

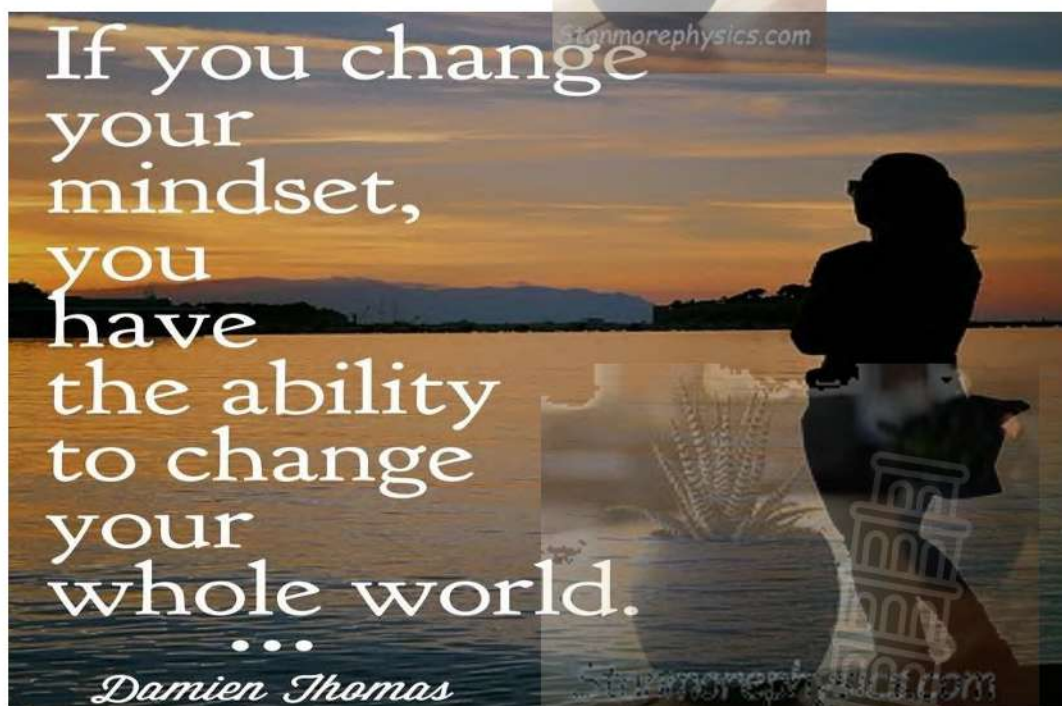


**NORTHERN CAPE DEPARTMENT OF EDUCATION
PIXLEY KA SEME DISTRICT**

GRADE 11

LEARNERS NOTES

TERM 3



WEEKS 1-5: Development of the self in society

• **Healthy and balanced lifestyle choices**

Concepts:

- ❖ Balanced lifestyle – refers to living your life to the fullest.
- ❖ Health – is the state of complete physical, mental and social well-being.
- ❖ Healthy nutrition – is good nutrition which is one of the keys to a healthy life. You can improve your health by keeping a balanced diet.

- Maintaining physical, psychological, social, emotional and spiritual health

A balanced lifestyle means that there is balance and harmony between the following aspects of your life:

- Physical: Being physically fit and healthy.
- Psychological: Avoid risky behaviours and apply life skills.
- Social: Have good relationships with family and friends.
- Emotional: Able to explore, express and control emotions.
- Spiritual: Following the rules of your religion / belief system.

A healthy, balanced diet and lifestyle

HEALTHY, BALANCED LIFESTYLE DEFINITION:

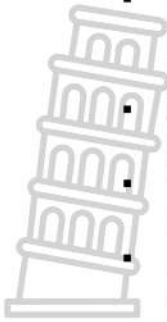
This means a balanced diet, plenty of exercise and a mixture of work and leisure, which helps us lead enjoyable, constructive lives, avoid illness and feel good about ourselves and others.



We need to be fit and healthy to enable us to:

- Work for a living or go to school or college.
- Look after other members of our family and friends.
- Physically move from one place to another e.g. Walk to school without getting out of breath.
- Play sports and engage in leisure activities.
- Make friends and socialise.
- Avoid illness and injury.
- Feel good in ourselves.
- Have a good sense of self-esteem and self worth.

- Healthy nutrition and being physically active



- To be healthy, you need to follow a nutritious, balanced diet and get regular physical exercise. Manage your weight by exercising, eat nutritious food, don't starve yourself and don't overeat and always drink enough water.
- Eating a balanced diet and being physically active are two of the most important things you can do to be and stay healthy.
- You should eat foods that contain vitamins and minerals. This includes fruits, vegetables, whole grains, dairy, and a source of protein.
- Being physically active can help you feel stronger and better able to do day-to-day activities. In addition, being active also helps you feel better mentally and emotionally, and can improve your overall quality of life.



- **Risky behaviour and situations:**

- Risky behaviour and situations are not like accidents, because you have control over them.
 - Risky behaviour affects your personal safety and has a negative impact on your lifestyle choices.
- Substance use and abuse
 - Drug use – are drugs used as medicine to cure illness.
 - Drug abuse - are drugs used excessively for the purpose of moving into an altered state.
 - Negative impact of substance and drug abuse e.g. drinking alcohol, smoking, taking drugs and selling drugs.
 - The teenage brain is not yet completely formed and using these substances have a more serious harmful effect on young people
 - One could land up in jail with a criminal record
 - Add risk for contracting other diseases
 - Negatively affect school performance/sport performance/relationships

○ Unsafe sexual behaviour

- Sexual intercourse that does not use physical protection, such as a condom to prevent the spread of sexually transmitted diseases.
- Negative impact of engaging in risky sexual behaviours e.g. sleeping with many different partners, older sexual partners, sugar daddies.
 - Get a bad reputation/disease
 - Start hating oneself
 - Your infection can get worse and infect others.
 - You can be prone to HIV and AIDS
 - You can become depressed and unable to work

○ Teenage pregnancy

- Teenage pregnancy is when a woman under 20 gets pregnant. It usually refers to teens between the ages of 15-19.
- Negative impact of teenage pregnancy
 - Cost can be high
 - Stop schooling to look after the baby
 - Difficult to follow career goals
 - Can't 'go out and have fun with friends
 - It can have negative impact to both mother and baby's health.

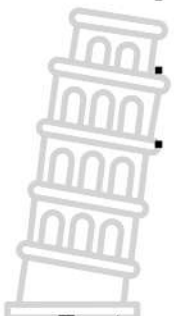
○ Teenage suicides

- Refers to a teen causing his or her own death on purpose brought by mental health issues such as depression, anxiety or trauma.
- Common causes include: interpersonal problem, academic pressure, substance abuse, bullying, poverty, child abuse, exposure to violence and history of suicidal behaviour in the family.
- Negative impact of teen suicides
 - Death
 - If they failed to kill themselves then can become blind, paralysed, get brain damage due to lack of oxygen.
 - Effect to people they left behind is distressing.

○ Poor hygiene and dietary habits

- Poor hygiene and diet include not washing your hands, crash dieting and over eating
- It can negatively affect one's life e.g.
 - You can catch and spread germs and diseases that can cause diarrhoea, cholera, COVID-19, flu and TB.
 - You can ruin your metabolism for life; you can get bulimia or anorexia
 - Your brain cannot function well because you do not get enough nutrient.
 - It can result to diseases such as obesity, diabetes and heart diseases.

- Unsafe road use
 - Brought by the problem of aggressive driving on the roads such as speeding, inappropriate gestures, and non-observance of safe distance.
 - It also mean being distracted by conversations on cell phones, not wearing safety belts, driving without a license, and drunk driving.
 - Negative impact
 - Accident – a sudden event that is not planned or intended and that cause damage such as injury or death
- **Factors that impact negatively on lifestyle choices**



Concept

- **Lifestyle choice** - is a personal and conscious decision to perform a behavior that may increase or decrease the risk of injury or disease by showing what risk factors may be involved in a disease and how they can cause chronic or acute damage to your body.

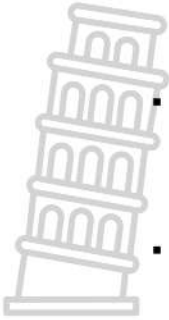
- Lack of knowledge – if you are illiterate you are unable to read health warnings and other information regarding health and safety.
- Poor decision-making skills – is an act or judgment that is misguided or wrong. It also refers to poor choices.
- Unsafe attitudes and behaviours - any act or behavior that deviates from a generally recognized safe way or specified method of doing a job and which increases the probabilities of an accident.
- Unsafe environments – dangerous circumstances that can result in injury, death, or property damage, if not corrected properly.
- Emotional factors such as depression and anxiety can affect negatively in your choices.
- Peer pressure – associating with peers who are involved in risky behaviour such as substance abuse puts one at a risk of being exposed to/becoming involved in similar behaviour. This is when you follow your friends without question or hesitation you give them the power to influence your life in a negative way that you end up regretting.
- Socio-economic aspects:

Socio economic factors	Negative impact
<ul style="list-style-type: none"> ▪ poor literacy 	<ul style="list-style-type: none"> - Fewer choices - Fewer job opportunities which could lead to unemployment - Can't read contract/fill in application forms thus can't protect your rights
<ul style="list-style-type: none"> ▪ low income 	<ul style="list-style-type: none"> - Fewer choices where to stay and what to eat - Can be forced to do something for money that are harmful and dangerous

▪ Poverty	- Few choices, live in a dangerous environment and suffer from malnutrition and illness
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● **Factors that impact positively on lifestyle choices:**

- Positive role models (parents, peers and others)
 - A person who can inspire and motivate you to make healthy and useful lifestyle choices.
 - This person is a good example to others. - People admire such a role model and want to imitate his/her.
 - Friends from the same age can positively influence your life style choices.
 - Parents can have a positive influence on their children's lifestyle choices, if they :
 - Support and encourage
 - Educate - Warn about alcohol and substance abuse
 - Model of healthy behaviour
 - Show acceptance and love
 - Set clear rules
 - Supervise study times and ensure all school work is done
 - Encourage participation in physical activities
- Personal values, belief system, religion
 - Your values (the criteria for acceptable behaviour) and religion / belief systems can positively influence your life style choices.
 - Healthy relationships, peace, positive attitudes and improved physical health may stem from the above.
- Positive cultural influence
 - Culture is a set believes and attitudes shared by a group of people and can impact on your life style choices.
 - Many cultural traditions are based on healthy living and good interpersonal relationships.
- Economic conditions
 - If your economic conditions are comfortable, you will find it easier to live healthy, get health care and take fewer risks.
- Social skills
 - Social skills improve your positive behaviour and reduces negative behaviour.
 - These skills effectively prevent a variety of problems such as alcohol and drug use, violence, truancy, and bullying
 - These also promote students' academic success, health, and overall well-being.



- Individual responsibility for making informed decisions and choices:
 - The degree to which people minimize their negative impact on others and the positive benefits people bring to the community and to society in general make to minimize their environmental impact.
 - The continuing commitment to behave ethically and contribute to people's development while improving the quality of life of one self and other individuals, groups, teams as well as society at large positively impact on our decision-making and choices in life.
 - Seek support advise and assistance – always know there is help available if you need it.

- **Impact of unsafe practices on self and others:**

Every risky behaviour or unsafe practice has a consequence or effect which can be unintended e.g. accident but does not make the actions and impact less harmful.

- Physical – injury, death, hurting or endangering the lives of others
- Emotional – trauma, anger, shocked, depression, feeling of guilt
- Spiritual – lose faith, stop attending church
- Social – go to jail, burden, criminal record

TO ILLUSTRATE [Stanmorephysics.com](https://www.stanmorephysics.com)

SCENARIO

Charley, Mavis and Stix, Grade 11 learners, were bored on Friday evening. So they decided to get some alcohol. They got drunk and decided to steal the car of Mavis father and off they went, shouting and laughing, hooting and driving on both sides of the road. Charley was driving very fast that resulted in the car slipping out of control.

Crash! They drove over pedestrian on the side of the road – a family of three: mother, father and baby – and then hit a shop window. The baby was killed on impact The mother lay very still, her head bleeding. The father lay under the wheels, his back broken. He screamed and screamed.

Police sirens were getting louder. The three friends were all bleeding from cuts from the broken glass. It felt like their lives came tumbling down.

- Effects of unsafe behaviour e.g. risky behaviour (alcohol)
 - ❖ Physical – the pedestrians were seriously injured. The mother was brain damaged. The father will be paralysed. The baby died. Three learners were hurt.
 - ❖ Emotional – The death of the baby traumatised the parents. They will be angry and sad. The three learners were also shocked.
 - ❖ Spiritual - The pedestrian may lose their faith after this terrible accident. The learners will feel guilty and too ashamed to attend religious.

- ❖ Social – The learner will be punished and may go to jail. They will be labelled killers. Their parents will be ashamed and upset. The family of the pedestrian will be burdened because the father who is the bread winner cannot work anymore.

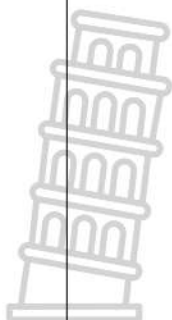
WEEKS 6 & 8: CAREERS AND CAREER CHOICES

- **Competencies, abilities and ethics that will assist in securing a job and developing a career:**

Glossary

- ❖ Competencies - are the knowledge, skills, abilities, and behaviors that contribute to individual and organizational performance.
- ❖ Knowledge - is information developed or learned through experience, study or investigation.
- ❖ Skill - is the result of repeatedly applying knowledge or ability.
- ❖ Ability is an innate potential to perform mental and physical actions or tasks.
- ❖ Ethics - refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.
- ❖ Behavior - is the observable reaction of an individual to a certain situation.

- Studying advertisement
 - You can find career advertisements:
 - In the classified or career sections of newspapers
 - On the internet – where many vacancies are advertised. There are career-specific websites as well as Facebook, Twitter, LinkedIn and blogs.
 - On bulletin or notice boards and in shop windows.
 - You can hear about jobs from other people and on the radio.
- Writing an application letter
 - Application letter should be short one-pager which should only include information that is needed.
 - Make sure you follow the correct format for a formal letter.



Street / PO Box Add.
City/Town
Postal Code
Telephone Number
Email Address

Month, Day, Year

Name of Organization
Street or P. O. Box Address
City
Postal Code

Dear Mr./Ms./Dr. LastName:

Application for

.....
(Include the reference number of the advert)

Opening paragraph: State what position or internship you are applying for; how you learned of the organization or position, and basic information or qualifications about yourself.

2nd paragraph: Tell why you are interested in the employer or type of work the employer does (Simply stating that you are interested does not tell why, and can sound like a form letter). Demonstrate that you know enough about the employer or position to relate your background to the employer or position. Mention specific qualifications which make you a good fit for the employer's needs. This is an opportunity to explain in more detail relevant items in your resume. Refer to the fact that your resume is enclosed. Mention other enclosures if such are required to apply for a position.

3rd paragraph: Indicate that you would like the opportunity to interview for a position or to talk with the employer to learn more about their opportunities or hiring plans. Restate briefly why you're so passionate about the opportunity you're applying for. State that you would be glad to provide the employer with any additional information needed. Thank the employer for her/his consideration.

Sincerely,
(Your handwritten signature)
Your name typed

- Completing application forms (hard copies and online)

- Keep the following in mind:

- Answer all questions honestly
- Incomplete / incorrectly completed forms will be rejected.
- Read instructions carefully



- Writing and building a CV

A CV is a curriculum vitae which is a summary of your career experience, qualifications, skills and abilities. It tells future employers more about you in a formal and business-like manner. Your CV should relate to the job requirements, always highlight how you qualify for the requirements in the advertisement.

1. Create the format for your CV.

Are you going to break each section up with a line? Are you going to put each section in its own box? Are you going to list all of your information? Play around with different formats to see which looks most professional. Aim for no more than the front and back of a standard sheet of paper.

2. List your name, address, telephone number, and email at the top of the page.

It is important to make your name a size larger than the rest of the text as it is important for your reviewer to know who he or she is reading about. It is up to you as to how you format this information.

Standard format would be to have your name in the center of the page. Your home address should be listed in a block format on the left side of the paper. Put your telephone number and email below your home address. If you have another address (such as your address while you are at school) list this address on the right hand side of the paper.

3. Write a personal profile.

This is an optional part of the CV that is good for giving your reviewer a more in-depth look at you as a person. This is where you sell your skills, experiences, and personal qualities. It should be original and well-written. Use positive words such as “adaptable”, “confident”, and “determined”.

4. Create a section for your education and qualifications.

This section can be at the beginning of your CV or you can choose to list it after other sections. The order of sections is up to you. List your education in reverse chronological order. Begin with university if you attended or are attending it and work your way backwards. List the name of your university, the dates you went there, your major and minor subjects, and your grade point average or A levels.

5. Create a section for your work experience.

This is the section in which you should list all of your relevant work experience. List the name of the company, the location of the company, the years you worked there, and what you did.

Start with your most recent job and work backwards. If you have a long list of work experience, only put the experiences relevant to the job you are applying for.

6. Create a section for your skills and achievements.

This section is where you list the things you accomplished at your previous jobs, and the skills you have developed through your experiences. This is also the section where you list any of your published work, lectures you've given, classes you've taught, etc.

7. Create a section for your interests.

You should list any relevant interests that paint you in the most positive light. Choose several interests from the list you created while brainstorming for your CV (in Part One).

8. Create a section for other information.

If there is a noticeable gap in your CV or there is some other information you would like to share, put it in this section. This sort of information can include leaving work to take care of children, join the Peace Corps, etc.

9. Create a section for references.

These are people you have worked with in the past such as professors, previous employers, etc. that have seen your work and can credibly support praises that they give you. The company you are applying to may contact these references to find out more about your previous work. You should talk with the person you would like to list a reference before actually listing them- it is best to double check that they still have the same number, are ok with giving you a reference, or that they remember who you are. Write down their full names and contact information (including their phone numbers and emails).

- Use all forms of experience gained e.g. volunteering, job shadow and community work.
 - Job shadowing is visiting a company or institution where people in the career that you are interested in work. You follow a person/group of people around for usually a week and observe what they do.

You see the different aspects of the career and are able to ask questions.



- Managing - projects

- As a project manager you need to apply a range of skills:
 - Know exactly what the project is about
 - Identify the final goal of the project
 - Know the due date or deadlines
 - Break the big task up into smaller tasks that are easy to do.
 - Work out how much time each task will take
 - Know the budget and identify the resources needed
 - Apply your leadership and problem-solving skills
 - Be flexible and adapt/adjust plans as needed
 - Communicate regularly with project team members.

- Administration skills

- These important daily activities include:
 - Financial planning
 - Keeping records
 - Filing
 - Answering calls
 - Receiving and giving messages
 - Dealing with people request
 - Planning
 - Setting meeting dates
 - Organising the workplace

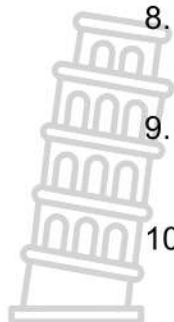


○ Interview skills

- An interview is the next step after sending off your application letter and CV.
- An interview is a formal meeting between you and the employer / interviewer of the place you applied for the job.
- Be careful of what you post on social media because prospective employers may check your profile before you are invited for an interview.



- Personal appearance (how to dress for an interview)
 1. Make sure your clothes that are neatly ironed and pressed. Nothing gives away the lack of attention to detail than wrinkled clothing.
 2. Make sure your clothing fits properly. If your pants or sleeves are too long or something is too loose or too tight you'll look and probably feel awkward.
 3. Don't wear flashy jewellery. You'll want the interviewer to pay attention to you, not your bling.
 4. Dress according to the season. Don't wear a stuffy turtleneck sweater in the middle of the summer.
 5. Don't wear perfume or aftershave. You never know if your interviewer is allergic and this isn't a good way to find out.
 6. Make sure you have a nice, clean haircut that makes you look well groomed.



7. For men, make sure you shave and keep facial hair to a minimum.
8. For women, don't wear anything that is too revealing. It's best to keep your body parts inside your clothing and not be too exposed.
9. Avoid articles of clothing with loud, busy prints. It's best to wear solid colours that flatter your skin tone.
10. For women, make sure you wear appropriate lingerie and/or pantyhose underneath your clothing. This will give you smooth lines and assure you don't have visible panty lines.
11. For women, don't overdo your makeup. Wear natural colors and avoid heavy eye shadow, eyeliner and bright colored lipstick.
12. For pants outfits, make sure you wear a belt that matches the color of your shoes

- Conduct and preparation for typical questions

The following typical questions may be asked :

- Tell us a bit about yourself. Who are you ?
- Why do you want this job ? /Why do you think you are the right person for the job ?
- What skills do you have to offer us ?
- What are your most outstanding achievements ?
- Explain how you cope with challenging situations.
- Can you make your own decisions ? Explain.
- Where do you see yourself in five years time ?/ What are your goals
- Are you willing to work overtime ?
- Are you willing to go beyond your job description ?
- What do you expect to earn ?

- Interview Hints

<i>DO</i>	<i>DON'T</i>
Be on time, at least 20 minutes before interview starts.	Arrive late
Dress neatly	Look untidy.
Keep all documents in a neat file.	Smoke
Smile and try to relax	Chew gum while talking.
Speak clearly.	Gossip about your previous manager or place of work.
Be honest.	Use swear words.
Try to remember the names of the interviewers.	Be rude to the interviewers

Thank them for the interview.

Refuse to answer questions.



- Work ethics: responsibility and accountability
 - Ethics are sets of moral principles or rules of behaviour relating to right and wrong actions.
 - When we talk about work ethic, we are concerned with how people should behave in the workplace.
 - Some examples of appropriate behaviour in the workplace include:
 - Acting honestly
 - Integrity
 - Respect
 - Non- discrimination
 - Fairness
 - Unethical behaviour includes:
 - Discrimination
 - Sexual harassment
 - Lying about qualification and abilities
 - Abusing of power
- Accountability in the work place means everyone is responsible for the tasks they are assigned.



WEEKS 9 & 10: CAREERS AND CAREER CHOICES

- **Explore personal expectations and knowledge about self in relation to the demands of the world of work and socio-economic conditions:**

- Socio-economic conditions
 - Conditions related to the conditions of the society you live in and how much money you have / earn.
 - Examples :
 - level of education
 - where you live
 - culture and religion
- Acquire knowledge about jobs that require skilled, semi-skilled, unskilled and physical labour
 - Skilled, semi-skilled, unskilled and physical labour

Skilled	The workers are highly trained and can do many kinds of jobs that are within the range of the competence.
Semi-skilled	The workers are trained to do one job only and usually assist skilled workers

Unskilled	These workers have very little or no training and possess no special skills
Physical labour	These workers have no formal qualifications. Examples : gardening, offloading of furniture, harvesting fruit, digging graves / trenches, etc.

- o Additional and higher education studies required for different careers

Degree	Academic qualification awarded by a university or college following successful completion of a course of study, for example to become an accountant
Diploma	A qualification given by a college or professional organisation after completion of a course of education or training in a particular field. E.g. Diploma in Travel and Tourism
Certificate qualification	Is given after completion of short courses of additional study. E.g. Microsoft Certificate for operating Word program

- o Expectancy, reality and perseverance
 - Sometimes people have high expectations about the career they are going to follow. In reality, however, it may not be so easy to follow your dream. Socio-economic issues can get in the way of fulfilling your ambitions.



- For example :
 - poverty
 - late / non-application to higher education institutes
 - child-headed families
 - impact of HIV and AIDS
 - teenage pregnancy
- o Chances of success and satisfaction
 - To be successful means a number of different things.
 - Examples:
 - Reaching senior position ion your career
 - Earning a lot of money
 - Being famous
 - Achieving your goals
 - Satisfaction means being happy and pleased with what you have achieved.
 - The chances that you will be successful and happy in your job or career depends on whether or not you:
 - have the personality needed to do the job
 - have the right skills and qualifications

- have realistic expectations.
- interested in what you do



○ Suitability for the job

- A suitability audit is a quiz, questionnaire or tests that assess how suitable you are for a career or career field.
- It answers the questions:
 - Do you have what is required or wanted for a career?
 - Does your personality match the career?



References:

Focus on Life Orientation, Maskew, Miller and Longman, 2013.
Solutions for all Life Orientation, Macmillan, 2021