family and community relationships and the role of the individual within that family and community.

Cultures that place a strong emphasis on the role of the adolescent foster a strong self-concept in their young people. They prepare teenagers to become good, valuable members of their culture.

2.6 RELIGION

Most people follow a form of religion. Religion teaches us about values and guidelines by which to live our lives. This sense of belonging to a group and have positive guidelines build our self-concept and we are more likely to live up to what is expected of us. Many religions teach us not to judge others and this makes us feel more accepted for who we are and not the way we behave.

2.7 COMMUNITY

Community life can really teach us about Ubuntu, which means “a person is a person because of other people.” We all need each other to strive to be the best we can be.

Being part of a strong community can build a strong sense of worth. We feel positive about ourselves and self-motivated to achieve well. We have a need to live up to the expectations of our community and will strive to keep the community spirit positive and healthy.

However, we are less likely to feel positive about ourselves and our future if we live in a community where there is a strong culture of violence, poverty, crime and a general lack of care about others. We will have a poor self-concept and lack self-motivation because there are no positive role-models to follow.

POSITIVE SELF-TALK

Self-talk refers to the conversations you have with yourself or the words you say to yourself. It is a voice you hear inside yourself. You can feel confident or scared, motivated or unmotivated depending on what you say to yourself.

Self-talk can influence your self-esteem, your outlook on life, your energy levels or even your relationships with others. It can affect your health and how easily you can change bad habits like smoking and drinking.

Negative self-talk can be described as an “internal bully”. You criticise and destroy yourself.

INDIVIDUALITY AND UNIQUENESS

Your **uniqueness** is what makes you different from others because there is no one else like you.

Your **individuality** is your character, your abilities, interests, potential and the qualities you have that make you different from others.

Your positive self-talk will only work for you and no one else. With positive self-talk you will be more likely to do something positive and achieve more. What you say and think to yourself is where your life will go. You are in charge of where you are going in life. You are unique and an individual and no one else can do this for you.

Hint: Paste positive self-talk images wherever you can see them every day: on the fridge, in your diary etc.

PERSONAL ACHIEVEMENTS

Our self-talk can play a big role in our **personal achievements**. People who focus on positive self-talk tend to achieve more because they believe in themselves. They don't mind making mistakes, because they know that it does not make them a lesser person.

People who engage in negative self-talk often do not try things because they are scared of failure or of making a fool of themselves.

STRATEGIES AND SKILLS TO EXTEND PERSONAL POTENTIAL

Our personal potential is our ability to do certain things. Potential is therefore like a possibility of something. You might have potential for many things that you don't even know of e.g. playing the piano or acting or sport. Potential goes hand in hand with talent and skills. You can only reach your full potential if you commit to the hard work needed to develop your talents and skills.

WHAT YOU CAN DO TO EXTEND YOUR POTENTIAL:

- Know what you want to achieve.
- Forget about what other people think is great.
- Forget about trying to be popular.
- Don't accept what others think about what you have achieved. Try a little harder.
- Do things that really interest and excite you.
- If you have achieved something that has not yet been thought of, then you will start new trends in thinking or doing things.
- Having a good self-concept and a feeling of well-being will free your thoughts to concentrate on what you are doing instead of worrying about personal or emotional issues.
- There is no end to your potential. There is always more to learn and achieve.

SEXUALITY

Human beings are sexual beings. This means that we are all made to experience sexual feelings throughout our lifetime. It also means that most people engage in sexual behaviour. However, sexuality has to do with how we feel about ourselves and how to deal with our own and others' sexuality in our lives.

The teenage years are the years when we experience a great deal of change - our bodies, emotions and thoughts go through changes. This is also the time when our bodies change in order that we can reproduce.

PERSONAL FEELINGS THAT IMPACT ON SEXUALITY

Our self-image can become very confused during this time of sexual change and development, as both we and our friends are changing.

If our self-image is strong and our self-esteem high and we value who we are, we will develop a **healthy attitude** to our sexuality. We will understand that there is no need to have sex in any way if we do not feel ready for it or also understand the many risks of having sex such as pregnancy and sexually transmitted diseases.

INFLUENCE OF FRIENDS AND PEERS ON SEXUALITY

Friends and peers are often the greatest source of information regarding issues of sexuality. Peer pressure can **influence** the need to either **become sexually active** or **pretend** to be sexually active to feel part of the group. Many become sexually active against their will before they are ready, just because their friends and peers put pressure on them. Your friends and peers will also influence your sexuality and your relationship with members of the opposite sex. The truth is that your friends and peers are probably as confused and unsure as you are about these issues and can give you the wrong information!

FAMILY AND COMMUNITY NORMS THAT IMPACT ON SEXUALITY

NORMS are the rules that societies, communities and families live by. They can be seen as the “acceptable standards of behaviour.” In families the norm is for example: You are not allowed to be alone in your room with a member of the opposite sex. During teenage years, many teenagers rebel against these norms as they experiment and come to terms with their identity.

Each community has a set of norms about sex and sexuality. These norms include rules about the way men and women should behave, attitudes to men and women, dating, marriage, when sex may take place and who is allowed to have sex with whom. Teenagers need to settle any conflict between your own identity and your family and community’s norms.

Communities must also take responsibility to ensure that teenage boys and girls have access to appropriate sex education, sexual and reproductive health care and counselling.

CULTURAL VALUES THAT IMPACT ON SEXUALITY

A **Value** is something that we hold to be important to us. We can value honesty, kindness, and our health. Some people might value money or winning.

Different cultures value different things.

In cultures where men and boys are valued more than women and girls, norms will develop that will show the way each group is valued. When men are more valued than women, men will be seen as more important, get better jobs, get a better salary and a better education. It is possible that in such a culture, abuse of women, sexual abuse and rape could be considered as acceptable practices.

Many cultures believe that homosexuality is unacceptable and forbid these relationships. In these cultures, laws are made that are harmful towards gay and lesbian people. In SA same sex marriages and relationships are protected by the Constitution. It takes a great deal of courage for a teenager and even an adult, to hold different values about sexuality to the culture in which they live.

SOCIAL PRESSURES INCLUDING THE MEDIA THAT IMPACT ON SEXUALITY

Social pressure comes from a teenager’s families, communities, their culture, and their peers.

Each one of these groups would like the teenager to conform (obey/follow) to their norms and values. This can cause a great deal of pressure for the teenager.

The media creates a sense of what teenagers should look like and behave. If the view the media has of the “ideal teenager” or “acceptable behaviour” is different from what the teenager believes, conflict can develop.

Many teenagers may feel worse about themselves after seeing images of models and celebrities in magazines. Or they may think that their values are wrong because it is different from what the media perceives as ideal. It can even differ from the norms that the teenager’s family, community, and culture hold. In all these instances, the teenager must work to develop his own sense of values while coming to terms with their sexual identity.

The media can be a negative influence on teenage sexual decision-making if the norms and values are conflicting. In many television programmes casual sex is a theme in series and this can be very confusing for teenagers.

However, the media can also play a positive role by presenting information on responsible sexual behaviour.

IDENTITY FORMATION AND DEVELOPMENT

The question, “Who am I?” is especially relevant during adolescence. This can lead to an **identity crisis**. (Physical, mental, and social changes and serious life choices cause an identity crisis). The formation of one’s identity is the most critical development task of teenagers.

Finding your identity can be a difficult process because you will still realise that you want to stay unique and true to your culture, gender, and sexual identity, but you also want to “fit in.”

Some teenagers feel insecure about their identity and then they have low self-confidence. If teenagers are trying to find their identity and are still unsure of who they are, they may become angry with their parents, religion, or role models.

Parents may feel confused at the rapid changes their teenagers are going through. The changes can be reflected in musical tastes, appearance, friends, romantic partners, and decision-making. Teenagers see themselves differently when they are with their parents and teachers than they do when they are with peers.

Developing adolescents need to get proper guidance when they are experiencing difficulty with sexual or gender identity.

Gender identity refers to what it means to be male or female in a particular community.

Sexual identity is about your sexual feelings, attractions and behaviours.

RELATIONSHIPS AND FRIENDSHIPS

We are in relationships with everything that exists, e.g. our **family, friends, our community and nature**.

We have different relationships with different people. Some relationships we can choose, for example our friendships and people with whom we form romantic relationships. (love affairs). Relationships that we cannot choose are those with our family members. Also, who is in our class with us, or who is on the same sport team.

Qualities of a good relationship are trust, mutual respect, understanding, shared interests and values, empathy, openness, non-judgmental, vulnerability.

Qualities of a bad relationship are mistrust, misunderstanding, disrespect, judgmental, armour, closed/shielded, no shared values, no shared interests.

Sometimes we have close relationships with some family members and not with others.

APPROPRIATE WAYS TO INITIATE A RELATIONSHIP

- When we are small, we play with the children in our playgroup, crèche or at home. This normally changes when we go to school. Suddenly we form little groups of friends and exclude others. It happens **spontaneously**.
- In our teen years (10-12years) we sometimes notice people who we want to get to know better.
- In our teenager years we make friends and form relationships with specific people **we choose**.
- At school: Your personality, self-concept and self-esteem all play a role in how you will initiate relationships.
- The extrovert personality with a strong self-concept and high self-esteem will find it easy to relate to new people and new environment, while it's the opposite with the introvert personality who has a low self-esteem.
- Keep in mind that there are many combinations of personality types and different levels of self-concept and self-esteem.

APPROPRIATE WAYS TO INITIATE RELATIONSHIPS AT HOME

You are in the process of becoming a young adult and how you think and feel about things can change a lot during your teenage years. You might even become critical of your parents or caretakers – their lifestyle, opinions, and their parenting style. Your relationship with your siblings and other family members might also change. Parents and caretakers feel as if they don't know who you are anymore, because of the changes in you.

How can you form good relationships at home?

- *The best way to understand each other is to talk about how you feel about things and what is happening in your lives.*
- *You and your parents have to negotiate new ways to relate and set appropriate limits and rules.*
- *Show your parents that you are mature enough to take responsibility.*
- *Take on certain responsibilities at home, such as regular chores.*
- *Show responsibility by doing your homework and study in a disciplined manner.*
- *Be respectful and kind to people at home shows your commitment to be responsible.*

APPROPRIATE WAYS TO INITIATE RELATIONSHIPS IN YOUR COMMUNITY

As you become a young adult, you will enjoy being an active member of your community. You need to be involved with the things that are important to your community. Volunteering work in your community is an excellent way to build valuable relationships with members of your community.

POSSIBLE AREAS OF VOLUNTEER WORK IN YOUR COMMUNITY

- *Help young children at orphanages by reading to them and play with them.*
- *Clean up the environment.*
- *Assist at soup kitchens.*
- *Green the environment e.g., plant trees and flowers.*
- *Help elderly people with their grocery shopping and cleaning.*
- *Help animals by walking them and cleaning at animal shelters.*

APPROPRIATE BEHAVIOUR IN A RELATIONSHIP

At home: We may easily get irritated with our siblings. We may also get annoyed and frustrated with our parents and behave badly towards them.

How would you feel if the other person treated you the way you are treating them? Sharing fun and chores at home develops a good relationship. Spend quality time together as a family. Communicate and chat with each other instead of watching television.

At school: Respect is the basis of all relationship at school, with your teachers, friends and peers. If you treat people with respect – even if you think they do not deserve it, they will have no choice but to treat you with respect in return.

In the Community: If you go out in public, dress appropriately. Make sure that you wear clean clothes and practise good hygiene. Respect the rules of the community. Never damage public property.

COMMUNICATION SKILLS: HOW TO DISAGREE IN CONSTRUCTIVE WAYS

There are times in any relationship when we do not agree on things. Often, small things can become issues, because the parties in the relationship do not have the skills to deal with them.

In relationships, one of the most important skills to learn is to know when something is not important enough to fight over and so put the relationship in danger. Some issues are important values such as whether to attend religious services or not, or issues around sex, having more than one sexual partner. Such issues could make the parties to end the relationship, or to deal with our disagreement in a constructive way.

Here are some communication tools to help you to disagree in a constructive way:

Before the discussion:

- Do not deal with the issue while you are still upset.
- Agree on a time that will suit both parties to discuss the issue and then commit to this time to show that it is very important to you.
- Agree that you will stop the discussion if either party become upset as it will make it difficult to see the other person's viewpoint clearly.

During the discussion:

- Be on time for the discussion. This indicates respect and your willingness to discuss the issue.
- Speak your truth.
- Do not interrupt each other.
- Do not accuse or blame the other person. Rather let the other person know how you think and feel. Your intention is to make yourself understood.
- State only facts.
- Find aspects where you can compromise.
- Decide whether you can accept the aspects where you cannot find a compromise.

After the discussion:

- Thank each other for being open and honest.
- Respect and uphold your decisions.

APPROPRIATE WAYS TO END A RELATIONSHIP

During your teenage years you change so much that sometimes you might have a boyfriend or girlfriend, and after a while you don't really get on so well anymore. Ending a relationship of any sort is never easy, because you have spent a lot of time with the person and shared a lot of your feelings and thoughts.

- Be grateful for the time you shared together.
- You will keep the memories good if you end the relationship in a respectful way.
- Many people use texting as a way to avoid personal contact or conflict. The most respect you can show in ending a relationship is to do it in person.
- Do not drag it out or postpone the break-up, however difficult it is. Do it quick, so that you can both move on.

World of work

Six career categories: investigative, enterprising, realistic, artistic, conventional and social:

1. Interest and Abilities related to each career category

Thinking and Learning skills required by each career category.

1.1 School subjects related to each career category:

Career categories – There are many careers, but all careers can be put into a category. Almost all careers fall into one of these six career categories.

Interests and abilities related to each career category –

Each career type draws people who are interested in the type of activities and have the abilities appropriate to the career category.

1.1.1 Realistic

These people are drawn to a realistic-type career such as working with practical, hands-on problems and finding solutions.

They often have these interests and abilities –

- a. Like to work with animals, tools and machines
- b. Are good with drawings, machines and operating equipment , value practical things
- c. Enjoy building and repairing stuff
- d. Like working alone or with other realistic types

1.1.2 Investigative

The investigative-type career draws people who are curious about how things work.

Such people usually:

- a. Like to study and solve problems
- b. Are interested in science, data and ideas
- c. Have the ability to analyse and think through problems
- d. Enjoy challenges

1.1.3 Artistic

Artistic-minded people are often highly creative and imaginative. The careers involves working with forms, designs and patterns. Artistic-minded people like to explore meaning in art and they are often:

- a. Create things
- b. Come up with new ideas
- c. Enjoy art, drama, music, dancing and creative writing
- d. Thrive in an environment with few boundaries or rules.

1.1.4 Social

The social-types careers draw people who love working with people and improving people's lives.

Such people usually:

- a. care about other people's well-being
- b. Are good listeners
- c. Are concerned with social problems
- d. Are good at showing understanding
- e. Like to help others

1.1.5 Enterprising

Enterprising- type careers are for those who like challenges and turning ideas into reality. These people are often:

- a. Good leaders
- b. good at selling things
- c. keenly interested in business and politics
- d. good motivators
- e. Ambitious and enthusiastic about ventures
- f. Make good entrepreneurs because they are not afraid of taking risks .

1.1.6 Conventional

Conventional-type careers often form the basis or backbone for the other type of careers.

Conventional career type people:

- a. Enjoy working with information
- b. Are very orderly and precise
- c. Enjoy good record keeping
- d. Pay careful attention to detail

These careers often involve following rules and routines. These jobs may include working with details and information rather than ideas. Usual careers include librarians, book keepers, accountants, secretaries, loan interviewers and clerks who work in municipal offices, the postal service or the court.

TERM 2

WORLD OF WORK

1. Different learning styles, visual, aural, kinaesthetic, reading and writing.

1.1 What are learning styles?

Understanding how you learn can make your education a better journey of discovery. If you know how to learn it can help you grasp information easily and help you to improve your academic results. Remember that there are more than one ways of learning.

1.2 Visual learning style:

Visual learners learn best by seeing things. May it be a demonstration, drawing or a diagram? They do well by using mind maps to learn.

1.2.1 The main characteristics of visual learners:

- a. They prefer using pictures
- b. They need quiet study time
- c. They are fond of reading
- d. They memorise by seeing
- e. They are usually good at spelling
- f. They may scribble while they are thinking of something else
- g. They prefer to observe
- h. They have a preference for colours and diagrams

1.3 Aural learning style:

Some people learn best through hearing information. They like to listen in class rather than reading on their own. Such learners do well when they read aloud their work , explain concepts to others loud and even listen to lessons that they record.

1.3.1 The main characteristics of aural learners:

- a. They prefer to read to themselves aloud
- b. They talk to themselves aloud
- c. They are easily distracted.
- d. They tend to prefer using sound and music.
- e. They are good at explaining.
- f. They prefer doing oral reports.

1.4 Kinaesthetic learning style

Some people learn best by experiencing things through activities such as experiments and movements as well as handling the actual objects.

1.4.1 Kinaesthetic learners have the following characteristics”

- a. They are good at sport or other physical activities.
- b. They cannot sit still for too long.
- c. They do not have great handwriting or spelling skills.
- d. They enjoy acting.
- e. They study with loud music.
- f. They enjoy handling objects.
- g. Reading tends not to be important to them.

1.5 Reading and writing learning style.

These learners learn by seeing information as printed words:

1.5.1 These learners often have these characteristics:

- a. They stay much focused on what they do.
- b. They do not like to be interrupted.
- c. They spell well.
- d. They ‘disappear’ into books.

HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSABILITY

SOCIAL FACTORS THAT CONTRIBUTE TO SUBSTANCE ABUSE INCLUDING COMMUNITY AND MEDIA

We live in a society with diverse cultures and beliefs and there are many factors that affect the way we live.

Some **social factors** are religion, family, friends, education and where you live. There is a direct link between these social factors and substance abuse.

What are substances?

They are drugs such as medication, alcohol, tobacco and illegal drugs, which cause changes in the body, behaviour and feelings. Using these substances regularly leads to **addiction** or **substance abuse**.

What do these substances cause?

Some illegal drugs make your body work faster and some cause body functions to slow down. Some drugs cause **hallucinations** (seeing, smelling, hearing or feeling something that is not there). Some people take drugs to enhance or improve their abilities in sport or other physical activities. These are called **anabolic steroids** and can have many negative health consequences when used without the guidance of a doctor.

EXAMPLES OF ILLEGAL DRUGS

Mandrax, Ecstasy, Cocaine, Crack, Tik(Methamphetamine), Heroin and Nyaope (a mixture of dagga and heroin).

WHAT HAPPENS IN COMMUNITIES?

Many communities battle with the number of illegal shebeens (places that sell alcohol) and pubs that add to the problem of alcohol abuse. Many people are also involved with selling drugs.

Some people living in poverty may use drugs or alcohol as a way to cope with money problems and stress. People who lost their jobs suffer physical and emotional abuse at home may use substances as a means of coping with daily life.

Some people may sell drugs in order to earn money. Many homeless adults and street children sniff glue, as they believe it helps them to survive on the streets.

WHAT ROLE DOES THE MEDIA PLAY?

Many advertisements in the media portray smoking and drinking as part of an exciting social life. It's been seen as cool and fun, especially if society's role models are in the advertisement, movies, reality shows etc. and how they glamorise substance abuse as fun, exciting and cool.

Remember, in the **real world**, drugs and alcohol are extremely harmful. Experimenting or trying it for fun can lead to addiction. Most substance abuse begins with people experimenting at a young age. Challenge the false messages portrayed by the media about drugs and alcohol and make the right choices.

SKILLS TO HELP YOU TO REFUSE WHEN OFFERED DRUGS:

- Saying "no, thanks" often works when you are faced with simple pressure from peers and friends.
- Turn the serious situation into a funny one by saying things like: "No thanks, I don't want to be short forever!"
- Give a reason, fact or excuse that needs you to get away from the person or situation. Practise the excuse so you can say it confidently.
- Even if you feel you have to stay to make your friends happy, you should walk away from the situation and say "no" as you leave.
- Change the subject by suggesting that you do something else, such as go and play soccer or watch a movie.
- Keep saying "no" and don't give in! They will get irritated with you and give up.
- Choose your friends. Spend time with friends who have the same values as you.
- Use your common sense and avoid wrong situations.

LONG-AND SHORT –TERM CONSEQUENCES OF SUBSTANCE ABUSE

Being under the influence of drugs or alcohol impairs your ability to think properly and you might do things you would not normally do. Being under the influence also makes you vulnerable to become a victim of crime. Some people become aggressive with drugs and alcohol. This often leads to violent situations eg fights, women and children abuse, armed robberies and road rage.

Some drugs may cause you to make dangerous choices like being involved in serious accidents or unprotected sex.

SHORT-TERM CONSEQUENCES:

- Mental and physical problems
- Stress and anxiety
- Abdominal pains
- Concentration problems

LONG-TERM CONSEQUENCES:

- Brain damage
- Strokes
- Overdoses
- Imprisonment
- Death

Throughout your life, you will be faced with tough decisions. Make sure the choices you make are the best for you!

REHABILITATION OPTIONS: WHERE TO FIND HELP, CARE AND SUPPORT:

Substance abuse can be difficult to stop, especially if trying to do it alone. Substances such as drugs, alcohol and cigarettes change the way the brain works and affects the person's behaviour.

WARNING SIGNS OF SUBSTANCE ABUSE:

1. Withdrawal from family and friends.
2. Lying and stealing.
3. Evidence of drinking or taking drugs to feel happy, relaxed or to forget problems.
4. Changes in behaviour and attitude becoming negative.
5. Aggressive behaviour and mood swings.

- There are specially trained people to help people overcome addiction.
- Talk to your teacher, councillor or doctor if you need help and advice.
- There are specialised clinics and various treatments to help addicts.
- Rehabilitation centres provide the person with the help they need.
- Concerned friends and family support and aids recovery.
- Never judge or criticise the person, rather seek professional counselling.

1.The South African Depression and Anxiety Group (SADAG)

Toll free: 0800121314

SMS: 32312

2.Alcoholics Anonymous

086 1435 722

3. Narcotics Anonymous

083 900 6962

TERM 3

WORLD OF WORK

Relationship between performance in school subjects and interests and abilities:

1. Types of learning activities related to various subjects:

You may have noticed that you do not get the same points for different subjects you take at school. There is a direct link between your performance in the subject that you study at school and your interests and abilities related to a subject. This means that you will find some subjects interesting than others and you will work harder and stay more focused during your activities. Your abilities thus improve, and you perform better.

There is also a direct connection between your learning activities during the class and your results. Your learning style is also influenced by your interests and abilities. Everyone has different interests and abilities. Interests are subjects or things that are exciting for you and what you enjoy doing. Ability is what you naturally do well. Everyone has a talent, have you discovered yours

Your teachers may use a variety of learning activities to teach and explain ideas and concepts in the different subjects. They will use different styles to assess how well you understand what you have learned.

Learning Activities are interactive activities such as those carried out between students and teachers. This helps explain ideas and engage learners with practical teaching.

There are four main activities that are carried out between you and your teachers.

The four events:

1. Practical activities
2. Theoretical activities
3. Individual activities
4. Group activities

1.1 Practical activities:

- Experiments
- Presentations
- Demonstrations
- Role play, including singing and dancing
- Physical movements

1.2 Theoretical activities:

- Theoretical research
- Questions & answer-based tasks
- Summaries
- Research Projects

1.3 Individual activities:

- Questions and answers activities
- Projects
- Research tasks
- Self Assessment
- Tests and quizzes
- Oral

1.4 Group activities

- Debates
- Discussions and brainstorming
- Role
- Quizzes

Practical learning activities means that you participate in practical tasks and learn by experimenting with or looking at real objects and materials. Theoretical activities used during instruction in subjects such as social sciences to help you to understand and develop your knowledge of the topics. Individual and group activities are used during lessons, depending on the subject and content to be taught and explained.

2. Requirements of each subject: thinking and learning skills

When you learn about each subject and gaining knowledge thereof, it is important to remember that all subjects are different, and you would require different think and learning skills for each subject.

2.1 Thinking Skills:

Thinking Skills are needed for problem solving decision making, planning and organization of information and the creation of new ideas and projects. The development of your thinking skills will expand your mental abilities and equip you for life, and it will help you to discover your true potential. Benjamin Bloom, an American teacher who studied the nature of thinking, has developed a way to classify different thinking skills. From the simple to the complex skills.

2.2 Study Skills:

Your teachers will agree that a positive attitude to learning is one of the most important things that a student can bring to school. Learning skills involves the use of learning styles that you have learned in the first quarter, so you can learn more.

Study Skills includes concentration, reading and comprehension skills, listening, remembering, study skills and responsible attitudes regarding your work.

The decision-making process:

Steps in choosing a career category: Your teenage years are the best time to find out about the many opportunities and career choices out there for you on a specific career category decision. A career Category means the grouping of certain careers.

You want to choose a career that you will enjoy and in which you will do well. Look at the subjects you do well in and enjoy. Think about what you find fascinating and what other activities you enjoy doing. It is easier to succeed and to job satisfaction when your personality complies to the environment in which you will one day want to work.

Many decisions you make in school will have an impact on your adult life. You have many individual strengths, abilities, interests and passions, and if you keep that in mind it will make choosing a career much easier.

Your strength in a area means that you have the knowledge, talent and skills to do something. When you use your strengths, you are passionate about and immersed in what you do or what you learn.

Ability in something means that you can do something good. Interests about things you enjoy doing and what you want to learn more. Your hobbies are things that you enjoy doing or where you are interested. Passion means that you have a strong feeling for something.

There are four different steps in choosing a career:

1. Identify your strengths
2. Identify your abilities
3. Identify your interests
4. Do you really have a passion for it, motivate

TERM 3

ENVIRONMENTAL HEALTH ISSUES:

1. Environmental Health Issues

The main objective of Environmental health is to prevent disease and create environments that are healthy to live in.

Environmental Health comprises those aspects of human life, including quality of life, that are determined by chemical, physical, biological, social and psychosocial factors in the environment. It also refers to the theory and practice of assessing, correcting, controlling and preventing those factors in the environment that can potentially affect adversely the health of present and future generations.

Environmental Health is any issue that may have a negative impact on human health. In order for an environment to be healthy it has to be assessed, monitored for change and progress, and current problems need to be sorted.

These include suitable and safe housing, water quality, food control, waste management, controlling communicable diseases, vector control, pollution control, disposing of dead bodies, and air quality management.

Mass migration of people from rural to urban areas has caused a shortage of land and houses. Service delivery has been slow in many areas causing a shortage of land and houses.

This along with climate change, globalisation, air pollution and poverty are important concerns for environmental health, as it affects the quality of water and access to sufficient safe water, around the world. Food production has been reduced because there is less land suitable for growing food. There are laws govern the production and selling of all crops, including maize, wheat, and vegetables.

Waste management is a major problem in both rural areas and towns and cities. Landfill sites are filling up quickly and they are a potential health risk.

The rotting material produces large amounts of methane gas that is a major factor in the greenhouse effect. Items that do not decompose, such as cans, bottles and plastic, take up space. These items should be recycled. Much of this waste can be useful. Items that can be recycled will save the environment and may generate income.

Go green projects are set to up to help save our environment. Many schools participate in these projects that encourage recycling and the growing vegetables.

The vegetable waste may be used to make compost to feed the soil in vegetable gardens. To grow our own vegetables help us in different ways, for example, we save money if we use fresh vegetables and making more oxygen that cleans the air.

Communicable diseases are a problem throughout the world. Many children living in rural areas do not have adequate access to clinics and so are not immunised and are vulnerable to diseases like

measles and polio and whooping cough. Mobile clinics that offer hearing and vision test, blood pressure checks and immunisations, visit in these areas.

Malaria is a disease carried by certain types of mosquitoes and it is a problem in certain areas in South Africa. The government is spending a lot of money on research and the control of malaria in South Africa.

Each one of us must play our part in sustaining our environment. The supply of adequate housing, water, electricity, and sanitation is an ongoing problem for our government. By saving electricity in our homes, schools and workplaces, we will reduce the amount of electricity we need and there will be enough for all and we can save the environment. Power stations pollute the air by burning fossil fuels. Water is scarce and by using it wisely there will be enough for all of us.

2. Application of laws and policies to protect environment:

Government departments are ultimately responsible for ensuring that the laws and policies are carried out and that the environment is healthy. Provincial departments and local municipalities are also responsible for this issue. Noise Control for example, is dealt with by the municipal health service as part of pollution control, and port control is a provincial matter.

The government has drawn up a National Environmental Strategic Action Plan. This action plan has two basic ideals.

The first is to develop secure and higher standard living conditions and improve the quality of life for disadvantaged people now and for future generations. The second is to protect and improve the environment immediately and in the future.

2.1 How effective are these policies?

Sadly, even though there are government policies in place many people in South Africa live in extremely unhealthy environments. There is a shortage of housing, electricity and safe water for drinking and cooking. These basic needs are a priority, but the development in some areas has been slow.

3. Earth Day: preservation of the environment

Earth Day is held across the world on April 22 to promote awareness of and appreciation for the Earth's environmental issues.

The day is celebrated by people from different backgrounds, races, gender, nationalities and religions. The cultures of the world use this opportunity to commit to building a safer, cleaner, healthier, and sustainable world.

We as humans have caused the damage to the environment and it is our responsibility to find solutions to the problem. On Earth Day, we focus our attention on how we can make a difference and encourage people to get involved and do something that will make a difference.

3.1 Preserving the environment so that we can use plants to keep us healthy

The environment around us can supply plants that may be used as medicines to make us healthy. Indigenous cultures around the world use plants as a form of medicine and healing. In South Africa we have a great variety of plants and herbs that can be used as medicine. Many people use indigenous plants and herbs to cure diseases, some of them occur naturally in the field, while others are planted in our gardens. Many herbs used in cooking, is also used to heal people.

3.2.1 Cancer bush- It is thought to be one of South Africa's most valuable medicinal plants. It may be used to help with diabetes, flu, kidney and liver problems and even help someone with poor appetite helps to eat more food.

3.2.2 Buchu- It is used by people whose bodies store too much water by helping them get rid of extra water. It is also used on wounds and bruises.

3.2.3 Sunflowers- Tea made from sunflower has many uses. It is used to lower the body temperature if you have a cold or fever. It opens a tight chest and cough and also prevents the body from storing extra water.

3.2.4 Mint: Mint grows easily in gardens. The leaves may be soaked in hot water for few minutes to make mint tea. The tea may also be used to help with digestion problems, cramps and general aches and pains. It can also be used to clean up with cuts, burns and grazes.

4. Honouring Earth Day: ways of being kinder to the earth

We can all contribute to Earth Day celebrations and to be kinder to our earth. This can be done at school, at home, at work and the community in which you live.

Here are a few suggestions that you can do to be friendlier to the earth.

4.1 In communities and at work

- Organise a community clean-up
- Plant an indigenous tree or shrubs and plants
- Clean out storm water drains in your streets
- Have a small market once a week or once a month to sell home-grown vegetables and home-made goods like jams and cakes

4.2 At home

- Save electricity by switching off geysers during the day
- Save water by showering instead of bathing
- Prepare only enough food so there is no waste
- Grow your own fruit and vegetables

4.3 At school

- Set up a litter awareness campaign
- Make a vegetable garden for the class or school
- Take healthy food to school in a recyclable container
- Encourage your school tuck shop to sell healthy snacks rather than junk food

5. Develop and implement an environmental health programme

There are many ways in which we can help your environment. This may be as individuals, families, school or communities.

6. Informed, responsible decision-making about health and safety, HIV and AIDS

Knowing the facts about HIV and AIDS helps you to make responsible decisions about keeping safe from infection and staying healthy too. AIDS stands for acquired immune deficiency syndrome and is caused by the HIV virus. When the HIV virus enters the body, it attacks the T-cells. The T-cells are part of the immune system that helps your body fight illnesses and infections. After some time, the HIV-virus has destroyed so many of the T-cells that the body can't fight infections. When this happens, the infection leads to AIDS.

6.1 Remember how HIV is spread

Having sex with a partner who is HIV-positive and not using a condom, can cause the virus to spread. HIV is spread through bodily fluids such as blood and semen.

6.2 Management with medication, diet, healthy lifestyle living and a positive attitude

Having an HIV test is a positive decision. If you have unprotected sex or find yourself in other risky situations, it is wise to have regular HIV tests.

An HIV-positive person can lead a healthy, normal life by:

1. Taking care of your body- avoid dangerous situations
2. Positive thinking-Be positive, it can improve your life
3. Getting support from people around you- Join a support group
4. Eat correctly- healthy diet ensures a healthy body
5. Exercise- Reduce stress and is good for your body
6. Get enough rest- Sleep is important for your well-being

6.3 Prevention and safety issues relating to HIV and AIDS

The best way to prevent HIV and AIDS, to spread the knowledge and know the facts.

6.4 Caring for people with HIV and AIDS

People infected with HIV and AIDS can look and feel healthy for a long time before signs of AIDS appear. People should not be excluded from school because of their HIV status. People living with HIV and AIDS must be treated with the same with the same respect and support as others.

7. Nation Building

7.1 Different ways to promote nation building in different contexts

Our country is made up of many different people. We all come from different cultures and traditions and believe in different religions. Our differences should never be seen as a problem. Nation-building means being proud of who we are and accepting others who are different to us. Nation-building means to working together to create a better South Africa for all.

7.2 Contributions of woman and men towards to nation building: Individuals and groups

There are truly great South Africans who have made a contribution towards nation building. Some are famous within the country and others are not as well known, but they can be admired for their hard work and determination. Some are individuals who make a concerted effort to help build unity and others are groups of people who may work in development organisations that contribute to nation building.

Today, many women work just as hard. Many fill positions in parliament, lead and run successful businesses and companies, and make positive contributions to a democratic, peaceful society.

Our national sport teams such as Bafana Bafana, the Springboks and the Proteas make us feel a sense of pride towards our country. There are also sportsmen and women who represent our country and add positively to nation-building in South Africa

TERM 4

HUMAN RIGHTS VIOLENCE:

1. The importance of human rights

These rights ensure that we are treated fairly and equally and have suitable living conditions. We cannot be judged on our colour, religious beliefs, or education. Fairness, freedom, equality, justice, and dignity are important characteristics of human rights.

We live in a country that is rich in diversity. This means that we are all different. Being part of our Rainbow nation, means that we have many cultures, religions, beliefs, values, and opinions, but we all live together as one nation.

Our constitution gives us the right to practice our religion, and have the freedom to express our beliefs, thoughts, and feelings freely as long as these do not cause any harm or disrespect to others.

Remember, every human being has equal rights and responsibilities too. We cannot claim our rights if we are being irresponsible towards them.

2. Types of violations

When human rights are abused by a person or a group, it causes conflict and human rights are violated.

Violation of human rights means to treat an individual or a group of people as though they do not deserve respect or dignity.

Discrimination against people because of their gender, appearance, race, religion, culture, or beliefs are violations of human rights.

3. Counter strategies to violations of human rights

The government has a duty to provide human rights for all, but the responsibility lies with all individuals as well.

There are also organisations within communities that help seek solutions for individuals whose rights have been violated.

Knowing your rights and responsibilities and realizing and accepting that others have rights too, is important.

Communities, schools and families can work together to identify particular human rights violations and come up with counterstrategies.

We all have a duty and responsibility to respect the rights of other people.

Gender equity

1. What is gender equity?

Your family, friends, teachers, and the media influence the way you see yourself. Gender has a direct link to your identity. As you get older, you are faced with choices that will shape the kind of adult you will become. Some of the decision are not clear and easy and it is normal to change your mind often.

Gender does not only mean whether you are male or female. It also includes the roles of men and woman and their relationships to one another. Equity means fair or equal, so gender equity focuses on the equal treatment of men and women.

2. Defining gender-based violence

During the past centuries, most societies have treated woman as being inferior to men.

Gender-based violence is the emotional, verbal and physical violence and abuse of women and girls.

Gender-based violence is violence between men and woman, where woman are usually the ones to be hurt and victimized. Gender-based violence results from power and control struggles.

STEREOTYPES AND NEGATIVE ATTITUDES ABOUT MEN AND WOMAN AND CULTURAL INFLUENCES ALSO CAUSE GENDER -BASED VIOLENCE.

3. Emotional, health and social impact of rape and gender-based violence

Gender-based violence are serious violations of basic human rights of girls and women.

Rape is a type of sexual assault where the victim is forced to have sexual intercourse, without his / her consent / against her will.

Rape and gender-based violence have an impact on the emotional, social and health well-being of women and girls.

4. Prevention of violence against woman: law of sexual offences

Sexual offences including rape are some of the worst kinds of human rights violations and abuse.

Prevention of violence against woman needs to happen immediately and continuously. We need to be aware of the problem and educate and provide support to each other. There are sexual offences laws in place to help protect woman from being violated and further victimized of harassed if reporting the incident.

Hints for girls to prevent cases of rape and violence:

- Know that you and your body deserve to be respected
- Go with your instincts, when you are not sure of something, and you don't feel comfortable speak out
- Never drink or use drugs
- Never feel guilty or ashamed about saying "NO"
- When out somewhere, make sure you have a safe way to get home.
- Know the warning signs of an abusive relationship.
- Do not be scared to ask for help

Hints for boys to prevent cases of rape and violence:

- Have respect for yourself and others.
- Never pressurize or force a girlfriend into having sexual intercourse.
- Make sure that you are honest about your intentions and that she is comfortable and happy in your company.
- Respect her choices and decisions and her right to say no.
- Never use drugs or alcohol.
- Never take advantage of a drunk girl.

5. Sources of help for victims: Safety for girls and women.

Protecting yourself and others is important. Women and girls who have become victims of gender-based violence and rape need help and support. There are numerous rape crisis centres and organizations around the country that serve as sources of help for victims for example:

5.1 LIFELINESUIDER-AFRIKA

5.2 VROU IN KRISIS

5.3 STOP GENDER ABUSE

Cultural diversity in South Africa**1.1 What is diversity?**

Diversity refers to the differences in culture, religion, and gender

1.2 Examples of practical strategies related to diverse cultures and religions

- Respect cultural and religious differences.
- Show respect by always being polite, no negative comments.
- Study of other religions and cultures. Be tolerant of differences.
- Be aware of the different religious holidays. Respect each culture's different diets.
- Do not force people to eat your foods.
- If students go to initiation school, respect it.