

AMATHOLE EAST DISTRICT



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GRADE -11

TERM 3

MARKS: 90

LIFE ORIENTATION

PROJECT

 TOPICS:	TERM 3 DEVELOPMENT OF THE SELF IN SOCIETY (WEEK 1-6) CAREERS AND CAREER CHOICES
SUB-TOPICS:	<ul style="list-style-type: none">▪ 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:	<ul style="list-style-type: none">▪ The project seeks to empower learners with the necessary skills to collect data, interpret it, analyze 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 21st century and 4th 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 to be engaged in youth risky behaviour and poor career decisions.
DURATION:	3- 4 Weeks
DATE OF ISSUE	22 JULY 2024
FINAL SUBMISSION	16 AUGUST 2024
FORM OF ASSESSMENT:	PROJECT

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. Your Project must be written in an essay form, indicating the sub-headings with the same numbering as in the project.

5. Read the instructions for each question carefully.

6. The mark allocation guides you on the length and depth of the required answer (s).

7. Your project must be bound or stapled.

8. Both the teacher and learners will complete the declaration form, cut it, and attach to the Project.

9. Stick to the submission date.

Carefully read the problem statement below and answer the question

PROBLEM STATEMENT

Substance abuse seems to be affecting most communities across the world and the risks associated with it are well documented. The scourge (**cause great suffering**) of alcohol, drug and substance abuse knows no bounds and cuts across race, class and social barriers. They may contribute to violent crimes, road fatalities (**an occurrence of death by accident**) as well as gender-based violence and femicide (**the killing of a woman or girl because of her gender**). Regrettably, South Africa is one of the countries that has a serious problem with alcohol and substance abuse. South Africa was identified in 2022 by Harm Reduction International in its Global State of Harm Reduction report as having one of the world's largest ¹methamphetamine markets. (**Methamphetamine, affectionately/shortly known as 'Meth', is a type of drug that lets people stay awake and do continuous activity with less need to sleep.**)

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We have over the years seen a growing trend in several young people who are involved in alcohol and substance abuse. 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. For example, some may be raped, involved in car accidents, killed, maimed [**wound or injure (a person or animal) so that part of the body is permanently damaged**], fall victims of human trafficker etc. Eventually, this could devastate (**destroy or ruin**) their general physical, psychological, emotional, and social health, impacting their ability to make informed career decisions. Amidst that, 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

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

Completion instructions

- ✦ In addition to problem statement above, consult other relevant sources e.g., internet/newspaper articles/journals and textbooks to develop a firm understanding of the challenges related to youth risk behaviour so that you may respond to the following questions.

Activity 1: Introduction (Individual)

1.1. Using your own words **explain** what is meant by youth risky behavior. **(1x2) (2)**

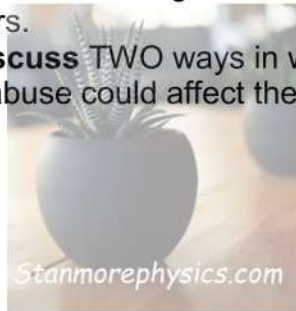
1.2. **Mention and Describe** TWO types of youth risky behavior. **(2x3) (6)**

1.3. **Explain** TWO contributing factors of the above-mentioned youth risky behaviors. **(2x3) (6)**

1.4. **Critically discuss** TWO ways in which engaging in risky behaviour such as alcohol abuse could affect the youth's attempt to live healthy personal lives.

(2x3) (6)

Total Activity 1: (20)



Activity 2 Literature Review (Individual Work)

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

Understanding substance abuse and addiction.

Substance abuse is an enormous (very large in size, quantity, or extent) social problem in South Africa and Globally.



Drug and alcohol abuse take their toll on thousands of South Africans every day, but no matter how hopeless the situation seems, it is never too late to turn things around by seeking help.

Substance abuse is an enormous social problem in South Africa, as elsewhere, and it's increasing every day. Alcohol, marijuana (dagga), cocaine, tik and heroin are some of the most frequently used substances in this country, according to the South African Depression and Anxiety Group (SADAG). Although there is no magic wand when it comes to treating substance abuse and addiction, help is available for patients and their families.

"Given some of the frightening statistics on substance abuse in the country, there is an urgent need to educate people on the dangers and the treatments available," says Marna Acker, an Occupational Therapist at Akeso Clinic Nelspruit. "South Africa has no regular representative surveys on substance abuse, which makes it difficult to understand the full extent of the problem. The stats are available only for people admitted for treatment. But we do know that the South African Community Epidemiology Network on Drug Use (SACENDU) project, which is an alcohol and other drug (AOD) sentinel surveillance system, and is operational in nine provinces, shows that there was an increase in the number of people admitted for treatment – from 8 787 in 2016, to 10 047 in 2017, across 80 centres."

"Cannabis (**also known as marijuana or weed**) users, for example, may experience poor attention span, as well as memory and learning loss," says Acker. "Poor performance, permanent cognitive impairment (**having trouble remembering, learning new things, concentrating, or making decisions that affect their everyday life**), lack of motivation, immunosuppression (**suppression of the body's immune system and its ability to fight**

infections and other diseases), and cardiac (**refers to heart**) and lung complications are all common effects.

“In addition, cannabis-induced psychosis (**psychosis refers to a collection of symptoms that affect the mind, where there has been some loss of contact with reality. This means cannabis may lead/bring about or give rise to psychosis**) may occur. Several studies have linked marijuana use to increased risk for psychiatric disorders, including schizophrenia(**a serious mental illness that affects how a person thinks, feels and behaves**), depression, anxiety, and substance use disorders, although whether and to what extent it causes these conditions is not always easy to determine. On top of all these possible outcomes, sustained cannabis use can also have a negative impact on interpersonal relationships, work performance, financial management, and more. The list is endless.’

“Cannabis users, for example, may experience poor attention span, as well as memory and learning loss,” says Acker. “Poor performance, permanent cognitive impairment, lack of motivation, immunosuppression, and cardiac and lung complications are all common effects.

An added complication is that all substance abuse can lead to impulsive behavior (**a problem with emotional or behavioural self-control. The tendency to act without thinking**) and poor judgement. Alcohol abuse contributes to risky sexual behaviour, increasing the chances of contracting HIV and other sexually transmitted diseases, as well as liver diseases, neurological disorders, and chronic memory disorders, while opioids (**a class of drug used to reduce moderate to severe pain**), such as morphine and the illegal drug heroin, can result in accidental overdose. Sometimes, drug abuse can increase a user's risk of developing a mental disorder.

<https://www.netcare.co.za/News-Hub/Articles/understanding-substance-abuse-and-addiction>

2.1. Define the following terms:

+ **substance abuse.** (2)

+ **substance use** (2)

(2+2) (4)

N.B. Allocation of marks in 2.1 and 2.2

2.2. **Differentiate** between alcoholism and drug addiction. (2x2) (4)

2.3. **Explain** TWO social factors that may contribute to youth abusing substances.

(2x2) (4)

2.4. **Critically discuss** TWO long-term impacts of substance abuse on an individual's emotional being.

(2x3) (6)

2.5. **Assess** TWO ways in which drug abuse may negatively impact your academic performance.

(2x3) (6)

Total Activity 2 : (24)

Activity 3: Brochure and Presentation (Group work)

Based on the challenges you have discussed in Activities 1&2 complete a group activity by creating a group brochure which you will present in the classroom.

Your brochure should focus on the following contents:

- ✦ Attracting slogan /strapline
- ✦ Explain the type of risky behaviour identified
- ✦ Signs, symptoms, and causes.
- ✦ Short- and long-term effects.
- ✦ Impact on self and others
- ✦ Where to get help

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Total (14) *No clear

indication on how 14 marks is distributed*

Group Presentation: Your presentation should focus on the following skills:

- ✦ Critical Thinking
- ✦ Creative Thinking

- ✦ Collaboration

- ✦ Communication

Total: (8)

Total Activity 3: (22)

Activity 4: Recommendations (Individual Work)

4.1. **Explain** how social media can mitigate [make (something bad) less severe, serious, or painful. Similar: reduce, alleviate, diminish] youth risky behaviour.

(1x2) 2)

4.2. **Critically discuss** the role of the community in addressing youth risky behavior. **(2x4) (8)**

4.3. **Evaluate** the impact of your project in improving and creating a supportive environment that encourages youth to prioritize their long-term career goals over immediate risky behaviours. **(2x4) (8)**

Total:(18)

ACTIVITY 5: Reflection (Individual Work)

Discuss **TWO** aspects that you learned from the **PROJECT**, provide motivation as to why you consider them most important. **(2x2) (4)**

Total (4)

ACTIVITY 6: Bibliography

✦ Acknowledge all sources used for the completion of the project. **(2)**

Total (2)



Grand Total: 90 Marks

.....**GOODLUCK**.....



AMATHOLE EAST DISTRICT

**GRADE 11
TERM 3**



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**LIFE ORIENTATION
GRADE 11 – TEACHER GUIDE
PROJECT**

MARKS: 90

Activity 1: Introduction (Individual)

1.1 Using your own words explain what is meant by youth risky behaviour.

- Youth risky behaviour refers to young people engaging in dangerous behaviour (✓) that can harm their health and have lasting consequences. (✓)
- Youth risky behaviour is an action and decisions made by adolescents and young adults (✓) that may have harmful or negative consequences for their health, safety, or overall well-being (✓)

(1x2) (2)

1.2 Mention and Describe TWO types of youth risky behaviour.

- Drugs and substance abuse (✓) substance abuse is when youth involve themselves in harmful or hazardous use of psychoactive substances (✓) that may cause mental instability/ mortality/ criminal activities, etc. (✓).
- Unsafe sexual behaviors (✓) engaging in unprotected sex with multiple partners (✓) which may expose you to infectious diseases. (✓)
- Teenage pregnancy (✓) when any young woman below the age of 20 who engages in sexual behaviour (✓) which may lead to complications during birth. (✓)
- Teenage suicide (✓) when a teen decides to take his/her life/ doing something that will take their own life/ when a teenager have thoughts of wanting to die (✓) causing trauma to the family/ the teenager may be paralysed/ mentally disturbed. (✓)
- Unhealthy eating behaviors (✓) bad eating habits (✓) which may lead to bingeing/ obesity/eating disorders. (✓)
- Unsafe driving/ unsafe road use (✓) disrespect of the rules of the road being a driver/ pedestrian (✓) which may cause harm to other road users. (✓)

(2x3) (6)

1.3 Explain TWO contributing factors of the above-mentioned youth risky behaviours.

(2x3) (6)



• **Drugs and substance abuse:**

- Teenagers may engage in risky behaviour to gain social approval or acceptance (✓) because of them being emotionally distressed (✓) may turn to risky behaviour as a coping mechanism. (✓)
- Environmental context (✓) the situations teens find themselves in— whether with adults or peers (✓) affect their reasoning about risk. (✓)
- Adolescents are naturally drawn to new and exciting experiences (✓) leading them to seek out thrills more than children and adults do (✓) which might lead to unplanned pregnancies/ addiction. (✓)
- Parents or caregivers who exhibit unhealthy coping strategies or engage in risky behaviour (✓) may influence their teens to copy the behaviour (✓) which may lead their children to abuse drugs/ to engage in unsafe behaviour. (✓)
- Easy access to drugs (✓) which are being sold in the street corners (✓) may lead teenagers to abuse drugs. (✓)

• **Unsafe sexual behaviour:**

- Teens may engage in risky behaviour to gain social approval or acceptance (✓) by engaging in whatever the group may be pushing them to do (✓) which may make the teenager to be emotionally distressed and may turn to risky behaviour as a coping mechanism. (✓)
- Environmental context (✓) the situations teens find themselves in— whether with adults or peers (✓) affect their reasoning about risk. (✓)
- Lack of education on safe sexual behaviour (✓) limit knowledge about sexual health, consent, and safe sex practices (✓) which result in youth engaging in unsafe sexual behaviour. (✓)
- Peer pressure to engage in risky behaviour, (✓) may influence teens to engage in earlier sexual initiations, (✓) which may lead to sexual infectious diseases. (✓)
- Lack of communication from parents on adolescents on engagement on sexual behaviour (✓) weakens emotional relationship (✓) and result to teenagers feeling unsafe/ unsure about sharing their concerns/ feelings on sexuality. (✓)

▪ **Teenage pregnancy:**

- Environmental context (✓) the situations teens find themselves in— whether with adults or peers (✓) affect their reasoning about risk. (✓)
- Adolescents are naturally drawn to new and exciting experiences (✓) leading them to seek out thrills more than children and adults do. (✓) which might lead to unplanned pregnancies (✓)
- Lack of parental guidance and support (✓) where parents fail to teach moral behaviour/ sexuality education (✓) will make teens to engage in acts which are not sexual fit for them. (✓)



- Poverty at home (✓) where teenagers needs are not met (✓) they will involve themselves in transactional relationships for survival which at a later stage they will fall pregnant. (✓)
- Access to social grants (✓) teenage girls may believe that social grants alleviate poverty (✓) this result in teenagers becoming parents before the right time. (✓)

▪ **Teenage suicide:**

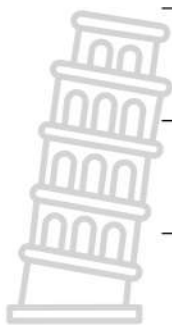
- Young people with mental problems (✓) suffering from depression/ bipolar disorder/ insomnia are at higher risk of suicide thoughts (✓) might think of taking their own lives (✓)
- Learners who are bullied (✓) may feel worthless/ unwanted (✓) this may lead them in taking their lives. (✓)
- Young people lack of coping skills/ after failing a challenging relationship/ pressure to perform at school/ broken home/ socio-economic challenges (child headed families/ alcohol and drug abuse (✓) becomes too overwhelmed (✓) and often see suicide as the best solution to be away from these problems. (✓)
- Stigma associated with asking help (✓) often result in teenager being labelled as selfish/ attention seekers (✓) thus contributing to teenage suicide. (✓)
- High conflict / violent relationships (✓) it causes stress and impact on the teenagers' mental well-being (✓) resulting in feeling of hopelessness and see suicide as a way out of the situation. (✓)

• **Unhealthy eating behaviour:**

- Convenience and availability of unhealthy food (✓) are often low priced/ affordable (✓) hence contributes to the increased consumption of unhealthy food. (✓)
- Young people often turn to social media to gather meal inspiration and are influenced by the food trends they see on various platforms. (✓) as a result, they become impressed by colour / on how is been advertised (✓) and are more likely to buy the food they see online. (✓)
- Adolescents are also regularly and heavily exposed to posts from peers (✓) and these often refer to food such as influencers drinking soft drinks or peers praising fast foods chains, (✓) exposure to such food images could easily influence perceptions about what foods they should eat. (✓)
- Poor nutrition knowledge (✓) which is a lack of understanding about healthy eating habits. (✓) which leads to emotional eating (✓)

• **Unsafe driving/ unsafe road use**

- Disregard for others and the law (✓) speeding on the road/ driving under the influence of liquor (✓) which leads to violating other people's rights. (✓)
- Using headphones/ earpiece on the road (✓) can easily become a distraction (✓) can result in neglecting / failing not to notice the oncoming cars. (✓)



- Cell phone use while walking (✓) causes distraction on the road (✓) may result in an increase pedestrian crossing accidents/ tripping while walking. (✓)
- Large numbers of informal settlements adjacent to the busy roads (✓) children often play on the roads (✓) children end up being knocked off by cars. (✓)
- Walking in deserted areas (✓) a person may be knocked off by a car (✓) resulting in being raped/kidnapped. (✓)

(2x3) (6)

1.4 Critically discuss TWO ways in which engaging in risky behaviour such as alcohol abuse could affect the youth's attempt to live healthy personal lives.

- Alcohol abuse disrupts brain development during adolescence ✓ engaging in excessive alcohol use ✓ which can lead to long-lasting cognitive deficits/ impaired judgment, and emotional instability ✓
- Excessive alcohol use harms organs and weakens the immune system ✓, increased vulnerability to illnesses, reduced energy, ✓ and compromised overall health ✓
- Alcohol lowers inhibitions and encourages risky actions ✓ leading to dangerous behaviours (e.g., reckless driving, unsafe sex) ✓ with severe consequences. ✓
- Alcohol misuse strains friendships and family bonds ✓ leading to isolation/conflicts/ emotional distress ✓ due to strained relationships ✓.
- Alcohol jeopardize personal safety ✓ especially when an individual fails to value his work and life ✓ this may result in damaging own reputation and disrupts life plans. ✓
- Educational and career can be impacted ✓ an adolescent frequently missing school/ show sudden disinterest in school activities ✓ this may impact negatively on academic performance/ miss opportunities and career prospects ✓.
- Addiction. ✓ developing dependencies on substance / harm habits ✓ leading to long term damage associated with heart disease/ mental health problems/ lung diseases affecting quality of life. ✓

(2x3) (6)

ACTIVITY 1: 20 marks

Activity 2

2.1. Define the following terms:

-**substance abuse**- the excessive amount illegal use of prescription / over the counter drugs/ or alcohol ✓ for the purposes other than what it is meant for. ✓

-**substance use**-it is the continued use of alcohol/ illegal drugs/ misuse of prescription/ over-the-counter medicines ✓ with negative consequence. ✓ OR

The use of selected substances, including alcohol/ tobacco products/ drugs/ inhalants/ and other substances that can be consumed/ inhaled/ injected ✓ absorbed into the body with possible dependence and other detrimental effects. ✓

(2+2) (4)

2.2. Differentiate between alcoholism and drug addiction.

Alcoholism is when a person has formed a mental reliance ✓ on addiction and dependency on alcohol ✓ whereas **drug addiction** is known as substance use disorder, is a chronic disease ✓ characterized by the compulsive use of a substance despite harmful consequences. ✓ OR

Alcoholism is alcohol dependence, ✓ which is the body's physical inability to stop drinking and the presence of alcohol cravings ✓ whereas **drug addiction** is a disease/ health problem caused by the frequent consumption of addictive substances. ✓ that can cause both physical and psychological changes and often leading to a change in lifestyle ✓

(2x2) (4)

2.3. Explain TWO social factors that may contribute to youth abusing substances.

- When an adolescent grows up in an unhappy home /grew up in this troubled home ✓ they you might be more likely to have a drug problem/ abuse substance. ✓
- Trouble in school/ or with making friends/being bullied ✓ they might use drugs to get your mind off these problems. ✓
- Abuse of substances by youth is driven by their friends/peers, ✓ who encourage and make provision of these substances at home or even within the school premises ✓
- Youths with poor home support tend to seek support and understanding elsewhere. (✓) Many find this affection, understanding and support in the lifestyle of a drug abusing (✓)
- Adolescents who are exposed to domestic violence/ witnessed abuse may act out in negative way (✓) s, they may also engage in risky behaviours such as using alcohol or drugs abuse (✓)

- Some adults who make drinking and smoking appear normal and worth trying. (✓) Unfortunately, most youths would want to be like them. Therefore, they will be tempted to follow suit and do drugs. (✓)

(2x2) (4)

2.4. Discuss the impact of substance abuse on an individual emotional well-being.

Short term Impacts:

- Mood Swings ✓ substance abuse can cause rapid and extreme mood ✓ changes, from euphoria to irritability and anger. ✓
- Anxiety and Paranoia ✓ Many substances can increase anxiety levels ✓ and lead to paranoid thinking which can lead to mental health challenges/illnesses ✓
- Depression ✓ substance use can lead to depressive episodes ✓, particularly during withdrawal periods. ✓
- Impaired judgment ✓ drugs can affect decision-making processes ✓, leading to risky behaviours and poor choices. ✓
- Stress ✓ the lifestyle associated with substance abuse ✓ often involves high levels of stress due to legal issues, financial problems, and relationship conflicts. ✓

Long term impact:

- Chronic Depression and Anxiety ✓ prolonged substance abuse can lead to persistent mental health issues, ✓ including severe depression and generalized anxiety disorder. ✓
- Emotional Instability ✓ long-term abuse can lead to an inability to regulate emotions ✓, resulting in frequent emotional outbursts or numbness. ✓
- Isolation ✓ Individuals may withdraw ✓ from family, friends, and social activities, leading to loneliness and a sense of isolation ✓.
- Low Self-Esteem ✓ the stigma associated with substance abuse ✓, combined with personal guilt and shame, can severely impact self-worth and self-esteem. ✓
- Loss of interest ✓ apathy towards activities ✓ that were once enjoyed is common, leading to a loss of interest in life. ✓
- Guilt and Shame ✓ feelings of guilt and shame ✓ often accompany substance abuse, exacerbating emotional distress. ✓
- Suicidal Thoughts ✓ the combination of despair, guilt, and emotional pain ✓ can lead to suicidal ideation ✓ and, in severe cases, attempts.

(2x3) (6)

2.5. Assess TWO ways in which drug abuse may negatively impact your academic performance.

- Impaired Memory ✓ drug abuse can damage short-term and long-term memory ✓, making it difficult to retain and recall information needed for studying and exams. ✓
- Reduced concentration ✓ difficulty focusing and sustaining attention ✓ during classes and while studying which impacts negatively on academic performance ✓.
- Decreased cognitive function ✓ slower information processing, impaired problem-solving skills ✓, and reduced ability to comprehend complex material. ✓
- Lack of motivation ✓ apathy towards academic goals ✓ and decreased interest in school-related activities. ✓
- Mood swings ✓ emotional instability can lead to inconsistent academic performance ✓ and difficulties in maintaining productive study habits ✓
- Physical effects ✓ fatigue/Lethargy, physical exhaustion and lack of energy can hinder participation in classes ✓ and extracurricular activities, which may negatively impact your academic performance. ✓
- Health problems/chronic health issues ✓ related to drug abuse can lead to frequent illness and absenteeism, ✓ which may negatively impact your academic performance. ✓
- Isolation /withdrawal from classmates ✓ may lead to lack of peer support and collaboration. ✓ which may negatively impact your academic performance. ✓
- Conflict/ strained relationships with teachers and peers ✓ due to behavioural changes ✓ may lead to disruptive behaviour, which may negatively impact your academic performance. ✓
- Poor academic performance /declining grades/ poor performance in tests/ assignments/ and projects due to the inability to concentrate, ✓ by not studying effectively/ not attending classes regularly. ✓ which may negatively impact your academic performance. ✓
- Inability to meet deadlines for assignments and projects, ✓ resulting in lower grades. ✓ which may negatively impact your academic performance. ✓
- Legal and Disciplinary Consequences/ school disciplinary actions/ suspension / expulsion from school ✓ due to drug-related offenses/ behavioural issues, ✓ which may negatively impact your academic performance. ✓
- Limited future opportunities/ lower academic achievements ✓
- can reduce opportunities for higher education and career prospects. ✓, which may negatively impact your academic performance. ✓
- Compromised learning/inconsistent attendance and engagement ✓ result in learning gaps, ✓ which may negatively impact your academic performance. ✓

(2x3) (6)

ACTIVITY 2: 24 MARKS

ACTIVITY 3: UTILIZE RUBRICS

Total – [22]

Activity 4: Recommendations

4.1 Explain how social media can mitigate youth risky behaviour.

- Education and Awareness ✓ social media platforms can be used to share valuable information about the dangers of risky behaviours, such as substance abuse, unsafe sexual practices, and reckless driving. ✓
OR
Educational content ✓ can include infographics, videos, articles, and Testimonials that highlight the consequences and provide safe alternatives. ✓
- Campaigns and Challenges ✓ initiatives like awareness campaigns and challenges can engage youth in learning about and promoting healthy behaviours. ✓
- Educational Resources ✓ platforms can host educational materials and workshops on topics like safe sex, drug prevention, and mental health. Access to reliable information can empower youth to make informed decisions. ✓
- Parental and Community Monitoring ✓ social media can be used by parents and community leaders to monitor trends and intervene when risky behaviours are identified. ✓ OR

Tools and apps ✓ that help monitor youth activities online can alert caregivers to potential issues ✓.
- AI and Algorithms ✓ platforms that utilize AI to detect and flag risky behaviour, such as posts about self-harm or substance abuse. ✓
- Engaging Content ✓ offering engaging and entertaining content that promotes positive behaviour can keep youth occupied and less likely to engage in risky activities. This can include sports, arts, music, and other interests. ✓
- Gamification ✓ gamifying healthy behaviours (e.g., fitness challenges, educational quizzes) can make learning and adhering to positive behaviours more appealing and fun. ✓
- Positive Role Models/influencers ✓ promoting positive role models and mentors who exemplify healthy behaviours can inspire youth to follow suit. ✓
- Mental Health Support ✓ offering mental health resources and support can address underlying issues that may lead to risky behaviours.

(1x2) (2)

4.2. Critically discuss the role of the community in addressing youth risky behaviour.

- Youth Programs and Services ✓ Establishing youth programs and services within the community can provide constructive outlets ✓ for young people. These programs can include sports teams, arts and music groups, ✓ educational workshops, and mentorship opportunities, which will reinforce positive behaviour amongst youth ✓
- Youth Engagement ✓ Actively involve young people in decision-making processes within the community. ✓ Engage them in discussions about issues affecting them and empower them to take ownership of initiatives aimed at addressing risky behaviours. ✓ communities can create a supportive and nurturing environment that empowers youth to make positive choices and avoid risky behaviours. ✓
- Communities play a crucial role in addressing youth risky behaviour by providing support, guidance, and resources to young individuals. ✓ through social cohesion, communities can cultivate a supportive and nurturing environment ✓ that empowers youth to make positive choices and avoid risky behaviours. ✓
- Mentorship Programs ✓ Community members can volunteer to mentor at-risk youth, offering guidance ✓ and positive role modelling to help steer them away from risky behaviours. ✓
- After-School Programs ✓ Communities can establish after-school programs that provide a safe and engaging environment for youth ✓, offering activities that promote healthy behaviours and positive social interactions. ✓ communities can create a supportive and nurturing environment that empowers youth to make positive choices and avoid risky behaviours. ✓
- Community Engagement ✓ by involving youth in community events and activities, such as volunteering or sports programs, ✓ communities can help them develop a sense of belonging and purpose. ✓ which empowers youth to make informed decisions and avoid participating in risky behaviours ✓
- Access to Resources, ✓ communities can ensure that youth have access to important resources, ✓ such as mental health services, substance abuse counselling, and educational support. ✓ this can create a supportive and nurturing environment that empowers youth to make positive choices and avoid risky behaviours. ✓
- Parental Support ✓ supporting parents in their role as caregivers by offering parenting classes, support groups, and resources ✓ can help create a more stable and nurturing environment for youth ✓ as nurturing environments can empower youth to make positive choices and avoid risky behaviours ✓.

- Creating Safe Spaces ✓ Establishing safe spaces where youth can gather, express themselves, and engage in constructive activities ✓ can help prevent them from engaging in risky behaviours. ✓ creating supportive environment will empowers youth to make positive choices and avoid risky behaviours. ✓
- Parental and Family Support ✓ provide support and resources for parents and families to help them navigate the challenges of raising adolescents ✓ parenting workshops, support groups, and access to counselling services can all be beneficial. ✓ By working together, communities can create a supportive and nurturing environment that empowers youth to make positive choices and avoid risky behaviours. ✓
- Education and Awareness Campaigns ✓ launch campaigns to raise awareness ✓ about the consequences of risky behaviours such as substance abuse, unsafe sexual practices, and involvement in violence. ✓ These campaigns can be conducted through schools, community centres, social media, and other channels. ✓
- Community Policing and Safety Measures ✓ communities can work with law enforcement agencies to implement community policing strategies ✓ aimed at promoting safety and preventing crime among youth. ✓ Building positive relationships between police officers and young people can help foster trust and cooperation. ✓
- Access to Healthcare and Counselling Services ✓ will ensure that young people have access to healthcare services ✓, including mental health counselling and support for substance abuse issues ✓. Create partnerships with local healthcare providers to make these services more accessible. ✓
- Positive Role Models ✓ encourage the involvement of positive adult role models in the lives of young people ✓. Mentoring programs, volunteer opportunities, and community service initiatives can connect youth ✓ with supportive adults who can provide guidance and support. ✓

(2x4) (8)

4.3. Evaluate the impact of your project in improving and creating a supportive environment that encourages youth to prioritize their long-term career goals over immediate risky behaviours?

- Empowerment ✓ participants/peers have reported feeling empowered by the information available on the brochure, ✓ which has enabled them to make informed decisions about their future career paths will empower youth to prioritize their long-term career goals and make positive choices for their future ✓.
- Advocacy ✓ efforts can be instrumental in promoting a supportive environment that encourages youth to prioritize their long-term career goals over immediate

risky behaviours. ✓ that will empower youth to prioritize their long-term career goals and make positive choices for their future. ✓

- Education and Awareness Campaigns ✓ implementing educational campaigns to raise awareness ✓ about the importance of long-term career planning and the potential consequences of ✓ engaging in risky behaviours can help shift youths' perspectives. ✓
- Partnerships with Schools ✓ Collaborating with schools to integrate career ✓ planning and goal setting into the curriculum can provide learners with the tools and knowledge ✓ they need to make informed decisions about their future. ✓
- Mentorship Programs ✓ Establishing mentorship programs that connect youth with professionals ✓ in their desired career fields can inspire ✓ and guide them towards setting and achieving long-term career goals. ✓
- Skill-Building Workshops ✓ hosting workshops on CV building, interview skills, ✓ and goal setting can empower youth to take proactive steps ✓ towards their career aspirations. ✓
- Creating Opportunities for Career Exploration ✓ providing opportunities ✓ for youth to explore different career paths through internships, job shadowing, or career fairs ✓ can help them clarify their long-term goals and aspirations. ✓

(2x4) (8)

ACTIVITY 4: [18]

ACTIVITY 5: Reflection

Discuss TWO most important aspects that you learned from the interview, provide motivation as to why you consider them most important?

Criteria	limited	adequate	proficient	Excellent
Marks	0-1	2	3	4
Descriptors	Learner has mentioned none or one aspect without any motivation	Learner has mentioned two aspects without any motivation	Learner has mentioned two aspects with partial motivation	Learner has mentioned two aspects with well-articulated motivation
	___/4	___/4	___/4	___/4

(2x2) (4)

TOTAL ACTIVITY 5: 4 Marks

ACTIVITY 6: Referencing

6. 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.

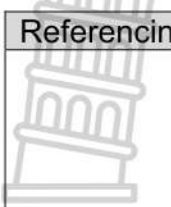
Surname and initials. Year. Personal Interview. Date, Place.

Example:

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

Total of Activity 6 = [2]

When marking learners' work for Harvard referencing, you should assess the accuracy, consistency, and completeness of the references. Here's a detailed guide on how to evaluate learners' use of Harvard referencing:

Referencing	Poor (0)	Satisfactory (1)	Good (2)
	References are mostly inaccurate or missing, with little adherence to Harvard style	References are accurate, but there are several errors in formatting or missing details	Most references are accurate and complete, with minor errors in formatting or detail.



(2)

Overall Total: 90 marks