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ALBERTON MATRIC PROJECT

LIFE ORIENTATION

GRADE 9



CLASS NOTES

2020

UNIT1

GOAL SETTING SKILLS

PERSONAL LIFESTYLE CHOICES

INFLUENCES ON PERSONAL LIFESTYLE CHOICES

Media

- TV and movies influence what we wear and what we do. They encourage us to behave in certain ways.

Environment

- Your home and social setting that you live in, influence your choices.

Friends and Peers

- The people that you hang out with influence how you live your life

Culture

- We know that South Africa is made up of many diverse cultures. What is considered traditional or acceptable in your culture will influence your behaviour values, attitudes and the decisions you make.

Religion

- Your religious beliefs and practices give you guidelines on how to live your life.

Community

- People in your community have an effect on your lifestyle choices. Young people model their behaviour on the adults and people around them.

GOAL SETTING

Commitment

- a promise to do something or too behave in a particular way

Responsibility

- the ability to behave sensibly in a way that will not harm yourself or others

SETTING YOUR GOALS

Identify your:

Short term goals – Less than a year

Medium term goals – 1-5 years

Long term goals – After 5 years

Set your goals according to SMARTER

S Specific

M Measureable

A Achievable

R Relevant

T Time bound

E Evaluated

R Recognized / Rewarded

APPROPRIATE RESPONSES TO INFLUENCES ON PERSONAL LIFESTYLE CHOICES:

Informed decision making skills: Positive and negative influences

1. Define the problem
2. Brainstorm different solutions to the problem
3. Predict the probable consequences, positives and negatives for each solution
4. Research different solutions by getting accurate information
5. Make a decision
6. Evaluate your decisions

Assertiveness skills: Confident and firm decision-making

You are now at a stage in your life when you must start learning how to make your own decisions in a strong, confident and **assertive** way. You need to think and behave in a way that allows you to stand up for your rights while respecting the rights of others.

You are assertive when you:

- can disagree with someone in a respectful way
- are able to speak and share your point of view
- are able to refuse unreasonable requests

Tips for being assertive:

- Think about what you want and think about whether it is fair and respectful
- Discuss your needs and feelings clearly, openly and honestly
- Stay calm, cool and collected while talking about these
- Be open to new ways of thinking about yourself, others and situations
- Be open to fair criticism and don't be afraid to make fair criticism yourself
- Negotiate and make **compromises**

UNIT 2**BEING ACTIVE AND WELL****PET ACTIVITY****UNIT 3****SAFETY DURING WELLNESS ACTIVITIES****Important safety issues**

Stretch	Warm up before and afterwards
Apparatus and clothing	Make sure that they cannot hurt you
Follow instructions	Listen carefully to what your teacher tells you
Earrings and jewellery	Take these off before playing; they can catch and tear
Temperature being ill	Don't exercise if you have a raised temperature from
Yeeeeeeooooow	Watch out for broken glass and sharp stones
First aid	Have a basic first aid kit in case someone gets hurt
In between	Keep a safe distance from each other when exercising
Relax	Just enjoy the game or exercise
Save each other	From falling or getting hurt
Tap	Drink water when you are thirsty.

Remember to regularly measure your heartbeat!!!

35 pulses for every 30 seconds

UNIT 4

SEXUAL BEHAVIOUR AND HEALTH

Risk factors leading to unhealthy sexual behaviour

It is important that we protect ourselves and make the right choices so that we can grow up to be happy and healthy people. One of the choices you will face as you grow up concerns your sexual behaviour, so it is important to understand what the risk factors are that lead to unhealthy sexual behaviour.

The most common examples of unhealthy sexual behaviour are:

- casual sex
- multiple partners
- inconsistent use of condoms

Risk factors can increase the chance of developing a problem. They can be related to how a person behaves or to the environmental conditions a person is exposed to, unhealthy sexual behaviour, sexual actions, or activities that have harmful results.

Individual risk factors

- low self-esteem
- need to fit in with peers
- negative peer group behaviour
- not committed to school
- no dreams or vision for the future
- depression
- being in a romantic relationship
- involved in drinking, drugs, smoking

Family risk factors

- Poor communication between parents and children
- no advice from adults
- difficulties in the family
- parents do not supervise their children
- family is not supportive
- parents take part in risky behaviour

Environmental risk factors

- negative school environment
- poor neighbourhood
- negative relationships with adults in community, such as teachers

UNWANTED RESULTS OF UNHEALTHY SEXUAL BEHAVIOUR

Teenage pregnancy

A sexually active teenager who does not use contraception has a 90% chance of falling pregnant. Boys have a responsibility to a baby they helped to create. Having and raising a baby is a serious commitment and not something that teenagers can easily do on their own. Taking care of a baby can affect your life in many ways: education, work opportunities, friendships, relationships with family.

Sexually transmitted infections (STIs)

These are infectious diseases that spread from person to person and can affect anybody who is sexually intimate. They are easily spread because you cannot tell if there is an infection.. STIs are a serious health problem and, if untreated, can cause lasting damage, and even death.

HIV and AIDS

The human immunodeficiency virus (HIV) is a serious disease. Thousands of teens and young adults are infected with HIV each year. HIV can be transmitted from an infected person to another person through blood, semen, vaginal fluids and breast milk. The virus is spread through 'high risk behaviours' such as unprotected oral, vaginal or anal sexual intercourse (Unprotected mean not using a condom), sharing needles, such as those used to inject drugs, or sharing needles used for tattooing. HIV is so dangerous because a person can have the virus for a long time without knowing it. That person can then spread the virus to others through high risk behaviours.

Low self image and emotional scars

For humans, sex is much more than just physical act. It also involves a person's mind, body and feelings. That is why your sexual choices can have emotional **consequences**. Once a teenager has taken part in sexual behaviour that they are not emotionally ready for, they can feel ashamed, afraid of getting into trouble, anxious about pregnancy or sexual transmitted infections.

These consequences from unhealthy sexual behaviour can be **prevented**:

- Do not have oral, vaginal or anal sex (abstinence)
- Always use Latex condoms for all types of sexual intercourse
- Avoid contact with the bodily fluids through which STIs / HIV transmitted
- Never share needles

FACTORS THAT INFLUENCE PERSONAL BEHAVIOUR

To be able to make healthy choices ,you need information and support. This usually comes from:

Family

- You are not born with a set of morals and values. When you are young your family is the most important influence on you. It is not just what they teach you; but also how they behave.

Friends

- As you become older, most adolescents begin to spend less time with their families and more time with their friends. Their friendships become an important part of their lives. The behaviour of your friends and what they see as acceptable will have an influence on you.

Peers

- You and your friends form part of a peer group which has an influence on you whether you are aware of it or not. We all want to fit in and be apart of the group. This is fine always the case.

Community

- The norms that you grow up with and that form part of the community that you spend time in will mould your behaviour. What is considered acceptable at your school, by your neighbours and by other people in your community will affect you and how you behave.

Strategies for dealing with unhealthy sexual behaviour:

Unhealthy sexual behaviour creates long term problems, such as sexually transmitted infections, HIV AIDS, pregnancy and emotional scars. Making healthy choices about your sexual behaviour will have a positive effect on our life.

Healthy sexual behaviour involves:

- Abstinence (Choosing not to do something)
- Delaying having sex until you are physically and emotionally ready
- Correct and consistent use of latex condoms
- respect for each other and the choices you have made
- Saying no when you are not ready yet.

Adverse consequences and implications of teenage pregnancy:

Teenage parents face many problems:

- Teenage mothers are more likely to give birth prematurely
- More likely to live in poverty as they might struggle to find work
- May feel anger and resentment towards the baby
- May feel pressured to get married because of guilt.

For Children born to teenage mothers the risks are:

- May struggle at school, since they do not get the support at home that they need.
- Baby may not get the care and attention it needs, may even suffer abuse

Where to find protection, help and support:

- Community: Local sister at the clinic, teacher at school, adult that you trust
- Telephone numbers:
 Lovelife: 0800121900
 Childline: 0800567567
 SADAG: (depression) 31393 SMS
 Marie Stopes Clinics 0800117785

UNIT 5**BEING ACTIVE AND WELL****PET ACTIVITY****FITNESS PROGRAMME**

UNIT 6**TIME MANAGEMENT SKILLS**

Using time effectively and efficiently

There is only 24 hours in a day, where you have to attend school, do homework, spend quality time with your friends, family. You might find that you are too busy – effective time management might help you.

Make a Dairy.

Make a dairy, so that you can organise your time and get more done. By writing all your activities down, you can not forget it and thus can do better planning.

UNIT 7**READING AND WRITING FOR DIFFERENT PURPOSES**

Pay attention to your English classes as to learn how to keep a journal. ;0)

TERM 2**UNIT 1****RIGHTS AND RESPONSIBILITIES**

Term	Definition
Human rights	The rights of all human beings irrespective of their gender/race/nationality or any other status.
Inclusivity	Means that no one should be excluded because of their gender/age/race/ language/disability.
Environmental issues	Relate to preserving a clean/safe/sustainable environment.
Diversity	It means the workforce must include groups of a variety of people who are different in race/gender, class etc.
Poverty	Being unable to satisfy basic needs due to lack of income to buy
Inequality	Unfair differences between groups of people in society/When some have access to more wealth/status/opportunities than
Race	Classification of people according to their physical differences e.g. colour of their skin.
Gender	Refers to being male or female.
Disability	A physical or mental condition that limits a person's movements, senses, or activities.
Religion	A belief in and worship of a superhuman controlling power, especially a personal God.
Age	The length of time that a person has lived or a thing has existed.
Culture	The ideas, customs, and social behaviour of a particular people or society.
Equality	The fact of being equal in rights, status, advantages etc.
Respect	A polite behaviour towards or care for somebody/something that you think is important.
Dignity	A calm and serious manner that deserves respect.
Economic rights	The rights each person has to be economically active.
Social rights	Right to welfare benefits.
Cultural rights	A right to participate in cultural activities and events of your choice.

HUMAN RIGHTS

Human Rights:

- Privacy
- Respect / Dignity
- Equity
- Freedom of speech and expression
- Information
- Freedom of association
- Free choice of trade, occupation or profession
- Labour rights/ Right to protest
- Freedom of thought and religion
- Health care / food / water and social assistance
- Education and training / universal right to basic education
- Safety / Security and Protection
- Freedom of movement
- Children's right
- Freedom to choose your own language

NB: Remember, with every right comes a responsibility.

Every action has a reaction

DIVERSITY ISSUES

South Africa is a diverse country. The following diversity issues can be identified:

- Gender
- Poverty
- Disability
- Language
- Cultural / Religion
- Education background
- Race
- Age

UNIT 2**CELEBRATIONS OF NATIONAL AND INTERNATIONAL DAYS****SOUTH AFRICAN PUBLIC HOLIDAYS:**

DATE	NATIONAL DAY	DESCRIPTION
21 March	Human Rights Day	Bill of Rights and Constitution which respects and protects our human rights. This date was chosen to honour those killed in Sharpeville on 21 March 1960 while protesting against the pass laws.
27 April	Freedom Day	South Africa's first democratic elections held on April 27, 1994
1 May	Worker's Day	Honours the contribution and struggles of all workers around the world
16 June	Youth Day	Commemorates the protest of 20 000 pupils in Soweto on 16 June 1976, against the inferior education that Black, Coloured and Indian children were receiving.
9 August	Women's Day	Commemorates the march of 20 000 women who, on 9 August 1956, protested against pass laws
24 September	Heritage Day	Celebrates the diverse cultures of the population of South Africa
16 December	Day of Reconciliation	Devoted to reconciling the divisions of the past and celebrating our unity

UNIT 3**BEING ACTIVE AND WELL****PET ACTIVITY**

Develop a game plan.

UNIT 4**BEING ACTIVE AND WELL****PET ACTIVITY**

Safety precautions while playing a game

UNIT 5**CONSTITUTIONAL VALUES AS STATED IN THE SOUTH AFRICAN CONSTITUTION**

The South African Constitution was written to create “a society based on democratic values, social justice and fundamental human rights”

Human dignity, equality and the right to life were important values. The Constitution states it is everyone’s right to take part in the cultural life that they prefer and to use the language of their choice.

Role Models:

- Person who has an influence on other people’s behaviour, thinking and values.
- Can either have a positive or negative influence on your life.

Applying values in one’s daily life:

Dignity:

- Worthy of respect and esteem

Social justice

- Fairness and equal rights in a society

Fundamental

- Most important and basic aspects

UNIT 6**BEING ACTIVE AND WELL****PET ACTIVITY**

Playing with a plan

UNIT 7**CHOOSING AFTER COMPLETING GRADE 9****Options available after completing Grade 9:**

- National Certificate Vocational (NCV)
- National Senior Certificate (NSC)

National Certificate Vocational (NCS)

- Students are taught to do a job, mainly through practical experience.
- Requirements:
Should be older than 16 years
- Vocational: Relating to the skills you need to do a particular job.
- Learnership programmes: Gives you on the job training.

National Senior Certificate (NSC)

- Pass your Grade 12 examinations at any high school.
- Study options after NSC:
University
University of Technology
Private colleges

Know the requirements of the National Senior Certificate (NSC)

- **To qualify for a National Senior Certificate, candidates should offer a minimum of 7 subjects as follows:**
 - Two official languages, at least one at Home Language level
 - Mathematical Literacy or Mathematics
 - Life Orientation
 - Minimum of 3 subjects from the NCS approved subjects
 - A candidate may not offer more than 4 languages in the package of 7

There are additional subjects that are recognized for the National Curriculum Statements.

These are as follows:

Equine Studies, Nautical Science, Maritime Economics, Modern Greek (from 2009), Sports and Exercise Science (from 2010). Only one of these can be offered as part of the 7 subject programme. They may be offered in addition to the 7 subject package.

In all subjects, a portfolio of evidence will contribute 25% and final examination 75%.

Practical /performance assessment components may contribute up to a further 25%, making the final examination in such cases worth 50%.

Life Orientation will be assessed through a combination of a portfolio of evidence and prescribed subject specific practical assessment i.e. no external examination.

• **Pass requirements**

In order to qualify for a **National Senior Certificate**, a learner must achieve:

- A minimum rating of 3 i.e. 40% or more, in 3 subjects. One of the 3 subjects must be an official language at Home Language level.
- A minimum rating of 2 i.e. 30% or more, in 3 other subjects.

Note:

It is compulsory for a learner to pass an official language at home language level i.e. at 40% or above.

If a learner offers more than the minimum number of 7 subjects, passes in the additional subjects will be taken into account when determining whether a learner has met the minimum requirements.

- In order to qualify for entry into **further study at the Higher Certificate** level, a learner must:
 - Pass the NSC
 - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.
- In order to qualify for entry into **further study at the Diploma level**, a learner must:
 - Pass the NSC as follows:
 - One official language at home language level at 40%
 - 3 other subjects at 40%
 - 2 subjects at 30%
 - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to

study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.

- The key difference between qualifying for entry to diploma study rather than higher certificate study is that the learner must achieve 40% or more in 4 subjects (incl. the official language at home language level) rather than just 3 subjects.
- In order to qualify for entry into **further study at the Bachelor Degree** level, a learner must:
 - Pass the NSC as follows:
 - One official language at home language level at 40% or more
 - 4 subjects from the **designated** list of subjects at 50% or more
 - 2 subjects at a minimum of 30%
 - Meet the language requirement for further study at a South African institution, namely, one of the two official languages offered by learner must be either English or Afrikaans. To meet the language criterion to qualify for entry to study at a tertiary education institution, the learner must pass either English or Afrikaans at least at the 1st additional level i.e. at 30% or more.

UNIT 8

RIGHTS AND RESPONSIBILITIES AT WORK

Know your rights and responsibilities

Basic Conditions of Employment Act sets out your rights and responsibilities at the workplace.

Refers to your working hours, rest break, leave and pay.

UNIT 9

BEING ACTIVE AND WELL

PET ACTIVITY

More game planning

TERM 3**UNIT 1****CAREER AND SUBJECT CHOICE**

It is important to think about what kind of work you will do one day. It is part of your planning for your future. Careers are related to different subjects. A subject studies at school level could lead to a career in that subject area.

NSC Subjects	Occupations
Accounting, Business studies, computer Application Technology, Economics, Information Technology, Mathematics	Accountant, business person, estate agent, salesperson, teller, auctioneer, marketer, financial advisor, bookkeeper, cashier, mathematician, statistician, economics, chartered secretary, public relations practitioner, market researcher
Agricultural Management Practices, Agricultural Science	Farmer, agricultural manager, agricultural consultant, geologist, ecologist, wildlife conservationist, game ranger, soil scientist
Civil technology, Electrical Technology, Graphics Design	Blacksmith, carpenter, jeweller, locksmith, plumber, welder, electrician, architect, computer programmer, architect
Consumer studies, Hospitality studies	Chef, guest house manager, hotel manager, waitress, travel agent, travel writer, receptionist, interior designer
Dance Studies, Design, Dramatic Arts, Languages, Music	Animator, architect, artist, fashion designer graphic artist, hairdresser, journalist, poet, reporter, actor, comedian, music teacher, speech therapist
Equine Studies, Life Sciences, sport, Exercise Science	Jockey, horse trainer, chemist, detective, gardener, lifeguard adventure sports instructor, doctor
Geography, History, Life Orientation, Religion	Geologist, lawyer, nurse, psychologist, gardener, policeman, coach

Grades 7 to 9 are known as the General Education and Training (GET) phase. Some subjects that you are studying now will split into specialist subjects in the Further Education and Training (FET) phase which is from grades 10 – 12.

GET Phase Subjects	FET Phase subjects
Arts & Culture	Dance Studies, Design, Music, Visual Arts
Economic Management Sciences	Accounting, Business studies, Computer Applications Technology, Consumer studies, Economics
Natural Sciences	Life science, physical science, Sport and Exercise Science
Social Sciences	History, Geography, Religion
Technology	Consumer studies, information technology

The list of designated subjects:

- Accounting
- Agricultural Sciences
- Business Studies
- Dramatic Arts
- Economics
- Engineering Graphics and Design
- Geography
- History
- Consumer Studies
- Information Technology
- Languages (one language of learning and teaching at a higher education institution and two other recognised language subjects)
- Life Sciences
- Mathematics
- Mathematical Literacy
- Music
- Physical Sciences
- Religion Studies
- Visual Arts

DECISION MAKING SKILLS

Decision making steps

- Step 1: Define the problem: Which subjects should I choose?
- Step 2: Brainstorm different combinations of subjects.
- Step 3: Predict which career pats would be open to you and which would not.
Decide
how well you would cope academically with the subjects you have chosen.
- Step 4: Research different careers, work opportunities and different places of study.
- Step 5: Make a subject choice.
- Step 6: Evaluate your subject choice.

UNIT 2

MOVING SAFELY

PET ACTIVITY

Avoid getting hurt.

Warm up before each of these activities

Cool down after each activity

Rotation: turning around

Balance: not falling over

Elevation: moving upwards

Rhythmic movement: moving to a beat

UNIT 3

ROTATION AND BALANCE

PET ACTIVITY

UNIT 4**VOLUNTEERISM**

Volunteers are people who do not get paid for the work that they do. They do it because they want to give their time and skills to something they care about. Volunteers are often people with professional knowledge and skills who help communities where those skills are lacking. By volunteering, people serve others, and they develop a sense of community, self-worth and self-respect.

Individual and community responsibility**Ubuntu**

- We exist because of other people.
- The good of the community is more important than the good of the individual
- The human race is a family – there is room for everyone.
- We must all care for and respect each other
- All people should be treated with respect and dignity
- There is room for every culture, race, language and point of view.

Different types of volunteer organisations**Sustainable development**

- Natural resources used in a way that meets our needs but at the same time preserves them for future generations.

Volunteering happens through:

- Community based organisations:
These are organisations that are found within the community that are addressing their specific needs.
- Non-Profit organisations:
These are organisations that are not run by the government; they provide a service to communities but do not make any money.

Different types of volunteer activities

- Help kids
- Give back to those less fortunate
- Play with pets at a local animal shelter
- Help the environment
- Support someone with health problems

UNIT 5**MOVING IN MANY WAYS****PET ACTIVITY**

Skipping
Jumping
Floating

UNIT 6**HEALTH AND SAFETY ISSUES RELATED TO VIOLENCE**

Violence is the use of physical force against yourself, another person, a group or a community. An action can be considered violent even if it does not cause physical harm, it can also be a threat. Violence is an issue that causes death and injury and it can also cause emotional pain and suffering to those who are exposed to it.

In South Africa every person has the right to freedom and security; this includes the right to be free from all forms of violence. Part of The South African Bill of Rights states that 'Every child has the right to be protected from being badly treated, neglected, abused or hurt.'

Common acts of violence at home, school and in the community.

Violence happens in different areas of people's lives. It can occur in their homes, at school or within a community. The most common acts of violence are:

- Physical
is the most easily recognised; it is an action that causes injury, pain or leaves marks.
- Neglect
is the failure to provide basic needs such as food, love, warmth, medical care, education for a person.
- Sexual
Any sexual contact between an adult and a person younger than 16 years; or an unwanted act of a sexual nature.

- **Psychological**
Difficult to identify because there are usually no physical signs. It occurs when one person feels they have the right to control or tell another person what to do. This can include intimidation and threats.
- **Violence**
Can affect anyone. It can happen in any kind of family, between friends, at school or in a community

Bullying

Bullying is a form of violent behaviour. It does not just happen at school. It can happen in the street, on a sports field, in our home. There are different types of bullying: physical violence, verbal violence, teasing, name calling or damaging, stealing or hiding another person's property. Bullying is when you are making a person or group feel sad, embarrassed or scared.

Reasons why violence occurs

- **Gender inequality**
Violence against women and girls is common in some areas. Females are seen as less important and as not equal to men.
- **Poverty**
People who are struggling to survive sometimes feel that they have no other option but to resort to violence to survive.
- **Abuse of alcohol and other substances**
When people abuse a substance, it can cause them to be violent. They are not always in control of their feelings and when they are drunk or high they can lash out.
- **Frustration and lack of opportunity**
People who can see no future for themselves, have nothing to keep them busy or are frustrated and disappointed with their lives, may become violent.

- Difficulty communicating
There are many reasons why people may find it hard to express and explain how they are feeling and sometimes this can spill over into violence.
- Being exposed to violence
People often learn through copying others.

Impact of violence on individual and community health and safety

Impact of violence on the community

- Economic
If a community is violent, people are less likely to open shops and build houses.
- Social
If a community is violent, people may not trust each other

Impact of violence on the individual

- Physical
People who are exposed to violence are at risk of injury or death. They may have trouble sleeping, eating and concentrating
- Social
Many people who have experienced violence may not trust others. They may feel a lot of anger towards other people and themselves, and it can be hard to make friends
- Psychological
It is common for those who have been abused to feel upset, angry, and confused about what has happened to them. They may feel guilty and embarrassed and blame themselves.

Alternatives to violence: Problem solving skills and managing conflict.

Problem solving steps to managing anger

Step 1: Identify the problem

Step 2: Stop for a minute to give yourself time to manage your anger. Think of how you might react.

Step 3: Consider the consequences of each solution

Step 4: Make a decision

Step 5: Check your progress

What can I do when I'm being bullied

- Walk away.
- Body language: Protect yourself by looking strong, act bravely
- Make friends with other children who will help you with the bullies.
- Tell an adult you trust

Protection from acts of violence: Where to find help

- Rape Crisis
- Alcoholics Anonymous South Africa
- LifeLine
- Narcotics Anonymous

UNIT 7

RHYTHM AND DANCE

PET ACTIVITY

UNIT 8

SLOW DANCE

PET ACTIVITY