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Unit 1 Self-concept formation and self-motivation

A person's **self-concept** and **self-motivation** are connected. If you believe in yourself and your abilities you will be more motivated to achieve the things you dream of and wish for.

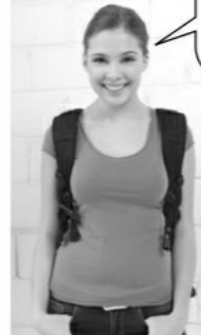
keywords

self-concept how you see yourself and what you feel about yourself

self-motivation believing in your abilities and being inspired to do things that interest you

Influences on self-concept formation and self-motivation

South Africa's rich and varied culture makes South Africans interesting people. How you answer the question 'Who am I?' will give you an idea of your self-concept. How you answer 'What do I want to achieve?' will give you an idea of what motivates you – your self-motivation.



What you are is a combination of:

- what you have inherited from your parents
- the influence of friends and family
- the environment you grow up in
- the community in which you live
- your religious beliefs
- the culture you belong to
- the books, movies, TV programmes and adverts you know.

These factors all influence our beliefs, values, how we do things and see ourselves. Let's look at them in more detail:

Family

The way we see and understand ourselves starts with how our family talks to and relates to us. A child who grows up feeling loved and cared for usually becomes a caring and loving adult.

Friends and peers

Your friendships and interactions with other people will have an effect on how you feel about yourself. If people enjoy spending time with you and agree with you, this can have a positive effect on your self-concept.

We are proud of you no matter what.



Environment

Your environment is the setting or surroundings you live in. It includes the atmosphere, mood and feelings related to the place where you live. If you feel happy and safe in your environment this can positively affect your self-concept.

Community

Your community is the people that live in the area where you live. How the people in your area relate to you will affect how you feel about yourself. Sometimes we compare ourselves to people in our community. If the people around us are more successful or happier than us it can have a negative effect on our self-concept.

Religion

The religion you are exposed to, are taught and believe in gives you guidelines about how to live your daily and religious life. It has an effect on how you think about yourself.

Culture

South Africa's rich and varied culture makes South Africans interesting. The culture of a group of people or a country includes customs, attitudes and views on how to live and behave. Often people have **stereotypical** views of a culture, e.g. that all South Africans enjoy a braai.

Media

The media communicates information through newspapers, TV, radio, movies, magazines, books, adverts and the Internet. Through the media we learn what is going on in the world, how different people live and what they do for fun. It also affects how we see ourselves, sometimes negatively, because we compare ourselves to what the media tells us is beautiful or worth having.

Activity 1 The things that affect us

As a class, discuss an example of how each of the factors above might affect your self-concept and self-motivation. It can be positive, and make you feel good about yourself, or negative, making you feel bad about yourself. E.g. the music I listen to makes it seem so cool to have a girlfriend, so it makes me feel childish because I don't have one yet.

Activity 2 The effect of the media on young people

1. Look at the covers of these popular magazines. What do you think of these pictures? How do they make you feel? How do these images affect your self-concept and self-motivation? Do you think magazines influence how young people believe they should look, dress or behave?
2. Write a short essay on the influence media images have on young people.



I am a Christian. I believe we should show care to all people.



I am a Muslim and so I am not allowed to drink alcohol.



keywords

influence have an effect on the behaviour or thoughts of someone

stereotypical a fixed or simplified idea about a type of person or thing

You can hurt yourself and others with negative comments. Let's be aware of how powerful our words are – they affect us more than we think!



Positive self-talk: individuality and uniqueness

The way you see yourself (your self-concept) will influence how you value yourself. It will also affect how you behave towards others. We are all unique individuals. If you learn to love and accept yourself the way you are, you can achieve wonderful things in your life.

Positive self-talk is any information you give yourself that builds your self-concept. Your thoughts affect your moods: if you think unhappy thoughts you feel unhappy. If you tell yourself you can't do something, guess what, you might never be able to do it! Negative self-talk can lead to low **self-esteem**, lack of confidence or even depression. If you tell yourself you can do something then you have a much better chance of succeeding.

One way to improve your self-concept is to say encouraging, positive things to yourself. Positive self-talk can help you achieve goals and be more successful in your everyday life.

keyword

self-esteem
self respect and
confidence in your
abilities

Activity 3 Appreciate your and others' positive qualities

1. Your teacher will divide the class into groups.
2. Choose one person in each group to be the chairperson.
3. The chairperson must make sure that each person has an equal number of turns and that they answer different questions.
4. Work through the list below and take turns to complete the sentences.
 - My best qualities are ...
 - I am good at ...
 - My friends like me because ...
 - I am getting better at ...
 - What my caregivers like about me is ...
 - I feel successful when ...
 - I feel good when ...
 - What I'd never change about myself is ...
 - The sport I am best at is ...
 - My favorite subject is ...
 - I like myself because ...
 - I am happy when ...
 - The best thing anyone has ever said to me is ...
5. On your own write down:
 - How you felt answering the questions in front of your group.
 - Which questions you were able to answer easily.
 - Which questions were difficult for you to answer.
 - Choose ten sentences from the list and complete them.

A positive self-concept helps you **fulfil** your **potential**. If you have a poor self-concept your ability to learn, remember and achieve will be negatively affected. Negative remarks from others can also affect your self-concept. It is important to know that you can improve a negative self-concept.

Look at the examples of the things people say to themselves.

keywords

fulfil achieve
potential abilities
or talents that can
be developed for
future success

Negative statements	Positive statements
I am hopeless. I can't do this.	I can do this.
I know I'll get this wrong.	It's OK to make mistakes.
I don't know how to do this.	It's OK to ask for help.
I will do it sometime, when I feel like it.	I will do it now.
I am stressed. It's all too much.	I will just take one step at a time.

Do you sometimes say negative things to yourself? Just like a sportsperson needs a coach, so some people need a life coach. A life coach:

- Helps you achieve goals, make positive changes and fulfil your potential
- Believes in, encourages and supports you

You can become your own life coach by developing positive self-talk.

Activity 4 Train your inner coach

1. Work with a partner. For each situation decide on a possible positive self-talk statement.
 2. First write down your answers, then you will discuss them as a class.
- Be positive about yourself and know what your positive qualities are. Appreciate other people's positive qualities too. Don't use negative talk, it can be harmful and hurtful.

 I'm pathetic - I missed the goal!	 Nobody likes me.	 I made a mess of that!	 I am just no good
I'm at the goal-post, I shoot and the goalie saves the ball.	They didn't ask me to go out with them.	My project didn't turn out as I imagined.	I wasn't picked for the team.

Strategies to extend personal potential

Having a positive self-concept makes it easier for us to succeed in life. Success can mean different things to different people. Most people are happy and feel successful when they achieve their potential. Do you know what your potential is?

Activity 5 Personal potential quiz

1. Do you know what your gifts and talents are? If so, can you list your top five or ten?
2. Do you know what you want to do with your life? If so, can you put it into words?
3. Do you know how to create the life you want to live? If so, can you write down the path you intend to take?
4. Write down your first response to the questions above. Then, think about the question more deeply and write until you feel comfortable with your response. Don't worry if the questions were hard to answer or if you don't have much to say. Exploring these questions will help you discover who you are and what you want to become.



5. Now look at what you wrote to see what it reveals about you. For each question, give yourself:
2 points if you wrote anything down
5 points if you wrote a few words
15 points if you wrote several meaningful sentences
25 points if you wrote specific, detailed answers
33 points if you wrote comprehensive and complete answers
6. Next, add up the scores from all three answers and write down your total score.
7. Choose the option from the table below that completes the sentence and best expresses how well you know your potential.
'I have _____ what my potential is!'

1 – 24 points	25 – 49 points	50 – 74 points	75 – 100 points
No idea	A vague idea	Some idea	A detailed idea

Skills – what you need to do

To achieve your potential there are certain skills and strategies you can use:

- Focus on what you enjoy doing, e.g. your favourite subjects, activities you are good at
- Think about all the successes you've had in your life
- Believe in yourself and be confident – practise positive self-talk.

Strategy – how you need to do it

- Start exercising – you will feel much more positive about yourself.
- List the things you'd like to improve and think about how you're going to do it
- Talk to a positive friend about what you would like to achieve
- Read books and articles (see article below) that will inspire you to be positive.

Sometimes you may feel that there are things standing in the way of your success. When we overcome difficulties we become more confident, **capable** and our self-concept is strengthened. Let's read about Natalie du Toit who is successful even though she has had difficulties and **challenges** to overcome.

keywords

capable to have the ability and knowledge to do something

challenges things that test your inner strength and abilities

The girl who would not give up

Famous South African swimmer, Natalie du Toit, dreamed of competing in the Olympics ever since she was a little girl.

Her rise to stardom began when she represented South Africa at the Commonwealth Games at the age of just 14. Three years later, she was knocked down by a car while riding her scooter. The collision led to the **amputation** of her left leg at the knee.

At first glance, it seemed as if the teenager's Olympic dream was in pieces. However, the accident did little to sink her ambitions. Even as she lay in hospital, the then 17-year-old swimmer refused to give up on her dream. After spending

several months in physical training she returned to competitions and in 2004 – just three years after her accident – she won five gold medals at the Paralympic Games in Athens. This marked an amazing comeback and showed just how determined she was to follow her **destiny**.

She had to change to distance freestyle after the accident. But for Natalie, **hurdles** were there simply to overcome. "I have always had a dream to take part in the Olympic Games, and losing my leg didn't change anything," she says.

When she qualified for the 2008 Olympics in Beijing, she made history as the first amputee swimmer ever to

qualify for the able-bodied Olympics.

Du Toit says she doesn't see being disabled as a **limitation**. "It's quite a tough thing, because if you swim able-bodied, nobody says: 'Ah, she has half a leg we're going to go slower against her,' – nobody."



keywords

amputate an operation by a doctor to cut off an arm or a leg

destiny the life you are meant to live

hurdles obstacles or things that might get in the way of achieving something

limitation something that gets in the way of achieving a goal

Activity 6 Let's talk about Natalie du Toit

1. Discuss the following questions in groups and write down your answers.
2. Do you think being good at something makes it easier to have a good self-concept?
3. What would have happened to Natalie if she had believed that having a perfect body was the only way to be successful?
4. How do you think Natalie feels about herself now?
5. What lessons can we learn from Natalie about achieving our potential?
6. On your own, think about something you would like to achieve. Write it down. Then write down the skills and strategies you would use to help you achieve your goal.

Unit 4 Sexuality

Sexuality is a natural and healthy part of being human. It affects how we feel about ourselves and our relationships with others. It includes our sexual thoughts, experiences, feelings, ideas and values.

I look so different from my friends. Am I normal?



keyword

intimacy closeness in relationships

mature the opposite of childish, more like an adult

Understanding one's sexuality

Your teenage years are a time of change; you start experiencing sexual feelings because of the hormonal changes in your body. It can take time to understand who you are becoming. This includes trying to understand your sexual feelings and attractions. These changes can make people shy or embarrassed to talk or ask questions about what is happening to them.

Changing into an adult happens at different times for different people. Try not to compare yourself to others, your development will happen at its own pace. If you have confusing feelings it helps to talk to someone: a parent, family member or a close friend. It is normal for teenagers to want to experiment with physical **intimacy**.

Make sure that your sexuality is a healthy and positive part of your life:

- Take it slowly
- Get reliable information
- Delay sex until you are **mature** enough to deal with the consequences

Activity 15 Good and bad feelings

Negative feelings about sex

Negative feelings about sex may occur if anyone, teen or adult:

- Does not use appropriate protection
- Has intercourse with a new partner on the spur of the moment
- Gives in to pressure such as, 'If you love me, you'll do this'
- Is forced to engage in any sexual act.

Read the article about feelings about sex and answer the following questions:

1. In what situations is a person likely to have bad feelings as a result of sex?
2. What feelings could a person have if they have sex and aren't ready?
3. How do you know if a person is not ready for sex?

Why does sex sometimes feel bad?

Having sexual intercourse without protecting oneself and one's partner from pregnancy and sexually transmitted diseases (STDs) can have serious physical and emotional consequences. Feeling fear, anxiety or guilt about pregnancy or disease is common. There will probably be anger if the sex was forced or if the relationship ends. Sadness, about losing one's virginity

or reputation, may also be felt. Some adolescents who have had sexual intercourse feel regret and decide to postpone having further intercourse until later. If a parent or someone else unexpectedly learns that the teenager has had sex, the reaction, which may include disapproval, shaming and blaming, may have negative emotional consequences for the teen.

Influence of friends and peers on sexuality

Teenagers are most likely to get information from their friends. Your friends' attitudes, values and beliefs about sexuality will probably have an influence on how you view sexuality. It is not only what your friends say, what they are doing can also influence you. Young people who decide to become sexually active are likely to have friends who have made the same choices.

Wow she looks hot! My dad would never let me go out wearing that!



Activity 16 How friends influence each other

- Write down how you think friends can have an influence on:
 - How you dress
 - What you think of the opposite sex, e.g. girls/boys are all...
 - What you do on weekends
 - Having a relationship with someone
 - How far the relationship goes (holding hands, kissing, having sex, etc.).
- Think about whether you feel comfortable with the choices you are making and the way you are behaving.

How to say no if you want to

There is a lot of **peer pressure** on teenagers to explore their sexuality. This pressure can come from friends or from girlfriends or boyfriends. Many adults advise teenagers to simply say no to sex, but don't tell them exactly how to do this. Here are some answers you can give if you feel you are not ready and you are being pressurised.

Come on guy, we've all done it with our girlfriends. It's what we need!



She: But everybody is doing it.	He: Everybody is not doing it. Many people decide to wait, or pretend to impress their friends.
He: If you loved me, you would have sex with me.	She: If you loved me, you wouldn't expect me to do something I don't feel comfortable with.
He: I won't have sex with a condom.	She: Well, I won't have sex without a condom.
He: You cannot get pregnant the first time.	She: Oh yes, I can. Many girls have fallen pregnant when having sex for the first time.
He: If you won't have sex with me, I am going to leave you and find someone who will.	She: Well, if that is all this relationship is for you, I will be better off without you.
She: It is my right to have sex.	He: And it is my right not to have sex.

keyword

peer pressure a person of your age putting pressure on you to do something

Family and community norms

Your family and the community you grow up in has an influence on your attitude to your sexuality and on how your sexuality develops. This includes the way your family and community think about: how girls and boys should behave, the freedom girls and boys are allowed, male and female roles in relationship, what they should wear, how sex is viewed and understood, what is seen as attractive and what is acceptable behaviour for a teenager.

Activity 17 Beliefs about sexuality

1. This activity will give you an idea of how your family and your community affect what you think and believe about sexuality.
2. How would the people at home complete the sentences below? Write down their answers.
3. Then, next to each sentence, write your own comment about their views.
 - a. A girl should always ...
 - b. Boys should not ...
 - c. A mother ...
 - d. Girls can ...
 - e. Marriage is ...
 - f. A father ...
 - g. Boys are good at ...
 - h. Talking about sexuality is ...

Cultural values that impact on sexuality

Your **cultural values** have an impact on your sexuality. South Africa is made up of many wonderful and different cultures. As the world changes, these cultures also change over the years. Our cultural values will have an effect on how we understand:

- What is masculine?
- What is feminine?
- How do boys and men behave?
- How do girls and women behave?

keyword

cultural values
general beliefs
about what is
right, wrong,
acceptable or
unacceptable

Activity 18 How my culture views sexuality

Write a letter to a friend who comes from a different culture to yours. Explain your culture's beliefs by writing about: What is typical, accepted behaviour for men; What is typical, accepted behaviour for women; How men and women should dress; How men should treat women; How women should treat men; How teenage girls should behave; How teenage boys should behave; Your culture's views on sex and marriage.



Social pressures that impact on sexuality

Social or peer pressure is the pressure we feel to act in a certain way or do things because of what is happening around us. For example, our friends may encourage us to drink or smoke. Young people's behaviour and attitudes toward their sexuality is often influenced by their peer group and by what they see in movies, music videos, magazines and TV. Pressure to change your values can harm a relationship. For example, if you are honest and are pressured by a friend to lie or steal, you are being encouraged to do something that goes against your **principles**. When you act in ways that make you feel uncomfortable, your actions do not reflect your beliefs and values.

keyword

principles beliefs that influence your actions

Look at the following scenarios of how social pressure impacts on sexuality:



Activity 19 The things that affect us

1. In this activity you will think about your values and feelings about sexuality.
2. In groups brainstorm at least five reasons why young people choose to have sex and five reasons why they choose not to have sex.
3. On your own, imagine you are an Agony Aunt or Understanding Uncle and write a response to one of the letters below. Give your own honest opinion.

Understanding Uncle

All my friends are bragging about having sex, they talk about it all the time. I feel left out and embarrassed — I have never even kissed anyone. Am I the only person that hasn't had sex? Is there a certain age when you should have sex by? I don't know what to do.

Inexperienced, 14 years, Cape Town

Understanding Uncle

My girlfriend is very experienced. She's had lots of boyfriends and says that if we love each other we should have sex to prove how much we love each other. I haven't had sex before. She says that, if I don't do it with her, she will tell my friends.

Embarrassed, 13 years, Pretoria

Dear Agony Aunt

My dad wants me to stop school. He says that because I am a girl it's a waste of money to pay for school, as I will get married and my husband can look after me. I don't want to leave school and start working. There is still so much for me to learn. How can I make him change his mind?

Stressed, 15 years, Jo'burg

Activity 20 What forcing feels like

1. In pairs, role play someone being forced to give his or her money to a classmate. You may NOT touch each other during this activity.
2. Each person takes a turn to force someone to give his or her money and each person must have a turn to resist.
3. Write five sentences describing how it felt being forced to do something you did not want to do.

If you are in a situation that makes you feel uncomfortable, sad or stressed, ask for help. You can ask your parents or teachers, or you can go to your nearest community clinic or phone a help line. You will find helpline numbers are on page 122.



It is important to feel proud and comfortable with your actions so that you can look back on your life and not feel embarrassed or wish you had not done certain things.

Problem-solving skills

All teenagers go through puberty, we know that this is the process of changing from a child to an adult. It affects all teenagers physically, emotionally and socially. You are developing and changing: you are forming your identity, your sense of who you are.

Your relationship with your sexuality is a part of this process. In order to go through puberty and your developing sexuality safely you need to take care of yourself. You need to make the right decisions.

When it comes to decisions about sex and sexuality you need to:

- Understand the risks of sexual choices
- Know what your responsibilities are to yourself
- Be aware of what the results of your choices will be
- Be comfortable with your body
- Know what is happening to your body
- Understand the feelings you are having.

Not feel forced to act in certain ways or do things you are not comfortable with. We need to know how to deal with difficult situations. Sometimes we find ourselves in situations when we do something or act in a certain way, even though it feels wrong to us. It goes against our beliefs and values; but we do it anyway. Using the problem solving steps below can help us in difficult situations.

Problem-solving steps

Step 1: Define the problem. What choice do you have to make? Think about your problem and be clear what the decision you have to make is.



Step 2: Brainstorm and make a list of all the possible options. Try not to rush this step. Sometimes the best decision is not always obvious. Ask others for their opinions and add them to your list if their ideas are different to yours. You will make your own decision, but it is sometimes worth getting an outside opinion.



Step 3: Evaluate each option by looking at its advantages and disadvantages. Which option has the most advantages? Try and predict the **consequences** of each option, i.e. imagine what would probably happen if you chose that option.



Step 6: Evaluate your decision. Think about whether it really was the best decision. How will you handle things next time you are in a similar situation? If you are not happy with the outcome of your decision, go back to step 2.



Step 5: Act. Carry out your decision.



Step 4: Decide. Choose the option which seems the best solution based on your facts.

Activity 21 Practising problem-solving

1. Think of a simple decision you have to make in the next week. It could be what to wear for a party, what to do on the weekend or choosing between two people to invite on an outing.
2. Apply the six decision-making steps. Write out your thinking step-by-step.
3. Share your six steps with the class.

keyword

consequences the result or effect of taking a certain decision or action

Unit 7 Relationships and friendships

Our African tradition of **ubuntu** is well known throughout the world. It means that we are human only through the humanity of other human beings. When people show us respect and kindness we are enriched. We are made 'more human'. In showing kindness and respect to others we are further enriched. It is our relationships which make us human.

You might be wondering what to do if you want to start a relationship, end one, fix one when there are problems or simply if you want to enjoy one even more.

keyword

initiate to begin or start something

ubuntu showing each other kindness and respect, so improving the quality of being human

Appropriate ways to initiate a relationship

How do you start a friendship? Can you walk straight up to someone and ask, 'Do you want to be my friend?' This might have worked in primary school, but it might not work now. Here are some suggestions to **initiate** friendships:



Smile and say hello. If you look friendly, people are more likely to connect with you. Relax and be confident — be yourself. If you try to be too cool people might not feel comfortable around you, or they'll think you are being strange.



Talk to people, start a conversation. E.g. ask people about themselves, what they enjoy. Be a good listener; don't just talk about yourself.



Many people your age are shy, some may hide it better than others.



Join groups or organised activities where you can meet people, e.g. sports or clubs.

Remember, you don't have to be very outgoing to make friends. Just show an interest in life and the people around you. To know how to start a friendship or relationship you need to understand what a friend is.

Activity 30 What you need to do to be a friend

1. Your teacher will read you a poem about friendship.
2. Now, write your own poem describing what you need and want from a friendship. Write at least 10 lines, e.g. Friendship is being kind and caring.
3. Read your poem and based on what you have written, write down at least five things which you think you need to do to start a friendship with someone. E.g. I would have to show the person that I am kind and caring.

Appropriate ways to sustain a relationship

To have a good friend you need to be a good friend. It is normal for friendships to change as you grow up. But it is also important to keep good friendships through the changes you experience during your teenage years. This is true of our other relationships, with our family and people in our community. Some people have no problem having good relationships with their friends, but don't do the same with their family or caregivers!

Here are some rules that should be kept in all relationships. Some rules may be more important to you than others:

- Keep your promises
- Show interest in people's problems
- Always return things that you borrow
- Stand up for a friend that is being criticised or bullied
- Say 'thank you' when a friend is helpful
- Say 'sorry' when you let a friend down
- Be prepared to lend things to a friend
- Say good, kind things about others
- Listen really well
- Be honest.

Activity 31 Check your relationship skills

1. Copy the table below into your notebook.
2. If the statement is true of your behaviour, tick the relevant box. If it isn't true, put a cross.
3. Count up your ticks for 'Friends' and 'Family or caregivers'.
4. Which is your highest score? Why do you think this is so?
5. Which behaviours do you think you could improve upon?

My behaviour	Friends	Family or caregivers
I really listen to others.		
I help solve problems.		
I am reliable and dependable.		
I give others room to change and develop.		
I don't put others down or hurt their feelings.		
I give compliments.		
I respect others.		
I care about others.		
I try to understand others' feelings and moods.		
I can disagree without hurting others.		
TOTAL		

Rules to keep a friend

Ask yourself, 'Is what I am saying...'

True?

Kind?

Necessary?



Problem-solving skills: appropriate behaviour in a relationship

It is important to have a clear understanding of what is acceptable and unacceptable behaviour in a relationship. An acceptable relationship is one where there is: respect, support, trust, honesty, equality, individuality and communication. If you experience unacceptable behaviour, you need the skills to do something about it.

Activity 32 Qualities of good relationships

In pairs discuss what kind of behaviour is acceptable and unacceptable for you in your relationships. Now, on your own write down your thoughts in two lists with these headings: Acceptable behaviour and Unacceptable behaviour.

What kind of relationships do you have?

Developing healthy, positive **constructive** relationships is important. Constructive relationships are good for you. **Destructive** relationships are harmful. Think about your friendships. How many of your friends are good for you? How do they make you feel about yourself? If you realise that a relationship is destructive, you need to do something to improve or end the relationship. You can improve your relationships by developing **empathy**. This helps you to understand how others feel. In the following activity you will try to imagine how others will feel.



Activity 33 What would you do?

In groups of five work through these scenarios and decide on the best option.

Scenario 1: Your friend wants to copy your homework but you don't want her to. A. Feel sorry for her, and give her your homework. B. Say no. C. Offer to help her with the homework.

Scenario 2: You come home later than the time agreed upon with your caregivers. A. Apologise and tell the truth. B. Blame somebody else and take no responsibility. C. Get angry and say they are always unkind to you.

Scenario 3: You are about to go out and a friend phones. She is upset and needs to talk. A. Tell her you can't talk now but will phone her back later. B. Tell her you can't talk and go out. C. Listen to your friend and don't go out as planned.

Scenario 4: Your boyfriend or girlfriend wants to be more sexually active than you do. A. Break up because they don't respect you. B. Tell him or her how you feel and end the relationship if you still feel pressurised. C. Say nothing and do what they want you to do.

keywords

constructive good, positive, helpful
destructive damaging
empathy putting yourself in someone else's situation to imagine how they feel

Six steps to help you solve problems in your relationships

Step 1. Identify the problem

First work out exactly what the problem is. Then put it into words. For example: 'You've been using my stuff without asking first.'

Step 2. Why is it a problem?

What's causing the problem? These questions may help you:

- What's upsetting you?
- Why is this so important to you?
- What do you think might happen?
- What's the worst thing that could happen?

Step 3. Brainstorm possible solutions

Make a list of all possible solutions. Try to think of at least eight ways to solve the problem.

Step 4. Evaluate the solutions

Look at your solutions and list the positives and negatives for each one. Now cross off all the options that have more negatives than positives. Choose the solution that you will be able to put into practice. If you haven't been able to find one, go back to Step 3 and brainstorm some different solutions.

Step 5. Put the solution into action

Once you've found a solution, make notes to plan exactly how you will carry it out.

Step 6. Evaluate the outcome

Once the plan has been put into action, you need to check how it went. Remember that not all solutions will work. Sometimes you'll need to try more than one solution. Part of successful problem-solving is being able to **adapt** when things don't go as expected.

Activity 34 Assignment: How can this be solved?

1. Read the scenarios below and choose one for your assignment.
2. Write one paragraph on what is inappropriate in the relationship, e.g. what is missing? Then use the six steps for problem-solving to work out a solution.

keyword

adapt the ability to change when circumstances change

Scenario 1:	Scenario 2:
Sarah and Robin are best friends; they do everything together. Sarah is unhappy and doesn't know why – she thinks she should feel lucky to be best friends with a cool girl like Robin. Robin is always telling Sarah that she should wear different clothes and not hang out with her old friends as they are lame. She also gets irritated with Sarah quickly and shouts at her if she doesn't do what she says. Sarah feels like she is Robin's slave. She has to carry her school bag and help her with her homework. Sarah is too scared to say anything to Robin in case she won't want to be friends any more.	Thabo and Sipho have known each other since Grade 1. Thabo is a joker, and likes to make people laugh. This is one of the things Sipho liked about him. Thabo has always teased Sipho, but Sipho didn't mind as it always seemed like harmless fun. But recently some of Thabo's jokes have been cruel. He told Sipho there was a football game on the other side of town and when Sipho arrived, there was nobody there. At school Thabo ignores Sipho and makes jokes about him when the other boys are around. This makes Sipho feel embarrassed. Every time he tries to talk about the problem Thabo laughs at him and tells him to stop being such a silly little boy.

Communication skills

Ability to disagree in constructive ways

It's easier to agree than disagree. But we can learn a lot from conversations where we don't agree – if we can listen and talk **rationally**. Unfortunately, lots of us either avoid disagreements or lose our temper when things don't go our way. These five tips can help keep disagreements constructive – whether you're talking to a parent, friend, or anyone else:

keyword

rationally using reasoning skills, rather than emotions
sarcastic comments or jokes that can offend others or show disrespect

Five ways to disagree (respectfully)

1. Don't make it personal. If you get upset, it helps to remember you're mad at the idea or concept your parent (or friend, etc.) is raising, not the person.
2. Avoid putting down the other person's ideas and beliefs. If you've ever experienced someone else's anger, you will know how valuable it is to use respectful language. Instead of saying what you might be thinking ('That's a stupid idea!'), try: 'I don't agree, and here's why.' Resist the temptation to shout or be **sarcastic**.
3. Use 'I' statements to communicate how you feel, what you think, and what you want or need. Using 'you' statements can sound accusing and argumentative. For example, saying 'You always remind me about my tasks on Wednesdays when you know I have a lot of homework' has a very different tone from 'I'm feeling pressured because I have a lot of homework tonight. Can I do those tasks tomorrow?'
4. Listen to the other point of view. Being a good listener shows that you respect and understand the other person's point of view. When the other person is talking, try to stop yourself from thinking about why you disagree or what you'll say next. Instead, focus on what's being said. When it's your turn to talk, repeat the other person's main points to show you listened to what was said. Then calmly present your case and why you disagree.
5. Stay calm. This is the most important thing you can do to keep a conversation on track. Of course, it's a huge challenge to stay calm and rational when you feel angry or passionate about something – especially if the person you're talking to gets upset. You may need to be the mature one who manages the conversation, even if the other person is a parent or someone who should know better.

Activity 35 How I would disagree respectfully

1. Think of a situation you have been in where you have disagreed with somebody, a friend, a family member, a teacher, etc.
2. Write down what the situation was.
3. Use the advice in "Five ways to (respectfully) disagree" to write a dialogue (like a play) to explain how you would constructively disagree with the person, e.g. Teacher: You have cheated on your mathematics test.
Guy: Sir, I know you are angry...

Appropriate ways to end a relationship

Ending a relationship is never easy. Learning not to allow people to treat you badly is a very important life skill. For many reasons, we sometimes find ourselves in bad or destructive relationships. Usually one person has more power than the other person and they abuse their power. There may be a power struggle between two people. There is little or no respect and more cruelty than kindness.

keyword

appropriate suitable or right

Ask yourself, does my friend:

- Get angry when I don't drop everything for him or her?
- Criticise the way I look or dress, or put me down in some way?
- Keep me from seeing other friends or from talking to any other guys or girls?
- Want me to stop an activity, even though I love it?
- Try to force me to do things I am not comfortable with?
- Call me names or embarrass me?
- Make me feel stupid?
- Make me feel afraid or scared?
- Sometimes behave nicely and sometimes horribly?



If you answer 'yes' to any of these questions you are not being treated well. Instead of just ending a relationship it's a good idea to talk first. How should we talk to someone when we want to end a situation that makes us unhappy or uncomfortable? If you want to end a relationship the following suggestions can help:

- Plan what you want to say before you say it.
- Think about what the person's reaction may be.
- Keep what you want to say short and to the point.
- Say it in person.
- Don't get caught in an argument – just stick to what you wanted to say.
- Be honest but not hurtful.

Activity 36 How to fix this

1. In pairs, read through the four situations below and discuss what could be done or said in each situation.
2. Write down what you would do.
3. Report back to the class.
 - A. Your boyfriend/girlfriend wants to go further sexually than you do. You have spoken to them and they don't seem to understand how you feel.
 - B. Your friend is jealous of you. She always wants to know what you are doing, where you are going and who you are with. You feel you always have to tell her everything.
 - C. You are afraid of someone in your class. He says nasty things when you walk past. He laughs in a nasty way when you talk in class.
 - D. Your friend doesn't like your other friend. He gets jealous when you are with him. You feel that you have to choose between the two of them.

Unit 9 Learning styles

keyword

gestures movements made with the hands or body while talking

We receive information through our five senses which is then sent to our brains. We communicate through movement, **gestures**, speech and writing. Our learning style depends on the way our brains receive and send information. The most common learning styles are:

- Visual
- Aural
- Kinaesthetic



Aural learners learn best through listening, talking and discussing with friends and family.



Visual learners learn best through seeing, writing their work down, reading their notes often and drawing pictures.



Kinesthetic learners learn best through movement, doing something while learning, fiddling and walking around.

Imagine you are in Grade 3 and you have a spelling test to study for. The best learning method for you would depend on your learning style.

- A visual learner would copy the words out and write each syllable in a different colour
- An aural learner would like the words read out and then would say the words and spell the letters out loud.
- A kinaesthetic learner might write the words in the air with big arm movements.

Reading and writing are probably best suited to visual learners, but we all learn the skill and use it regularly. Most studying uses reading and writing, but you can be creative and use other methods at the same time. Try this method explained in Activity 44 when you study – it uses all three learning styles.

keyword

flash card a card you can hold up for someone else to read information from

Activity 44 Flash a card

1. Choose a section in any subject that you need to study.
2. As you are reading through your notes make up questions which could be asked of the section. Write down these questions.
3. Write down definitions, explanations, words and facts that you would need to know.
4. Make **flash cards** from cardboard or paper that are about 10 cm × 12 cm.
5. On the front of the card, write down the questions, definitions, headings, etc.
6. On the back of the cards write down your answers, explanations, etc.
7. Learn the cards using different methods:
 - Read the questions without looking at the answers. Then write out the answers, turn over the card and then mark your answers. Rewrite the answers you got wrong.
 - Shuffle the cards and walk up and down while you read the questions and then the answers. Then hop, skip and jump or chant the information using rhythm and a beat.
 - Carry your cards with you everywhere. Learn and test yourself whenever you have a spare moment.
 - Stick up your cards on a wall and take one off at a time while you learn it. You can see them all at a glance and keep track of what you know.
 - Ask someone to test you orally. (You could ask a classmate who is writing the same test and take turns.) Then have a competition with rewards.
 - Try using different coloured pens and card colours. You can even use different shaped cards to try and imprint the information on your memory.
 - Use symbols, pictures and diagrams.

