



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

NATIONAL
SENIOR CERTIFICATE

GRADE 11

LIFE ORIENTATION
TASK 3: PROJECT

MARKS: 90

Pages including cover: 15

Duration: 4 – 6 weeks

TOPICS:	TERM 3 DEVELOPMENT OF THE SELF IN SOCIETY (WEEK 2) CAREERS AND CAREER CHOICES
SUB-TOPICS:	• Healthy and balanced lifestyle choices • Poor decision-making skills • Unhealthy behaviours. • Emotional factors - Peer pressure • Substance use and abuse. • Careers and career choices
PURPOSE/AIM:	The project seeks to empower learners with the necessary skills to collect data, interpret it, analyse the findings to make informed decisions about challenges that the youth seem to be facing in relation to youth risky behaviour resulting in poor decisions being made about their future, including career aspirations. To do that, they will be challenged to apply the 21 st century and 4 th Industrial Revolution skills such as such as communication, critical thinking, collaboration, and creative thinking. In essence, they will be challenged to apply soft skills such as empathy, patience, teamwork, active listening, presentation, problem solving, time management, etc. to brainstorm solutions to the challenges of an inability to make informed decisions when faced with the pressure, youth risky behaviour and poor career decisions.
DURATION:	4-6 Weeks
DATE OF ISSUE	
DATE OF SUBMISSION	09 AUGUST 2024
FORM OF ASSESSMENT:	Project

A. INSTRUCTIONS ON TECHNICAL ASPECTS AND MARK ALLOCATION.

1. Your Project must have a cover page with the following information:
School name.
Group members name and surname.
Grade
Subject
2. Your Project must have a table of contents:
Sub-topics.
Page numbers.
3. Your Project must have a bibliography as shown at the bottom of this project
4. Acknowledge all sources used in your bibliography. Consider example of a bibliography at the end of these notes.
5. Your Project must be written in essay form, indicating the sub-headings with the same numbering as in the project.
6. Read the instructions for each question carefully.
7. The mark allocation guides you on the length and depth of the required answers.
8. Your project must be bound or stapled.
9. Both the teacher and learners will complete the declaration form, cut it and attach to the Project.
10. Stick to the submission date.

Carefully read the problem statement below and answer the questions that follow.

PROBLEM STATEMENT

Substance abuse seems to be affecting most communities across the world and the risks associated with it are well documented. The scourge of alcohol, drug and substance abuse knows no bounds and cuts across race, class and social barriers.

This may contribute to violent crimes, road fatalities as well as gender-based violence and femicide. Regrettably, South Africa is one of the countries that has a serious problem with alcohol and substance abuse. Evidently, South Africa was identified in 2022 by Harm Reduction International in its Global State of Harm Reduction Report as having become one of the world's largest ¹methamphetamine markets.

We have, over the years, seen a growing trend in several young people who are involved in alcohol and substance abuse. For example, underage drinking has been a growing problem, especially with the increase in "pens down parties" which are held by pupils to celebrate after writing their exams, with negative consequences to their lives and career prospects. As a result of that, some may be raped, involved in car accidents, killed, maimed, fall victim to human trafficking, etc. Eventually, this could devastate their general physical, psychological, emotional, and social wellbeing, impacting their ability to make informed career decisions or choices. There are various healthy activities that the youth may participate in; however, they opt to engage in risky behaviours.

[Adapted from <https://www.gov.za>. Accessed on the 9th May 2024]

Glossary

¹**methamphetamine** – this is a highly addictive drug which has powerful joyful effects like those of cocaine.

Activity 1: Individual

Complete the introduction by answering the following questions.

- Define the term *substance abuse*. (1x2) (2)
- State two factors that may contribute to young people abusing substances. (2x1) (2)
- Describe how being exposed to high prevalent rates of substance abuse could negatively impact social life in communities. (2x2) (4)
- Explain how substance abuse could negatively impact young peoples' physical wellbeing. (2x2) (4)
- Discuss TWO ways in which drug abuse could negatively impact the ability of young people to effectively pursue their future careers. (2X2) (4)

[16]

NOTE:

In addition to problem statement above, consult other relevant sources e.g., the internet/newspaper articles/journals and textbooks to develop a firm understanding of the challenges related to youth risky behaviour so that you may complete the different activities.

ACTIVITY 1: INTRODUCTION

ACTIVITY 2: LITERATURE REVIEW

ACTIVITY 2: Individual

To complete your literature review, consider relevant sources e.g., the internet/newspaper articles/journals, textbooks etc. and answer the following questions:

- Define the term *youth risky behaviour*. (1x2) (2)
- State FIVE critical factors that may contribute to young people deciding to engage in risky behaviours. (5x1) (5)
- Describe ONE way in which considering healthy lifestyle choices may persuade young people not to engage in risky behaviour. (1x2) (2)

- Explain why existing awareness programmes against unhealthy lifestyle choices seem ineffective to instil good decision-making skills for young people to change their behaviour. (2x2) (4)
- Discuss TWO ways in which abuse of alcohol could affect attempts by young people to live healthier personal lives. (2x2) (4)
- Critically discuss how the scarcity of support systems or advisory services in some communities could hamper young peoples' effort to effectively deal with their urge to engage in risky behaviour. (2x4) (8)

[25]**ACTIVITY 3: Data collection (Individual)****INSTRUCTIONS:**

- Use the attached questionnaire to collect data about young peoples' experiences views/feelings/perspectives on engaging in risky behaviour from five respondents.
- You will cut out the questionnaire and give it to five of your class mates to complete.
- After completion, you need to summarise the findings.

Tip: *Risky behaviour could include taking drugs, driving under the influence of alcohol, participating in unprotected sex, excessive use of substances, speeding, violence etc.*

The questionnaire		
Tick the applicable box		
1. Have you ever been subjected to pressure from your peers to engage in risky behaviour?	Yes	No
2. Do you constantly experience the urge to engage in risky behaviour for the fun of it.?		
3. Do you feel regrets after having participated in risky behaviour?		
4. In your environment, do you constantly experience encouragement/the urge to engage in risky behaviour?		
5. Is your school doing enough to teach you about the dangers of risky behaviours?		

3.1 Attach the five completed questionnaires

Note that all the questionnaires must be fully completed by the respondents. You will earn marks for the full completion of the five questionnaires. (5x1) (5)

3.2. Summarise the findings by indicating the meaning of each question in the completed questionnaires.

For example, if three (3) out of the five (5) respondents indicated that their siblings expect them to always engage in risky behaviour. The summary could then be: (5x2)(10)

- *3 out of 5 respondents indicated that they are always forced to engage in risky behaviour by their peers (✓) which could explain why they always feel helpless to fight off the temptation to engage in such behaviours. (✓)*

[15]**ACTIVITY 4: Brochure (group activity)**

- Based on the challenges you have discussed in Activities 1 and 2 and data collected in Activity 3 above, complete a group activity in which you develop a brochure with the aim of discussing different views about the challenges of youth risk behaviour by following the instructions and questions below.
- Learners will work in group to brainstorm answers to the questions; however, each learner will be awarded marks for their individual completion of this activity.
- Learners will not share marks.
- State the benefits of educating young people about risky behaviours. (5x1) (5)
- Give strategies that may assist young people to make healthy lifestyle choices. (5x1) (5)
- Suggest TWO tips to be considered by young people for the promotion of healthy behaviours. (2X2) (4)

[14]**ACTIVITY 5: RECOMMENDATIONS (individual)**

- What evidence-based strategies could be implemented as part of improving your project to mitigate risky behaviour among young people, considering potential effects on career outcomes. (1x2) (2)
- Assess how an advocacy campaign to create a supportive environment for young people to prioritise their long-term career

- goals could be successfully done. (3x2) (6)
Critically discuss ways in which young people could be assisted to make informed career decisions through their participation in this project. (2x4) (8)

[16]**ACTIVITY 6: REFLECTION 9 (individual)**

- Evaluate how your participation in this project has impacted your perspective on issues of youth risky behaviour. (1x4) (4)

[4]**BIBLIOGRAPHY**

- Acknowledge all sources used for the completion of the project.:

Grand Total 90

1. Books.

Author's surname and initials, year of publication, title (underlined), edition, place of publication, and publisher.

Example:

Marais, B.V.C. and Horne, K.W.W. 2011. The influence of the media on public opinion, Pretoria: Juta

2. Journals.

Author's surname and initials, year of publication of the journal, title of the article, title of the journal (underlines), volume, and pages.

Example:

Wobbe, T. 2001. How to organize the unorganized, Human Resource Management, 12(8), 8-9.

3. Chapters in books.

Author's surname and initials, the title of the chapter, title of the book (underlined), editor of book, place of publication, publisher, pages.

Example:

Gericke, H.B. The place democracy has in our country, in South Africa, the democratic ideal edited by J.J. Matthews. London: Benton: 44-45.

4. Newspaper articles.

Author surname and initials, year, title, newspaper (underlined), date and month, page.

Example:

Louw, S.2002. Water crisis, what's next? Daily news. 29 January: 7

5. Internet Referencing.

Author surname and initials, year, title (online) Available: (full web address) Date accessed.

Example:

Unknown (2004) Sentient microfilaments: A tempest in a tubule (Online). Available: <http://somecomputer.printer.edu/pub/harnad/psyc.95.3.26/consciousness/11/bixley>

Date accessed: 5 May 2011.

6. Personal Interview.

Surname and initials. Year. Personal Interview. Date, Place.

Example:

Malan, B.D. 2011. Personal Interview. 5 May, Stellenbosch.

ANALYSIS GRID

ACTIVITY	LEVEL 1	LEVEL 2	LEVEL 3
1	2		
	2		
	4		
		4	
		4	
2	2		
	5		
	2		
		4	
		4	
			8
3	5		
		10	
4	5		
			5
			4
5			2
			6
			8
6			4
TOTALS	27	26	37

COGNITIVE LEVELS	ACTUAL	EXPECTED
LOW	30	27
MID	24	26
HIGH	36	37