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Unit 1 Learning styles

We all have three learning style abilities (visual, aural, kinaesthetic) but we tend to use one more often. When you have identified your personal preference you can develop and apply study methods to suit your learning style. You might also find learning methods from the other styles that will help you remember information.

Activity 1 What type of learning style do you have?

1. Read the table below.
2. Redraw the table but include only the behaviours which describe you.
3. Each behaviour in the table counts as one point. Count up the points for each column. The column with the highest score is the learning style you prefer.
4. **Survey** the class and count the learners in each learning style category.
5. Notice which learners are in the same category as you. Write a paragraph about what you have in common with them.

keyword

survey look over carefully

VAK self assessment

Visual: Seeing 	Auditory: Listening 	Kinaesthetic: Moving 
Might say: 'That look's right' 'I see that' 'Picture this'	Might say: 'I hear you' 'That sounds right' 'Listen to this'	Might say: 'I am touched' 'I get the feeling' 'I feel...'
Remember the past easily	Learn by talking to yourself	Get a 'feeling' about things
Don't like making eye-contact	Battle to make decisions	Get bored easily in listening situations
Remember and describe using colour and shapes	Relax by listening to music	Know how to solve conflict
Notice colours and the beauty of the environment	Can listen in class	Feel extreme emotions
Good sense of direction and don't often get lost	Can follow instructions easily	Pause a lot when speaking
See things in your mind	Prefer to learn from talks and lectures	Prefer to learn by writing, acting out or pacing
Prefer to learn from note-taking and diagrams	Talk to yourself when trying to work something out	Enjoy working things out while moving
Good at reading facial expressions and body language	Speak clearly and evenly	Fidgets a lot

Activity 2 How do you learn?

1. Your teacher will group the class according to the VAK self-assessment. If the group is larger than eight, divide into smaller groups.
2. Each group will discuss the following:
 - What you enjoy about school
 - What you find easy about school work
 - What you don't enjoy about school
 - What you find difficult about school work
 - The best way for you to organise yourself (tips and methods)
 - The best way for you to go about starting and working on a project
 - The best way for you to study for tests and exams (tips and methods)
 - Make notes about what is common amongst the people with your learning style.
 - What can you learn from the others in your group? Are there tips or methods that you can use?
 - One spokesperson from each group shares a summary of their group's answers with the rest of the class.
 - Are there any other tips or methods you could try from other groups?

Activity 3 Apply learning styles

Look at the ideas in the illustration for learning methods. Explain how you could use them in each subject.



Unit 3 Six career categories

Career categories: interests and abilities

A good career choice will bring out the best in you. This will happen if you enjoy your work and have the skills to do the work well. Knowing what kind of person you are helps to make a career choice that matches your interests and abilities.

This grid shows six different types of people or career categories:

REALISTIC people are competitive and like sport. They prefer action to talk. They like being outside and prefer working with machines, tools, plants and animals.
INVESTIGATIVE people prefer to think, organise and understand. They are good problem solvers and are good with numbers. They like working alone and can be shy.
ARTISTIC people like to express themselves artistically. They dislike rules, like tasks involving personal or physical skills, and are more likely to express their feelings than others.
SOCIAL people are happy teaching or helping. They like close relationships and are less likely to enjoy academic or physical activity.
ENTERPRISING people are good with words and like to persuade rather than support others. They also value prestige and status but are more ambitious than conventional people.
CONVENTIONAL people don't mind rules. They prefer order and don't like getting too personal. They like having status.

keywords

ambitious

determined and motivated to achieve goals

conventional

following the normal way of doing things



Abilities

Abilities are the things that you can do well, your skills, talents or strengths. Different kinds of work require different skills. It is important to know what your strengths are. Be proud of them and develop them. An understanding of your abilities will show you what types of work you will be good at.

If you have good academic abilities, e.g. ability to read with understanding and good writing skills you might be able to study at university or a University of Technology. Many people also make careers out of talents like acting, dancing, singing, painting, playing sport, cooking, writing, making and selling things. To build a career on your talents make sure you are really good them.

Activity 6 Abilities quiz

1. Draw up a table with a column for each of the six career categories above.
2. Read through the Ability Descriptions in the table on the next page. If an ability description describes you, look at the category it falls into and tick in the correct category column of the table you have drawn.
3. When you have finished the quiz, count up your ticks for each category and note the categories for your highest, second highest and third highest scores.

World of work

Ability Description	Category
A good memory	Conventional
Artistic or creative	Artistic
Careful and accurate	Investigative
Everything has its place and you don't lose things	Conventional
Good on computers	Investigative
Good at organising people	Enterprising
Good at solving problems	Investigative
Good at understanding instruction manuals	Investigative
Good leader	Enterprising
Good speller	Artistic
Good with numbers	Investigative
Good with your hands	Realistic
Healthy	Realistic
Helpful	Social
Like things done in order	Conventional
Logical	Conventional
Original	Artistic
Patient with all types of people	Social
People like to talk to you	Social
Persuasive	Enterprising
Physically fit	Realistic
Punctual	Conventional
Understanding of people	Social
Work best alone	Realistic
Work well with people	Social
Write well	Artistic
Good at selling things	Enterprising
Like to get things done	Enterprising

keywords

accurate done correctly, without mistakes

persuasive good at getting others to believe something

punctual arrive on time

Activity 7 My abilities

Complete the following paragraph:

I am good at _____, _____, _____. Other people have said that I am good at _____, _____, _____. Because of this I could consider careers in _____, _____, _____.

Interests

Your *interests* are the activities *you* enjoy doing: the things you like to read about and spend time doing. Some people's jobs grow out of an interest, e.g. artists, photographers, professional sports people and conservationists. As our interests can change during our lives, it isn't always a good idea to base your career choice on an interest. However, interests still play an important role in career choice.

Activity 8 Interests quiz

1. Draw a table with a column for each of the six career categories as in Activity 6 on page 46.
2. Read through the Interest Descriptions in the table below.
3. Look at the category of the things that interest you and put a tick in the correct career category column in your table.
4. Now count the ticks for each category and note the categories for your highest, second highest and third highest scores.
5. Complete this sentence: Because I am really interested in _____ I could consider careers in _____.

Interest Descriptions	Category
Writing Stories	Artistic
Looking after animals	Realistic
Being with friends	Social
Being outside	Realistic
Keeping things tidy	Conventional
Carrying out experiments	Investigative
Acting in plays	Artistic
Playing sport	Realistic
Listening to people's problems	Social
Working out your budget	Conventional
Learning about biology science	Investigative
Enjoying nature	Realistic
Planning your time carefully	Conventional
Designing clothes, jewellery or interiors	Artistic
Raising funds for charity	Enterprising
Learning how businesses work	Enterprising
Helping poor or sick people	Social
Learning about the oceans	Investigative
Drawing up schedules and writing lists	Conventional
Teaching people to do things	Social
Working with your hands	Realistic
Persuading people	Enterprising
Making music	Artistic
Learning about other people	Social
Learning about architecture and art	Artistic
Making sure things happen in the right order	Conventional
Thinking about money making schemes	Enterprising
Starting or running your own business	Enterprising
Understanding how the solar system works	Investigative
Learning how large structures are built	Investigative

Activity 9 Put it all together

1. Copy this table and insert your scores. Now total your scores for each category.

	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Abilities						
Interests						
TOTAL						

2. Use the table below to help you complete this sentence:
Because my three main personality types are _____, _____ and _____ I could consider careers in _____.

Career categories: thinking and learning skills

You are probably a combination of the six personality types, but when making career decisions, it is best to focus on the three categories with the highest scores. You have explored your interests and abilities. Now let's look at how these relate to different career paths. Here are some examples of career paths arranged under the different personality types:



REALISTIC CAREERS	INVESTIGATIVE CAREERS	ARTISTIC CAREERS
Aircraft Mechanic	Actuary	Actor
Animal Caretaker	Archaeologist	Architect
Carpenter	Chiropractor	Cartoonist
Chef	Computer Programmer	Desktop Publisher
Construction Manager	Economist	Disc Jockey
Fire Fighter	Geneticist	Interior Designer
Forester	Geologist	Make up Artist
Furniture Upholsterer	Market Researcher	Musician
Landscape Architect	Meteorologist	Photographer
Private Investigator	Optometrist	Tattoo Artist
Taxi Driver/ Driver	Pharmacist	Television/ Videographer
Welder	Soil Scientist	Writer
SOCIAL CAREERS	ENTERPRISING CAREERS	CONVENTIONAL CAREERS
Childcare Worker	Auctioneer	Bank Teller
Dietician	Business Executive	Bookkeeper
Driving Instructor	Business Owner	Cashier
Legal Advisor	Editor	Court Reporter
Occupational Therapist	Estate Agent	Data Capturer
Personal Trainer	Hotel Manager	Messenger
Psychologist	Lawyer	Meter Reader
School Counselor	Public Relations Officer	Order Clerk
Social Worker	Sales Person	Postal Worker
Spiritual Worker	School Principal	Receptionist
Sports Coach	Travel Agent	Secretary
Teacher	TV Presenter	Stock-broker

Activity 10 How do you work?

1. In pairs, read this description of the different ways in which people work.

REALISTIC people get on with the work rather than talking about it. They like to learn through doing it themselves. They will think of the simple practical solution and not get complicated. They will probably like to learn their work by walking up and down.

INVESTIGATIVE people will need to understand the reason for having to learn and know something. They will question everything until it makes sense to them. They are good analytical and logical thinkers. They will learn their work in a logical order by writing good summaries.

ARTISTIC people will think creatively around a problem and often come up with unusual and new ideas. They will probably learn using mind maps. They will remember diagrams, maps and pictures best, so they should try and convert their notes to be colourful and more visual.

SOCIAL people will often solve problems and think best when talking. They like to discuss and share ideas before making a decision. They would enjoy being part of a study group and would probably learn well by 'teaching' somebody else what they need to learn themselves.

ENTERPRISING people like to be in control and be independent when they think and learn. They like to know everything and let others know that they do. They are able to make quick and often good decisions. They would learn best if they felt that their efforts would be rewarded in some way – either with money or status.

CONVENTIONAL people will be organised and have all the necessary notes. Their learning material will be neat and up-to-date. They never have to waste time borrowing notes or looking for things. They will have listened in class and know which are the important sections and they are able to plan their time carefully and stick to study timetables. They will persevere in their learning and will usually complete tasks and reach their goals.

2. Now, think about how you work. Give yourself a score of between 1 and 5 for each category, without telling your friend your scores. Now do the same for your friend. Don't tell each other about your scores while you do the exercise. Apply the scores like this:
- 1 – This is not at all what I am like / This is not at all what my friend is like
 - 2 – Possibly, I might be like this sometimes / Possibly, my friend might be like this sometimes.
 - 3 – This is what I am like sometimes / This is what my friend is like sometimes.
 - 4 – This is what I am like a lot of the time / This is what my friend is like a lot of the time.
 - 5 – This is exactly what I am like / This is exactly what my friend is like.
3. Now compare the scores you gave to each other. Talk about it. Have you learnt anything about yourself?

School subjects related to each career category

Subject choice can also be related to the six career categories. This table shows how they can be linked:

REALISTIC Geography, Life Sciences, Consumer Studies, Equine Studies, Agricultural Management Practices, Agricultural Sciences, Agricultural Technology, Civil Technology, Electrical Technology, Engineering and Graphic Design, Life Orientation, Mechanical Technology, Tourism
INVESTIGATIVE Civil Technology, Electrical Technology, History, Information Technology, Life Sciences, Mathematics, Mechanical Technology, Physical Sciences
ARTISTIC Dance Studies, Design, Dramatic Arts, Engineering and Graphic Design, History, Visual Arts
SOCIAL Consumer Studies, History, Hospitality Studies, Life Orientation, Religious Studies, Tourism
ENTERPRISING Accounting, Business Science, Computer Applications, Consumer Studies, Economics, Hospitality Studies, Mathematical Literacy, Business Studies
CONVENTIONAL Accounting, Computer Applications, Economics, Mathematical Literacy, Mathematics, Business Studies

Activity 11 What should they do?

For this activity, use the information you have learnt in this unit about subject choice and careers.

1. Have a look at what these three learners say about their abilities and interests and then suggest three careers that might suit each of them.



My favourite subjects are Geography and I'm really good at Life Sciences. I love keeping fit, hiking and being in nature. I'm good at gardening and growing vegetables and love animals. I'm really bad at maths!

Learner 1

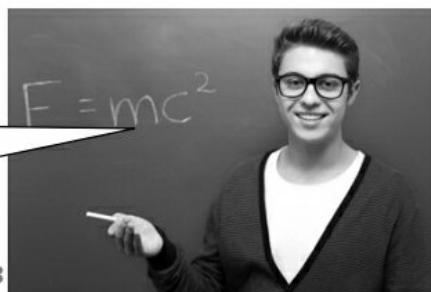
Some people think I'm weird because I come up with crazy ways to do things. I like writing and drawing and have created a cartoon strip about funny things that happen at school. I love hanging out with my friends. Sometimes I can be stubborn because I like doing things my way! My favourite subjects are English, Art and Life Orientation.



Learner 2

I am very organised and like solving problems. Maths and Science are my favorite subjects. I drive my family mad because I am always taking the household appliances apart to see how they work!

Learner 3



Unit 4 Work and South Africa's social and economic needs

keywords

inequality when living conditions or opportunities are not equal for all people

good work ethic the belief that we should always work hard, be responsible and do our best

prosper to do well financially

predictions suggestions of what might happen in the future

applying to ask in writing to be put forward or considered for a job

Needs in the community and country

South Africa has a new growth plan which hopes to decrease unemployment, **inequality** and poverty. The government hopes to reduce unemployment from 25% to 15% and create new jobs. If there are enough jobs and people have a **good work ethic**, South Africa will prosper. By respecting property, looking after our surroundings and possessions we can prevent waste. Less time and money will be needed to fix things and look after property and the environment. Instead we will be able to focus on moving forward and creating new opportunities.

You can start contributing by working hard at school and at home and learning as much as you can. Take opportunities to gain knowledge and learn new skills. Each person must take responsibility for their education: it is up to the individual to work hard to succeed. People should not just expect to be given a job and must understand that they may have to create their own work and income. Working hard to develop your academic, leadership and social skills will help towards nation-building and South Africa's economic growth.

There are no guarantees about what kind of jobs will be available in the future. People make **predictions**, but nobody knows for sure. Each community has different needs and there will be different jobs available in different areas. Asking people in a particular area what jobs are available there can be useful. People also find work by **applying** for jobs advertised in newspapers or on the Internet. Businesses called recruitment or personnel agencies also match people to jobs. Going directly to government departments, businesses and factories to find out about employment opportunities is sometimes successful.

The government has suggested that there may be employment in these areas:

- infrastructure development (Building roads, bridges, buildings, making electricity and water available to all)
- the green economy (environmental and recycling businesses)
- the manufacturing sector (factories)
- knowledge-economy activities (people who develop ideas and information.)
- the rural, agriculture, agribusiness and agroprocessing sector
- tourism and business process services
- the social economy, including cooperatives (community, voluntary and not-for-profit activities)
- public-sector (government)
- energy and information and communications technology
- water and waste management
- transport and construction; mining, oil and gas infrastructure
- human-resource development.



How work can meet social and economic needs

If all adults who wanted paid work were able to find jobs they enjoyed and worked hard, we would have a very successful economy. People would be happy and find personal satisfaction being able to support themselves. Many people find that their self-esteem improves when they develop their skills and believe that their work has value.

People have said that their work makes them feel:

- important
- worthwhile
- challenged
- responsible
- that they are fulfilling their life's purpose.

Work gives people the opportunity to:

- be in charge
- get things done
- be with people
- meet new people
- keep busy
- earn their own living.



Work also gives people:

- an identity
- an opportunity to develop their skills, interests and passions
- the opportunity to contribute to their community and country.

It feels good to work hard and achieve goals. It helps the country grow and develop. Working in a team makes people feel needed, useful and gives one a sense of belonging.



Activity 12 What next?

1. Discuss with the adults in your family or your caregivers:
 - how they feel about work
 - where they think there will be work or jobs in the future
 - what career fields they think will suit you.
2. Write out their responses in one paragraph.
3. Your teacher will choose a few responses to read to the class.

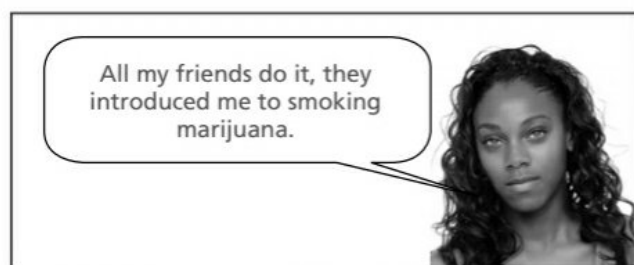
Unit 6 Social factors that contribute to substance abuse

keyword

high risk group a group of people with a higher than normal chance of something happening to them

The community and the society that we are part of influences how we behave. We are also influenced by the values and behaviour we are exposed to in the media, in music and from our families and friends. Sometimes young people are encouraged to become involved with substance abuse because of these influences.

The abuse of substances such as alcohol and drugs is a serious problem in South Africa. Adolescents are a **high risk group** when it comes to substance abuse. Pressure from family and friends is the factor that has the most influence on young people who abuse alcohol and/or drugs. The reasons teenagers give for using drugs are: to relieve stress, out of curiosity, for enjoyment and to be sociable.



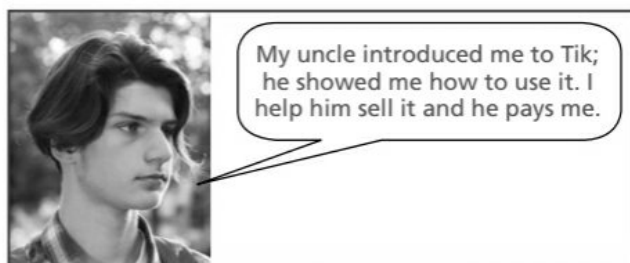
Peer pressure



Being accepted by their friends



Absent parents, no responsible care-giver



Living with a family member who abuses drugs



Accessible, available and affordable drugs



Media desensitizes people to the use of alcohol, cigarettes and drugs – shows the fun side and makes it look cool

Appropriate ways to avoid substance abuse

To avoid or stop abusing substances you need good decision-making skills.

Teenagers who are **assertive** and have good decision-making and refusal skills are more likely not to become substance abusers.

keyword

assertive confidence
to stand up for
what is right for
you

IDEAL decision making steps:

Identify: what is the problem or decision that needs to be made?

Decide: what are your options?

Evaluate: what are the consequences of each option?

Act: what is the best choice for you?

Learn: what can you learn from this experience?

How Nowethu applies the IDEAL steps

Nowethu is meeting her friends in the park. They are getting together to have some fun and relax. When she gets there her friends open up a bag full of bottles of beer and other alcohol. They all start drinking and pass a bottle to her.

Identify:

Nowethu must decide if she is going to join her friends; does she want to drink alcohol or not?

Decide:

Nowethu's options are:

- Stay and drink
- Stay and not drink
- Walk away.

Evaluate:

- Stay and drink: she may get caught, she is starting to act in a way that may lead to trouble, she could have fun, she could get sick, she may like it and then what?
- Stay and not drink: her friends may laugh at her or put pressure on her, can she say no and stick to it? will she feel left out? she may be able to look after those who are drinking but she could get into trouble anyway.
- Walk away: her friends may be hurt or angry, they may not invite her again; she will be safe, she will make a choice that protects her.

Act:

Nowethu must decide what is the best choice for her. She does not want to drink; so her only options are to stay and not drink or to walk away. She would like to stay but she knows that they will pressure her and it will be difficult to keep saying 'no'. She is worried she will give in. So she walks away.

Learn:

When Nowethu thinks about the situation she is proud of herself. It would have been easy to stay but that wouldn't have been the right decision. Maybe these are not the kinds of friends she should be hanging out with?



When someone puts pressure on you to drink, smoke or do drugs, how do you stay in charge and say no? How do you practice refusal skills?

It is important to note that each person is different and what works for one person may not work for you. Read this list and choose a few ways to refuse that you will be comfortable using. Practise with friends or family to gain confidence.

- Say *no thanks*. This is the easiest way but some forget to try it. This often works when you are dealing with friendly or teasing pressure.
- Give a reason, fact or excuse: The excuse needs to get you away from the person or situation.
- Walk away: One of the most effective refusal skills. Say *no* and walk away while saying it.
- Change the subject and offer a different activity to do together.
- Use humour.
- Repeated refusal: Keep saying *no* over and over again. It will give you time to think of another refusal technique or just be annoying.
- Ignore: Don't **confront** the person directly. Turn your shoulder and talk to someone else or pretend you didn't hear him or her.
- Avoid the situation: Common sense will tell you the places and times where there may be problems with peer pressure. Avoid these situations.
- Strength in numbers: If you surround yourself with friends that make good choices then you will too. The opposite is true as well. One of the most important choices you make is the choice of your friends. Choose to hang out with people who don't abuse substances.

keyword

confront stand up to someone face to face

Activity 19 How will you stay in charge and say no?

It is important to think about situations where you will have to make a decision and say 'no'.

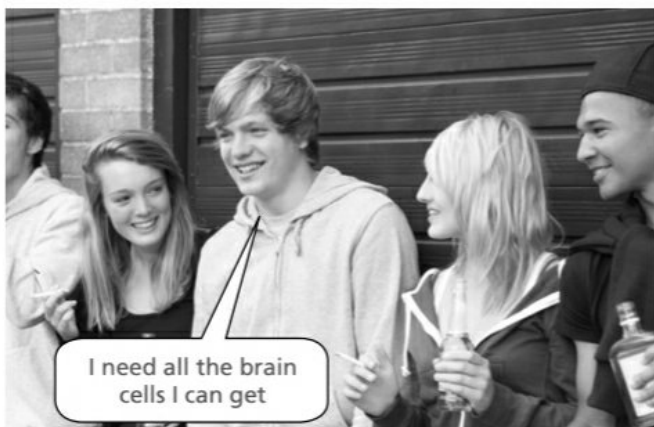
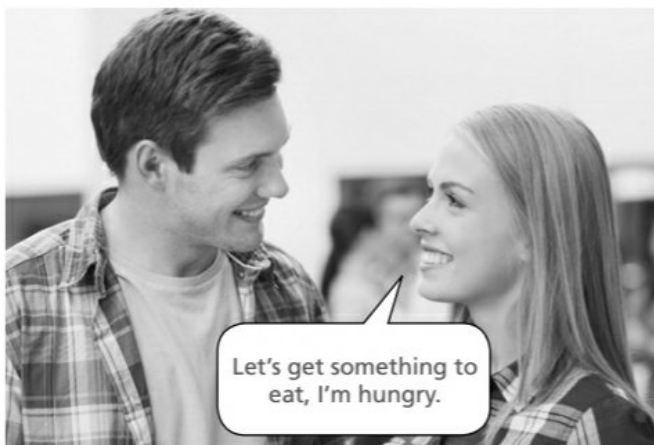
1. Role-play the following situation with a partner:
You and your friend are at a party. Your friend has just opened a can of beer and is trying to get you to have a beer too. What do you do?
2. Now switch roles so you have a turn to practise your refusal skills.



Activity 20 **Saying no**

In pairs, read how these young people respond to pressure. Which techniques were used to say no? Find examples of:

- Humour
- Ensuring you will get away from the danger
- Offering an alternative.



Unit 7 Consequences of substance abuse

keywords

psychological

addiction when the person has a mental or emotional need for the substance and feels overwhelmed by the craving for it

physical addiction

when your body needs a substance. If you stop using the substance the body reacts with withdrawal symptoms, e.g. diarrhea, shaking, feeling terrible

Substance abuse means using an illegal substance or using a legal substance in the wrong way. Young people get addicted to all kinds of substances such as alcohol, cigarettes or illegal drugs, as well as medication, glue or petrol. Adolescents begin using alcohol, drugs and cigarettes for different reasons, e.g. experimentation, pressure from friends, for fun, because they're having a difficult time at home or because they're unhappy at school.

When someone is addicted they have an uncontrollable need for the substance. This interferes with a person's everyday life. An addict might know that the substance they are using is bad for them and is harming their body, mind and relationships with family and friends but the need for the substance is so strong they will often do anything to get it. Something that was once a choice becomes a habit: they are addicted. People struggle to admit they are addicted and will say things like 'I can stop any time I want.' An addict has no control over whether they use a drug; they have to have it. Addiction can be **physical addiction**, **psychological addiction**, or both.

Signs of addiction:

- mood changes, feeling angry, anxious, irritable, depressed
- getting very thin, or putting on weight
- keeping secrets from or not talking to family and friends
- not interested in activities that they used to enjoy
- difficulty with schoolwork; starts missing school, marks start dropping
- only hangs out with people who abuse substances
- spends lots of time planning how to get hold of the substance
- stealing or selling stuff to afford drugs
- tries to stop abusing substances but can't
- sleeping a lot, or very little
- feels shaky or sick when trying to stop
- needs to take more of the substance to get the same effect.



Activity 21 What are the signs?

1. Read Jabu's story and discuss the following:
 - What are the signs that Jabu is involved in substance abuse?
 - How will his friends and family know if he is addicted?
 - What do you think could be the consequences if Jabu carries on abusing substances?

Case study: Jabu's Story

Jabu's life is coming apart. His marks at school are dropping. He misses lots of school work, struggles to concentrate and he often gets to school late. He's moody, doesn't talk to his friends, and he has stopped showing up for soccer practice. Jabu's friends know he has been experimenting with drugs and now they're worried he has become addicted. They think that he has been stealing money and cell phones at school to pay for drugs.



How substance abuse affects education

- Substance abuse affects a person's memory; learning becomes harder.
- People who abuse substances find it difficult to focus and remember information; school performance suffers.
- A lot of time and energy is spent thinking about drugs and how to get them.
- Marks go down, self-esteem drops, more drugs are taken, it becomes a **vicious circle**.
- Absence from school.

keyword

vicious circle one thing negatively affects another and makes a bad situation worse

How substance abuse is related to crime?

- Selling and buying drugs is illegal. In South Africa selling or buying alcohol if you are under 18 and cigarettes if you are under 16, is also illegal.
- When a person is addicted to a substance they can be so desperate to get it that they will steal things to sell or rob people so they have money to buy the substance they are addicted to.
- Sometimes, when people abuse substances they find themselves in situations where they get into fights.

How is substance abuse related to violence?

- People can become aggressive and violent when they are drunk or high.
- Young people can be forced into prostitution to pay for their substance abuse habit.

Activity 22 Design an abuse pamphlet

Using the information in this chapter, create a pamphlet for teenagers that explains the consequences of addiction and substance abuse.

Rehabilitation options: where to find help

The first step in getting help is accepting that you have a problem. Recovering from addiction is not easy. Stopping drugs or drinking is probably the most difficult thing a person can do. People often believe they can deal with the problem on their own; this is often not possible. Talk to someone you trust. It may help to talk to a friend first, but a supportive and understanding adult is the best option. If you can't talk to your parents, approach a school counsellor, a relative, a doctor, a favourite teacher or a religious leader. Educate yourself about addiction so that you know the facts and can make good decisions.

keywords

rehabilitation help someone to heal so they can return to normal life

flyer a printed information notice or advert that is handed out or put into post boxes

Activity 23 Advice on getting better

1. Read the 'Tips for recovery'.
2. Create a **flyer** that will advise people on the best way to cope when they are recovering from an addiction.

Tips for recovery

Tell your friends about your decision to stop using drugs. Your true friends will respect your decision. Find out which friends will support you and spend time with them. You probably won't be able to hang out with the friends you did drugs with.

Ask your friends or family to be available if you need them. You might need to call someone in the middle of the night to talk. If you're going through a tough time, don't try to handle things on your own – accept the help your family and friends offer.

Only accept invitations to events that won't involve drugs or alcohol. Plan activities that don't involve drugs. Go to the movies, play sport, or take an extra class with a friend. Skip evening parties until you're feeling more secure.

Have a plan of action if you find yourself in a place where there are drugs or alcohol. You might be tempted, but if you know how you're going to handle these situations, you'll be OK. Arrange a plan with your family or friends so that if you call using a code, they'll know that it is a signal for help.

Remind yourself that having an addiction doesn't make you a bad or weak person. If you fall back into substance abuse habits, don't be ashamed. Just get help as soon as you can so all of the hard work you put into your recovery is not lost.

Exercise and eat healthily. This will support the healing of your body and help you to feel good about yourself.

Helping a friend

If you're worried about a friend who has an addiction, offer your support. If your friend won't accept your help, talk to an understanding adult, a parent or school counsellor. It may seem like betraying your friend, but it shows you care.

It can take months or years for a drug addict to recover. It is impossible to cure drug dependence on your own. It is a difficult and painful process that needs a lot of support. Drug addiction can be treated in a hospital or drug rehabilitation centre. There are also programmes where the addict can be treated at home and organisations which offer support and rehabilitation programmes such as Alcoholics Anonymous South Africa, Life-Line and Narcotics Anonymous. Direct your friend to these organisations. You will find their contact details on the right. Your Life Orientation teacher could also tell you where to go to seek help.

Helplines

Narcotics
Anonymous
083 900 6962

Alcoholics
Anonymous
086 1435 722

Activity 24 Find out about rehabilitation

1. Read Dylan's personal life history in the case study below.
2. In pairs discuss your answers to question 3.
3. Write down the answers to the following in your notebook:
 - What caused Dylan to start sniffing petrol?
 - Why do you think he started taking harder drugs?
 - What started him on the road to recovery?
 - What do you think Dylan will teach his children about drugs?
 - How were Dylan's relationships affected by his drug abuse?
4. What are the treatment options for addicts where you live?
5. Present your information as a poster, which can be displayed in public places. Make sure that you include the following:
 - Names and contact details of places where the addict can be treated (remember there are many support organisations which help the addict to be treated at home).
 - Places for support for relatives and family members.

Case study: Dylan's story

Dylan S started sniffing petrol when he was ten. A man was molesting him so he found comfort in getting high. As he grew older he moved onto harder drugs. He hated himself and used drugs to try and feel better about himself. He only just managed to keep a job and his marriage, but it was always a struggle. His wife and friends eventually had enough when he used drugs in front of his three-year-old son. They could no longer tolerate his lifestyle and bad behaviour. When Dylan realised they were serious he agreed to enter a rehabilitation centre and has not used drugs since. He now attends weekly meetings at Narcotics Anonymous to help him stay drug-free. He says that staying clean is a daily struggle. His message to young people is 'Don't even experiment – you will be addicted and dependent before you know it. It happened to me. Everyone thinks they can manage the drugs. But the drugs manage you and often kill you. I have lost so many friends to drugs. Just don't go there. You will lose.'

