

TOPIC: DEVELOPMENT OF THE SELF IN SOCIETY**WEEK: 1- 2: Self-image****ACTIVITY 1**

1.1 What is meant by self- image?

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1.2 What do you understand about positive personal qualities in relation to the following?

SELF	FAMILY	FRIENDS

1.3 *We call the things we can do well our talents or abilities. Everyone has talents or abilities. When we have an ability that we have not yet developed, we say we have potential.*

Read the case study and answer the questions that follow:

KONKE LOVES MUSIC

Konke has always enjoyed listening to music. He never thought about singing or learning to play a musical instrument. Last year there was an inter-class singing competition at his school. Everyone had to try out for it. To Konke's surprise, he was chosen to sing for his class. One evening during singing practice he picked up a friend's guitar and started strumming it. 'That sounds good' said his friend. Maybe you should have lessons. Konke's parents could not afford guitar lessons, so Konke's friend showed him the basic guitar chords. Konke is saving for a second-hand guitar by washing cars. 'I really like playing the guitar and I want to get good at it,' said Konke.

1.3.1 Identify Konke's interest.

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1.3.2 What abilities does he have?

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1.3.3 How did he discover his abilities?

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1.3.4 What is Konke doing to develop his potential in music?

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ACTIVITY 2

2.1 Write what you understand about your own self-image (how you see yourself and how other people see you (at home, at school and in the community).

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2.2 What do you think you can do to enhance/improve your own self- image?

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2.3 Give examples of positive strategies you can employ, to enhance others' self-image.

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2.4 What strategies can be used to show respect for each other?

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2.5 What does diversity mean? (In the context of self-image).

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WEEK: 3 -5 Changes in boys and girls

ACTIVITY 1

1.1 Define puberty.

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1.2. What is an adolescent?

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1.3. What do you understand by following words?

1.3.1 Passage rite

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1.3.2 Teenager

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1.4 4. Draw a mind map, on changes that occur to both boys and girls, during the puberty stage.

1.5 Using the table below, write the physical changes that occur to boys and girls during puberty.

PHYSICAL CHANGES IN BOYS ONLY	PHYSICAL CHANGES IN GIRLS ONLY

1.6 Explain what you understand by emotions.

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1.7. Give examples different emotions that are experienced by adolescents /teenagers during puberty.

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1.8 Give examples of positive and negative emotions.

POSITIVE EMOTIONS	NEGATIVE EMOTIONS

1.9. In the exercise below identify the type of emotion and state whether it is positive or negative.

SITUATION	EMOTION	P	N
- A group of knife wielding boys chases you on your way to school. - Today each learner is going to do a rap song or a poem he/she likes. - Your parents are in the process of divorcing or separating. - One of your teachers calls you stupid, in front of the class. - Visitors from another country asks you questions about your culture. - Your team has won a match and beat a very strong team - One of your classmates has brought you braai, a cake and snacks. - You are trying by all means to drop your weight but in vain. - Your classmates tease you because you have pimples on your face. - Your elder brother has invited you to his graduation ceremony. - One of your friends keeps spreading nasty rumours about you. - It is now examination time you are having a tough schedule. - Your best friend has lost her/his parents. - You are watching a film on child abuse. - Your classmates have chosen you to be a class representative. - Your have moved to a new school you miss your old friends. - One of your friends is narrating an interesting story. - Other boys/ girls bully and beat you because you are too small.			

1.10 .In the box below write about an incident that has given rise to negative emotions in you (something you have experienced, learned about, have heard or watched on TV.) e.g., anger, fear, depression, stress, sadness, embarrassment etc.

Emotional intelligence: When you are able to control manage, or cope with your emotions.

1.11. Reflect –Write in your journal about what you have learnt about physical and emotional changes.

ACTIVITY 2

2.1 Describe each of the following words.

TESTOSTERONE	OESTROGEN

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2.2. Explain why puberty/adolescent stage is said to be a critical/turbulent or challenging stage?

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2.3. Give examples of problems / challenges that adolescents usually have in relationships (at home, school and community, during this stage.

HOME	SCHOOL	ENVIRONMENT

4. Which emotion/s do you think you have/need to overcome?

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5. Rearrange the following emotions, in relation to HIV/AIDS.

Acceptance, bargaining, anger, denial, shock

1..... 2..... 3..... 4..... 5.....

ACTIVITY 3

1. What do you understand by respect for your physical and emotional changes?

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2. Explain how you can show appreciation of self and others, acceptance of self and others and acceptance of diversity

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WEEK: 6-8 Peer pressure

ACTIVITY 1

1.1 What does the word “peer” mean?

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1. 2. What does peer pressure mean?

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1.3. Peer pressure can be positive or negative. Explain.

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1.4 Peer pressure has no age. Support this statement.

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1.5 Draw a mind map on common activities done and enjoyed by adolescents/teenagers all over the world (**Popular culture / Teen culture**), e.g. body piercing, tattoos, music, language etc.

1.6. Give examples of positive peer pressure activities e.g. taking part in sport.

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1.7. List examples of negative peer pressure activities e.g. sex or substances.

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1.8. Give examples of your personal experience on the following:

1.8.1 Positive peer pressure

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1.8.2 Negative peer pressure

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8. How did you respond to incident b (your example on negative peer pressure)?

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ACTIVITY 2

1. Study the following examples of negative peer pressure activities and state their negative effects.

ACTIVITY	NEGATIVE EFFECT
1.Substance abuse	
2.Crime	
3.Unhealthy sexual behaviour	
4.Bullying	
5.Rebellious behaviour	

2. Choose ONE example of negative peer pressure (from the list above) and explain how you would respond to it with a positive effect.

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3. Design a picture collage (Cut and paste pictures, on an A4 size sheet of paper), on negative peer pressure activities.

ACTIVITY 3

3.1. What, in your opinion do you think is the appropriate/correct way of responding to peer pressure?

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3.2. What is meant by assertiveness?

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3.3. Explain why it is not right to conform (doing something wrong to please your friends).

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3.4. What do you understand by coping skills?

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3.5. Give an example of situations/instances or examples which need coping skills e.g. rejection by friends.

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3.6. Draw a mind map on issues that you are likely to disagree on, with your siblings or parents e.g. changing TV channels /Perusing/surfing someone's cell phone.

3.7 Negotiation means that you sit down and talk and come to an amicable agreement, over a matter. e.g. a child asks for an which cannot be afforded by the parents, parents promise to buy an affordable one with all the necessary feature e.g.

Have you heard of *izikhothane* ? (Research on this practice-young people who live a high lifestyle, wear designer clothes, burn money and take extreme measures to get money for maintaining their lifestyle). Write your findings, in your journal or class work book

3.8 Explain how you would respond to each of the situations below.

SITUATION	APPROPRIATE RESPONSE
1. You are offered a cigarette or a glass of wine. 2. Friends ask you to steal a chocolate bar, in a shop. 3. Someone asks you to taste dagga rice and dagga muffins. 4 .A friend you have met on social networks e.g. MXIT or Whatsapp invites you to his home in another town; you have never seen him/her. 5. You are called a nerd for not dating. 6. A friend invites you to watch a blue movie.	

3.9. Write the contact numbers of people or places where to find help on protection against peer pressure or any form of abuse that affects children. You must hang the chart on the wall.

TOPIC: WORLD OF WORK

WEEK: 9-10 **Importance of reading and writing**

ACTIVITY 1

1.1 List the 4 basic communication skills.

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1.2. Why is reading important? Mention its advantages/benefits.

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1.3. Mention the disadvantages of being unable to read.

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1.4. What do the following words mean?

1.4.1 Literate

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1.4.2 Illiterate

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1.5 Mention any disadvantages of being unable to read.

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Read or google for the poem *A letter from a contract worker* by Antonio Jacinto, the Kenyan film *First Grader* and *Deweneti*.

1. Give examples of texts /books that you can read for enjoyment.

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1.6. What is meant by reading with understanding?

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1.7. Read one of the following:

A poem, a magazine/ newspaper article, a text from the bible, a letter, a case study, a short story, an advertisement etc.

Summary of the text I have read

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.....

1.8 Why is it important to have a library corner in your class/home?

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Start your own library by collecting or asking for a donation: *Books, magazines, newspapers, dictionaries etc.*

1.9. Suggest how to read your own textbooks/notes with understanding.

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ACTIVITY 2

2.1. Describe the following storage devices

2.1.1 A memory card

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2.1.2 A memory stick (USB)

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2.2. Where do human beings store/keep information/data?

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2.3. Some people lose **memory** after suffering from head injuries or when they wake up from a coma. What does **memory** mean?

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2.4 Memory loss means

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2.5 Draw a mind map in your classwork book, on skills to develop memory.

2.6 Reflect on your own skills to develop memory.

TOPIC: CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES

WEEK 1- 2: Human rights as stipulated in the SA Constitution.

ACTIVITY 1

Background to the establishment of the South African Constitution. Read, google or research from your family or community members on the following:

Oppression	apartheid era	Pass Laws	Group Areas Act	Sharpeville massacre
freedom fighters	Immorality Act	June 16 1976	Robben Island exile	underground movement
sanctions	political asylum	reconciliation		

1.1 Draw a mind map on various people who played a role in fighting for this country's freedom.

1.2 Briefly state how the following contributed to the end of apartheid in this country.

CONTRIBUTORS	NATURE OF CONTRIBUTION
South Africans including musicians, actors, writers, political parties, businessmen, lawyer, etc.	
African States eg. Tanzania, Zambia, Uganda	
Overseas countries eg. America, Cuba, Russia	
Religions and religious leaders.	

1.3 Which book stipulates the human rights for all citizens of South Africa?

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1.4 Study **The Basic Provisions of the Constitution of the Republic of South Africa, Made Easy for Learners**. What is a Constitution?

.....

1.5 What do you understand by human rights?

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1.6 Complete the following:

The Bill of Rights is a cornerstone ofin South Africa. It affirms the democraticof human dignity, equality and freedom. Theof Rights in Chapter 2 of the Constitution of an important set of human rights aims to define theof the people, provide to whom and how the rightsbe limited.

1.7 Write an abbreviation for South African Council of Churches

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1.8 Fill in the 2 categories of human rights, in the columns below:

CIVIL AND POLITICAL RIGHTS	SOCIAL AND ENVIRONMENTAL RIGHTS

1.9. Make a list of human rights, responsibilities and application. Give 5 examples on each of the 2 categories. (See your examples in number 6 above).

HUMAN RIGHTS	RESPONSIBILITIES	APPLICATION

1.10 Give examples of how human rights are violated.

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ACTIVITY 2

2.1 What do you understand by being fair, to someone?

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2.2 How does fair play differ from unfair play?

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2.3 Read the statement below, by International Fair Play Committee (IFPC).

“Respect, friendship, team spirit, and sport without doping, respect for written and unwritten rules such as equality, integrity, solidarity, tolerance, excellence and joy are the building blocks of fair play that can be experienced and learnt both in and out of the field.”

With reference to the above statement explain in your own words, the meaning of fair play, in sport and athletic activities.

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2.4. Draw a mind map on athletic and sport codes /activities e.g. rugby.

2. 5. In the table below give examples on how unfair play occurs or can occur in sport and athletics.

CODE OR ACTIVITY	UNFAIR PLAY OCCURRENCE
1.Marathon running 2. Boxing 3.Cricket 4.Running (short distance) 5.Rugby 6.Soccer 7.Cycling 8.Tennis	An athlete catches a taxi or drives in a car while others are running.

6. What is doping?

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7. Write an abbreviation for Drug enhanced performance.

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8. Write out the following in full, in your class work book.

a) WADA, IAAF, IOC, WBC, FPC

9. What do you understand by Paralympics? Explain whether it is a fair or unfair practice.

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10. Comment on the role of the following values, in promoting fair play in sport and athletic activities.

a) Trust

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b) Respect for difference

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.....

11. You are committed to the promotion of fair play in athletics and sport activities. Write a Code of Conduct for players, in your school. Use an A4 size sheet of paper.

Google on incidents involving the following: Mike Tyson, Hansie Cronje, Caster Semenya.

WEEK: 3-5 Dealing with abuse in different contexts

ACTIVITY 1

1.1. Draw a mind map on different kinds/forms of abuse, eg. emotional abuse.

1.2. Fill the box below with examples of abuse.

Rape
corporal punishment
neglect

1.3. Give the meaning of each of the following words:

1.3.1 Threatening situation

.....

1.3.2 Risky situation

.....

1.4 Is it possible for children to abuse adults (teachers/parents/other adults)? Support your answer.

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1.5. Give examples of the following:

THREATENING SITUATIONS	RISKY SITUATIONS

ACTIVITY 2

2.1 What do you think effects of abuse mean?

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2.2. Mention the effects of abuse on the following:

PERSONAL HEALTH	SOCIAL HEALTH	RELATIONSHIPS

2.3. What do you understand by 'communication'?

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2.4. How does it help in promoting healthy and non-violent relationships?

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2. 5 Mention ways in which you can avoid risky situations.

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2.6. How does assertiveness and responsible decision making make you safe from threatening and risky situations?

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ACTIVITY 3

3.1 Mention different people who are likely to be victims of abuse, in the following contexts.

HOME	
SCHOOL	
COMMUNITY	
WORKPLACE	

3.2 Narrate an incident when you were abused or felt abused.

3.2.1 How were you abused?

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3.2.2 How did you feel? Which emotions were tampered with?

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3.2.3 How did you solve or deal with the situation?

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3.3. Should an abused person talk to everyone about his or her situation? If not suggest what should be done.

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TOPIC: WORLD OF WORK

WEEK 6-8 Career Fields

ACTIVITY 1

1.1 What do you understand by a career field? Give an example.

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1.2 Complete the following table, on career fields.

CAREER FIELD	EXAMPLES OF CAREERS	RELATED SUBJECTS
1. Humanities, Law and Education. 2. Science, Engineering and Technology. 3 .Business and Economic Sciences. 4.Health Sciences		

1.3 Complete the table below.

CAREER FIELD	ABILITIES	INTERESTS
CAREER FIELD 1 CAREER FIELD 2 CAREER FIELD 3 CAREER FIELD 4		

1.4. Study the table on FET Learning Field below. Discuss it with your family.

8 FET LEARNING FIELDS	FET SUBJECTS
1.Languages	Official languages and 13 Non official

2.Human and Social Sciences	Geography, History. Life Orientation, Religious Studies
3.Art and Culture	Dance Studies, Design and Visual Arts
4.Services	Consumes Studies, Hospitality Studies, Tourism
5.Business, Commerce and Management Science	Accounting , Business Studies , Economics
6.Agricultural Sciences	Agricultural Science, Agricultural Management Practice, Agricultural Technology
7.Engineering and Technology	Civil/Electrical/Mechanical Technology, Engineering and Graphic Design (EGD)
8.Physical, Mathematical, Computer and Life Sciences	Physical Science, Mathematics, Computer Application Technology, (CAT), Life Sciences.

Consider your performance in the Grade subjects, interests, abilities, personality as well passion, before you think of choosing a career field and its related career.

1.5 Practice now, how to choose your subjects for Grade 10. Complete the table below.

GET Band SUBJECTS (9)	FET Band SUBJECTS (7)
Home Language FAL(LOLT) Mathematics Life Orientation	4 Compulsory subjects
Creative Arts Technology Social Sciences EMS Natural Sciences	3 Other subjects

NB. Look at the table in number 5 (Learning Fields and FET Subjects) before you choose the 3 subjects, e.g. EMS translates into the FET subjects, in Learning Field 4 and Technology translates into the subjects that are in Learning Field 7 and 8.

1.6. List subjects in the GET Band, link each subject with only 1 subject in the FET Band.

GET SUBJECTS	FET SUBJECTS	CAREER FIELD
Home Language /FAL		
First Additional Language		
Mathematics		
Life Orientation		
Creative Arts		
Technology		
Social Sciences		
EMS		
Natural Sciences		

1.7.Fill in the following table. CHOOSE at least 2 career field/s **you are interested in**.

Career Field	Related subjects	Related careers
1.		
2.		

ACTIVITY 2

2.1Complete the table below , on 2 careers (from the career fields that you have chosen above.)

Career/s	Work environment	Activities
1.		
2.		

2.2 Refer to the same careers that you have chosen in Activity 1 (1.7).

Career	Opportunities	Challenges
1.		
2.		

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2.3 Decision making (Career choice).

Make a SWOT analysis of the careers you have chosen.

Strengths: Values, skills, academic performance, personality, knowledge.

Weaknesses: Personal weaknesses.

Opportunities: Possibilities and options that will contribute to the success of your career **choice**.

Threats: Aspects that may be a barrier/ make it difficult for you to make your career decision a success.

2.4 Complete the following, about your chosen careers.

Career	Entry requirements	Duration of study
Career 1:		
Career 2:		

2.5 Write a list of sources of information on careers and hang it on the wall.

2.6. Complete the table below, on study institutions.

STUDY INSTITUTIONS	DESCRIPTION	EXAMPLES
1.TVETs (FET) Colleges		
2.Universities of Technology		
3.Universities		
4.Private institutions		

2.7 Draw a mind map on funding institutions or providers.

2,8. Fill in information on funding options/providers, in the table below.

Funding option/provider	Description	Terms and conditions
1.Bursary		
2.Scholarship		
3. SETA Learnership		
4.Bank Loan		
5.NFSAS		
6. EDU-Loan		
7.Part-time job		
8. Private(9ompanies or organisations)		

ACTIVITY 3

Reflect/ Write an essay/Design an information brochure/booklet; include relevant pictures.

TOPIC HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY**WEEK 1-4 Substance abuse****ACTIVITY 1**

1.1 What is substance abuse?

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1.2 Draw a mind map on various substances that are abused.

1.3 Give examples of the following substances :

Household purposes	Prescribes /over the counter drugs	Legal drugs	Illegal drugs	Sport and athletics

1.4 Mention the different ways in which substances are taken.

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1.5 Describe the following drugs (where they are found, ingredients and their effects on the abuser).

a) Nyaope

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b) Krokodil

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1.6 Draw a mind map on illegal drugs.

ACTIVITY 2

2.1 What do you understand by blood doping?

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2.2 Why do some athletes/ sportsmen/women use doping?

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2.3 What are the consequences of doping, if its use is detected, in a competition?

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2.4 Mention any symptoms of substance abuse.

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2. 5 Write **physical**, **emotional**, behavioural symptoms of substance abuse **how they affect relationships**.

PHYSICAL	EMOTIONAL	BEHAVIOURAL	HOW THEY AFFECT RELATIONSHIPS

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ACTIVITY 3

3.1 Explain what is meant by **intrapersonal** and **interpersonal**.

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3.2 Draw a mind map on factors that influence substance abuse.

3.3. Study the scenarios below.

A. Sam was born with Foetal Alcoholic Syndrome (FAS), he is too small for his age. His mother is a heavy drinker and smoker. He experiences learning problems at school.

B. Linda is an overweight 12 year old. Her peers tease her and call her 'Big mama' She prefers to make friends with high school girls who are older than her. She has a boyfriend and is doing drugs through their influence.

C. Leon's parents drink a lot. His older brother also drinks and smokes. Last week he asked Leon to have a sip of brandy and also taught him how to make a dagga zol.

D. When kids watch television they see advertisements, videos and films depicting heroes and celebrities drinking or smoking.

E .Most parents leave their children alone or with helpers. They are not aware that their children use their pocket money to buy substances.

Briefly explain what you have learnt from each scenario.

A.....

B.....

C.....

D.....

E.....

3.4 Mention factors that contribute to substance abuse.

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3.5 Explain how each of the following **interpersonal** factors contribute to substance abuse.

FAMILY	COMMUNITY	FRIENDS/PEERS	MEDIA

3.6 What are the consequences of substance abuse, to learners?

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3.7 Define the words/terms:

a) Addiction

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b) Rehabilitation

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9. What is a rehabilitation centre?

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10. Kicking the habit means:

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11. Write out the following abbreviations /acronyms in full.

DEP, WADA, AA, TADA, FAMSA,

12 .Use an A4 size paper to design the following (each non a separate sheet of paper).

a) Picture collage - Cut and paste different illegal drugs and label/name them.

b) Poster – Against substance abuse.

ACTIVITY 4

4.1 What do you understand by **protective** factors?

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4.2 Mention protective factors that can reduce the likelihood of substance abuse.

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3. Mention ways in which you can prevent substance abuse among young people

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4. Explain the following, in relation to prevention of substance abuse:

a) Early detection.

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b) Assertiveness.

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c) Positive role models (who uphold positive values).

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WEEK 5-7 Environmental health problems

ACTIVITY 1

1. What do you understand by environmental health?

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2. Draw a mind map on environmental health problems (general).

3. What is the role of the following government departments towards environmental health?

DEPARTMENT	ROLE TOAWRDS PROMOTION OF ENVIRONMENTAL HEALTH
1.Labour 2.Water Affairs 3. Agriculture and Forestry 4.Health and Municipalities 5.Environmental Affairs	

4. Identify and write on an A4 size sheet of paper environmental health problems that occur in your local municipality area e.g. Buffalo City Municipality (BCM).

5. Research /google and write your short notes, in your journal, on the following Environmental Acts

National Environment Management Act, 1988 / Meat Safety Act, 2000 /The National Health Act, 2003/National Veld and Forest Fire Act, 1998 / Environment Conservation Act, 1989/ The Consumer Protection Act, 2008 /The Air Quality Act/ The National Water Act /The Waste Act /The Biodiversity Act / The Coastal Management Act/ The Protected Areas Act/ The Marine Living Resources Act.

Parliament makes laws for the country; the different national government departments make laws for their provinces and municipalities. The local government has a responsibility of promoting safe and healthy environments. A municipality may have by laws for different issues e.g. water and sanitation, waste management cremation and crematoria etc.

ACTIVITY 2

2.1 What is a project? (In the context of environmental health problem).

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2.2 What should be considered by individuals or the community before starting a project?

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2.3 Draw a mind map on projects that are available in your area/community?

2.4 Draw a mind map on environmental health problems that occur in your locality/immediate environment.

2.5 Complete the table below, in response to your mind map in number 2.3.

PROJECT	ENVIRONMENTAL PROBLEM	STRATEGIES

2.6 Before addressing a problem, you can write a letter to the press, to evoke the feelings of the public /readers or to make them aware of the problem.

2.7 Design a poster – Cut and paste on an A4 size sheet of paper examples of environmental problems that occur in your area.

2.8 Action Plan –Write a step by step on how to address the environmental problem you have chosen.

TOPIC: WORLD OF WORK

WEEK 8-10 Simulation of career related activities

ACTIVITY 1

1.1 What is meant by simulation?

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1.2 Explain 'job shadowing'.

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1.3 Complete the activity (Checklist on simulation of career related activities).

ACTIVITY	EXPLANATION
1. Advertisement 2. Curriculum Vitae 3. Application form 4. Application letter 5. Testimonial 6. Shortlisting 7. Interview 8. Employment letter	

1.4. Have a copy of all the documents in number 1,2,3,4.5 and 8.

1.5 Write down guidelines or criteria for shortlisting.

1.6 Write a questionnaire for an interview, they must be relevant to one of the careers you are interested in.

1.7. What takes place on a Carer Dress up Day?

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ACTIVITY 2

2.1 Research on a career you are interested in then complete the activity below.

Consider the following: Career, Subjects required, Level of schooling, study institution, Dress code,
Tools/equipment, Work activities, Employment place/institution, Personality
Characteristics and Related careers

2.2 Do the same activity on your Second Choice (Career 2).

2.3 Write a speech (About half a page), on a speech that you are going to deliver, on the Dress up Career Day, on your intended career.

ACTIVITY 3

3.1 What is the value and importance of work to the following? (you, your family/community and the country).

1.INDIVIDUAL	
2. FAMILY	
3.COMMUNITY	
4. COUNTRY	

3.2 What do you understand by personal needs and potential? How does work fulfil them? Write your response in in your journal. From now on start thinking towards a particular career. Keep on assessing your performance, in the different subjects.

TOPIC: DEVELOPMENT OF THE SELF IN SOCIETY**WEEK 1-2 Personal diet and nutrition****ACTIVITY 1**

1.1 What is meant by the following?

1.1.1 Personal diet?

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1.1.2 Nutrition

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1.2 Complete the following exercise, on factors and how they influence the choice of personal diet.

FACTOR	EXPLANATION	HOW IT INFLUENCES ONE'S CHOICE OF DIET
Ecological	What food is grown and is available to us.	
Social	Social setting affects the way we eat.	
Economical	We eat what we can afford.	
Cultural	We eat what is commonly eaten by people of our culture.	
Political	The country's economy, food laws and trade agreements affect the cost of food and what we can afford.	

1.3. Design a food pyramid, in an A4 size sheet of paper. You can cut and paste pictures or draw the different food groups/ types.

1.4. What is meant by food fortification?

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1.5. Give an example of food fortification

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1.6 Give examples of the following from your own culture.

1.STAPLE FOOD	
2.INDIGENOUS FOOD	

1.6 Suggest how you can economise (buy cheaper / make affordable or available) each of the following items.

MEAT	FRUIT & VEG	STARCH	CEREALS

6. Why is it important to eat breakfast every morning?

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7. Do the exercise below. Tick YES or NO.

STATEMENT	Y	N
1. Never go to sleep on a full stomach. 2. Eat more fruit and vegetables on Sunday only. 3. Offal (binnegoed) contains a lot of fat. 4. Water is good for the digestive system. 5. Fizzy drinks and tea are healthier than water. 6. Only overweight people must do physical exercise. 7. Use a lot of salt, oil, sugar and spices. 8. Eat everything but in moderation.		

ACTIVITY 2

2.1 Write the South African Food Based Dietary Guidelines (FBDG), on an A4 size paper and hang them on the wall.

2.2 Reflect on what you have learnt about personal diet and nutrition. Comment on what you need to improve about your diet or your eating habits.

2.3 Complete the table below. Fill in what you actually eat so that you can plan to improve it.

MY OWN DIET PLAN

DAY	BREAKFAST	LUNCH	SUPPER
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

WEEK 3-5 Common diseases

ACTIVITY 1

1.1. Draw a mind map on different diseases.

1.2 What do you understand by an eating disorder?

.....

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1.3 Describe the following:

DISORDER/CONDITION	DESCRIPTION
1. Anorexia nervosa 2. Bulimia nervosa 3. Overweight 4. Obesity 5. Morbid obesity 6. Malnutrition 7. Malnutrition 8. Overeating	

1.4 Write the formula for calculating Body Mass Index (BMI) Calculate your own.

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1.5 Explain how each of the following factors can cause diseases.

Social	Economic	Environment

1.6 What do you understand by the following?

LIFESTYLE DISEASE	CHRONIC DISEASE

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ACTIVITY 2

2.1 How does each of the following cause a disease?

2.1.1 Use of alcohol and tobacco

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2.1.2 Poor eating habits

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2.1.3 Lack of exercise /physical inactivity

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2.2 Read the short story below

There was a woman who was very sick. She went to several witchdoctor she could not get any help. She went to doctor, the doctor asked her to tell him what she did at home. She said, "When I'm not sleeping I am eating, when I'm not eating I am sleeping." The doctor told her to go home and start working and taking a walk everyday. A month later the woman visited the doctor she told the doctor that she felt better and she has lost some weight.

2.2 Write in your journal about what you have learnt.

2.3 Complete the following table

Disease	Treatment options	Care and support
Tuberculosis		
Cancer		
Hypertension		
Diabetes		
Arthritis		
Epilepsy		
HIV/AIDS		

2.4 Mention the resources, on the following.

HEALTH INFORMATION	
HEALTH SERVICES	

ACTIVITY 3

3.1 Explain the strategies for living with the following diseases.

Disease	Strategies for living with disease
1.Diabetes	
2.Tuberculosis	
3.Epilepsy	
4. Cancer	
5.Asthma	
6.HIV and Aids	
7.High blood pressure	
8.Athritis	

WEEK 6-7 Role of oral traditions and scriptures

ACTIVITY 1

1.1 Discuss oral traditions and scriptures. Research and write an essay on your findings, in your classwork book.

Complete the exercise below.

Religion	Oral traditions	Scriptures
Judaism		
Christianity		
Islam		
Hinduism		
Bahai- faith		
Buddhism		

African Religion		