

**OPEN EDUCATIONAL  
RESOURCES  
4  
OPEN SCHOOLS**

**Taking Education to the People**



## Open Educational Resources (OER) for Open Schooling

The Commonwealth of Learning (COL) Open Schools Initiative launched an Open Educational Resources (OER) Project to provide materials under the Creative Commons license agreement to support independent study in 17 specially selected secondary school subjects. Funded by the William and Flora Hewlett Foundation its aim is to broaden access to secondary education through the development of high quality Open Distance Learning (ODL) or self-study materials.

These specially selected OER subjects include:

1. Commerce 11
2. Coordinated Science 10 (Biology, Chemistry and Physics)
3. English 12
4. English Second Language 10
5. Entrepreneurship 10
6. Food & Nutrition
7. Geography 10
8. Geography 12
9. Human Social Biology 12
10. Life Science 10
11. Life Skills
12. Mathematics 11
13. Mathematics 12
14. Physical Science 10
15. Physical Science 12
16. Principles of Business
17. Spanish

Open Educational Resources are free to use and increase accessibility to education. These materials are accessible for use in six countries: Botswana, India, Lesotho, Namibia, Seychelles and Trinidad & Tobago. Other interested parties are invited to use the materials, but some contextual adaptation might be needed to maximise their benefits in different countries.

The *OER for Open Schooling Teachers' Guide* has been developed to guide teachers/instructors on how to use the Open Educational Resources (OER) in five of these courses.

1. English
2. Entrepreneurship
3. Geography
4. Life Science
5. Physical Science

The aim of this teachers' guide is to help all teachers/instructors make best use of the OER materials. This guide is generic, but focuses on Namibian examples.

Print-based versions are available on CD-ROM and can be downloaded from [www.col.org/CourseMaterials](http://www.col.org/CourseMaterials). The CD-ROM contains the module and folders with additional resources, multimedia resources and/or teacher resources. Note that not all subjects have multimedia resources.

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LIFE SKILLS

# Life Skills Secondary 4 and Secondary 5

Col Open School Initiative

Seychelles



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# Contents

<b>About this Life Skills course material</b>	<b>1</b>
<b>Course overview</b>	<b>3</b>
Welcome to Life Skills Secondary 4 and Secondary 5 .....	3
Life Skills Secondary 4 and Secondary 5—is this course for you?.....	3
Course outcomes .....	4
Timeframe .....	4
Study skills .....	4
Need help? .....	6
Assignments .....	6
Assessments.....	7
<b>Getting around this Life Skills course</b>	<b>7</b>
Margin icons.....	7
<b>Unit 1</b>	<b>13</b>
Personal development.....	13
Introduction.....	13
Topic 1: Self-concept.....	15
Topic 2: Self-esteem .....	21
Topic 3: Personal Values .....	28
Topic 4: Decision Making .....	39
Topic 5: Critical Thinking .....	48
Topic 6: Creative Thinking.....	52
Topic 7: Problem Solving .....	56
Topic 8: Goal Setting .....	61
Unit summary .....	70

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# About this Life Skills course material

has been produced by . All life skills produced by are structured in the same way, as outlined below.

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## How this Life Skills course is structured

### The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Activity icons.
- Units.

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We strongly recommend that you read the overview *carefully* before starting your studies.

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### The course content

The course is broken down into units. Each unit comprises:

- An introduction to the unit content.
- Unit outcomes.
- New terminology.
- Core content of the unit with a variety of learning activities.
- A unit summary.
- Assignments and/or assessments, as applicable.

## Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this life skills; these may be books, articles or web sites.

## Your comments

After completing we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.



## Course overview

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### Welcome to

In a changing world faced with rapid technological development, an understanding of ourselves and the society we live in is essential. This is particularly important if young people are to lead happy and meaningful lives, to play a positive role in the family and community and to develop into informed, confident and responsible citizens. As a young person, you should be empowered to make appropriate decisions for the well-being of yourself and others. It is important for you to develop your personal and social skills as well as learn to cope constructively with challenges and personal stress in order to prepare yourself for life and work.

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### —is this course for you?

This course is intended for people who are willing to develop knowledge, skills and attitudes that will improve their personal and social development and lead to positive interactions with their friends, family and the community.

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### Course outcomes

Upon completion of Life Skills Secondary 4 and Secondary 5 you will be

able to:



### Outcomes

- *develop* confidence in yourself .
- *take* responsibility for your own health and physical well-being.
- *acknowledge* your role in ensuring the well-being and safety of yourself and others.
- *develop* the skills and attitudes necessary to live and work with others in a continually developing world.
- *develop* an appreciation for the family as the essential and basic unit in society, thus promoting family values.
- *develop* an understanding of your rights and responsibilities, hence contributing towards national development and the international community.

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## Timeframe



### How long?

You are expected to complete this course in the timeframe of 54 weeks or 64 hours; 58 hours 40 minutes for course material and 5 hours 20 minutes for completion of formal assessments.

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## Study skills



As an adult learner, your approach to learning will be different than it was during your school days: you will choose what you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially, you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to re-acquaint yourself with tasks such as essay planning, exam writing, and using the web as a learning resource.

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Your most significant considerations will be *time* and *space* i.e. the time you dedicate to your learning, and the environment in which you engage in that learning.

We recommend that you take time now—before starting your self-study—to familiarize yourself with these issues. There are a number of excellent resources on the web. A few suggested links are provided below:

- <http://www.how-to-study.com/>

The “How to study” web site is dedicated to study skills resources. You will find links to study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading text books, using reference sources, and managing test anxiety.

- <http://www.ucc.vt.edu/stdysk/stdyhlp.html>

This is the web site of the Virginia Tech, Division of Student Affairs. You will find links to time scheduling (including a “where does time go?” link), a study skills checklist, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis, and memory skills (“remembering”).

- <http://www.howtostudy.org/resources.php>

Another “How to study” web site with useful links to time management, efficient reading, questioning/listening/observing skills, getting the most out of doing (“hands-on” learning), memory building, tips for staying motivated, and developing a learning plan.

The above links are suggestions to start you on your way. At the time of writing these web links were active. If you want to look for more resources, go to [www.google.com](http://www.google.com) and type “self-study basics”, “self-study tips”, “self-study skills” or similar phrases. New resources are always being added to the web.

## Need help?



### Help

Is there a course web site address?

What is the course instructor's name? Where can s/he be located (office location and hours, telephone/fax number, e-mail address)?

Is there a teaching assistant for routine enquiries? Where can s/he be located (office location and hours, telephone/fax number, e-mail address)?

Is there a librarian/research assistant available? Where can s/he be located (office location and hours, telephone/fax number, e-mail address)?

Is there a learners' resource centre? Where is it located? What are the opening hours, telephone number, who is the resource centre manager, what is the manager's e-mail address)?

Who do learners contact for technical issues (computer problems, website access, etc.)

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## Assignments



### Assignments

There are **seven** assignments for this course. You can submit your assignments in three ways:

1. electronically to the Course Coordinator at (email address will be communicated later).
2. by post to the following address: Course Coordinator, Open School Initiative, Ministry of Education, Mont-Fleuri.
3. at your respective secondary school or regional centre.

Each assignment is due one month after the completion of the corresponding topic. Should you need an extension, contact the Course Coordinator at least three (3) working days before the due date.

Assignments 1 & 2 are based on work in Unit 2

Assignments 3& 4 are based on work in Unit 3

Assignments 5, 6 &7 are based on work in Unit 4

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## Assessments



### Assessments

There are four assessments based on work in Unit 3, Unit 4, Unit 5 and Unit.6. These assessments are marked by a teacher. The assessment should be completed at the end of the unit before you move on to the next unit.

The unit assessments will be 1hour 30 minutes each.

Your teacher will provide feedback within one month after the completion of each unit assessment.

## Getting around this Life Skills course

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### Margin icons

While working through this life skills you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity. They have been included to help you to find your way around this life skills.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.





			
Activity	Assessment	Assignment	Case study
			
Discussion	Group activity	Help	Note it!
			
Outcomes	Reading	Reflection	Study skills
			
Summary	Terminology	Time	Tip
			
Computer-Based Learning	Audio	Video	



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# Contents

<b>Unit 1</b>	<b>13</b>
Personal development.....	13
Introduction.....	13
Topic 1: Self-concept.....	15
Topic 2: Self-esteem .....	21
Topic 3: Personal Values .....	28
Topic 4: Decision Making .....	39
Topic 5: Critical Thinking .....	48
Topic 6: Creative Thinking.....	52
Topic 7: Problem Solving .....	56
Topic 8: Goal Setting .....	61
Unit summary .....	70



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# Unit 1

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## Personal development

### Introduction

In this unit we will study important aspects of personal development. We will explore exciting topics, covering a variety of everyday issues required for leading a happy, peaceful and healthy life. This unit will help you to better understand yourself, build your self-esteem, and develop personal values and life skills necessary for making key personal decisions. Key topics include *self-awareness*, *decision making*, as well as *creative* and *critical thinking* for better *problem solving*. The unit is closely linked with *social life skills* covered in Unit 2.

Upon completion of this unit you will be able to:



#### Outcomes

- *explain* how self-concept impacts personal development.
- *practise* how to build self-esteem in yourself and others.
- *describe* how personal values can influence decision making and behaviour.
- *practise* decision making steps in everyday situations.
- *use* critical thinking skills to solve problems.
- *use* creative thinking skills to solve problems.
- *develop* action plans with timelines to achieve personal goals.

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**Self-concept:** the awareness and understanding of one's self.

<b>Terminology</b>	<b>Self-esteem:</b>	respect for one's self.
	<b>High self-esteem:</b>	confidence in one's self.
	<b>Low self-esteem:</b>	when one feels that they are not up to standards with others.
	<b>Discipline:</b>	instilling appropriate behaviour and helping an individual become independent and responsible.
	<b>Decision:</b>	the act of deciding or making up one's mind.
	<b>Problem:</b>	a situation or matter to be considered or solved.
	<b>Values:</b>	moral principles or set of beliefs.
	<b>Critical thinking:</b>	seeing things in an open-minded way.
	<b>Creative thinking:</b>	ideas leading to something new or innovative.
	<b>Goal:</b>	achievement(s) that one wants to accomplish in life.



How long?

The total estimated time allocated for the completion of this unit is 13 hours 20 minutes spread over 10 weeks. This can be accomplished in a block of 1 hour 20 minutes per week. In addition to the formal study time in the classroom, you are encouraged to devote an extra 1 hour 20 minutes of self-study for each block.

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## Topic 1: Self-concept



How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

In this first topic, you will explore self-concept and how self-concept impacts your personal development.

### What is self-concept?

We will start with a pair discussion.



Discussion

#### Discussion 1

Take 5 minutes to discuss with a friend your understanding of the term *self-concept*.

Have you managed to come up with a definition or any key words for *self-concept*? Do you think that you can explain what *self-concept* is?



Feedback

#### Feedback to Discussion 1

If key words like *oneself*, *aspect of self*, *one's strength and weaknesses* and *knowing oneself* were included in your discussion, you are on the right track. Well done! Can you come up with a definition of self-concept as a result of your discussion? If not, do not worry. A definition is given for you below. Please read it carefully.

Self-concept is what you understand about yourself.

Figure 1: self-concept







**Note it!**

Being honest with yourself will help you to assess and know yourself better, especially if you concentrate on identifying your strengths and recognising your weaknesses. Once you have recognised your weaknesses, you may wish to make improvements.

In Activity 1, you described yourself with a focus on your strengths and weaknesses. The next activity will focus on assessing your personal skills.



**Activity**

**Activity 2**

Take 5 minutes to rate yourself according to each given statement.

Put a tick (✓) in the appropriate column.

Personal Skills Management		
	GOOD	POOR
I know where to go for career advice.		
I know how to write formal letters of application.		
I know how to write a curriculum vitae.		
I know how to fill in an application form.		
I know how to work out a budget.		
I can make considered decisions.		
I feel comfortable solving my own problems.		
I know the steps in setting goals.		

Figure 2: self-assessment

How do you feel after completing the self-assessment task? Do you feel confident in managing your personal skills? I hope that you feel more confident.



**Discussion**

**Discussion 2**

You should spend 5 minutes to discuss the above checklist with a friend who knows you well. See if they agree with your assessment of your personal skills.

Are you happy with your friend’s feedback on your assessment? If you have been honest with yourself, you will feel good.

---

We will now explore the components of self-concept.

## Components of self-concept

We saw earlier that *self-concept* is what you understand about yourself. *Self-concept* consists of three main components. Do you know the three components?

The three components
The ideal self ( the person you would like to be)
The public self ( the idea you think others have of you)
The real self (what you truly believe about yourself)

Figure 3: components of self-concept

In the previous activities, you did some important self-examination. Now look at the three components of self and choose one which you would like to improve on. You will focus on this component in activity 3 below.



### Activity 3 : Design a compact disk cover (CD Cover)

You should spend 30 minutes on this activity.

Please read the short account below to help you design your own CD cover:

When we go to a music store, we normally spend time strolling around looking at all of the collections and sometimes we will go away having purchased a compact disk or two. The kind of music an individual purchases and listens to usually says something about that individual. If each individual made a music recording and created the cover for the CD, other people would most likely discover more information about the person whose CD recording it is.

#### What you need to do:

On the front cover of your CD, include a label or title that reveals who you are. Add in any pictures or photos, too. On the back, make a list of the songs ‘about yourself’ that are on your CD.

In the inside of the two cover, describe how you would like to improve on two of the three components of self-concept.

Make use of table below (Figure 4) to plan your CD.

Front CD cover	Back CD cover
Inside Front CD	Inside Back CD

Figure 4 : CD cover

Make use of your self-study time to create a real size CD cover using cardboard, a blank CD cover, coloured crayons, photos, etc.)

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Hopefully, you have enjoyed doing this activity and you have done a great deal of self-examination along the way. In the next topic, you will learn more about your self-esteem.

## Topic 2: Self-esteem



How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Looking at myself

We will start the topic with a self-examination activity.



Activity

#### Activity 1

Read each statement. Then put a tick (✓) in T for True or F for False to confirm whether this is a correct or incorrect description of yourself. Take several minutes to think about yourself as you complete this task.

Self-Inventory	T	F
1. It is alright if I don't always get what I want.	<input type="checkbox"/>	<input type="checkbox"/>
2. I value my body.	<input type="checkbox"/>	<input type="checkbox"/>
3. I often compliment my friends.	<input type="checkbox"/>	<input type="checkbox"/>
4. I have individuals in my life that I look up to and respect.	<input type="checkbox"/>	<input type="checkbox"/>
5. I know how to act sensibly.	<input type="checkbox"/>	<input type="checkbox"/>
6. I get along with my friends.	<input type="checkbox"/>	<input type="checkbox"/>

Figure 1: self-inventory

In this activity, you have examined how you see and think about yourself.

The way you see and think about yourself is called self-esteem. In other words, it is your opinion of yourself and your personal assessment of self-worth.

Figure 2: self-esteem

The next activity will allow you to make a personal assessment of self-worth.



**Activity 2**

From the list below, put a circle around the words which best describe you. Which did you choose first? Which do not apply to you? You should spend several minutes on this activity.

Friendly	Gives up easily
Happy	Lack of confidence
Relaxed	Trustworthy
Unhappy	Confident
Healthy	Honest
Tries hard	Anxious

Figure 3: self-worth



Feedback

### Feedback to Activity 2

If your selected words include friendly, happy, relaxed, respected by others, confident, healthy, trustworthy and tries hard, you most likely have *high self-esteem*; however, if your selected words unhappy, lack of confidence and anxious, you most likely have *low self-esteem*.

### What is low self-esteem and high self-esteem?

Low self-esteem is having a poor self-image. This can be due to negative thinking or negative comments that others make about you, which can lead to lack of self-confidence. It is therefore important that you take charge and learn to appreciate yourself and improve your self-esteem.

High self-esteem is the opposite of low self-esteem!

Now you are going to work in groups to describe a person with high self-esteem and another person with low self-esteem.







### Feedback

#### Feedback to Group Activity 1

Below are some key words which describe someone with low or high self-esteem. You may have used similar words or phrases in your discussion and in your written descriptions. You can compare your findings with the list.

High self-esteem	Low self-esteem
<ul style="list-style-type: none"><li>▪ disciplined</li><li>▪ successful</li><li>▪ works at weaknesses</li><li>▪ accepts the things that cannot change</li><li>▪ takes pride in accomplishments</li><li>▪ takes care of themselves</li><li>▪ has courage to express themselves</li><li>▪ likes to meet new people</li></ul>	<ul style="list-style-type: none"><li>▪ does not trust themselves</li><li>▪ lacks self-confidence</li><li>▪ does not take pride in what they do</li><li>▪ does not take care of themselves</li><li>▪ has negative feelings</li><li>▪ demonstrates anti-social behaviour</li></ul>

Figure 4: high and low self-esteem

#### Tips to improve your self-esteem

- Focus on your success by thinking of your past achievements and how important they were to you. Concentrating on your achievements will help you increase your self-esteem. All you need to do is to be honest with yourself.
- Set goals/targets for the future.
- Think positively about things that you like about yourself.

It is important to know that if you have low self-esteem or would like to keep your self-esteem high, you need to know yourself a bit better.



### Note it!

In the next activity, you will have the chance to learn more about yourself.



**Activity 3**

For each of the suggestions below, write something about yourself, or something that you can try out. You should spend 20 minutes on this task.

Know yourself.

What things can you do well?

---

---

Respect yourself.

What do you do, or what can you do, to build respect for yourself?

---

---

Love yourself.

What do you do, or what can you do, to please yourself and stay healthy?

---

---

Affirm yourself.

What could you tell other people about that is very important to you?

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Trust yourself.

Do you believe in yourself? Can you rely on yourself? What good decisions have you made in the past?

---

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Accept yourself.

Think about what you can do well. Are there any skills or attitudes you want to improve?

---

---

Show yourself.

Let others know who you actually are. How can you better connect with other people?

---

---

Stretch yourself.

What new things or new challenges would you like to try?

---

---

Self-discipline.

What principles and targets can you set and follow for yourself?

---

---

How do you feel after completing this task?

---

---

This task will help you develop and improve your self-esteem.



**Note it!**

Keep in mind that life is a journey. Throughout life, you will take small steps and giant leaps. You will fall back at times, but then get back on track all over again. Your self-esteem can be low in times when things are not going well. The good thing is you can bring it up again with awareness of personal strengths. This exercise was intended to help you discover some strengths and qualities which you may have been taking for granted.

We have now come to the end of the second topic in this unit. The next topic will give you the chance to explore your personal values.

### Topic 3: Personal Values



How long?

You will need 2 hours to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

## Values

We will start with a reflection to begin the topic of personal values.

### Reflection 1



Reflection

Take 5 minutes to reflect on the questions below:

Do I accept responsibility for myself? Am I reliable? Are happiness and health important to me?

Hopefully, your answers are positive. The questions asked are based on *values*. Do you know what values are?

### Discussion 1



Discussion

Join a friend and for 5 minutes discuss your understanding of the term *values*.



Feedback

### Feedback to Discussion 1

Did words like *way of living*, *love*, *beliefs* and *norms* come up in your discussion? If yes, you are on the right track.

Now compare your answers with the definition below.

Values are our main beliefs, ideas, qualities and traits that we consider worthwhile. They are essential to us for the reason that they influence and direct us in deciding what is right or wrong. They give us aspirations, and help us to choose and decide how to plan and act on our future. Some examples of values are honesty, love, simplicity, friendship, neatness, kindness and reliability. We normally learn them from our family. We may also learn about values from our peers and other people in our surroundings. People’s values differ.

Figure1: what are values?

What are values? The following activity will help you to reach a better understanding of your most important values.

**Activity 1**



In this activity, you will do some self-analysis of your values.

You should spend 10 minutes on Activity 1 (a) to (e) and 20 minutes on Activity 1 (f)

**Activity 1 (a)**

From the chart of values that follows below (figure 2), circle ten values that are most significant to you. Choose those values that are important to you, and guide how you conduct yourself.

You are free to add any of your own values to the list if you find that some are not listed.

Humility	Peace	Simplicity	Joy
Charm	Generosity	Concern	Forgiveness
Self-respect	Approachability	Fun	Compassion

Sincerity	Friendliness	Honesty	Trustworthiness
Gratitude	Righteousness	Kindness	Assertiveness
Responsibility	Independence	Obedience	Justice
Empathy	Discipline	Willingness	Fairness
Flexibility	Freedom	Creativity	Happiness
Self-reliance	Acceptance	Calmness	Cooperation
Loyalty	Love	Unity	Solidarity
Companionship	Harmony	Tolerance	Hospitality

Figure 2: values



**Activity 1 (b)**

Now that you have selected ten values, assume that you are only allowed to have four values. Which six would you give up? Cross them off.



**Activity 1 (c)**

Now assume that you are only allowed three values. Which would you give up? Cross it off.



**Activity 1 (d)**

Straight away, cross off another to bring your list down to two.





---

### Feedback to Activity 1



Feedback

We all have values that influence us, the choices we make and how we lead our lives. Someone who values truthfulness will not tell a lie. If you value your individuality, you are likely to take responsibility, be independent and behave with self-respect. If you value family or friends, you have likely gone out of your way for their benefit and overlooked your own personal interests. If you value goodness, you will not be part of something that you know is wrong. Someone who values being healthy will exercise, eat appropriate foods, and avoid alcohol and cigarettes. These are just a few examples. We express values in other ways as well. On your own, explore other ways that you express your values.



Note it!

Choose the values that you consider the most significant to you and that best represent your character. Then live them honestly every day at school, at home, in your community and in society at large. This is the most powerful way to help you be who you want to be. Furthermore, it will help you achieve your aspirations and dreams, and will make it easier for you to guide and influence others.

Core values
<p><i>Core values</i> are basic human values required for all human beings to live harmoniously together.</p> <p>The twelve Universal Core Values are peace, love, unity, simplicity, cooperation, tolerance, happiness, responsibility, freedom, honesty, humility, respect.</p>

Figure 3: core values

### Sources of Values

So where do we get our values?

### Discussion 2



Discussion

Join a friend and for 5 minutes discuss how you get or develop your values. (In another words, where do your values come from?)

Hopefully, it has not been difficult for you to come up with examples of how we get the values we hold.

### Feedback to Discussion 2



Feedback

Our values are made up of everything that has occurred to us in our lives. We are influenced by our parents and family, teachers, our spiritual connection, our friends and peers and other influential people in our lives. We also take on values from watching movies and reading books. Our values may also reflect the values of our community and generation.

Below are descriptions of some common sources of values. Please read them.

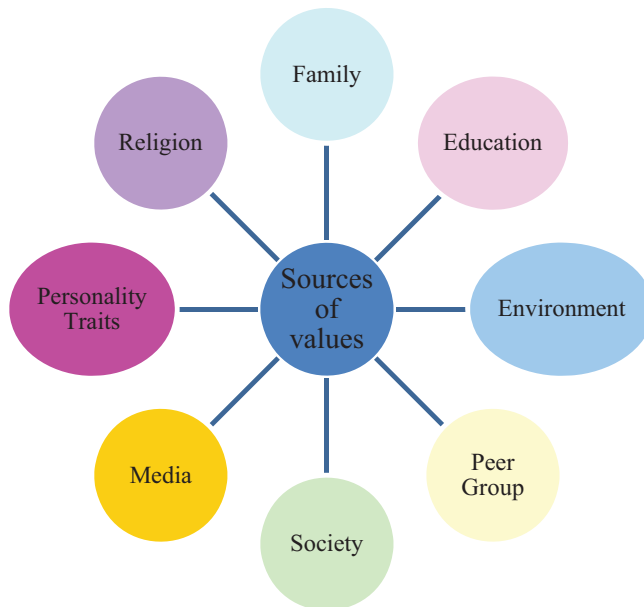


Figure 4: sources of values

Below are details on each of the sources of values mentioned above.

Source of Values	Description
<b>Family:</b>	As family is the prime agent for socialization, parents impart to their children socio-cultural attitudes, traditions and values.
<b>Religion:</b>	Religion is one of the key features that influence beliefs and attitudes within the family. Religion influences personal views on life; therefore, it is a major source of value formation.
<b>Society:</b>	Societies obligate some principles on its people which spell out permitted and non-permitted behaviour. In different circumstances and channels, society affects our way of behaving.
<b>Peer Group:</b>	Acceptance and a sense of belonging are of vital importance to every individual. Our friends influence our attitude and way of thinking.
<b>Personality Traits:</b>	All individuals have personal qualities which influence personal value formation.
<b>Environment:</b>	The environment in which we stay or spend time affects the values we possess.
<b>Media:</b>	The media influences us through electronics, internet and print.
<b>Education:</b>	We gain knowledge on many issues that shape our values and overall worldview through our formal education.

Figure 5: sources of values



**Activity 2**

Now that you have a better understanding of values, read the following statements and add a tick (✓) if you agree or disagree. Think about what value you are basing your decision on, and write it in the last column. An example has been done for you.

Fill in the last two blank rows with two more statements. Think of one where you agree and the other where you disagree. Repeat the same task as above. You should spend 15 minutes completing this activity.

Statement	Agree	Disagree	Value
It is impossible to be monogamous (have only one partner) for your whole life.		✓	Monogamy Fidelity
It is normal for girls to have sexual experience before marriage.			
I smoke marijuana and/or drink alcohol because my friends are drinking and smoking.			
It is okay to tell white lies.			
Men are naturally polygamous (have more than one wife).			
I would be at ease inviting a person with HIV/AIDS to my house.			

Figure 6: personal values



Tip

Consider your personal values each time you make an important decision.

### Reflection 2



Reflection

After this exercise, you may wish to reconsider some of the harmful values that you hold, such as risk-taking or discrimination. How can you change them to positive values?

Now that we have come towards the end of the topics on self-awareness, read the instructions below and complete the task that follows.





Note it!

It is important to remember that everyone is unique. Respect for others has the power of developing good will, pleasure and great accomplishment!

## Topic 4: Decision Making



How long?

You will need 2 hours 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### What is decision making?



Reflection

#### Reflection 1

What did you decide to eat for breakfast this morning? Why did you choose that particular food? If you did not eat anything, why not?

Most of you probably did have breakfast this morning. Though having breakfast is probably part of your daily routine, even routines require that you make decisions, such as what to eat, how to prepare it, and what time to eat.

In this topic, we will be exploring the term *decision making*. We make decisions every day. Some decisions are very important and some are less important. You might not be aware of some everyday decisions, such as what time to get up, what to wear or whether to go to school. However, as you get older, you will find yourself making more important decisions, such as which post-secondary institution to choose.

Think of any decision you made this morning, recalling all the steps you took. Would you be able to define the term *decision making*?





Activity

**Activity 1**

Now take 5 minutes to write a short definition of *decision making*.

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What definition did you come up with?



Feedback

**Feedback to Activity 1**

You can now read the definition given below and compare it to your answer.

Decision making is the process of coming to a conclusion or determination about something.

Figure 1: decision making

Next, we are going to look at two kinds of decisions.

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## Kinds of decisions

Typically, there are two kinds of decisions.

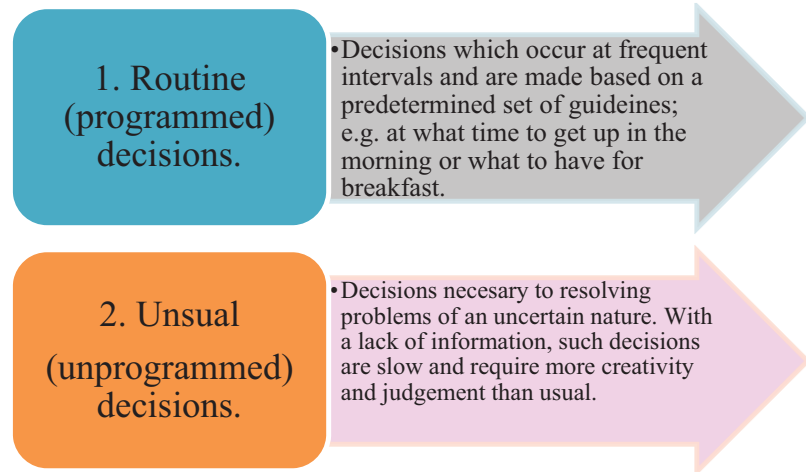


Figure 2: kinds of decisions



### Activity 2

Write down 10 decisions you are likely to make in a typical day. Some examples are given below. Write your own examples in the second column. You should spend 15minutes on this task.

Some examples	Your examples
Shall I watch TV or revise my notes?	1. 2.
What shall I get for my little sister?	3. 4.
What shall I eat for lunch?	5. 6.

Shall I take the bus home or walk?	7. 8.
Shall I stop at my aunt's house or go directly home?	9. 10.

Figure 3: what shall I do?

This task was probably not too difficult, but it helped you to think about the decisions you make every day. Normally, how do you make your decisions? What are the factors you consider while making a decision? Below are some examples of decision making styles.



**Activity 3**

Study the table below and rank the list of decision making styles you think are the best for you. Rank from 1 to 7, number 1 being the most satisfactory and number 7 being least satisfactory. You should spend 10 minutes on this activity.

	Styles of making decisions
	Toss a coin and decide.
	Go along with what others decide.
	Do nothing but wait and see what happens.
	Make a decision to please others.
	No need to think; just do what feels right.
	Think everything through before making a decision.
	Do the first thing that comes into your head.

Figure 4: styles of decision making

You will agree that most of the styles above are not the best option to consider while making a decision. In the next sub topic, we will be

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looking at the decision making process. This process will help you to make wise and proper decisions.

## Decision making process

The decision making process is a procedure applied to the *solving* of a problem, i.e. *situations in which it is necessary that something is done*. If you take into consideration your values discussed in Topic 3, you can make uniform decisions to achieve better results.

We are now going to look at the 5-Step Model of Decision Making that can help you with your decision making process.

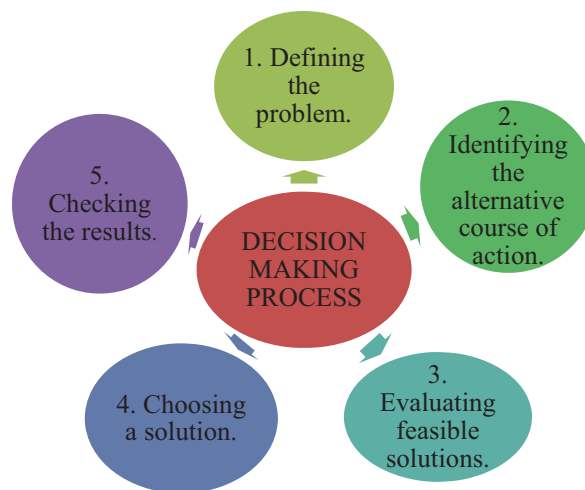


Figure 5: decision making

Based on the table above, can you briefly describe the steps? Will you be able to use them to make proper decisions?



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We will now explore each of the steps thoroughly.

**1. Defining the problem.**

Defining a problem is the first step towards the solution. There are also some possible risks in identifying and defining a problem, such as the event which attracts attention may not be the problem, but the symptom of the problem. For example, a friend not talking to you is a symptom of a problem, but not the real problem. The reason for your friend not speaking to you is the problem.

Figure 6a: steps of decision making

**2. Identifying the course of action.**

Once the problem has been made clear, the next step is to identify the different choices of action leading to a solution. During the stage of defining the problem, various courses of action usually become obvious. The ideal approach at this stage is for the individual to seek to identify as many potential solutions as possible, and finally only the feasible solutions are left.

Figure 6b: steps of decision making

**3. Evaluating feasible solutions.**

This stage of the process consists of calculating the advantages and disadvantages of each possible solution.

Figure 6c: steps of decision making

#### 4. Choosing a solution.

At this stage, the individual chooses a strategy that has maximum advantages and minimum disadvantages. It is at this time that the individual may become acutely aware of the loneliness of decision making. Decisions are made by the person concerned and that person must be ready to stand behind the chosen decision.

Figure 6d: steps of decision making

#### 5. Checking the results.

Once the decision has been made and implemented, the last stage in the process is obtaining feedback on the results. The purpose is to discover:

- (i) If the selected solution has achieved the specified objectives and closed the gap between the actual and the desired performance.
- (ii) If the selected solution failed, completely or partly to achieve the objectives, what were the reasons? This analysis will provide useful information to correct the situation.
- (iii) How well or badly the decision maker has performed.

Figure 6e: steps of decision making

Now that you know the proper steps for decision making, complete the activity below.



#### Activity 4

Now it is your turn to make a personal decision. You should spend 45 minutes on this task.

Think of a situation in which you were required to make a decision, or a possible situation that will require decision making. Describe the situation on the lines provided below.



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After completing this first step, apply the steps of the decision making process you took or will take to solve the problem.

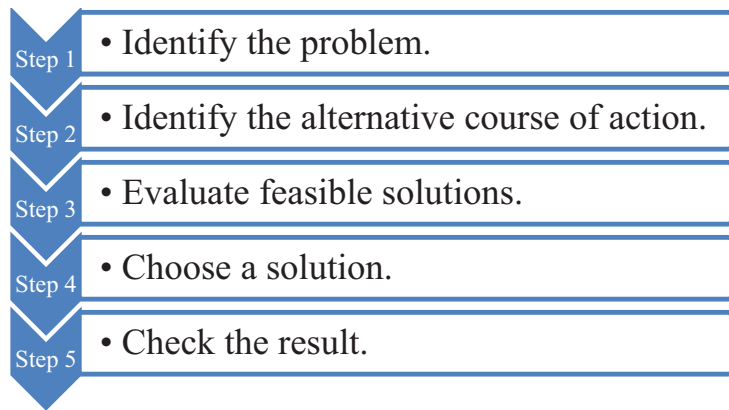


Figure 7: decision making process

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## What is Critical Thinking?



### Activity 1

Using the photo below, jot down any words that come to mind when you think of the term *critical thinking*. You should spend 5 minutes on this brainstorming activity.

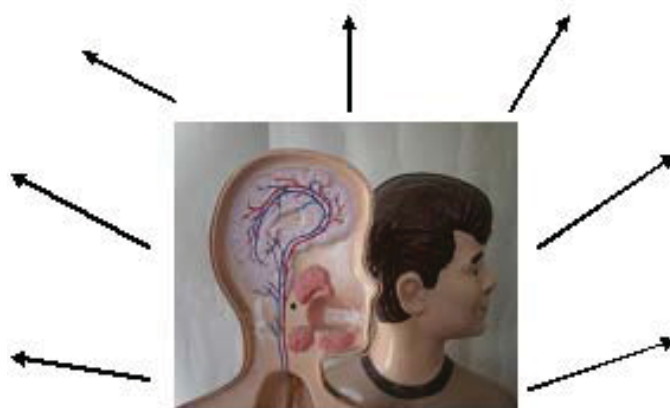


Figure 1: the brain<sup>1</sup>



### Feedback to Activity 1

Was it a challenging task? Have you managed to come up with a word or phrase at the end of each arrow? If you have used words like *observing*, *reflecting*, *analyzing*, *evaluating* and *reasoning*, you are on the right track.

A definition for the term *critical thinking* is given below. Please read it carefully.

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<sup>1</sup> Photo taken by Veronique Pillay (2010/11/09)

Critical Thinking
Critical thinking has to do with logical thinking and reasoning, including skills such as investigating, observing, applying, classifying, comparing, sequencing, communicating, synthesizing, and/or evaluating information. Reflection and communication are key components of critical thinking.

Figure 2: what is critical thinking?



**Activity 2**

In the following exercise you will learn the difference between everyday thinking and critical thinking. You should spend 5 minutes on this activity.

**Decide About Drugs**

In the column below, tick (✓) the two most compelling reasons that might lead you to choose the use of illegal drugs.

Tick your preferences here	STATEMENTS
	to show off
	to be healthy
	to calm down
	to flee from problems
	to rebel
	to put aside money
	to be respected
	to be recognized by others
	to fulfill curiosity

Figure 3: critical thinking challenges

What has helped you make good choices to avoid drugs? Do you think you have demonstrated critical thinking just now in the previous activity? How do you rate yourself as a critical thinker?



A critical thinker:
<ul style="list-style-type: none"><li>▪ Asks essential questions and problems in a clear and precise manner.</li><li>▪ Collects, interprets and evaluates related information using relevant criteria and standards.</li><li>▪ Is aware of personal prejudices, assumptions, biases and values.</li><li>▪ Relies on reason instead of emotion.</li><li>▪ Takes into account a range of possible opinions or perspectives.</li></ul>

Figure 4: a critical thinker

Now that you know the components of critical thinking, please do the next activity to help Tony use critical thinking.

**Group Activity 1**



**Group activity**

Join 4 or 5 friends to conduct the group activity below.

In your group, read the scenario below and discuss how you can help Tony use critical thinking.

Scenario:

Tony is a young man who has just been accepted for further studies and he now needs to buy a number of expensive items for his new courses. He needs to think critically to find ways and means of obtaining the necessary items.

Use the chart that follows to record your answers. You should spend 15 minutes on this activity.

Possible solutions	Advantages of the solution	Disadvantages/ challenges of the solution	Likely outcomes of the solution
Hint: List some of the ways Tony might get his items.			

Figure 5: using your critical thinking

In your discussion, the group likely came up with some very good examples of how Tony could obtain the items he needs.

You will get the opportunity to better explore your critical thinking later in the unit.

We will now look at creative thinking.

## Topic 6: Creative Thinking



How long?

You will need 2 hours to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

## Creative thinking



Group activity

### Group activity 1

Let us start with a group activity. Join 4 or 5 friends to conduct the activity below.

Make yourself comfortable as you sit in a circle. Select someone to begin a story about a relationship or another topic of some kind. Refer to the examples below, or you can come up with your own commencing statements to get you started. The story is progressively built on by each member of the group adding two or more sentences successively and passing the story to the next person. End the story after two or three times around the circle.

You should spend 20 minutes on this activity.

Examples of commencing statements
They strolled down the pathway together in the direction of the garden, where they had first bumped into each other...
In great misery, Carl swept out of the house, banging the door, and ran into the side road weeping, "You all hate me, I know."
They were holding hands as they walked down the road. Sabine thought Phillip was a special friend.

Figure 1: commencing sentences

### Feedback to group Activity 1



Feedback

Hopefully, you enjoyed the story telling activity. Perhaps you used your critical thinking skills and decision making skills while you were developing the story. It is certain that you also used a lot of your creative thinking skills.

## What is Creative Thinking?

*Creativity* is usually associated with arts such as drawing, painting, sculpture, poetry, music, drama and dance.

Creative thinking is comprised of creating or inventing new things. It comprises different skills, such as imagining, brainstorming, elaborating and associative thinking, just to name a few examples. Creative thinking stimulates curiosity and promotes divergence.

In the context of life skills, *creative thinking* is about generating ideas, new ways of seeing things and coming up with solutions to problems, or new ways of doing things that we may not have thought of before. Of course, all creative ideas have to be evaluated through critical thinking before being put into action so that bad solutions and unwise actions are avoided.

We can also consider creative thinking as ability, an attitude and a process.

Creative Thinking
<p><b>Ability:</b> Creativity is the ability to think of or invent a new artefact, product or any original item. This involves generating innovative ideas by merging, changing, or reapplying existing ideas. Some creative ideas are amazing and exceptional, while others are just simple, nice, realistic ideas that nobody seems to have thought of so far.</p> <p>We all have substantial creative ability. Usually we need to be committed to creativity and to take the time for it.</p>
<p><b>Attitude:</b> Creativity is also an attitude. This involves the ability to acknowledge change and newness. It is an interest to play with facts, ideas and possibilities while looking for means to improve it.</p>
<p><b>A Process:</b> People who are creative persist continually to build on ideas and solutions. This is normally done by modification and adjustment to their work.</p>

Figure 2: creative thinking

## Developing Personal Creativity

We all have substantial creative ability. As individuals, creativity allows us to discover new knowledge and ideas, thus building on existing

knowledge, discovering talents and having new experiences. Below are 10 points for developing personal creativity.

	Points for developing personal creativity
1	Consider yourself to be creative - each one of us is or has the possibility to be creative. It is part of being human.
2	Build up your interest - intentionally look for what you have not sought out in the past. Be truthful to new events and new sources of information.
3	Be prepared to create - collect information, ideas, hunches, sounds and textures. Make records of these things!
4	Try to find (or make) connections - search for relationships among things that have not been combined in the past.
5	Change habits- changing habits can permit new connections to take place.
6	Create an appropriate environment for yourself - someone might enjoy listening to music while another will choose a peaceful and quiet place once in the creative flow. Try out different environments until you notice what works for you.
7	Make time to create - dedicate time apart from work and/or home to spend on the creative task at hand. Only five minutes could make a difference.
8	Persevere - don't give in or quit your creation when you make errors. It is part of the process. Learn from them as at times it will alert you when to cancel an uncreative idea.
9	Make the most of all of your senses - collect and process information to invent something new.
10	Overlook how much you know - adopt the novice's mind. Don't hesitate to ask questions.

Figure 3: points to creative thinking

What are some of the new ideas, knowledge, talents and experiences you've discovered about yourself?

Answer this question through a creative activity. The activity is to allow you to express yourself in a creative way and to share about yourself.





**Activity**

**Activity 1**

All flags have a story behind them. The shapes, colours, outline and drawing on a flag all symbolize something unique. If each individual had a personal flag, the flag would be one of a kind and tell a unique story of the person it symbolizes.

Design a personal flag to show who you are as an individual. Consider your own country name, and select colours, drawings and slogans that reveal your story to put on your flag.

You can go back to Topic 3 on personal values to help you come up with ideas for making your personal flag.  
You should spend 1 hour on this task.

(While you work on your flag, don't forget to consider your critical thinking skills.)



**Reflection**

**Reflection 1**

Take 10 minutes to reflect on the following questions:

Why did you select what you did for your flag?

Each flag is special; what do you think is unique about yours?

How can you communicate your unique qualities in a constructive way?

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**Note it!**

Critical and creative thinking are interconnected and complementary features of thinking. Our everyday thinking has some critical and creative features. For example, when you attempt to solve real life problems you tend to shift every now and then between creative and critical reflection.

Creativity provides us with the opportunity to find out new and more effective ways to deal with challenging situations and to adapt to our changing environment.

You will get the chance to learn more about problem solving skills in the next topic.

## Topic 7: Problem Solving



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Reflection 1



Reflection

Take 2 minutes to reflect on the word *problem*. What comes to your mind?

Now check your thoughts with the short definition given below.

A problem is a difficult or challenging situation or matter.

Figure 1: what is a problem?

We all experience challenges, problems in our lives or have a goal to accomplish. Often we resolve our problems easily but at times we may find it difficult to solve. *Problem solving* is one of the life skills which we can use to help us resolve our challenges and meet our goals. Problem solving often involves decision making as well as other components of other skills, such as the critical and creative thinking skills learned previously.

In this topic, we will briefly look at the steps of problem solving. As mentioned above, problem solving is very close to the steps of decision making.

Below is a problem, or let's say a challenging situation. If you were in such a situation, what would you do?



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## Steps of problem solving

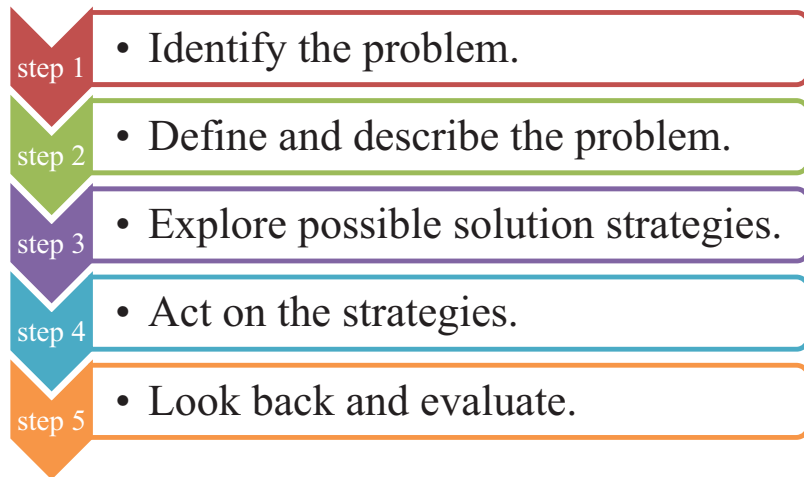


Figure 2: steps of problem solving



### Activity

Now that you have been given the proper steps of problem solving, complete Activity 2 below.

#### Activity 2

Choose one of the following problems by putting a tick (✓) in the appropriate column. Then explore the problem by answering the questions that follow.

You should spend 15 minutes on this activity.

Problems	Tick here
Lucinda is 19 and she has AIDS. She is also expecting a baby.	
Darrel has been injecting drugs for two years now and cannot stop.	
Jimmy is not good at making and keeping friends.	

Problems	Tick here
Katie often spends more money than intended.	

Figure 3: problems

1. What is the problem?

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2. What are the possible solutions?

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3. Examine each solution and state why it might work.

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4. Choose the best one. Why is it the best?



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Please bear in mind that all decisions needs to be evaluated to see if they will work or not.

By learning the steps of problem solving, you will be in a better position to deal with challenges and problems in your life.

We will now look at goal setting, the last topic in this unit.

## Topic 8: Goal Setting



How long?

You will need 2 hours to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### What is Goal Setting?

You will now be taken through a brief relaxation activity. First you need to make yourself comfortable. You should spend 2 minutes on this reflection.



Reflection

#### Reflection 1

Close your eyes and imagine that you are in a small hall sitting in your favourite easy chair. In front of you is a large television screen.

Imagine yourself on the screen receiving recognition for a notable achievement. Where are you? Who is there? What are you doing? How do you feel?





Feedback

### Feedback to Reflection 1 and Activity 1

You have now imagined some exciting recognition and success for the things you want for yourself, or the changes you want to make in your behaviour. The dreams you have for your future are your *goals*.

We might define the term *goal* like this:

Goals are what we want to achieve. In other words, a goal can be said to be a declaration or a statement of an intent, desired outcome or general purpose. Our goals are based on our personal values. Normally effort is needed to meet the outcome and meaning needs to be understood to achieve such goal. For example, if one of your values is education, you may set yourself the goal of becoming a teacher to educate others.

Figure 1: what are goals?





### Activity 2

What other goals do you have in mind? List them below. You should spend 10 minutes on this activity.

Potential Goals

Figure 2: Potential Goals

Someone your age might have certain goals, such as successfully completing your studies, getting a scholarship, or being a young professional. These are only a few examples.

At your age, most of your goals are related to school, a career, family, relationships and adventure.



### Activity 3

Now look at your list above and circle all the goals that can be accomplished within thirty days. You should spend 2 minutes on this task.



Feedback

### Feedback to activity 3

Have you been able to identify any goals in your list? Goals that can be accomplished within thirty days are called short-term goals, while others are long-term goals.

### Short-term and long-term goals

Short-term and Long-term goals
Short term goals will be met within a short duration. For example, one of your short-term goals might be to lose 3 kg within the next two months.
Long term goals will take a longer time to accomplish. For example, your long-term goal might be to save enough money to pay for your holiday in France in three years' time.

Figure 3: short-term and long-term goals

### Creating a plan of action for reaching identified goals

If you go back to your dream scenario in Reflection 1, what could be a possible plan of action to reach your goal?





Feedback

#### Feedback to Activity 4

It is not always easy to write your plan of action. It is important to know that your plan can always be updated and revised over time. Now compare your action plan to the example given below.

No.	Steps to planning a trip to Praslin Island
1	If you were going from Mahe to Praslin, Praslin would be your goal.
2	Reaching your goal of being in Praslin requires very precise planning.
3	Begin by brainstorming what must be done in order to get to Praslin.
4	Narrow down the ideas from your brainstorm to a specific list of actions required to achieve your goal.
5	To identify the action steps to achieve a goal, consider these questions:  a) What is required to achieve my goal? Money, information, materials, people, et cetera.  b) What do I need to do to achieve my goal? Research, plan, call, write, buy, make, etc.

Figure 4: steps to achieving identified goals

Please read the table below where the steps have been summarized for you.

No.	Steps to achieving identified goals
1	Select a goal.
2	Note it down.
3	Be very precise. (To do what, by when?)
4	Write the things you require to achieve your goal.
5	Fix a date for achieving your goal.
6	Make a plan for how you will reward yourself when your goal is achieved.
7	Set a new goal.

Figure 5: steps to achieving identified goals



**Note it!**

Your goals should be SMART.

SMART stands for **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **R**elevant, and **T**ime bound.

	Description
S	Specific: Do you know precisely what you intend to achieve with every detail? Goals must be clearly defined.

M	Measurable: Can you measure your progress toward the achievement of each goal?
A	Attainable: Is your goal a challenge, yet can be accomplished? Goals must be feasible. The best goal requires you to put in extra effort but is not unachievable.
R	Realistic: Is your goal realistic and within your capability? Are you ready to devote yourself to your goal? Most likely your goal is realistic if you sincerely feel that it can be achieved.  Relevant: Is your goal relevant to your intentions in life? Is it in accordance with your way of life, what you believe in and your values? Your goals must be in harmony with other goals that you have set as well as with your values and your short-term and long-term plans.
T	Time bound: Does your goal have a time limit? Goals must have a detailed time frame with a beginning date and a target end date. If you do not have a due date, there is no pressure to start accomplishing your goals.

Figure 6: SMART goals

Now that you have a SMART way to remember the proper steps for planning and achieving a goal, use the steps to plan a long term goal. See the instructions for Activity 5 below.

### Activity 5



#### Activity

Create a long-term goal by using the steps outlined in Figures 5 and 6 above. You can select a goal from your list of goals done in Activity 1 or come up with a new long-term goal.

Remember, your goal should be SMART.

You should spend 30 minutes on your action plan. You can present your work in a table, like the example given for planning a trip to Praslin in Figure 3, or make use of the table below.

**Long term goal:** .....

What do you require to achieve your goal?	How will you know you have achieved your goal?	Your reward.

Figure 7: long-term goal



Feedback

**Feedback to Activity 5**

You have now managed to begin the process of setting and achieving a long-term goal. We wish you all the best. The skills learned in this topic will help you to make wise decisions and be successful in your life. Your goals will help you to achieve what you want in life.

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**Unit summary**



### Summary

In this unit, you learned about key aspects of personal development of the individual. You should now have better understanding of self-concept and self-esteem. The unit has also taught you that being honest with yourself will help you to assess and know yourself better, concentrate on your strengths, and focus on aspects of self that need strengthening. Now that you have identified your weaknesses, you may wish to make improvements. In addition, you have learned about values to guide you in deciding what is right or wrong. This will help you to decide how to plan and act on your future. This unit has further provided you with the basic skills to think critically and creatively, as well as to solve a problem and make a decision. As a whole, this unit has pointed out key strategies which you, as an individual, should develop and apply, in order to live a happy and healthy life.



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# Contents

<b>Unit 2</b>	<b>3</b>
Social Development.....	3
Introduction.....	3
Topic 1: Social Skills.....	4
Topic 2: Listening Skills.....	14
Topic 3: Assertiveness.....	21
Topic 4: Negotiation Skills.....	29
Topic 5: Counselling Skills.....	33
Topic 6: Social Awareness.....	40
Unit summary .....	54



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# Unit 2

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## Social Development

### Introduction

In this unit you will have the opportunity to explore two important topics, *social skills* and *social awareness*, which are necessary for harmonious living. While exploring a variety of social skills, such as listening, asserting, negotiating and counselling, you will develop essential skills which will enable you to communicate effectively. This unit will also help you to adopt positive attitudes, morals and spiritual values in order to work and live harmoniously with others in a pluralistic society.

Upon completion of this unit you will be able to:



#### Outcomes

- *describe* the components of effective communication.
- *listen* actively to people.
- *respond* assertively to persuasive messages.
- *apply* the steps of the negotiating process using examples from real life situations.
- *identify* reasons and goals for counselling.
- *identify* responsibilities and consequences associated with different types of relationships.
- *adopt* positive attitudes, morals and spiritual values in order to work and live harmoniously with others in a pluralistic society.



**Passive:**

Not visibly reacting or readily participating.

**Terminology**

<b>Coercive:</b>	Using force, intimidation or authority without regard for individual wishes.
<b>Reinforcement:</b>	The act of strengthening through agreement or disagreement.
<b>Reciprocal:</b>	Given or felt by each toward the other.
<b>Precision:</b>	The state of being accurate.
<b>Sensitive :</b>	Being aware of feelings and responses of others.



How long?

The total estimated time allocated for the completion of this unit is 8 hours spread over 6 weeks. This can be accomplished in a block of 1 hour 20 minutes per week. In addition to the formal study time in the classroom, you are encouraged to devote an extra 1 hour 20 minutes of self-study for each block.

## Topic 1: Social Skills



How long?

You will need 1 hour 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Communication

We will start the first topic with a reflection. You should spend 5 minutes on the reflection below:



### Reflection

#### Reflection 1

I want you to think of yourself, all alone on an island. How would you feel?

At first, you may also experience positive emotions such as happiness and contentment. However, the positive feelings would likely pass after a period of time on the island. You would likely find that thoughts and feelings such as loneliness, sadness, frustration and even anger would arise. These emotions are normal. As human beings, we need to interact with others and have positive experiences.

This reflection leads us to the main topic to be discussed: communication.

Consider your views in the reflection above and study Figure 1 below to help you define the term *communication*. You should spend 5 minutes on this task.



### Activity

#### Activity 1

Define the term *communication*.

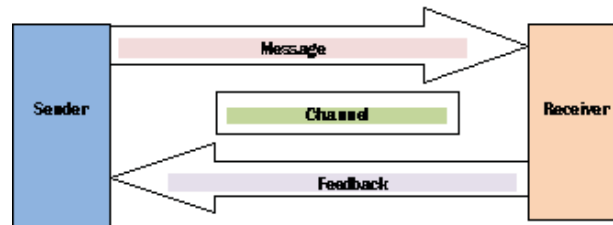


Figure1: the process of communication

Write your definition for *communication* here.

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Have you managed to come up with a definition for communication?

What do you have? Do you think that you can explain what communication is?

If you have included words like talking, voice, expression and listening in your definition, you are on the right track. Now read the definition provided for you in the Feedback to Activity 1 below.



Feedback

### Feedback to Activity 1

Communication can be defined as a process whereby human beings share information, knowledge, ideas, experience and motivation. This process involves a sender, a receiver, a message, a channel and a response.

## Description of the communication process

To help you better understand the whole concept of communication, a table that illustrates the process of communication is provided below (see Figure 2). It is recommended that you take 5 minutes to read and understand the communication process.

The process	Description
<b>Sender</b>	The source or transmitter of a message ( <i>who</i> ).
<b>Receiver</b>	The individual or object that receives a transmitted message ( <i>to whom</i> ).
<b>Channel</b>	The means through which messages are sent ( <i>medium</i> ).
<b>Message</b>	The information or idea is passed from sender to receiver and back (said <i>what</i> ).
<b>Feedback</b>	How the message received is interpreted and responded to by the receiver.

Figure 2: the process of communication

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## The importance of communication

You have seen earlier that we need to communicate with each other. As we progress with this topic, you will understand why communication is important.

The following activity will allow you to explore the importance of communication in your life.



### Activity 2

Write at least 4 reasons why communication is important in your life. You should spend 10 minutes on this task. Write your answers in Figure 3 below.

Reasons that communication is important in my life

Figure 3: importance of communication

Did you manage to think of at least 4 reasons that communication is important in your life? Now read the short paragraph below. It talks about the importance of communication in our daily lives. You can then compare this with your own findings and make changes if you wish.





### Feedback

#### Feedback to Activity 2

Every person has to learn how to communicate effectively with others. It helps us to express our feelings and relate well with friends, family and the people around us. In particular, it is an important skill which enables young people like you to deal with the challenges that you face, such as avoiding early sexual relationships, delaying parenthood until you are ready, becoming familiar with your rights and expressing your feelings and sense of responsibility.

Good communication is essential as it makes us conscious of the messages that we are sending. It also helps us to respond to others without offending them. Thus, to ensure good communication we need to consider certain skills. In the next sub topic we will look at the skills necessary for effective communication.

### Communication Skills

Have you ever considered the skills we need for effective communication? How good are your communication skills? Complete Activity 3 to help you answer these two questions.



### Activity

#### Activity 3

How good are your communication skills?

Look at the communication skills below and decide which of these you find easy and which you find difficult. Put a tick in the appropriate box if you find the skill easy or put a cross if you find the skill difficult. It is recommended that you spend 5 minutes on this activity.

	Communication skills	√	×
1	Face the person when speaking and listening.		
2	Use appropriate facial expressions and body language.		
3	Think before you speak.		
4	Speak clearly.		
5	Make comfortable eye contact when speaking and listening.		
6	Check that the other person is listening and understanding.		
7	Explain yourself.		

	Communication skills	√	×
8	Know how to end a dialogue or conversation.		

Figure 4: skills for effective communication

Do you find the skills in the above checklist easy to do when you are communicating with others? Through this activity, you should actually be able to rate yourself on your communication skills. Well done if you scored 8/8 on the checklist! If you are not satisfied with your score, do not worry. After completing this unit you will have developed essential skills for effective communication.



You need to develop all the skills mentioned above in order to communicate effectively. We communicate with each other in different ways. Do you know the different ways of communication? The next activity will help you to identify some of the ways that we communicate.



Discussion

## Types of Communication

### Discussion 1

In a group, observe the photo collage in Figure 4 below and have a short discussion to identify the different ways of communicating illustrated in the photos. You might start your discussion with questions such as:

- What is happening?
- Who are the people in these photos?
- What are they doing?

It is recommended that you spend 10 minutes on this task.



Figure 5: the People<sup>1</sup>

Hopefully, the discussion was meaningful and it has helped you to identify some of the ways we communicate with each other. Have you mentioned ways such as writing, waving and having a conversation? If so, then you are on the right track.

Now, let us look at the different ways people communicate with each other.

When we communicate, it is not just through speaking. Communication is both verbal and non-verbal behaviour, which are both important aspects of our social interactions.

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<sup>1</sup> Photo taken by Bernard Arnephy (2009/11/23)

Group of communication	Descriptions
Verbal communication	Communication between two or more persons that uses <b>words</b> and language.
Non-verbal communication	Communication that involves sending and receiving <b>wordless</b> messages, using body language, expressions, symbols, tone of voice, etc.

Figure 6: verbal and non-verbal communication

Oral communication refers to the words we speak whereas written communication refers to the words that we write. We can communicate verbally through different ways. Here are a few examples:

Written Communication can be done through:	Oral Communication can be through different ways such as:
<ul style="list-style-type: none"> <li>• Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Face-to face discussions and conversations</li> </ul>
<ul style="list-style-type: none"> <li>• E-mail/fax messages</li> </ul>	<ul style="list-style-type: none"> <li>• Conversations over the phone</li> </ul>
<ul style="list-style-type: none"> <li>• Flyers or bulletins</li> </ul>	<ul style="list-style-type: none"> <li>• Voice chats over the internet</li> </ul>

Figure 7: forms of verbal communication



**Note it!**

The effectiveness of written communication depends on our writing style, terminology, language rules, clarity and accuracy of language.

We can convey non-verbal messages in many ways. Read the examples given below.

- Facial expressions (frowning, smiling, grimacing)
- Physical contact (back-clapping, shaking hands)
- Acting out feelings (embracing, slapping, kissing)
- Gestures (fist clenching, thumbs up, thumbs down)
- Sound (screaming, crying, howling,)
- Positioning (sitting near, keeping away, drawing nearer)
- Symbolism (gifts, art, rituals, dress, tokens)

Figure 8: non-verbal messages



Note it!

Non-verbal communication can act as an alternative for verbal communication. In different cultures this form of communication can have different interpretations. When individuals involved in a group discussion nod their heads, this can be a non-verbal way of showing agreement; however, the same gesture may mean no in some cultures. Sometimes this can cause misunderstandings and these can become barriers in communication.



Activity

### Barriers in communication

#### Activity 4

Now take a piece of paper and write down all the sounds that you hear around you. It is recommended that that you spend 2 minutes on this activity.

Were you surprised by the number of sounds you heard? Can you focus on one sound when there are many different sounds going on around you at one time?

There are many things that can hinder or prevent good communication.

Barriers in communication	Descriptions
Distraction	It is hard to understand someone if you are distracted by something else. When you are trying to communicate, make sure there is no competition for your attention, such other people talking, nearby

Barriers in communication	Descriptions
	events, etc.
Blocks	Sometimes it is hard to communicate simply because you cannot send or receive a message. Loud noises can block communication, as can things like lost phone signals and computers not being able to interface.
Poor skills	Some people have not learned how to effectively listen and therefore cannot understand what you are trying to communicate.
Attitude	Communication can be affected by a poor attitude towards the other person, towards the subject, or simply because the sender or receiver is having a bad day. Fear and mistrust can also impede communication, as can boredom or lack of interest in the subject. For the best communication possible, try to keep the emotion out of the way until you understand what is being communicated.
Poor Understanding	Sometimes the sender uses words that the receiver does not understand, or refers to cultural experiences that the receiver has not grown up with. Try to use simple words if you are communicating something complicated, and make sure that both of you understand the context or cultural references.
Lack of feedback	If the receiver does not give feedback, the sender will not know if the communication is effective or not; also, if the sender is not paying attention to the feedback, the communication will not have been effective.

Figure 9: barriers in communication

You are now becoming more aware of how to communicate more effectively. In the next topic you will learn about *listening skills*; an essential skill for successful communication.

## Topic 2: Listening Skills



How long?

You will need 1 hour to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Listening



Reflection

#### Reflection 1

It is recommended that you spend 3 minutes on this reflection. Have you ever been talking to someone and felt like he/she was not listening to a word you were saying? If yes, how did you feel? Listening is a very important social skill which facilitates effective communication.

We will proceed with an activity to explore the topic of listening. Two activities are provided below. One is a short video clip and the other is a group discussion. If you are using the electronic version of this unit, do the activity on the video clip. If you are using the print version of this unit, do the group discussion. Whenever you get the opportunity to use the electronic version, do the activity on the video clip.

The short video clip below is a conversation between Tamara and Elton. The clip involves listening, asking and answering questions on the topic of HIV/AIDS.



Activity

#### Activity 1

Watch the short video clip below and answer the questions that follow by writing your answers in the space provided. It is recommended that you spend 15 minutes on this activity.



Video

Double click on the video mpg file below to play the clip.

**Video Clip- Tamara and Elton**



san video.mpg

Now answer the following questions:

What form of verbal communication was displayed in the video you just watched?

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What are the non-verbal messages Tamara was displaying in the video clip?

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<sup>2</sup>Video produced by Jean-Paul (September 2011)

What can you say about Elton's non-verbal expressions while he was advising Tamara?

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State some of the qualities that Elton displayed as a listener.

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Why should people display effective listening skills in everyday situations?

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It is not always easy to understand what a person is saying. At times we must observe body language and facial expressions to fully understand the situation.

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Note it!

For a better understanding of what is being said, you need to listen attentively to all the details. As an example, you would need all the details when trying to follow complicated directions or when trying to find answers to difficult problems.



Group  
activity

### Group Activity 1

Organize yourself in groups of 5 or 6. Select a group leader.

Note! The following instructions should be read by the group leader only:

Select two volunteers and ask them to sit facing each other, in front of the group. Inform them that you will give each one of them a crazy sentence and they must read the sentence to themselves.

They will then engage in a conversation on a given or chosen topic, during which they will have to slip the sentence in the conversation.

Give them 2/3 minutes for the conversation. After the time limit, let the other group members guess what the crazy sentence is (see examples of given crazy sentences and topics for conversation). Spend 15 minutes on this activity.

Crazy Sentences:

Black bat is my idol.

My prom date had a silver tooth.

The red hen swam over the moon.

It is good to eat cockroaches and butterflies for tea time.

Figure 1: crazy sentences

Topics for conversation:



Figure 2: topics for conversation

How was the activity? Was it fun? What did you do to detect the crazy sentence?

During your self-study time, you can play the game using other crazy sentences and topics.



Feedback

### Feedback to Group Activity 1

If you managed to get all the answers correct and managed to identify the crazy sentences, you are doing well! It means you already possess some listening skills. If not, then the following information will help you develop the skills you need to become a good listener.

#### Listening skills

Listening is very important when you are engaged in a conversation. As a speaker, you need to speak clearly to convey your message. As a listener, you have to pay attention and try to respond in an appropriate and sensitive manner.

*Active listening* involves listening while fully concentrating on what the other person is saying. It is necessary that you confirm your understanding of the content, feelings and emotions within the message. This is to make certain that your understanding is correct. Sounds like “mm hm”, simple nods of the head or phrases such as “go on”, “I understand” and “okay.” signify that you are listening, concerned and satisfied that the speaker is expressing himself/herself.

In active listening, you accept what is being shared. You do not make any value judgments. Subsequently, you clarify the views or feelings being communicated and then reflect these back to the speaker.

Figure 3: listening skills



Tip

Below are some key points that you should keep in mind as an active listener:

- Look at the person.
- Do not turn away from the speaker.
- If you are not sure or do not understand what is being said, let the person know that. Do not fake listening!
- Show that you are interested and inquire/ask questions to prove that you are attentive to what the person is saying.

- Do not interrupt the speaker.
- Think before responding.
- Be near enough to hear.
- Pay attention to non-verbal behaviour.
- Make an effort not to be biased.
- Be focused.
- Try not to rehearse responses while listening.
- Do not insist on the final word.



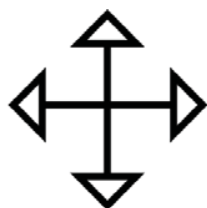
### Activity

#### Activity 2

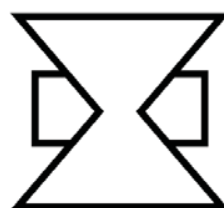
Now practise your listening skills. Please remember to consider the points made above.

Try the activity below to see what it is like trying to communicate when you are not capable of applying some of the above points.

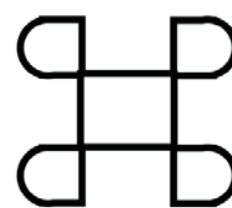
You will need to do this activity with a friend. Sit back to back so that you cannot see each other. One person holds a card with a design that the other cannot see (see cards below). The person with the card then gives instructions to the other on how to replicate the design. The person drawing is not permitted to comment or ask questions. You should spend 10 minutes on this activity.



Card 1



Card 2



Card 3

Now that you have tried the activity, compare the two designs and reflect on the questions below:

- How easy was it to give instructions?
- What was it like to give clear, precise instructions?
- What was it like to follow the instructions?
- Did either of you get frustrated? If so, what caused this?

Try this activity again on your own time, but allow the person drawing to ask questions. How does this change the way you communicate?



**Note it!**

Listening skills can be improved by simply being aware and applying the necessary tips mentioned above.

We will now proceed with another essential skill for effective communication.

### Topic 3: Assertiveness



**How long?**

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

Do you know what Assertiveness is? The game in activity 1 below will help you discover what Assertiveness is.



**Activity**

#### **Activity 1 'Assertiveness game'**

Please read the instructions carefully before you play the game.

You should spend 10 minutes on this game.

Things you will need:

- Two or more players
- 1 die

How to play the game:

1. Decide who is going to start the game. (You may determine by throwing the die with largest resulting number taking the first turn.
2. Roll the die.
3. Mark off the number rolled starting on number 1. Take an extra turn if you roll a 6 on your die.
4. Each player takes turn rolling the die and following instructions on the square landed on after taking a turn.
5. You are the winner by being the first to reach number 18.

13 You are happy.  Advance 5 spaces.	14   	15 You cannot express your feelings.  Go back 3 spaces.	16   	17 You state your feelings in a selfish way.  Go back 5 spaces.	18 <b>The End</b>  
12   	11   	10 You acknowledge compliments.  Advance 3 spaces.	9   	8   	7 You cannot stand up for your rights.  Miss 2 turns.
1 <b>Start</b>  	2 You are true to yourself.  Advance 3 spaces.	3   	4   	5   	6 You respect other's feelings.  Advance 5 spaces.

Figure 1: assertiveness game board

Hopefully, the game was fun while giving you some ideas about assertiveness. Now, can you define *assertiveness*? The task below will help you to understand the term.



Activity

## Activity 2

Read the question below and write the most appropriate response that you would have given in such a situation. It is recommended that you spend 5 minutes on this activity.

If a friend asked you to go watch a volleyball match that you don't want to go to, how would you respond? Write your answer in the space provided below.

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## Feedback to Activity 2



Feedback

Is your answer a bit similar to the ones here? You could respond by saying "You don't want to see that nonsense, do you?" or "Thanks for asking me, but I don't want to; it's not my type of sport." Or you could reply, "okay then," and go to the match even though you don't want to.

Excellent work if you wrote, "Thanks for asking me, but I don't want to; it's not my type of sport." You managed to be confident and true to yourself.

When communicating with someone, we can display three types of behaviour. These are assertive, passive and aggressive types of behaviour. Assertive behaviour is the most appropriate form of behaviour, as it allows us to express our feelings without upsetting others.

Being assertive means "having the confidence and self-esteem to be true to oneself."

Figure 2: being assertive

Nowadays there is great pressure to do what others expect us to do, and it can take a lot of courage to stand up and say no. Being assertive helps us to voice our feelings without lashing out at the other person. It teaches us



that what we want, feel, or believe is real.

Reading the descriptions below will help you to understand why assertive communication is the most appropriate behaviour.

Behaviour	Description of behaviour
Assertive	Stating what you want or feel, and being able to clarify why. You acknowledge and respect other people's feelings while standing up for what you believe in.
Passive	Not expressing your feelings. You may behave passively because you do not have the confidence to stand up to other people or because you want to avoid conflict.
Aggressive	Stating your feelings directly, in a selfish way, with no respect to the feelings of others.

Figure 3: Three types of behaviour

To deliver an assertive message, it is important to consider certain steps. Do you know the steps for assertive communication?



### Activity

#### Activity 3

Please read the short scenario and the descriptions in Figure 4 below to help you understand the steps of assertive communication. In the appropriate box, I have given you the steps but they are not in order. You should spend 15 minutes on this activity.

Alistair and Lindsay are good friends. Alistair has a part-time job at STC supermarket. On a number of occasions, he has lent money to Lindsay. Recently, Alistair realized that Lindsay was taking more time than usual to pay the money back. Alistair now wants to discuss this issue with Lindsay, to ask him to pay back the money as soon as possible.

Figure 4: scenario

The following are the steps for an assertive message. (Note: The steps are not in order.) Using the scenario as your guide, number them (1-4) in the most appropriate order.

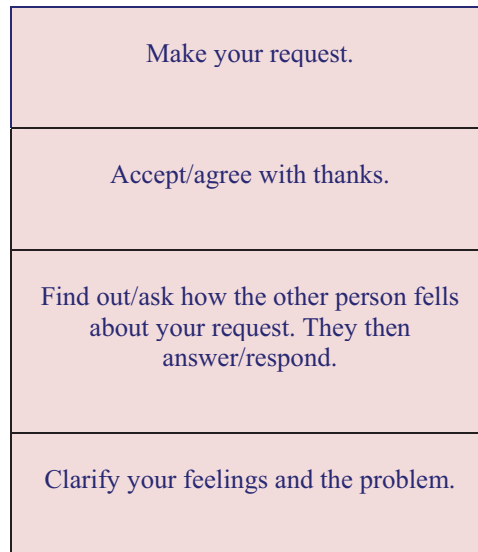


Figure 5: steps of assertive communication

Now write the appropriate steps into the chart below.

Steps	Description	Words you might say . . .	Messages
1	Express how you feel about the behaviour or problem. Explain the behaviour or problem that violates your rights or bothers you.	I feel disappointed when . . . I feel upset when . . . It offends me when . . .	“I feel like I’m being used when I lend you money and you don’t try to pay me back soon.”
2.	Point out clearly what you would like to have taken place.	“I would prefer if...” “Could you please...” “I would like you to...”	“I would prefer when you have borrowed money you would give it back as quick as possible.”
3.	Ask the other person to clarify his or her feelings or opinion about your request.	“How do you feel about it?” “Is that all right with you?” “What do you think?”	“Is that all right with you?”

Steps	Description	Words you might say . . .	Messages
Answer / Response to 3.	The other person points out his / her feelings or opinion about your request.	The other person responds.	“Yes, I imagine you’re right. I’m not too good at giving money back right away; however, I’ll try my best to return it sooner next time.”
4.	If the other person accepts your request, saying “thanks” is an appropriate moment to end the discussion.	“Great, I am pleased to hear that.” “Thanks.” ”I’m glad you agree.”	“Thanks for understanding. Let’s go and watch football.”

Figure 6: steps to delivering an assertive message

You may now feel more comfortable stating your feelings without offending others. You can verify your answers by referring to the steps listed in the feedback below. You can make changes to your answers if you wish.



**Feedback**

### Feedback to Activity 3

Steps of an assertive communication:

- Clarify your feelings and the problem.
- Make your request.
- Find out/ ask how the other person feels about your request. They then answer/ respond.
- Accept/agree with thanks.

---

Now, to reinforce what you have learned, identify the assertive responses in the activity below. You should spend 5 minutes on this activity.



**Activity**

**Activity 4**

For each of the following situations, identify which response is assertive and circle the appropriate answer.

1. It is nearly midnight. You are in the middle of a long homework assignment which is due the next morning. Your cousin rings up for a chat. What do you do?
  - a. Moan about your homework while talking to your cousin; you know that you will have to stay up anyway to complete your assignment.
  - b. Tell your cousin that you're too busy to throw away time gossiping and hang up.
  - c. Say you would like to talk, but you can't at the moment and that you will ring back tomorrow.
  
2. A classmate starts making jokes about your new haircut. What do you do?
  - a. Threaten to punch him/her if s/he says that once more.
  - b. Put up with it until s/he gets bored of making jokes about you.
  - c. Wait until you are alone with the person. Then make it clear that you find his/her remarks upsetting and ask him/her to stop.
  
3. You are at a social gathering. You're not smoking because you don't want to. Your friends at the gathering start to pressure you to have a cigarette. What do you do?
  - a. Tell them to go away and leave you alone.
  - b. Give in and take a cigarette because they are your friends.
  - c. Say, "No thanks. I truly don't want to have a cigarette."
  
4. You're wearing a new sport shirt. Someone tells you it is chic and you look nice in it. What do you do?
  - a. Reply, "What are you after, then?"

- b. Say, “Thanks for the compliment.”
- c. Mutter with discomfort, “Do you really think so?”



**Feedback**

**Feedback to Activity 4**

Here are the answers that demonstrate assertiveness in Activity 4.

1. c 2. c 3. c 4. b



**Reflection**

**Reflection 1**

Take 10 minutes to think of a situation which caused you to respond aggressively to a member of your family. Having learned about assertiveness, think about how you might have handled the situation differently.

You may feel regretful about the way you responded to your family member in the past. Hopefully, you have realized that you have better options. The best way to handle a challenging situation is through an assertive approach.



**Note it!**

Generally, everyone’s behaviour varies. We have seen that a person can display three types of behaviour: aggressive, passive or assertive. If you are continually being aggressive, you may find others accusing you of being vulgar and arrogant. However, if you are constantly being passive, you may feel angry and frustrated inside because you have not expressed what you truly feel. When you are an assertive person, you have the self-confidence and self-esteem to be true to yourself.

Let us proceed to the next sub topic: negotiation skills.

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## Topic 4: Negotiation Skills



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

Hopefully, you now feel more confident about applying some of the skills learned earlier in the course. It is important for you to bear in mind that other people will not always agree with you when you make certain decisions, express your beliefs or display your attitudes regarding certain topics or issues. This often results in disagreements or conflicts. Therefore, it is important for you to learn how best to respond to these situations.

### Negotiation

Conflicts occur in different ways in our lives. A typical example is misunderstanding that can occur between parents and children. Most of the time, these can be resolved with a simple discussion and apology.

However, sometimes there are conflicts which are sensitive and quite challenging to resolve.



Activity

#### Activity 1

How good are you at resolving a conflict? Read the skills below then number the skills (from 1-6) in the order that you believe is the most practical and useful in resolving conflicts. It is recommended that you spend 5 minutes on this task.

	Skills	
1	Being able to say what you think and feel.	<input type="checkbox"/>
2	Using time to cool down.	<input type="checkbox"/>

	<b>Skills</b>	
<b>3</b>	Choosing an appropriate moment to talk about the conflict.	<input type="checkbox"/>
<b>4</b>	Being ready to make peace.	<input type="checkbox"/>
<b>5</b>	Not putting others down.	<input type="checkbox"/>
<b>6</b>	Recognizing your own prejudice.	<input type="checkbox"/>

Figure 1: skills for dealing with conflicts

Was this an easy task? There is no single way of resolving conflicts. There are many skills and approaches that are helpful.

Negotiation is an appropriate skill to help resolve disagreements or conflicts among individuals.

Negotiation takes place when a person has what you want, and you are ready to bargain for it and vice versa. It entails reaching a settlement and mutually acceptable outcome through a process of bargaining.

Negotiation takes place every day. You may negotiate with family members, friends, teachers, classmates, salespeople, etc.

In a negotiating situation, you will normally be faced with three possible outcomes or solutions:

	<b>Three possible outcomes or solutions in negotiation</b>
1	Win-win: The best solution where everyone is pleased with the outcome and both sides gain something positive.
2	Win-lose: Generally an unpleasant outcome. Someone authoritarian or most dominant will impose personal desires, wants or needs over the other person.
3	Lose-lose: Negotiation is put off, or no decision is made.

Figure 2: possible outcomes or solutions in negotiation

Successful negotiation is when you try to reach a mutually satisfactory solution in a specific circumstance i.e. an agreeable conclusion for individuals or groups of people. When you are negotiating, you should try to achieve the best result for all parties involved. This involves good preparation and flexibility, in addition to other skills and qualities that you are learning to use in this course. Below is a 6-step process for successful negotiation.

6-step process for successful negotiation
Step 1: Identify the problem
Step 2: Listen assertively
Step 3: Brainstorm ideas for the solution
Step 4: Pick a solution
Step 5: Make a contract
Step 6: Try out the solution
(After a period of time examine and look for any problems in the contract)

Figure 3: steps for successful negotiation



### Activity 2 a

Is there a situation that you are facing which needs to be negotiated in order to come to a solution? Describe the situation in a short paragraph. If, however, you do not have a situation, you may use a negotiation situation where you were not successful or just simply come up with a situation. Please take 10 minutes to write your situation below.

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## Topic 5: Counselling Skills



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

## Counselling

Let us start with an observation activity.

### Activity 1



Activity

Observe the picture below then describe what you think the picture is showing. It is recommended that you spend 5 minutes on this task.



Figure 1: what is happening?<sup>3</sup>

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This task was likely very easy for you. If you have written words like talking, sharing concerns and having a conversation, then you are on the right track. These words also begin to describe the term *counselling*.

Can you define the term *counselling*? Try to write down a definition in a single sentence.



Discussion

In a small group, discuss your understanding of the term *counselling*. You should spend 3-5 minutes on this discussion.

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<sup>3</sup> Source: <http://usm.maine.edu/alcohol/>

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Hopefully, on your own or in discussion with others, you managed to come up with a short definition. You can compare your definition with the one given below.



Feedback

#### Feedback to discussion 1

Counselling is the process of helping someone with a particular problem.

Figure 2: counselling

The principle role of counselling is to help someone change and learn to think critically/positively about their decisions.



Note it!

Please note that the process of *counselling* is normally carried out by a qualified counsellor. However, as an ordinary person, you can listen and give basic, simple feedback and advice. In your relationships with the people around you, you may have to use some basic counselling skills, especially when they want to discuss personal or sensitive problems. Examples include difficulties at home, family problems, and financial issues. Thus, in this topic we will look at the basic skills and attitudes needed to counsel others.

## Basic counselling skills



### Reflection 1

Have you ever counselled a friend or family member? What skills did you use? It is recommended that you spend 3 minutes on this task.

See if some of the skills you used are similar to the basic counselling skills needed to counsel a friend or family member.

Skills in counselling	Explanation
Skills for engagement	This is about establishing rapport with the person you are counselling. You need to make him/her feel comfortable to establish trust between the two of you.
Empathy	This involves understanding and accepting the client's feelings and demonstrating this to them through supportive words and gestures.
Active listening skills	This is letting the client know that you are with them. This can be done by making eye contact, leaning slightly forward and using encouraging words.
The art of asking questions	This helps the client to clarify their problem while giving the counsellor important information. This also helps the client to talk about their thoughts, concerns and feelings.
Reflecting facts or paraphrasing	This involves the counsellor restating the factual content of what the client has said. By clarifying what has been said, the counsellor shows the client that the problem is understood.

Skills in counselling	Explanation
Summarizing	This involves restating the key points made by the client at the end of the session.
Reflecting feelings	This involves focusing on the feelings expressed by the client, either verbally or through body language. In order to understand how the client feels, the counsellor must be aware of the client's feelings and emotions.
Exploring alternatives and making decisions	This involves assisting clients with making difficult decisions. It is very important that you do not make decisions for the client, but rather help them to identify and explore various alternatives and eventually come to their own decisions.

Figure 3: basic counselling skills

## Qualities needed for counselling



### Reflection 2

Take 5 minutes to examine yourself. What qualities do you have that would help you counsel a family member or a friend?



### Discussion 2

Join a friend. For 5 minutes, share your qualities with each other.

Hopefully, this discussion has helped you to recognize the necessary qualities needed in the process of counselling.



### Activity 2

Now, refer to your discussion and write the qualities needed to listen and hold a basic counselling session with a family member or a friend. Please take 5 minutes on this activity. Make use of the spaces given below in Figure 4.

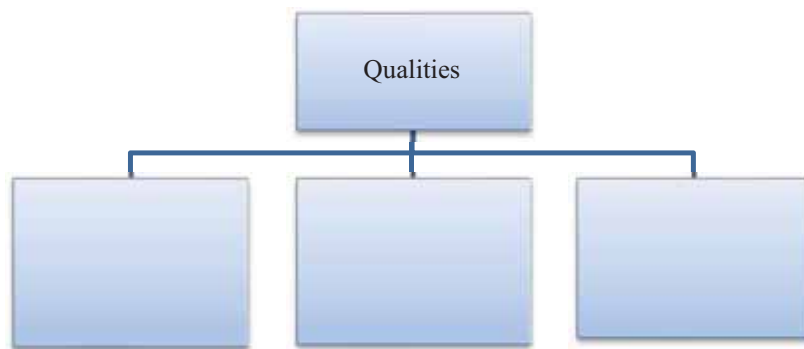


Figure 4: Qualities needed for counselling

You can now check your findings with the given examples of key qualities needed in order to listen to and counsel a family member or friend. These are provided for you in the Feedback to Activity 2 below.



Feedback

## Feedback to Activity 2

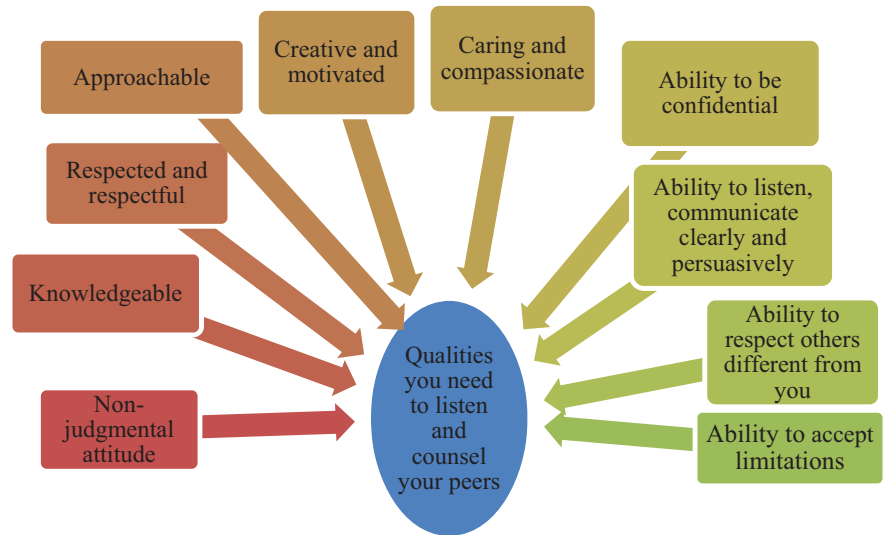


Figure 5: key qualities you need in order to listen to and counsel your peers

Having gone over the skills and qualities of an effective counsellor, you should now be in a position to try and practise some of them.





### Assignment

#### Assignment 1

[Add assignment text here]

Choose a friend or family member who is going through a difficult period or situation. Try to use some of the skills and qualities outlined above to counsel them.

#### Form of presentation:

Present an account of your experiences in a portfolio or file containing the materials that you have collected. You can present your findings in any form you want, such as an essay, a report (information or description report), etc.

#### Due date:

Hand in your assignment at your secondary school or regional centre one month after the completion of this topic.

Take the rest of the time to prepare yourself for the assignment task, i.e. prepare an outline for the counselling session, expected questions to ask, place to conduct the session, time needed for the session, etc.

The next topic is about social awareness. We will look at relationships and values for living together.

## Topic 6: Social Awareness



How long?

You will need 2 hours 30 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Relationships

We saw in the first sub topic that effective communication is very important for interacting with one another in our daily lives. Interactions can be between friends, family members, teachers, classmates, and employers, to name only a few examples. Interactions can involve two or more people who know or may not know each other. Usually people who

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know each other share something in common, which creates a bond and forms a relationship.

What are the different types of relationships that you know or are involved in?



### Reflection 1

Think about yourself and the people with whom you interact. Who are they? What brings you together? What do you have in common? It is recommended that you spend 5 minutes on this task.



### Activity 1

Now jot down your answers in Figure 1 below. Make them as brief as possible. You should spend 3 minutes on this task.

Who are the people?	What brings you together? What are the things you share in common?	What type of relationship is it?

Figure 1: interaction

Hopefully, you found it easy to fill in the table. In our everyday life, we experience many types of relationships. Below are the most common types of relationships. See if they are similar to yours. For this sub topic, we will look very briefly at family relationships, and then explore friendships and sexual relationships in more detail.



### Feedback to Activity 1

How do these common types of relationship compare to your own?

Common types of relationships:

- Family Relationships
- Friendships
- Love and sexual relationships

## Family relationships

Family relationships can take on many forms depending on the type of family and on the attitudes and behaviour of its individual members. For example, babies make attachments to their main care givers e.g. mother, father, brother, sister, etc.

How is your relationship with your family?

Consider this question during your allocated time for self-study. At this time, we will not explore family relationships. You will get the chance to explore this further in Unit 4.

We will now look at *friendships*.

## Friendships

Let us start with an observation.



Activity

### Activity 2

Look at the photo that follows. Can you figure out what type of relationship is being shown?



Figure 2: friends forever<sup>4</sup>

<sup>1</sup> Photo taken by Bernard Arnephy (7/2009)

All of us have friends. Do your friends fit the following description?

Your friend is an important person in your life. He or she knows you very well, cares for you and will be there for you in both good and challenging times. Friends are ready to forgive each other. Friends share good values like trust, loyalty and acceptance.

Figure 3: friends

Friendship is a vital relationship. Very often our friends influence us, often quite considerably. Friends may be with us throughout our lives,

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offering significant help, encouragement and support. Good friendships need to be taken care of. We encounter nearly all of our friends for the first time in places that are well known to us. We also like to make friends with people who come from the same upbringing in terms of social class, ethnicity, culture, etc.

### Reflection 2



#### Reflection

It is recommended that you take 5 minutes to reflect on the following questions:

- Who are your friends?
- Where did you meet them?
- What things do you have in common?

You most certainly have some good friends that you cherish. It has been suggested that there are five kinds of friends.



#### Activity

### Activity 3

Match each of the five types of friends with one of the definitions in Figure 4 below. You should spend 10 minutes on this task.

Types of friends:

- Colleagues
- Acquaintances
- Ordinary friends
- Close friends
- Best friends

Definitions	Type of friend
Someone you know to a certain extent and will possibly nod to or say hello to. You don't usually choose to spend much time with them and you do not have any strong feelings about them.	
Someone you care a lot about and who is concerned about you. There is trust between the two of you, and you both support each other. You share your thoughts and feelings and are willing to stay friends, even if you have your disputes.	
Someone who you meet regularly. Perhaps they are in your class, sport club, or go to the same	

church as you. You are not expected to like each other, but you try to get along.	
Someone you like and most likely see regularly because you have mutual friends. You may not feel very close to this person.	
A person you know well and are fond of. You meet them a lot and feel that you can trust them and rely on them to help you out if you're having difficulties.	

Figure 4: types of friends

Were you able to correctly match the definitions with the types of friendship? You can verify your answers in the feedback to Activity 3 below. The answers are provided in order, from the first definition to the last definition in Figure 4.

What type of friends do you have?



**Feedback**

### Feedback to Activity 3

Here are the answers to Activity 3: Acquaintances . Best friend. Colleague. Ordinary friend. Close friend. How did you do?

Friends may be with you throughout your entire life. They can offer you encouragement, support and company. They will also appreciate the friendship you give them. Time after time, they will assist you to understand things within your surroundings and guide you to make appropriate decisions. You will normally do the same for them. Living up to a friend's expectations is very important. In this regard, it is also essential for you to develop sound judgment.

What are some of the important decisions that people make?





### Group Activity

#### Group Activity 1

Join 3 or 4 friends to conduct the group activity below.

It is recommended that you spend 15 minutes on this discussion.

Look at the situation below. Discuss what should or could be done in the situation. At the same time, think about what you might do if you were in a similar situation.

Salima and her friend, Charlene, have been permitted, as a special treat, to go to the student night disco. Charlene's parents have told her to come home as soon as it finishes. Salima's older sister says that she will pick her up at eleven o'clock. The disco doesn't finish until midnight. When eleven o'clock arrives, Salima is enjoying herself and doesn't want to leave early. She knows that her sister is waiting outside but she goes on dancing

Figure 6: special treat

- What are Salima's thoughts?
- What are her older sister's concerns?
- Are they different from those of Charlene's parents?
- What should Salima do?





### Feedback

#### Feedback to group activity 1

As you did this activity, different views probably came up but hopefully you managed to respect each other's opinion. Below are other examples of negative things that your friends might encourage you to do:

Sometimes your friends might pressure you to shoplift or to get into a basketball match without paying. More seriously, they might pressure you to use substances like alcohol and drugs which can cause you serious harm.

Your friends might show off about the things they are doing, thinking that you will believe that they are mature. A common example is that they might claim that they are involved in sexual relationships and say that you are not "with it" if you are not doing the same things. In reality, these friends are probably not too sure of themselves. They are only trying to show off. Certain friends might even make up rumours to impress you.

Luckily, as you are expanding your circle of friends and becoming more independent, you are also gaining knowledge about the responsibilities of adulthood. You are becoming skillful, thinking critically, and using your judgment.

There might be instances when you have to risk losing a friendship by saying no to certain things. If you are confused and cannot decide what you should or should not do, don't be scared to seek help. You can go to someone in your family or at school to help you out.

How to form good relationships:

As human beings, we need to form good relationships with a wide variety of people. This is necessary for a happy life, and allows us to develop our characters to the fullest.

To explore this issue of good relationships, you will need to complete the assignment below.



### Assignment

#### Assignment 1

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**Requirement:**

Research the skills and qualities we need to form and maintain good relationships.

**Form of presentation:**

You should present your information in a portfolio or file containing the materials that you have collected. You can present your findings in any form you want, such as an essay, a report (information or description report), etc.

**Suggested activities to help you gather information for the compilation of your file:**

- Conduct well-structured interviews.
- Collect various types of materials, such as leaflets, pictures, audio cassettes, video cassettes, etc.
- Do research

**Due date:** You must hand in your assignment at your secondary school or regional centre, one month after the completion of this topic.

## Love and Sexual Relationships

**Reflection 3**

Do you feel able to make friends with people of the opposite sex?

To be attracted to the opposite sex is a normal part of development during the adolescence. However, young people may confuse physical attraction for love. This can result in unexpected let downs and feelings of being

hurt.

It is essential to keep in mind that shared values and interests, as well as personal qualities, form the basis of pleasing relationships. At times, some friendships grow and develop into romantic relationships where two people care deeply for one another.



Figure 7: a loving relationship does not necessarily mean having sex<sup>5</sup>

Many pressures exist among young people to engage in sexual relationships. Most of the time, these sexual relationships are unplanned, unprotected and can cause a lot of problems. Being unprepared and uninformed puts young people at risk of unwanted pregnancy, sexually transmitted infections, including HIV/AIDS, and emotional stress.

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<sup>5</sup> Photo taken by Bernard Arnephy (07/2009).

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Throughout this unit and in Unit 1 you learned some basic skills which can help you deal with early or unwanted sexual relationships. Below is a case study on an unwanted sexual relationship. Read and attempt to answer all the questions. Spend at least 25 minutes to complete the task.



### Activity 5

Read and analyse the following case study. Then answer the questions that follow. It is recommended that you spend 25 minutes on this activity.

Sonia went along with Timmy for a stroll in a public garden. After they had leisurely walked for some time, Timmy started flirting and talking about sex. Sonia, not expecting such behaviour, was speechless and quite embarrassed. On the other hand, Timmy thought that Sonia felt alright about having sex. As they arrived at an isolated cabin, he took Sonia inside and started caressing her. No one was nearby and Sonia was very frightened. She kept saying, “No, no.” Timmy forced Sonia to lie down and although she fought, he was too strong for her. They had sex and Sonia was left weeping and very distressed.

a) Name two types of behaviour displayed in the scenario.

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b) Briefly describe the two types of behaviour.

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c) Sonia could have responded in an assertive manner to prevent Timmy's aggression. Write down how Sonia could have responded using the steps to delivering an assertive message learned earlier.

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d) What type of non-verbal communication did Sonia display which may have led to Timmy's aggressive behaviour ?

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### Feedback

#### Feedback to activity 5

How do you feel about the situation? It is not a pleasant one at all. Did you identify the types of behaviour displayed in the situation as aggressive and passive behaviour? Please refer to Topic 3 (Assertiveness) to see the descriptions of the two respective behaviours and the steps to respond assertively. As you read in Topic 1 (Social Skills), we can identify different forms of non-verbal communication displayed by Sonia, who more or less was passive and kept quiet.

You will learn more about sexual education in Unit 3. However, you are encouraged to take some time on your own to reflect on the questions below.

#### Reflection 4

You should spend 10 minutes on the reflection.



### Reflection

Questions for reflection:

1. Why do people talk so much about sex?
2. Why can't I have sex?
3. How can you stay strong to do what is right when others want you to do what is wrong?
4. When is it okay to have sex?

We have come to the end of Unit 2. Please read the summary below.

## Unit summary



### Summary

In this unit you learned that communication is a process by which human beings share information, knowledge, experience, ideas and motivation. You should now also know the different types of communication which will help you to relate well with family, friends and the people you are with.

This unit has also taught you the importance of active listening and that it is necessary in order to confirm understanding of other's points of view.

This unit has further provided you with the opportunity to explore the steps of assertiveness and negotiation. Negotiation is a skill that you have to apply when someone else has what you want, and you are prepared to bargain for it and vice versa. The negotiating and assertiveness skills that you have acquired will give you the ability and confidence to conduct negotiations and achieve mutually acceptable outcomes.

You have also learned about the basic skills of counselling, thus helping you to discuss sensitive issues and personal problems in your relationships with people around you.

As a whole, this unit has provided you with the social skills and positive values necessary to work and live harmoniously with others in society.

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# Contents

<b>Unit 3</b>	<b>2</b>
Health and Safety .....	2
Introduction.....	2
Topic 1: Health issues affecting adolescents .....	5
Topic 2: Sexual Health.....	21
Topic 3: First Aid.....	35
Topic 4: Safety Education.....	50
Topic 5: Harmful Substances.....	57
Topic 6: Nutrition Education .....	82
Topic 7: Body Maintenance.....	97
Unit summary .....	104
Assessment .....	105

## Unit 3

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### Health and Safety

#### Introduction

You have now reached the third unit of *Life Skills Education*. This unit is related to the two previous units, in which you had the opportunity to learn more about your personal and social development.

As an adolescent, there are different changes that occur in your life. It is therefore very important that you know how to take care of yourself while these changes occur so that you will grow into a healthy citizen.

This unit will enable you to acquire health and safety related knowledge, values and skills so that you can establish healthy patterns of behaviour that will promote health in your immediate surroundings and community. In this unit you will study health issues affecting adolescents and sexual health education. In addition, you will have the opportunity to explore the topics of safety, harmful substances and nutrition. Therefore the knowledge, skills and attitudes that you acquire through this unit will allow you to make healthy decisions and choices needed for your personal growth and development.

Upon completion of this unit you will be able to:



#### Outcomes

- *define* the term *health*.
- *write* a slogan which gives advice to young people about taking care of their health.
- *identify* the most common health issues affecting adolescents.
- *identify* two significant events in your life that were stressful for you.
- understand how to deal with or reduce stress on your body.
- *discuss* the idea of sexual education among adolescents.
- *Identify* at least two people and two factors that can influence your decision to become *involved* or *not involved* in a sexual relationship.
- *List* at least two ways of reducing the risk of sexually transmitted illnesses (STIs).
- *explain* the consequences of sexually transmitted infections on an individual's health, family and economy.

- *outline* basic first aid treatment required to help an injured person.
- *apply* the necessary steps to help someone who is choking.
- *list* four or more safety measures that a pedestrian needs to abide by when using the road.
- *categorize* drugs as legal drugs (drugs for medical use /socially acceptable drugs) and illegal drugs (drugs used in an unlawful manner/ non-medical way).
- *describe* the effects of substance abuse on an individual’s holistic development.
- *solve* a situation of substance abuse using decision making and problem solving skills.
- *identify* the most common factors which influence negative eating habits among adolescents.
- *propose* at least three healthy eating habits for adolescents.
- *identify* the most common illnesses associated with unhealthy eating habits among adolescents.
- *create* a food magazine on eating disorders illustrating possible consequences on adolescent health.
- *list* two or more benefits of doing physical exercise.
- *explain* the daily personal hygienic practices that one should consider to maintain a healthy body.
- *illustrate*, through a chain of consequences, the benefits of body hygiene.



## Terminology

<b>Adolescence:</b>	A phase in human development that takes place between the beginning of puberty and adulthood. During this period, cognitive, emotional and attitudinal changes often take place.
<b>Adolescent psychology:</b>	The study of issues, interests and behaviours of adolescence.
<b>Emotion:</b>	Feelings e.g. sorrow, joy, fear.
<b>First aid kit:</b>	A compilation of materials and equipment used for giving first aid.
<b>Food:</b>	Any substance or material eaten to supply nutrition to the body.

<b>Hallucination:</b>	When you imagine that you are hearing, seeing or sensing somebody or something that is not really there.
<b>Injured person:</b>	Someone who is hurt from an accident or trauma.
<b>Injury:</b>	Damage to your body or its functions. It may be caused by accident or on purpose.
<b>Mental health:</b>	Cognitive or emotional well-being, and an absence of a mental disorder.
<b>Mental health disorder:</b>	An emotional or behavioural pattern related to suffering or disability.
<b>Optimist:</b>	A person who thinks positively and is hopeful about his/her future outcomes or endeavours.
<b>Sexually transmitted illnesses (STIs):</b>	An illness that has a considerable possibility of transmission between human beings by means of sexual behaviour, e.g. vaginal /anal intercourse, oral sex, etc.
<b>Stress:</b>	When you feel worried, frightened or tense, such as when you are in a challenging situation, and you are uncertain how to deal with it.
<b>Substance abuse:</b>	Misuse of drugs, such as heavy drinking, smoking cigarettes or illegal use of drugs, which are not prescribed by the doctor.
<b>Substance dependence</b>	When you need to have a substance to function well.

The total estimated time allocated for the completion of this unit is 13 hours and 20 minutes spread over 10 weeks. In addition to the formal study time in the classroom, which is a block of 1 hour 20 minutes per week, you are encouraged to devote an extra 1 hour 20 minutes for self-study for each topic.

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## Topic 1: Health issues affecting adolescents



How long?

You will need 3 hours to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### What is Health?

To start exploring the term *health*, I want you to do activity 1 below. You should take 5 minutes and think on the questions and then choose the most appropriate answer.



Activity

#### Activity 1

Examine the three questions below and tick (✓) the most appropriate answer for each question.

Questions	Yes	No
Do you feel good?		
Is your body functioning well?		
Are you prepared for any challenge that comes your way?		

Figure 1: are you in good health?

Did you find the questions easy to answer? Did you answer *yes* for all three questions? If you answered *yes* to the three questions above, it is an indication of good health. However, if this is not the case, you will have an opportunity in this topic to examine your health status. As an adolescent, there are different changes that occur. It is therefore very important that your body is in *good health*.

In this topic you will also learn some of the most common issues affecting an adolescent's health. You will gain knowledge of how to best you take care of your health, and this will help you to be healthy and happy. Additionally, you will learn about the most common aspects of health, which are *mental, physical, social, spiritual, sexual and reproductive* health.

## The definition of health



### Discussion

#### Discussion 1

To do this activity you need a friend. Discuss with your friend what it means when someone says he is healthy. It is recommended that you spend 10 minutes on this discussion.



### Feedback

#### Feedback to Discussion 1

Have you managed to come up with a definition or key words for *health*? What do you have? Do you think that you can explain what *health* is?

If key words like *body, fit, energy, exercise and happy* were included in your discussion, then you are on the right track. There is not really a specific definition for the term *health*. Read how the World Health Organization's (WHO) defines the term *health* below:

According to the World Health Organization (1948):

*Health is the state of complete physical, mental and social well-being, not merely the absence of disease or infirmity*

In more recent years, this declaration has been amended (1986):

*A source of everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities.*

Figure 2: what is health?

The table (Aspects of Health) below provides extracts from sources published by the World Health Organization which describe the most common aspects of health, which are *mental, physical, social, spiritual, sexual and reproductive* health. The World Health Organization's logo has also been included for you.

In order to complete Group Activity 1, spend at least 10 minutes to read and understand the extracts below.

Aspects of Health	Aspects of Health
<p><b>Mental and Emotional health</b></p> <p>Mental and emotional health encompasses our feelings, beliefs and relationships, e.g. what we think and feel, and how we conduct ourselves. Mental and emotional health embraces feeling good about ourselves, being capable of reacting constructively to stress and being able to deal with things that occur in life.</p>	<p><b>Physical Health</b></p> <p>Physical health is a state of physical and psychological, well-being, in which we are physically capable of using all the parts of our body to perform all our everyday activities. If we are in a good state of physical health, we should not experience physical pain within our bodies or have any physical illnesses.</p>
<p><b>Social Health</b></p> <p>Social health entails characteristics of both a society and its individuals. The social health of individuals determines how he/she gets along with others, and how others respond towards him/her. It also entails how an individual interacts with social institutions and customs. A healthy society is one that provides goods, opportunities and services to its citizens, enabling them to reach their maximum potential.</p>	<p><b>Spiritual Health</b></p> <p>Spiritual health is about having a sense of direction in our life. It entails the development of positive morals, ethics and values. Being in good spiritual shape helps us to express love and have a caring attitude for ourselves and for others.</p>
<p><b>Sexual Health</b></p> <p>Sexual health encompasses the physical, emotional, intellectual and social components of sexuality, promoting individuality, communication and love. Sexual health improves personal affairs, and is not limited to merely reproduction and sexually transmitted illnesses.</p>	<p><b>Reproductive health</b></p> <p>Reproductive health is related to the reproductive system and its functions and processes. Accordingly, it is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.</p>

Figure 3: aspects of health





Figure 4: logo of World Health Organization (WHO)<sup>1</sup>  
<http://www.orble.com/images/who.logo.jpg>

After reviewing Aspects of Health in Figure 3, you likely have a clearer idea of what *health* is. This will help you to better understand the most common health issues affecting adolescents, which we will discuss in the next sub topic. Now complete Group Activity 1 below.

---



Group  
activity

### Group Activity 1

To carry out this activity, you are asked to work in a group. You will also need to make use of the information from the extracts on the table above. You should spend 25 minutes on this activity.

In your group, imagine that you work for a newspaper company. You have been asked to write a slogan. The slogan is to give young people advice on the importance of taking care of their health. Remember, you are encouraged to consider all six aspects of health.

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Was your group able to come up with a positive and influential slogan?

It will be helpful for you to come back to your slogan when you have completed this unit, because by then you will have covered a wide range of relevant topics. You will therefore have the chance to carry out this activity again and make corrections or amendments as necessary.

In the sub topics above, we have seen what health is and what the most common aspects of health are. As we continue, we will look at the most common health issues affecting adolescents.

## The most common health issues affecting adolescents

To discover the most common health issues affecting adolescents, we will start with a group activity.



### Group activity

#### Group Activity 2

Organise yourself into groups of 4 or 5. In your group, discuss and answer the following questions:

- Do you take care of your health?
- Are you damaging your own health?

When you finish answering the questions, discuss the most common health issues affecting adolescents. It is recommended that you spend 20 minutes on this group activity.



### Feedback

#### Feedback to Group Activity 2

What do you have as answers for the two questions? If you have all answered positively, that is very good. However, in the real world that we are living in, there are young people who are not responsible and do not look after their health.

You can now take 5 minutes to compare your findings with the list on the most common health issues affecting adolescents given below.

Health issues	Description
Adolescent psychology	During this period, cognitive, emotional and attitudinal changes often take place. There are significant changes in your mood, well known as mood swings. This can cause conflict or can contribute to positive personality development. You will start to venture into and experience a wide range of emotions.
Adolescent sexuality	This is a stage of human sexuality. It refers to sexual feelings, behaviour and development in adolescents. Sexuality and sexual desire usually begins to intensify along with the onset of puberty.
Legal drugs	Common and socially acceptable drugs (legal/lawful), such as cigarettes, alcohol, tobacco and medication prescribed by a doctor.
Illegal drugs	Drugs that are used in an unlawful manner and without medical purpose (they are not prescribed by a doctor. Examples include cocaine, cannabis, heroin, and opium.
Eating problems	Eating problems include anorexia nervosa (refusal to eat), obesity (extreme excess body fat), bulimia (over eating followed by self-induced vomiting).
Puberty	Rapid physical growth and psychological changes occur during puberty, culminating in sexual maturity.
Teenage Pregnancy	A teenage or underage girl, usually within the ages of 13-17, becoming pregnant.

Figure 5: health issues affecting adolescents

Among the health issues above, we will explore adolescent psychology, sexually transmitted illnesses, first aid, road safety, harmful substances, nutritional education and body maintenance. You will look at issues like puberty and teenage pregnancy in Unit 4 on *The Family*. You are, however, also expected to do your own research and read about these health issues for extra information.

We will now move onto understanding the term Adolescent Psychology.

## Adolescent Psychology



### Activity

#### Activity 2

Please examine the drawing below and then write a few sentences to express your views on the situation. When you write, try to consider the following questions: *What is happening? Who are the people? How are they feeling?* It is recommended that you spend 10 minutes on this activity.



Figure 6: adolescent<sup>2</sup>

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<sup>2</sup> Photo designed by Serge Mondon

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Could you identify what was happening in the drawing? Did you come up with ideas like the parents are too protective, the girl should have her freedom to go where she wants, or maybe she is too rebellious?

Whatever answers you wrote, it is likely that at some stage in your life you have also experienced a similar situation to this one. Would you agree? It is even possible that you are experiencing something like this right now!

Such a situation is part of the changes and challenges that we all go through during our development. Despite these experiences, at some stage in your life you also experience good and happy moments. It is even possible that you are experiencing something good in your life right now, such as learning how to play piano or practicing for a forthcoming athletic competition.

In Activity 3 below, you will share some situations that you have experienced.



### Activity

#### Activity 3

In the table below, write the major positive or negative changes and challenges you are experiencing. Think about all the different aspects of health that we have talked about: *mental, physical, social, spiritual, sexual and reproductive*. You should spend 10 minutes on this task.

Aspect of health	Major positive /negative changes and challenges I am experiencing
Mental and Emotional Health	
Physical Health	
Social Health	
Spiritual Health	
Sexual Health & Reproductive Health	

Figure 7: changes and challenges experienced in the different aspects of health

**Feedback****Feedback to Activity 3**

You can verify the responses from the above activity by going back to Figure 3, which defines each aspect of health that we are studying. For necessary skills to cope with the changes or challenges that you are experiencing, please refer to Unit 1 on *Self-Awareness* and *Personal Skills*.

The study of changes that occur in adolescence are part of *adolescent psychology*. Refer to the two activities above to help you to understand the term *adolescent psychology*.

**Reflection****Reflection 1**

Take 3 minutes to reflect on the term *adolescent psychology*.

What came to your mind while reflecting on this term? Did you have ideas like changes, experiments, trials or emotions?

To consolidate your findings, a description is provided below. Please read it carefully.

Adolescent psychology is the study of the cognitive, emotional and attitudinal changes that often take place during the adolescent years. There are significant changes in mood, which are well known as mood swings. This can sometimes cause conflict. Changes in adolescence can also contribute to positive personality development. You start to venture into and experience a wide range of emotions.

Figure 8: adolescent psychology<sup>3</sup>

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<sup>3</sup> Adapted from <http://en.wikipedia.org/wiki/Adolescence#Psychology>



#### Activity

#### Activity 4

At this instance, can you identify the range of emotions you are experiencing? You should spend 3 minutes on the task below.

Circle the emotion(s) that best correspond to your feeling(s):

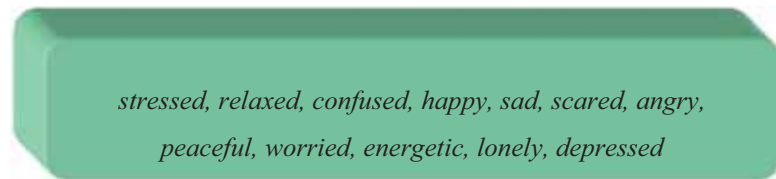


Figure 9: feelings



#### Feedback

#### Feedback to Activity 4

What have you circled? If you have circled emotions like happy, peaceful, relaxed or energetic, this shows that you are mentally healthy. However, if you circled worried, confused, angry, stressed, lonely, sad or depressed, it is still alright, as these emotions form a part of your life. But too many of these emotions are not good for your health and personal development.

When your thoughts or feelings are troubling you to the point of affecting your day to day activities or relationships, you tend to react in negative ways. If this is persistent, it can lead to mental health disorders and you may need medical attention.

Here in Seychelles, the uncomfortable emotions most common among adolescents are *anxiety*, *stress* and *depression*. For the last part of this, topic we will focus on *stress*. You are advised to make time to research and read about *anxiety* and *depression* for your own benefit.



## What is Stress

Take 3 minutes to examine the radial cycle below.

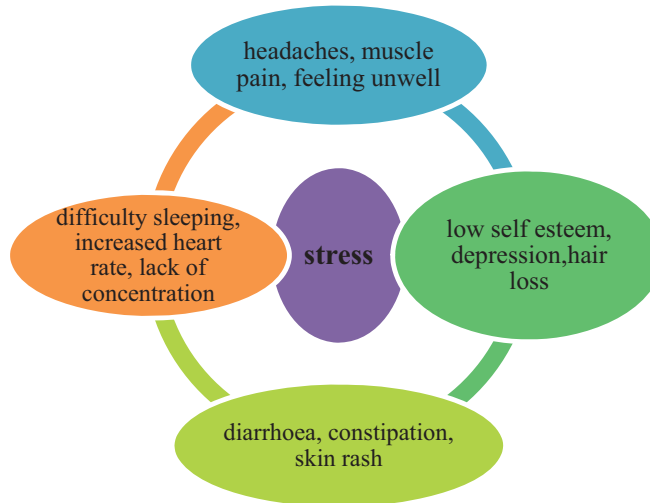


Figure 10: stress



### Reflection

#### Reflection 2

Have you ever experienced any of these signs? Or are you experiencing any of them now? If yes, what might be the causes? Are they persistent? It is recommended that you take 5 minutes to reflect on these questions.

If all or some of your answers for the questions above are *yes*, then it is not a good sign. This is because if you severely suffer from any the symptoms above, it is an indication that you are stressed. All of the above symptoms are the signs of *stress*.

There is no specific definition for stress. It shows itself in many ways and can have many causes. However, though opinions differ, most people agree that *stress* is part of life.

Here is a simple definition for you. Please read it. *Stress is when you feel worried, frightened and tense because you are challenged with a demand and you are uncertain how to deal with it.*

Figure 11: what is stress

We experience different levels of stress as we deal with our daily affairs, communicate with others and meet various kinds of demands. Within our daily life, stress may be caused by unexpected events, unpredictable situations, our own behaviour, or our surroundings and environment. In the next activity, you will share some of your stressful experiences.



**Activity**

**Activity 5**

In each box below, write down two examples of your significant life events and two environments that caused you to feel stressed.

It is recommended that you spend 10 minutes on this activity.

Causes of stress	Examples that I experienced
Significant life events	1. 2.
The environment	1. 2.

Figure 12a: causes of stress



**Feedback**

**Feedback to Activity 5**

Was examining your personal stress level an easy task? What did you manage to come up with? Did you have examples like new relationships, issues with weight, death of a loved one or separation in the family? These examples are correct as they are all examples of extremely stressful situations. Below are some of the most common examples of life events, situations and the surrounding/environment that cause someone to feel stressed. Have a look at them.

Causes of Stress	Common examples
Life events	Births, school work, examinations, friend and family relationships, illnesses, tragic accidents, deaths.

Situations	Fights and quarrels, breaking rules, failures, financial problems, making decisions.
The environment	Heat, noise, dirt, bad smells, congestion and overcrowding.
Ourselves	Our values, personality and beliefs, negative thoughts.

Figure 12b: causes of stress

For the next task, you will need to quickly refer back to Figure 12a.



### Activity

#### Activity 6

From your list in Figure 12a, choose one example of either your life *events, situations and environment* that cause you to feel stressed. Suggest two ways that you can deal with the stress or reduce its effect on your body. You should spend 5 minutes on this activity.

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Hopefully, you managed to come up with relevant ways to deal with and reduce stress on your body.

It is necessary to develop specific abilities to deal with stress or reduce its effect on your body. The way we deal with stress is a personal process. No one way will be successful for everybody. Some ways to deal with stress or reduce it are relaxation, mediation, exercise, positive self-talk and a healthy lifestyle.

Figure 13: ways to deal with stress

Are you feeling stressed at this moment?

Whatever your answer may be, below are three relaxation techniques. You can take 10 minutes to try out one of the relaxation techniques. If this is not possible, you can always try the technique somewhere else when you have a quiet place or some time alone.



### Tip

Prior to any relaxation technique, you are advised to consider these useful tips:

- Place yourself in a comfortable position where there will not be any unnecessary muscle tension.
- Select a quiet environment with little distractions.
- Wear loose, comfortable clothes.
- Avoid lying down as you risk falling asleep.

## Relaxation Techniques



Figure 14: relaxation <sup>4</sup>

### 1. Deep Breathing

- Breathe in slowly through your nose, gradually counting to 5. (Keep your mouth gently closed.)
- Hold your breath for 1 second.
- Next, let it out little by little, while counting to 5.
- Hold it for one second.
- Repeat the above steps.
- Continue this process for ten minutes.
- Think about the air coming into your nose.
- Attempt to empty your mind of thoughts.
- Notice any tense muscles and let them relax.

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<sup>4</sup> Photo designed by Serge Mondon.

## 2. Muscle Relaxation

- Sit on an easy chair or lie down.
- Close your eyes.
- Tighten one hand into a fist.
- Keep the tension for a few seconds and focus on it.
- Release your fist little by little. Feel the tension draining out of your hand.
- Start the exercise again with any other part of your body.
- Continue with all parts of the body.

## 3. Mental Relaxation

- Listen to soft, relaxing music. Sit in a cozy chair or lie down.
- Close your eyes.
- Relax all your muscles, letting yourself go limp.
- Think about a pleasant, soothing image, e.g. a light sparkling blue mountain lake, peaceful lapping waves, etc.
- Do deep breathing or listen to a taped relaxation message. Continue until you feel very relaxed.

## A little stress is good

Stress is also considered to be beneficial. It enables you to think and do your best. It stimulates and gives excitement. Still, too much stress or continuous stressful/ traumatic situations can overwhelm the body's power to cope. Examples of traumatic situations can be rape, a terrible car accident, or a natural disaster, like a flood. Basically, stress affects our physical, emotional, mental and behavioural health, and will need special health care.

To conclude this topic, bear in mind that it is important that you are optimistic. If you can be positive about yourself and your life, you will be able to constructively respond to stress as well as problems when they arise.



### Tip

Take some time to revisit Unit 1, *Personal and Social Development*, where you learned the necessary skills for dealing effectively with stress.

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## Topic 2: Sexual Health



How long?

You will need 2 hours 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Sexually Transmitted Illnesses (STIs)

We are now going to explore sexual health issues affecting adolescents. You will start with a group activity. Organize yourself into groups of 4 or 5.



**Group activity**

#### Group Activity 1

It is recommended that you spend 10 minutes on this activity.

After observing the photo: “Boyfriend and girlfriend” below, discuss the following questions:

- Who are the people?
- What might be their relationship?
- What do you think is happening in this situation?
- Have you ever experienced a similar situation?
- What is your advice to your friends in regards to “*Sex? Not yet!*”



Figure 1: boyfriend and girlfriend<sup>5</sup>

During your discussion, you may have managed to come up with advice on "Sex? Not yet!" for young people like you. If you were not able to come up with any advice, do not worry. You will have the chance to understand the idea of "Sex? Not yet!" after the completion of this topic.

In this topic you will be able to develop an understanding of sexual health among adolescents. You will have the opportunity to explore the consequences of sexually transmitted infections (STIs) on an individual's health. You will also explore the possible ways to reduce the risk of transmitting an STI.

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<sup>5</sup> Photo taken by : Sandra Mathiot (14-07- 2010)

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## Sexual Health

It is important to know what *sexual health* is in order to facilitate your understanding of this topic. Do you have any idea what *sexual health* is? To answer this question, you will work with a friend.



### Discussion

#### Discussion 1

Discuss with a friend what you understand by the term *sexual health*. You should spend 5 minutes on this discussion.



### Feedback

#### Feedback to Discussion 1

What have you managed to come up with? If the discussion included key words like sex, relationships, illnesses, pregnancy, you are on the right track. Yet *sexual health* is more than these things. Below is a definition on *sexual health*. Please read it carefully.

Sexual health is not only about sexual intercourse and reproduction. Matters such as our self-expression, self-esteem and cultural values are also important parts of sexual health. All these matters allow us to express our sexuality and individuality.

Figure 2: sexual health

Next, you will have the chance to understand what sexuality is.



### Activity

#### Activity 1

The information below are descriptions of sexuality. Read the descriptions and rank them in order of personal priority (starting from the most important to the least important, i.e. 1-3). You should spend 5 minutes on this task.



What is <i>sexuality</i> ?	Order of priority
The way you feel about your body and the way you use it.	Yellow
The roles you take on, the expectations you have of yourself and others, and your views of the world.	Red
The manner in which you interact with others.	Blue

Figure 3: sexuality



Feedback

### Feedback to Activity 1

In this activity, there are no right answers. However, you need to understand that sexuality is an essential part of our life. This is because every one of us is a sexual, living being.

There is evolution in sexuality. New facts and experiences will influence the decisions that we take and the way we view ourselves. Different cultures have autonomy as well as constraints. Furthermore, our social and economic situations influence the extent to which we are able to communicate our sexuality.

### Adolescent Sexuality

During the period of adolescence, your body is capable of developing desire for sexual intercourse. Knowing that sex is not right for someone your age, the majority of you will not become involved. However, some adolescents may find it difficult to deal with this desire and, as a result, will become sexually active.

In our environment, there are many factors that pressure adolescents to sexually engage with each other. Do you agree? In the activity below you will explore some of the factors.



### Activity

#### Activity 2

List at least two people and two factors that may influence your decision to become *involved* or *not involved* in a sexual relationship. Write your list in the table below. An example is provided to help you get started. It is recommended that you spend 10 minutes on this activity.

	May influence me to become involved in sexual relationships	May influence me to not become involved in sexual relationships
Expected people	- Friends	- Teachers
Expected factors	- Alcohol	- Religious beliefs

Figure 4: involved or not involved?



### Feedback

#### Feedback to Activity 2

During your adolescent phase, you need support to help you to deal with emotions and feelings about personal sexual desires and sexual orientation. And you're right if you said that sexual activity can be influenced by factors such as *religion, traditions, economics, media, education, science, law, self-worth, communication and decision making skills*.

Moreover, there are factors that you should consider when making decisions about whether or not to be involved in sexual activity.



### Reflection

#### Reflection 1

Now take 4-5 minutes to think of the specific factors that you should consider when making decisions about whether or not to be involved in sexual activity.

Have you managed to think of the any? If you thought of factors like contraceptives, your body and your health, then you are on the right track.

Below you can compare your reflections with some specific factors that you should consider when making decisions about sexual activity.



### Feedback

#### Feedback to Reflection 1

Sexual decision making can involve:

- Whether or not to be involved in sexual intercourse
- When to start a sexual encounter
- Nature of the sexual activity
- Sex of the partner
- Types of contraception
- Use of safe sex
- Possibility of pregnancy
- HIV/AIDS and other STIs

It is recommended that you go back to Unit 1 on Personal Development to revisit the personal skills necessary for making decisions about sexual relationships.

## Sexually Transmitted Illnesses

Most of the time, sexual relationships between adolescents are not planned or protected. This may result in numerous difficulties. With little information, lack of readiness can lead to adolescents being at risk of catching sexually transmitted illnesses, having unwanted pregnancies and suffering from emotional stress.

Do you still remember what you learned in secondary school on STIs?

A brief review is provided below, so that you can complete the activity on the effects that STIs have on one's health.

### Review of sexually transmitted infections:

Sexually transmitted illnesses (STIs) are infections which are transmitted through sexual intercourse or close body contact. The most common *sexually transmitted illnesses* are gonorrhoea, syphilis, genital sores, genital warts, chlamydia and herpes. With this knowledge, you can successfully complete Activity 3 below.



### Activity

#### Activity 3

The table below provides descriptions of the most common *sexually transmitted illnesses* (STIs).

Please read the descriptions. Then write the STI which corresponds to the descriptions. You should spend 10 minutes on this task.

STIs: gonorrhoea, herpes, syphilis, chlamydia, genital warts, genital sores

Figure 5: STI's

Sexually Transmitted illnesses	Symptoms	Treatment
1.	<p>During urination there is soreness and a yellow/green discharge. However, sometimes there are no symptoms, especially in women. As a result, the carrier may not be aware that he/she has the infection.</p> <p>It is essential to look for the partner(s) of anyone diagnosed with this STI. If left untreated, it may result in infertility. A mother infected with this STI may infect the baby during delivery.</p>	Antibiotics for both partners and newborn.

Sexually Transmitted illnesses	Symptoms	Treatment
2.	<p>A painless and minor ulcer on the genitals will sooner or later fade away. A red rash may appear on the body a few months later. If not taken care of, this STI results in joint pains, hair loss and liver inflammation.</p> <p>This STI can later have an effect on the nervous system, the heart and the bones. The last stages of the STI might cause mental illness, paralysis and death. An infected mother can infect her unborn baby. Treatment is best given after birth.</p>	Antibiotics for both partners and newborn.
3.	Painful and recurrent infected sores appear on the genitals.	Antibiotics for both partners.
4.	Similar to warts in other parts of the body, this STI causes small stiff lumps to occur on the genitals.	Remove the wart through medical procedures.
5.	<p>Normally there are no symptoms for this STI. If symptoms do appear, they comprised of discharge and a burning sensation when passing urine. If not treated, this can lead to sterility.</p> <p>Women often have no symptoms, therefore sexual partners should be contacted as soon as the infection has been diagnosed.</p>	Antibiotics for both partners.
6.	Tiny blisters appear around the mouth or genitals. The blisters may come with high fevers, general aches and swollen glands. Attacks may happen several times per year.	This STI cannot be cured. The use of painkillers can ease the flu-like symptoms.

Figure 6: the most common sexually transmitted illnesses



### Feedback

#### Feedback to Activity 3

Have you managed to correctly match the symptoms to the correct STI? Hopefully, you have, but if not, the answers are given below. Check your answers with those provided. You can give yourself a score out of 6.

1. gonorrhea, 2. Syphilis, 3. genital sores, 4. genital warts, 5. chlamydia, 6. herpes

In the next activity, you will have a chance to revisit the issue of HIV/AIDS. It is recommended that you spend 10 minutes on this activity.



### Activity

#### Activity 4

In the box next to each statement indicate whether the activity carries NR=NO Risk, LR=Low Risk or HR=High Risk in relation to HIV/AIDS.

1	Using toilets in a public washroom.		10	Having oral sex.	
2	Sharing needles for drug use.		11	Abstaining from sexual intercourse.	
3	Being bitten by a mosquito.		12	Eating food prepared by a person with HIV.	
4	Touching or comforting someone living with AIDS.		13	Kissing (dry kissing).	
5	Swimming with a person who has HIV.		14	Going to school with a person who has HIV.	
6	Giving blood.		15	Touching a person with HIV/AIDS.	
7	Having sex without a condom.		16	Having sex using the same condom more than once.	

8	Sharing needles for ear piercing or tattooing.	17	Coming in contact with blood from another person.
9	Having sex with a condom.	18	Sharing bedclothes and dishes with a person who has HIV/AIDS.

Figure 7a: HIV/AIDS

Hopefully, it was not that difficult for you to complete the above task, and you found the exercise to be an interesting one. You can compare your answers with the feedback below.



Feedback

## Feedback to Activity 4

1 (NR)	2 (HR)	3 (NR)	4 (NR)	5 (LR)	6 (LR)	7 (HR)	8 (HR)	9 (LR)
10 (HR)	11 (NR)	12 (NR)	13 (LR)	14 (NR)	15 (NR)	16 (HR)	17 (HR)	18 (NR)

Figure 7b: HIV/AIDS

You can now read the general information on HIV/AIDS below:

- ▣ HIV stands for *Human Immunodeficiency Virus* that causes AIDS.
- ▣ AIDS stands for the *Acquired Immune Deficiency Syndrome*.

A syndrome is a compilation of signs and symptoms that come with a disease. HIV becomes active on the immune system of someone infected and weakens it. When someone has a weakened immune system, he or she catches infections the body can normally overcome. This condition will be diagnosed as AIDS.

Let us now look at the transmission of HIV/AIDS:



**Note it!**

Because no vaccination or cure for HIV / AIDS has been discovered, it is necessary to understand how to reduce your risk of transmitting HIV. This will enable you to become aware of how to avoid risks and how to stay safe.

**HIV is transmitted from person to person in 3 major ways:**

Once an infected person's vaginal or semen fluids come in contact with the mucous lining of the penis, vagina, or rectum of another person, the virus can travel into the bloodstream.

When piercing appliances, such as blades or needles, have blood on them from a person with HIV, those appliances can then transfer HIV to someone else.

An infected mother can pass HIV onto her baby before birth (through the placenta), during birth, or through breast feeding (in certain circumstances).

Figure 8: transmission of HIV

Hopefully, you are now fully aware of issues concerning sexuality. By now, you might also have realized that we need to take the necessary preventive measures to protect our bodies from being infected by HIV/AIDS.

Young people, like yourself, sometimes take risks with their health and safety, and with AIDS around this can be dangerous to you and to others.

Let us briefly see how we can prevent ourselves from being infected by STIs and HIV/AIDS.



## Preventive measures for STIs and HIV/AIDS



### Discussion

#### Discussion 2

Discuss how you can avoid catching STIs and HIV/AIDS. It is recommended that you spend 5 minutes on this task.



### Feedback

#### Feedback to Discussion 2

Perhaps you have discussed issues related to abstinence and safe sex.

Read the information in Figure 9 below to reinforce the issues that were raised in your discussion.

#### Ways of reducing risk of infections:

- Abstinence from sexual intercourse.
- Not using injected drugs.
- Being monogamous. Correct use of a condom each time you have sex.
- Being married and staying faithful to your partner.

Figure 9: reducing STIs



### Note it!

Washing after sexual penetration will not prevent HIV infection.

Hopefully, you will now be able to make good decisions when it comes to sexuality.

For further information or consultation on health issues, you can visit our state hospital and clinics, as well as private clinics. You can contact Victoria Hospital at 4388000 for any queries.

You can also find out what other organizations and support groups help adolescents with the prevention/monitoring of sexual health problems. These organizations exist at both a local and national level.

### Additional facts

- It is against individual human rights to victimize people who are HIV/AIDS infected.
- The most common form of transmission of HIV in Seychelles is by sexual intercourse.
- Anonymous testing of HIV is done at the Communicable Diseases Control Unit (CDCU) at the Ministry of Health. Your status is known by you, the doctor and the nurse giving you your result.

Figure 10: additional facts

To conclude the topic of sexual health, complete the self-assessment below.



### Self-Assessment

#### Self-Assessment 1

For this assessment you are required to focus sexually transmitted illnesses (STIs), especially HIV/AIDS. You need to explore the implications of STIs and HIV/AIDS on:

- a An individual's health
- b The family
- c The national economy

You have 30 minutes to complete the assessment. You are advised to organize your time wisely so that you can touch upon all three elements above.

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**Answers to Self-Assessment**

**Expected Answers for Self-Assessment 1**

Exploring the implications of the sexually transmitted infections/HIV/AIDS on:

**a. An individual's health**

The individual becomes weak, sick and cannot fully attend to personal goals.

Social difficulties, such as the stigma attached to HIV/AIDS, remain a setback in many societies, and health systems do not always respond to patients' needs in a supportive manner. Furthermore, individuals have to spend a great deal of money on treatment.

**b. The family**

Families whose breadwinners contract HIV/AIDS suffer decreases in income. In several places in the world, families have to take their children out of school and cannot properly care for their elderly family members.

Families may fall into poverty and cannot afford to contribute financially to providing treatment, relief, and comfort for their sick relatives.

Increase in death rates among young adults, who are usually at the age when people are having children and forming families, mean that children are often left alone as orphans.

**c. National economy**

HIV/AIDS not only kills people, it also prevents economic growth as increasing death rates among working citizens slow economic progression. For example, if a worker in a farming family falls ill and dies, this would cause a decline in agricultural production. If a factory worker falls ill and dies, this would cause a decline in industrial production. The rise in demand for services from people with HIV/AIDS

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puts a burden on the health care system; this may result in an increase in the cost of health care and shortages of drugs and equipment.

## Topic 3: First Aid



How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Basic first aid and choking

Accidents and injuries can occur at any time. These include all kinds of accidents and injuries, from simple scrapes and cuts to extremely severe accidents.

Let us start the topic with a personal reflection.

#### Reflection 1



Reflection

It is recommended that you take 3 minutes to reflect on the two questions below.

Have you ever come across any accident? Were you able to help?

You may have reflected on accidents like a car hitting someone, a friend who broke an arm, or a fire, to name a few examples. You are right; these are some examples of accidents. In this topic, you will have the chance to learn the basic procedures for dealing with accidents and sudden injuries.

To proceed with the topic, read the case study below and think about how you can help Sara, who fell out of her swing and hit her head. Please write your answers in the space provided under the case study. You should spend 10 minutes on this activity.

#### Case study 1



**Case Study**

It was break time at school. Sara and Tara wanted to see who could swing the highest. Sara fell out of her swing and hit her head. Tara ran over to help, and looked at Sara's head. A lump was beginning to swell.

Betty ran over...

Figure 1: Sara and Tara<sup>6</sup>



**Activity**

**Activity 1**

Write below how you would help Sara.

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Hopefully, you would be brave enough to try to help Sara.

Read the rest of the case study below. You will gain a clear idea of the steps needed to best attend to Sara. Then answer the multiple choice questions which follow. You should spend 15 minutes on this activity.

**Case study 2** (continuation of Case Study 1)

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<sup>6</sup> Adapted from: *The American National Red Cross Basic First Aid 1977*



## Case Study

Betty ran over and asked. “How’s Sara?”

“She hurt her head; I’ll stay with her seeing that she might faint. You go and tell the school nurse,” Tara told Betty.

The school nurse came out and checked Sara all over. Primarily, she examined Sara’s breathing.

“Don’t let her move. I’ll call an ambulance,” she told Tara.

When they put Sara on the stretcher, the ambulance men were very careful not to move her too much. Then they took her to the hospital.

“Why do you have to be so careful?” asked Betty.

“Because Sara could have hurt her brain. You can’t tell by just a quick look. If somebody hurts his or her head, he/she needs to lie down. You then examine his or her breathing and call for medical assistance.”

Figure 2: Sara and Tara<sup>7</sup>

Have you been able to figure out the steps needed to best attend to Sara, who had a sudden injury? What are the steps? Are they similar to what you wrote in Activity 1 above?

In the case study, several actions were taken in order to attend to a person with a sudden injury. While you answer the questions below, you will have a chance to follow the steps needed to best attend to a person with a sudden injury.

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<sup>7</sup> Adapted from: *The American National Red Cross Basic First Aid 1977*



**Activity**

**Activity 2**

For questions 1-4, circle either *a* or *b*; then write the most appropriate answer for question 5.

1. Did Sara move Tara?
  - a. Yes
  - b. No
  
2. Did Sara raise Tara's feet?
  - a. Yes
  - b. No
  
3. Did Sara try to wake Tara?
  - a. Yes
  - b. No
  
4. Did Sara give Tara anything to eat or drink?
  - a. Yes
  - b. No
  
5. The school nurse checked Sara all over. What did the nurse think might have happened?

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By now, you have figured out the basic steps for attending to a sudden injury. Check your answers in the Feedback to Activity 2 below.



**Feedback**

**Feedback to Activity 2**

Multiple choice: 1: b, 2: b, 3: b, 4: b,

Question 5: She might have hurt her brain or other parts of her body.



Note it!

If someone has a head injury and is not breathing well, do not move their head or their body. It is important that you watch the person carefully, but do not attempt to make the person comfortable by adjusting their neck or limbs. What mistake did someone make in the photo below?



Figure 3: do not move a person with a head injury!<sup>8</sup>

## What is first aid?

In the above sub topic, you learned the steps needed to best attend to a person who has a sudden unknown injury. In medical terms, the word *first aid* is associated with procedures to attend to a person who has had a sudden injury. For the rest of the topic, we will look at what *first aid is* and the steps needed to assist a person who is choking. We will start with an activity. Please read the instructions below.

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<sup>8</sup> Adapted from: *The American National Red Cross Basic First Aid 1977* & modified by Serge Monthy





## Activity

## Activity 3

Which of the two statements below best reflects your understanding about *first aid*? Please select only one statement and put a tick (✓) next to it. You should spend 2 minutes on this task.

Statement 1: First aid is the primary aid or treatment given to an injured person before the arrival of medical care.

Statement 2: First aid is the first help or treatment given to someone who is recovering from injury suddenly illness.

While you complete Activity 4 below, which describes what *first aid* is, you can compare your understanding of the term *first aid* and make any changes you wish.



## Activity

## Activity 4

Fill in the blanks to complete the sentences based on *first aid*. Use the words in Figure 4. You should spend 10 minutes on this activity.

Medical, respond, science, essential,  
skills, drowning, life, save, perform,  
casualty

Figure 4: first aid words

First Aid is the first help or treatment given to a \_\_\_\_\_ before the arrival of a person more qualified than you.

We cannot know when we might be called upon to \_\_\_\_\_ some first aid.

It may be just to put a bandage on a cut finger, or possibly \_\_\_\_\_ someone's \_\_\_\_\_ who is \_\_\_\_\_ or in a road accident.

Thus it is important that we at least have basic first aid \_\_\_\_\_ with \_\_\_\_\_ information on how to deal with emergencies and how

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to take care of ourselves. However, it is also important to consider that first aid is not a specific \_\_\_\_\_ and is prone to human error.

Though proper treatment is given, and however hard we try, an injured person may not \_\_\_\_\_ as we want. Some situations are unavoidably fatal, even with the best \_\_\_\_\_ treatment. Our conscience can be clear if we do our best.

Did you manage to correctly fill in the blanks? Now you should have a better understanding of what *first aid* is. Was your chosen statement in line with the above description of *first aid*? If you are not sure, you can now check your answers in the feedback provided below. The answers are provided in order, from the first sentence to the last sentence in the paragraph.



Feedback

#### Feedback to Activity 4

Answers to the “fill-in-the-blanks” Activity:

casualty, perform, saving, life, drowning skills, essential, science, respond, medical



Note it!

It is necessary for you to protect yourself from injury and infection when giving *first aid*. Even with relatively small injuries you may be at risk. Therefore, to avoid contracting any infections from an injured person or passing on any infections that you might have, you need to take careful precautions.

In addition, you need to take care of your psychological health and make an effort to cope with stress effectively. In an emergency, quick thinking is essential and a first aid kit should be within easy reach either in the home, car, at work or at school.

On your own time, research what should be included in a basic first aid kit. The most common types of injuries requiring *first aid* treatment are listed in the table below. Read these over as you consider what items are needed.

Common Injuries
<ul style="list-style-type: none"><li>• Asthma attack, bleeding, broken bones</li><li>• Burns, choking , eye injury, head injury, heart attack, poisoning , seizures</li><li>• Shock, spinal injury.</li></ul>

Figure 5: common injuries

You have seen in the case study earlier that there are basic skills/steps needed to attend to a person who has had a sudden injury. However, if you refer to the different types of injuries in the table above, you will agree that they are not necessarily dealt with using the same skills and steps. Yet, there are general procedures that you can follow for all emergencies.

You will be doing some research on the general emergency procedures for attending to an injured person. The details follow in the assignment section below.

To further enrich your understanding of first aid, you can contact or visit a Red Cross/ Crescent or Crystal Society. Here in Seychelles, we have the *Seychelles Red Cross Society*. The contact details for Seychelles are below:



Figure 6: Seychelles Red Cross Society

Contact information:

Place de la République

P.O. Box 53

Victoria, Mahé

Tel: (248) 4374543

We will now explore the second part of this topic. To begin, you will need to work with a partner for a discussion activity.



## Discussionn

### Discussion 1

What do you think is happening in the photo below? Discuss this with a partner. You should spend 3 minutes on the discussion.



Figure 7: what is happening?<sup>9</sup>

Were you able to figure out the situation shown in the photo? Did you come up with words like coughing or choking? If yes, then you are on the right track.

The photo shows Salviene choking. Have you ever experienced such a situation? What did you do?

For the rest of this topic, you will learn the correct procedures and steps to help someone who is choking.

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<sup>9</sup> Photo taken by (Sandra Mathiot) 10-05-2010

## What is Choking?

It is expected that from your discussion on the photo above, you have an idea of what choking is, and quite possibly, some of the things that may cause choking.

In Figure 8 below, you are given a description of choking. Please read it carefully.

Choking: When a foreign item is trapped at the back of the throat. This may cause a blockage in the throat and/or muscle spasms. The victim should be able to clear the blockage if the air way is only partially blocked. If there is complete blockage, he or she will be incapable of speaking, breathing or coughing, and will eventually lose consciousness.

Figure 8: choking

## STEPS TO ATTEND TO A PERSON WHO IS CHOKING

**Step One: Recognition**

**Partial obstruction**

- Difficulty coughing or speaking.

**With complete obstruction**

- Unable to speak, breathe or cough.
- Eventual loss of consciousness.

Figure 9: Step 1

## Step Two: Actions for an unconscious person

If the person has collapsed and has lost consciousness from lack of air:

- **Call 999 for an ambulance.**
- Apply rescue breaths, and chest compressions if you are familiar with CPR (cardiopulmonary resuscitation)
- Do not attempt to clear the throat unless something obvious is noted inside the mouth when attempting rescue breaths.
- If the airway is totally blocked and no air will go in, roll the person to one side and perform back slaps (see Step 3). Check the mouth for dislodged objects.
- Continue with rescue breaths. Repeat the cycle if necessary.

Figure 10: Step 2

## Step Three: Actions for a conscious person

### Perform up to five back slaps

- Encourage the person to cough in order to unblock the airway. Bend the person forward if he/she is beginning to struggle.
- Use one of your hands and apply up to five sharp slaps between the shoulder blades. Then check his/her mouth.

See photo in Figure 12 below.

Figure 11: Step 3



Figure 12: choking<sup>10</sup>

If choking continues, proceed to next step.

**Perform abdominal thrusts**

- Stand behind the person
- Wrap both of your arms around the victim's chest
- Make one fist and place it between his/her navel and underneath his/her breastbone.

See photo in Figure 14 below.

Figure 11: abdominal thrusts

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<sup>10</sup> Photo taken by (Sandra Mathiot) 10-05-2010



Figure 14: choking continues<sup>11</sup>

- Hold your fingers with your other hand, and pull intensely inwards and upwards up to 5 times.
- If there is still blockage, recheck the mouth for any items and pull out if possible.

**Alternate the cycles and monitor**

- Alternate between 5 back slaps and 5 abdominal thrusts.
- If the blockage does not clear and the person is in distressed and/or losing consciousness, **dial 999 for an ambulance.**
- Repeat the cycles until the blockage clears or help arrives.
- Stop the process and move to Step 2 breaths (and CPR, if trained) if the person loses consciousness.

See photo in Figure 16 below.

Figure 15: Abdominal thrusts and back slaps

<sup>11</sup> Photo taken by (Sandra Mathiot) 10-05-2010





Figure 16: choking, repeat process<sup>12</sup>

You can take 15 minutes in your extra 1 hour 30 minutes of self-study to try the steps. Please be extra careful when practicing back slaps and abdominal thrusts on others. Do not attempt to do chest compressions on another person. This should only be done by those who are trained and in emergency circumstances only.



**Activity**

**Activity 5**

*What do you have to do while attending to a person who is choking?*

Quickly note down the steps. It is recommended that you spend 5 minutes on this task.

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<sup>12</sup> Photo taken by (Sandra Mathiot) 10-05-2010



### Feedback

Did you managed to answer the question above? Please learn the steps for helping someone who is choking. As it is a very common occurrence, you may be able to save a life if you are prepared.

#### Feedback to Activity 5

**Step One:** Recognition

**Step Two:** Actions for an unconscious person - rescue breathing and CPR

**Step Three:** Actions for a conscious person – alternating back slaps, abdominal thrusts

We are nearing the end of this topic. The last task is an assignment. Please read the instructions carefully.



### Assignment

Make use of the extra 1 hour 15 minutes to review this topic and to prepare for the assignment below.

#### Assignment 1

When you are giving first aid, there are specific skills required for different injuries. However, there are also general emergency procedures that are applicable to all medical emergencies. You will now explore general emergency procedures.

#### Requirements:

Research the issues below and create an information booklet. Your booklet should explain each point clearly, so that someone without first aid training can understand it and learn from it.

You are expected to explore the following points:

1. Assessing the casualty
2. Giving rescue breaths
3. Commencing CPR
4. Placing casualties in the recovery position

Be sure to include all the necessary details for applying the four above emergency procedures on a casualty.

**Form of presentation:**

You should present your information as a booklet. Here are some suggested activities to help you gather information for the compilation of your booklet:

- Conduct well-structured interviews with medical personnel
- Carry out some site visits to health facilities.
- Collect various types of materials (leaflets, pictures, audio cassettes, video cassettes, etc.).
- Be sure to cite where all of your information is from.

**Due date:** You should hand in your assignment at your secondary school or regional centre one month after the completion of this topic.

## Topic 4: Safety Education



How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Road Safety

We will begin the topic with an observation activity.



Activity

#### Activity 1

For this activity you will have to take 2 minutes to observe your surroundings. While you are making this observation, consider the question below.

*Are there any possible safety hazards?*

Good, if you said “no”. However, if your answer was “yes”, then you may not be safe.

Safety is a condition which is as important as any other factor necessary for our health. Accidents can occur in any place and at any time in our daily lives. This may be at school, at home or on the road, just to name a few places. We must be aware of possible hazards and the safety measures that we need to take. While we look into this topic, you will

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develop an understanding of what safety is and the essential safety measures that you need to take as a pedestrian.

We will start off by defining the term *safety* through a discussion activity.



### Discussion

#### Discussion 1

Discuss with a friend what you understand by the term *safety*. You have 3 minutes to do this activity.

What did you come up with? I expect that you would have mentioned words like *protection* and *rules* in your definition.

It is important to understand that the term *safety* is very broad. Read the paragraph in the box below. It describes what *safety* is.

Safety is the condition of being “safe”.

It is the state of being protected. You may need to be protected against social, physical, spiritual, emotional, financial, occupational, political, educational and psychological dangers, or other types of failure, error, damage, harm and accidents. You may also need to be protected from undesirable events. This can be in the form of protection from the event or from exposure to something that can provoke health or economical losses. It can involve the safety of people or of possessions.

Source<sup>13</sup>

Figure 1: what is safety?

Carefully observe the photo below. Monique and Michelle are crossing the road.

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<sup>13</sup> <http://en.wikipedia.org/wiki/Safety>



Figure 2: Monique and Michelle crossing the road<sup>14</sup>

Would you agree that we have to congratulate Veronique and Michelle?  
Hopefully, your answer is “yes”.

Please do the activity below and write your answer in the space provided.  
You should spend 3 minutes on this task.



**Activity**

**Activity 2**

Can you figure out why Veronique and Michelle should be  
congratulated?

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<sup>14</sup> Photo taken by (Bernard Arnephy) 20-05-2010



**Feedback**

**Feedback to Activity 2**

That was an easy question, wasn't it? As a pedestrian, it is important to apply safety measures on the road.

The photo shows Veronique and Michelle making use of a zebra crossing to cross the road.

This activity should help you to understand that we are all in control of our own safety. Always make use of a zebra crossing where there is one. Each time you use the road, either as a pedestrian, driver or cyclist, there are specific rules that you should remember and practice for your own safety and the safety of other road users. Can you remember any other specific practices or rules? Think of your everyday experience on the road as you go to school.

In answering this question, you should complete the activity below. It is recommended that you spend 5 minutes on the task.



**Activity**

**Activity 3**

Write the different safety measures that you practice on the road as a pedestrian, which are in line with the rules for other road users.

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**Feedback****Feedback to Activity 3**

What have you considered as safety measures while you use the road as a pedestrian? If you are correctly using the road, then you should have included measures such as walking on the pavement when it is available, avoiding crossing the road between parked vehicles and not playing or running across the road. These are just few examples. If you look at the chart below, it provides tips for road safety. Check to see if they are in line with what you wrote above.

Tips for road safety as a pedestrian:
<ul style="list-style-type: none"><li>▪ Know and obey traffic signals and signs.</li><li>▪ When crossing at an intersection, make eye contact with drivers of cars before you cross in front of them.</li><li>▪ Ensure that you always walk on the pavement or footpath. Face approaching traffic if you are walking along a road without a path.</li><li>▪ When you need to cross the road, make use of a proper pedestrian crossing, traffic lights, footbridges, subways or central islands.</li><li>▪ You should avoid crossing the road between parked cars, since a driver may not be able to see you in time to stop.</li><li>▪ You have the advantage on a zebra crossing only when a vehicle has stopped for you. All vehicles need a lot of time and space to stop. They will not be able to stop if you step out in front of them.</li><li>▪ You should not run while crossing the road as you can fall over.</li><li>▪ Wear light coloured clothing at night time, especially when walking on country roads without footpaths because drivers are at risk of not seeing you.</li></ul>

Figure 3: road safety

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In addition to the above tips, remember:



**Note it!**

Before crossing the road, you should first look left, then right, then left again, and then cross if the road is clear. If you need to cross the road where there is a stationary vehicle, you should always cross in front of the vehicle and never behind it. See the photo below.



Figure 4: crossing in front of a stationary vehicle.<sup>15</sup>

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<sup>15</sup> Photo taken by Bernard Arnephy (20-05-2010)



Hopefully, you have now realized how important it is to take extra precautions as a pedestrian. The issue of road safety is quite large, thus for additional information you can consult the useful booklet called *Seychelles Highway Code*. This booklet contains all the basic information for road users and is available from bookshops.



**Note it!**

You should note that eliminating all hazards would be very difficult and very costly. A safe situation is one where risks of injury, accidents or property damage are minimal and manageable. Nearly all accidents can be prevented if extra care is taken.

So we have seen at the beginning of the topic that the subject of road safety is very broad. It is also an important factor necessary for our health. It is therefore important that you broaden your knowledge and experience on this topic. You can do this by completing the following assignment on road safety. You need to take the 1 hour 30 minutes of extra time that is recommended on each topic to do the assignment.



**Assignment**

### **Assignment 1**

#### **Requirement:**

Research and answer the questions below.

#### **Questions:**

1. What are the common causes of accidents amongst teenagers?
2. Why do people make mistakes on the road?
3. Which factors can affect the concentration of road users?
4. How can weather and lighting conditions affect road use?
5. What are the consequences of road accidents on the victims, family and society?

#### **Form of presentation:**

You should present your information in a file containing the materials that you have collected.

#### **Suggested activities to help you gather information for the compilation of your file:**

- Conduct well-structured interviews with safety personnel
- Carry out some site visits to transportation facilities.
- Collect various types of materials (leaflets, pictures, audio

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cassettes, video cassettes, etc.).

- Be sure to cite where all of your information is from.

**Due date:** You should hand in your assignment at your secondary school or regional centre, one month after the completion of this topic.

## Topic 5: Harmful Substances



How long?

You will need 2 hours 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

## Drug abuse



### Reflection

#### Reflection 1

Take 2 minutes to think of the most valuable gift you have ever received. What was it? From whom did you receive the gift?

You may have mentioned gifts such as a photo frame from your best friend, a digital camera from your parents or an iPod from your aunty or uncle. How do you take care of this special gift?

In answering this question, I want you to complete Activity 1 below.



Activity

Activity 1

Imagine that you have been given a brand new catamaran. Write in the space below what you need to do to keep it in good condition. You should spend 5 minutes on this task.



Figure 1: a new catamaran<sup>16</sup>

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<sup>16</sup> Adapted from <http://www.sailing-yacht-charter-boats-seyelles>



**Activity**

**Activity 2**

Now, imagine that instead of taking care of your new catamaran, you decide to misuse it.

Write down the ways in which you could misuse it. You should spend 5 minutes on this task.



Figure 2: an old catamaran<sup>17</sup>

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<sup>17</sup> Adapted from <http://www.sailing-yacht-charter-boats-seychelles>

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If you compare your answers for Activity 1 and 2, would you say that taking care of the catamaran is a difficult job? Whatever you say, while it is a challenging job to take care of the catamaran, it is not impossible.



**Note it!**

If you maintain your catamaran properly, it will run for years. If misused, your catamaran will cease to give its best performance and finally break down.

Activities 1 and 2 above should help you to realize that taking care of something helps you to stay safe and healthy. The same can be said for taking care of your body; indeed, taking care of your body is integral to staying safe and healthy.

Consider your body as the engine of the catamaran that you will have to travel in throughout your life. If you don't take care of it by abusing drugs, what will the consequences be?

As we proceed with this topic, you will find the answers to this question. In this topic we will focus on the consequences of substance abuse. These substances are:

- Legal drugs, such as cigarettes, tobacco and alcohol.
- Illegal drugs that are not used for medical purposes, such as cocaine, marijuana and heroin.

The 4 main areas that we will cover in this topic are:

1. What are drugs?
2. Legal *and* illegal drugs and the effects on your body.
3. Cigarettes, a socially acceptable drug.
4. Alcohol.

## What are drugs?

You will admit that it is rare to come across young people who have never heard of drugs. How much do you know about drugs?

A short revision activity is provided below, which gives you a basic understanding of drugs. Please complete it.



Activity

**Activities 3**

It is recommended that you take 15 minutes to complete the word search and to answer the two questions below.

In this word search there are 9 words that will help you define the term *drugs*, and 3 words that are parts of the body where drugs can be taken to get into the blood stream and to the brain. Can you find all 12 words?

**Activity 3a** Circle the eleven words.

S	V	I	L	R	I	S	K	Y	I	P
M	E	D	I	C	I	N	E	E	N	I
O	I	J	N	O	S	E	R	T	H	L
U	N	O	W	B	Z	L	E	G	A	L
T	S	I	L	L	E	G	A	L	L	V
H	A	D	D	I	C	T	I	V	E	I
F	I	N	J	E	C	T	I	O	N	H

Figure 3: what are drugs?

**3b.** Write your understanding of the term *drugs* in the space below.

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**3c.** What are 3 different routes that are used to get drugs into the blood stream and brain? Refer to your word search.

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### Feedback

#### Feedback to Activity 3

**3a.** Were you able to find all 9 words that help you define the term *drugs*? They are *pill, medicine, risky, legal, illegal, addictive, HIV, injection* and *inhale*. The three routes or body parts used to take drugs are *mouth, nose, and veins*.

**3b.** There is no single precise definition for the term *drugs*. Two definitions are given below. Please read them carefully.

Drugs are a substances used in the diagnosis, treatment or prevention of disease, or as a component of medication.

Figure 4a: drugs

Drugs are chemical substances that affect the central nervous system, causing changes in behaviour and often leading to addiction.

Figure 4b: drugs

**3c.** Drugs can be taken by *injection, ingestion* (taken orally, as food), or *inhalation* (breathed in through the nose or mouth).

All medicines are drugs, but not all drugs are medicines. When used properly, drugs can help to save lives and cure disease. However, if we abuse them, they will have adverse effects on our body. Therefore, it is important that you can differentiate between *legal* drugs, which are socially accepted and/or prescribed by the doctor, and *illegal* drugs, which are for non-medical use and are not socially accepted.



## Legal and illegal drugs and effects on your body

Some examples of the most commonly and socially acceptable drugs are in Figure 5 below. Please go over them and if there are any other examples that you know of which have been missed, add them in the space below.

Tobacco, nicotine, alcohol, tea, coffee, certain painkillers accessible from chemists and medically recommended drugs, such as sedatives and sleeping pills.

Figure 5: legal drugs

Examples of legal drugs:

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In the next sub topic, you will be introduced to the most common types of illegal drugs and their effects on your personal development.

### Discussion 1



#### Discussion

Spend 10 minutes discussing your views, observations or related experiences of the effects of illegal drugs on your health, life, relationships and behaviour.

What did you discover in your discussion? Your discussion may have pointed out issues such mental illness, heart failure, violence and weight loss, as a few examples of some effects.



Feedback

### Feedback to Discussion 1

To reinforce your findings, please go over the additional information on the effects of illegal drug abuse in Figure 6 below.

The most common illegal drugs and their effects on our personal development:

Drugs	What they do	Effects	Dependence
<p><i>Cannabis</i></p> <p>This drug can be either a depressant or a stimulant. It is usually smoked like a cigarette, mixed with tobacco, chewed up or consumed in food or drinks.</p>	<p>Disturbs the user's ability to judge space, distance and time.</p>	<p>Encourages the possibility of accidents. Can lead to anxiety, uncertainty, excitement and paranoid ideas.</p> <p>Causes lethargy, sleepiness, lack of concentration and motivation.</p>	<p>Certain individuals may develop psychological dependence.</p>
<p><i>Heroin</i></p> <p>This opiate drug is taken from the opium poppy. A medicinal version is used as a powerful painkiller to treat pain in cancer and heart attack patients. Natural heroin is a white powder which is normally smoked, sniffed or injected.</p>	<p>Slows down activity in the nervous system and dilutes blood vessels.</p>	<p>Severe physical and mental deterioration.</p>	<p>Extreme early physical and psychological dependence.</p>
<p><i>Cocaine</i></p> <p>White in color and easily dissolved in water, this drug is generally sniffed. At times, it may be smoked, injected or swallowed. It is also used medically as a local anesthetic or painkiller, especially in eye surgery.</p>	<p>Increases heart rate and blood pressure, causes hallucinations and distorts vision.</p>	<p>Loss of appetite, changes in behaviour, and physical deterioration.</p>	<p>Intense and early psychological dependence.</p>

Drugs	What they do	Effects	Dependence
<i>Lysergic acid diethylamide (LSD)</i>	Alters sensory perception, causes hallucinations ( e.g. user imagines he/she can fly or jump from high buildings) and causes detachment from reality.	Unpleasant episodes can trigger depression and dizziness. Hallucinating people are prone to hazards, resulting in injury or even loss of life.	Psychological dependence develops if a large amount of drugs are consumed over time.

Figure 6: illegal drugs



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Next, read further on other effects of drug abuse on your health, your life, your relationships and your behaviour.



Figure 7: basic radial cycle: the expected effects of illegal drug abuse on your health

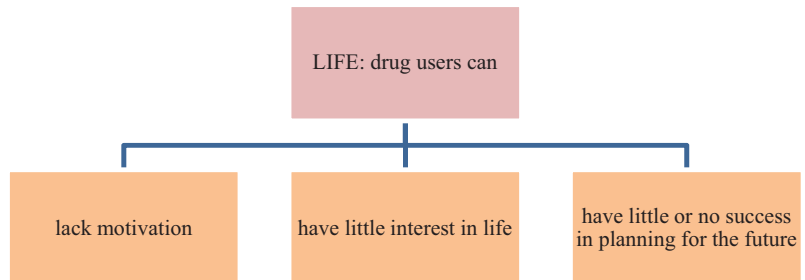


Figure 8: organization chart: the potential effects of illegal drug abuse on your life

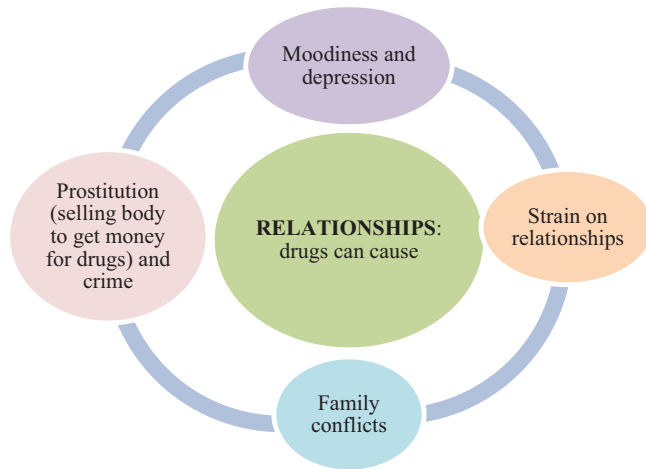


Figure 9: radial cycle: the potential effects of illegal drug abuse on your relationships

Behaviour: Drugs can change our behaviour so much that we cannot do normal things properly.

Figure 10: behaviour

Addiction: Drugs can make you dependent on them so that you cannot manage without them.

Figure 11: addiction

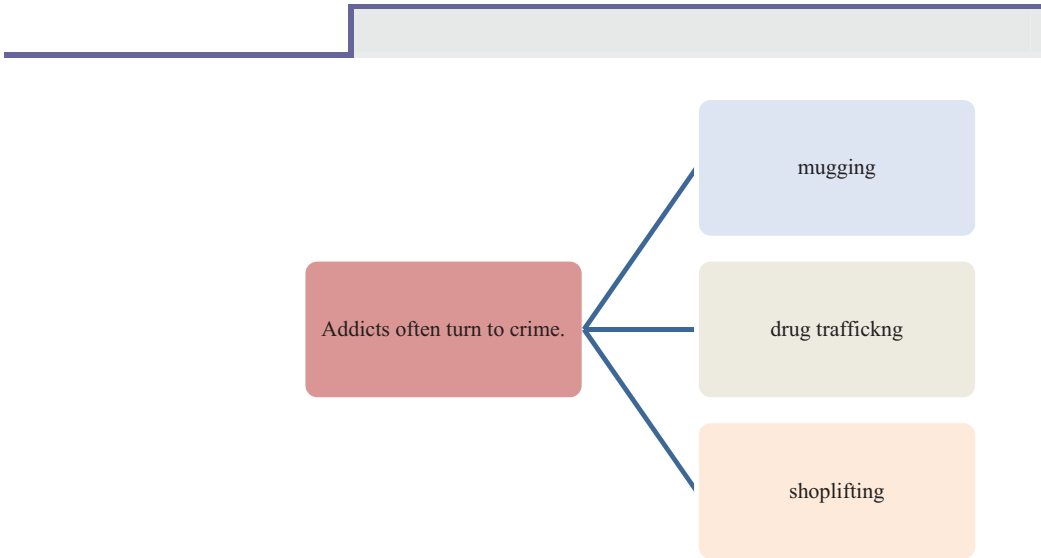


Figure 12: horizontal hierarchy: the expected effects of drug addiction



**Note it!**

A person suffering from drug addiction can be treated and can resume a normal life.

Here in Seychelles, we can always visit the Psychiatric Unit at Victoria Hospital and Mont-Royale Rehabilitation Centre- Drugs & Alcohol at Mont-Fleuri for counselling and treatment.

To continue with the topic of *drugs*, we will now look at *cigarettes*, a socially acceptable drug.



## Cigarettes: a socially acceptable drug



Figure 13: smoking<sup>18</sup>



### Activity

#### Activity 4

Before you learn more about cigarette smoking, state whether you agree or disagree with the statements below and briefly justify each answer. Please use the space provided under each statement to write your answer. You should spend 10 minutes on this activity.

1. Your pulse increases by 10-20 strokes a minute when you smoke.

- 
2. All the harmful substances that are in cigarettes cannot be eliminated by filters.

- 
3. Heart attacks are more common among smokers than non-smokers.

- 
4. The risk of a smoker to die with lung cancer is 25 times greater than that of a non-smoker.

- 
5. You shorten your life by about 6 minutes with every cigarette you smoke.

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This activity should help you to understand that though a cigarette is a socially acceptable drug, it contains substances which negatively affect the body.

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<sup>18</sup> Diagram designed by Sandra Mathiot (17-07-2010)

Activity 5 below and the information following will help you to reinforce your agreement or disagreement with the above statements.



**Activity**

**Activity 5**

Observe the photo below and note the harmful effects of such activity on the person smoking, and the harmful effects on the person who is not smoking (the non-smoker) in Figure 14 below. You should spend 10 minutes on this activity.



Figure 14: passive smoking<sup>19</sup>

Write your answers in the table below.

Harmful effects of smoking on the smoker	Harmful effects of smoking on the non-smoker
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<sup>19</sup> Photo taken by Sandra Mathiot (14-07-2010)

Harmful effects of smoking on the smoker	Harmful effects of smoking on the non-smoker

Figure 15: harmful effects of cigarette smoking

What did you come up with? You likely would have mentioned effects like coughing, yellow teeth, bad breath, and cancer, to name a few examples. Read the information below to correct or reinforce your findings.

### Smoking

Smoking
<p><i>Smoking is a practice where a substance, most commonly tobacco, is burned and the smoke tasted or inhaled.</i></p> <p><i>source.<sup>20</sup></i></p>

Figure 16: smoking

- Nicotine is a drug found in the leaves of the tobacco plant. It is consumed by smoking pipes, cigarettes, cigars or by using smokeless tobacco. The central nervous system is being stimulated by the nicotine, which increases heart rate and blood pressure, lowers skin temperature, and makes the user breathe faster. As a result, we may feel fatigued, have lowered physical endurance, experience shortness of breath, and develop heart palpitations and stress on the heart.
- Nicotine can act as either a sedative or stimulant, thus its emotional effects can cause both relaxation and also

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<sup>20</sup>[http://en.wikipedia.org/wiki/Passive\\_smoking](http://en.wikipedia.org/wiki/Passive_smoking)

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irritability/nervousness. As a highly addictive drug, nicotine can affect us both physically and psychologically. Tobacco use has long term effects, such as respiratory damage, muscle waste, septic ulcer disease, cancer and cardiovascular disease.

## Passive Smoke

People who do not smoke (non-smokers) are also at risk of harmful effects from tobacco due to side stream smoke (also known as passive, second-hand, or environmental smoke). This is by inhaling side stream smoke from the lighted tips of cigars, cigarettes, and pipes, which has instantaneous and long-term effects.

When exposed to side stream smoke, non-smokers often suffer from:

- Headaches, eye irritation, nose and throat discomfort and allergic reactions.
- Increased risk of lung cancer by as much as 34 percent.

Non-smokers who live with smokers are more at risk than other people to develop breast, cervical, nasal/sinus cancer and heart disease.

## Giving up smoking

Remember, it is smoking that we are against because it is not good for our health, not the smoker. So do not be rude, just be concerned and firm. Bear in mind that:

- The best way to decrease health risks associated with smoking is to avoid smoking.

There is a Framework Convention on Tobacco Control. It is an international legal treaty binding provision for a ban on smoking in all enclosed public places, workplaces and public transport. To date, 165 countries, including Seychelles, have ratified this treaty.

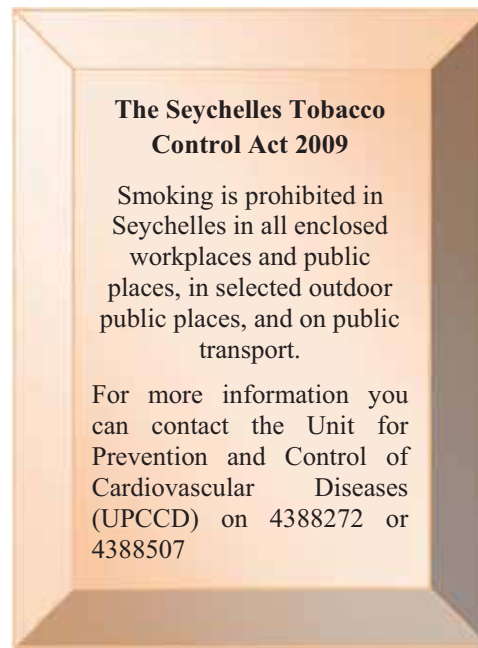


Figure 17: Seychelles Tobacco Act (Ministry of Health)

We have seen that though a cigarette is among the list of legal drugs and is very well accepted in our society, it is harmful to our body. This is also the case with alcohol. We are now going to look at alcohol.

## Alcohol

In our culture, many people consume alcohol. Unless consumed sensibly and responsibly, excessive use or misuse of alcohol can have damaging effects for the individual and for those around him/her. Some cultures and people prefer not to drink alcohol at all.

For the purpose of Activity 6 below, you are going to work with a group of people who are new to the substance of alcohol.

You and a group of people have been selected to go to the island of *Hoclola* to assist the inhabitants with a new substance named *alcohol*, which has been introduced in their drinks. These inhabitants think you know more about it than they do, and would like your advice about *limits* they should place on *its use, its advantages or disadvantages, how and when* it should be used, if at all, and *who* should use it.

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### *The Hocloa Island*



Figure 18: Island of Seychelles<sup>21</sup>

Your group is comprised of different types of people, who are each knowledgeable about alcohol in different ways. Read the roles below and assign a role to each group member.

#### **The people below are advising the islanders of Hocloa.**

*A brewer:* As a brewer, you produce and sell alcohol. You own three breweries, a distillery, three pubs and a supermarket where you sell your products.

*A doctor:* You are aware and very concerned about the health effects of alcohol that you see in your hospital. You personally do not drink alcohol.

*A teenager:* You are 16 years old. You have mixed feelings about the consumption of alcohol.

*A teacher:* You are conscious of the arguments for and against the consumption of alcohol.

*A police officer:* You know the troubles that can be caused by the consumption of alcohol, such as violence. You drink alcohol socially.

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<sup>21</sup> [www.virtualseychelles.sc](http://www.virtualseychelles.sc)



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## Learn more about alcohol

### What is alcohol and how is it made?

Alcohol can be considered a food, a depressant drug and a poison. It depresses the way the body systems work.

Ethanol or ethyl alcohol is the scientific name for the alcohol that people drink. It is formed during a natural chemical process called fermentation. This is when yeast cells convert the natural sugar in certain fruits and grains into carbon dioxide and alcohol.

Figure 19: what is alcohol

### Units of alcohol

Alcohol is measured in units. One unit of alcohol is equivalent to one small glass of table wine.

Figure 20: units of alcohol

### The breakdown of alcohol

It takes about one hour, on average, for one unit of alcohol to be broken down in the body. The liver, which is the largest organ in the body, burns up nearly all the alcohol that an individual drinks. The rest, between 5% and 10%, is excreted as urine through the kidneys, sweat out through the skin, or exhaled through the lungs.

Figure 21: breakdown of alcohol



## Short-term effects and long-term effects of alcohol on your body

Short-term effects on the body	Long-term effects on the body
<ul style="list-style-type: none"> <li>▪ Silliness, relaxation, giggles, happiness, sleepiness, slurred speech, blurred vision, headache, vomiting, dehydration, loss of inhibitions, anxiety, anger, lack of coordination, accidents, disposition to fighting and a potential loss of consciousness.</li> <li>▪ Keep in mind that the effect of any drug on an individual is unpredictable. Each one of us may react in different ways.</li> </ul>	<p>Damage to:</p> <ul style="list-style-type: none"> <li>▪ the brain (loss of cells, memory loss, personality changes such as becoming passive, aggressive or argumentative).</li> <li>▪ the liver (possibility of a serious disease called cirrhosis).</li> <li>▪ the heart (weakening of the heart muscles).</li> <li>▪ unborn baby (if pregnant).</li> </ul> <p>Possibility of developing:</p> <ul style="list-style-type: none"> <li>▪ Cancer, particularly in the throat, mouth and oesophagus.</li> <li>▪ Obesity.</li> <li>▪ High blood pressure.</li> </ul>

Figure 22: effects of alcohol on the body

**Note it!**

*Keep in mind that alcohol is a drug and if you drink too much or become dependent on it, it will lead to serious illness. Drinking alcohol with control/moderation can, for most individuals, be a pleasant experience. The most reasonable way to drink is in small amounts - or not at all.*

Figure 23: alcohol

After exploring this topic on substance abuse, you may now be more confident to deal effectively with the issue. Now complete Activity 7 below. You should spend 20 minutes on this activity.



Activity

**Activity 7**

Read the case study below carefully:

**Case study 1**

You become aware that a student has passed out in the school restroom, during break time. Some unusual tablets are lying on the floor by the student's side.

Figure 24: case study

Now complete the following task.

Think of three things you would do immediately to deal with the situation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Did you remember your First Aid? Hopefully, at least one of the things you thought of was making sure that the student was breathing. You do not know what the student has taken and their life could be in danger. If you also thought that you should call for help and keep the pills for the medical personnel to examine, good for you!

Now let us suppose this student is your classmate or acquaintance. What might be the possible implications of this situation when the student returns to school? (Think about how the student will be affected and also about how you might be affected.)

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Were you able to describe the consequences of the student’s decision? Were you also able to see how decisions often require you to stand behind them? If you are unsure, you can always refer back to Topic 4: Decision making in Unit One to see the steps for effective decision making.

To conclude, remember that the brain controls every part of your body. As a result, if drugs are not used properly, the way that they affect your brain can be very dangerous. When you damage your brain through drug abuse, all parts of your body can thus be affected, such as the liver, kidneys, lungs, heart and blood stream. In the next topic, we will explore additional important health issues.

## Topic 6: Nutrition Education



How long?

You will need 2 hours to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Healthy eating, exercise, rest and sleep

So far you have learned about very important issues, such as psychological changes, sexuality and substance abuse. Hopefully, you now feel better equipped to effectively deal with the situations that these issues may present.

You will now have the chance to learn more about other important issues that will help you to develop as a healthy person. To start, complete the crossword below. It will give you a hint as to what we are about to learn.



## Activity

### Activity 1

Read the statements below to solve the crossword. You should spend 10 minutes on this activity. (You can always revisit the activity during the extra 1 hour 20 minutes that you are recommended to spend on each topic.)

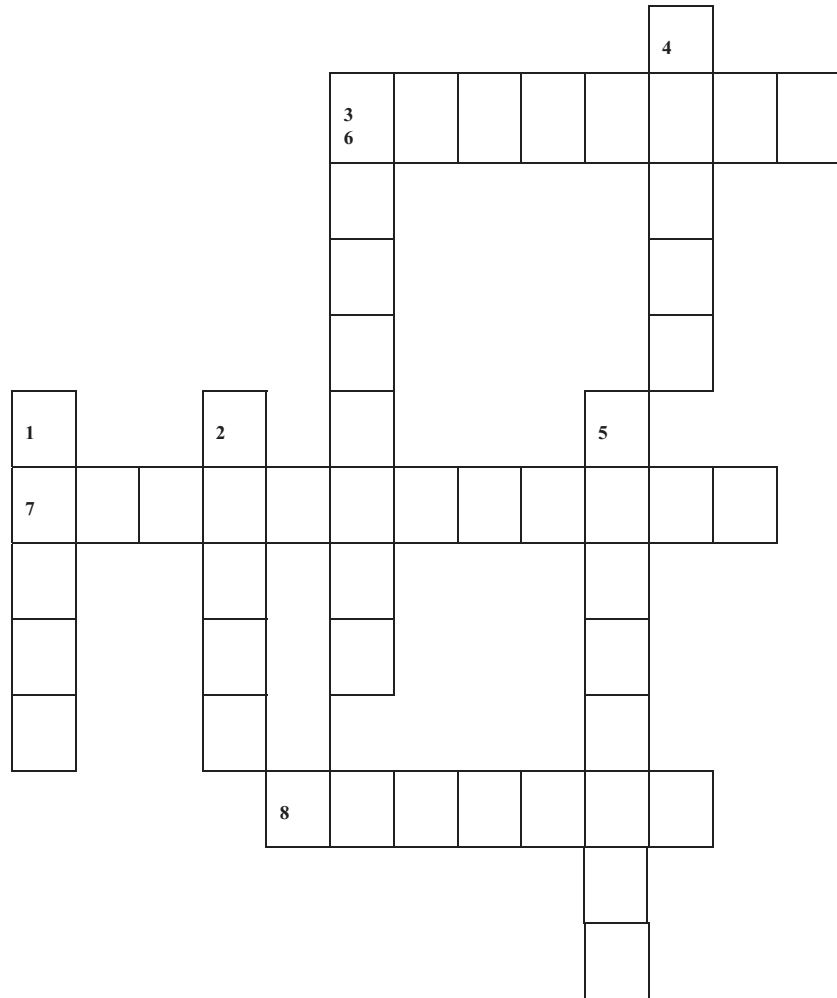


Figure 1: crossword

#### Clues down:

- (1) Excessive body weight.
- (2) You should drink at least 5 glasses of \_\_\_\_\_ a day.
- (3) You are encouraged to engage in this type of activity for 30 minutes daily.

(4) \_\_\_\_\_ is contained in the plant carbohydrates which we eat.

(5) Protective foods.

**Clues across:**

(6) Muscle-building foods that your body needs.

(7) A healthy diet that is based on getting all the nutrients and minerals by eating from all the basic food groups.

(8) Overeating followed by vomiting.

Have you managed to get all the answers? You can check your answers in Feedback 1 below.

What comes to your mind when you look at the content of the crossword? Can you identify the main issues covered?

Did you identify key ideas such as healthy eating, fitness and exercise? Good work!

Part of being healthy is also taking responsibility when choosing what you eat because eating is important to your overall health.

Wouldn't it be nice and simple if we could just eat whatever we wanted and stay fit and healthy? Unfortunately, we cannot because it is not possible for us to be healthy when we eat without control.

In this topic you will get the chance to identify the importance of eating a variety of the nutrients for a healthy body. You will also learn about the common illnesses associated with unhealthy eating habits. Additionally, you will gain knowledge about the benefits of exercise, rest and proper sleeping hours.



**Feedback**

**Feedback to Activity 1**

Down : (1) Obese (2) Water (3) Physical (4) Fiber (5) Vitamins

Across: (6) Protein (7) Balanced diet (8) Bulimia

## Nutrition and its importance to your body



Figure 2: food<sup>22</sup>

We will continue by doing a very short reflection.



### Reflection

#### Reflection 1

You should spend 2 minutes on this reflection.

Close your eyes and think of your favourite food. Think of its benefits to your health.

Was it easy to select your favourite food? Or do you have more than one favourite food? Does your favourite food have any particular benefits to your health such as giving you energy and helping you feel healthy and fit?

Now read the very important note below.



### Note it!

Nutrients are certain chemicals found in the food we eat. These substances are needed for good health.

Figure 3: nutrients

<sup>22</sup> Source: [www.virtualseychelles.sc](http://www.virtualseychelles.sc)

Your body cannot get all the nutrients that it needs to be healthy and function efficiently from a single type of food. The nutritional value of your diet varies depending on what types of food you consume. Your body will function efficiently only when it receives the required nutrients from the foods that you eat. Nutrition experts recommend that our daily diet includes a certain number of servings from each of the food groups, giving us a *balanced diet*.

As you will recall, you learned in secondary four that a *balanced diet* is one that is likely to include a variety of foods, so that there is an adequate intake of all nutrients.

I have provided you with 5 tables illustrating the 5 food groups. Read them carefully.

### The food groups and their nutrients

Food Group: Rice, Bread, Cereal, Pasta & Tubers

What's included	Main nutrients provided & function
Rice, bread , cereal, grains (wheat, oat, maize)	Carbohydrates
Breakfast cereal e.g. wheetabix, cornflakes and porridge	B Vitamins
Pasta such as spaghetti and macaroni	Fibers
Breadfruit and tubers e.g. potatoes, cassava and yam	Principal source of energy Maintains health of the digestive track

Figure 4: food groups - rice, bread, cereal, pasta & tubers

Food Group: Fruits and Vegetables

What's included	Main nutrients provided & function
<p>All fresh, frozen, dried canned or liquidized fruit and vegetables.</p> <p>Pulses such as beans, peas and lentils are also included.</p>	<p>Vitamin C</p> <p>Vitamin A</p> <p>Folic Acid</p> <p>Fiber</p> <p>Carbohydrates</p> <p>Phytochemicals</p> <p>Boosts immune system.</p> <p>Ensures a healthy digestive tract.</p>

Figure 5: food groups - fruits & vegetables

Food Group: Milk and Milk Products

What's included	Main nutrients provided & function
<p>All types of milk, cheese, and yogurt.</p> <p>This group does not include butter, egg and condensed milk or cream.</p>	<p>Calcium</p> <p>Protein</p> <p>Vitamin B12</p> <p>Vitamin A &amp; D</p> <p>Essential for building healthy bones and teeth.</p>

Figure 6: food group milk & milk products



## Food Group: Fish, Meat &amp; Alternatives

What's included	Main nutrients provided & function
Fresh canned or process fish, meat, poultry and sea food/ shellfish.	Protein
Eggs	Essential for growth and repair of body tissues.
Nuts	Essential for healthy blood.

Figure 7: food group - fish, meat &amp; alternatives

## Food Group: Fat and Sugar

What's included	Main nutrients provided & function
Foods containing fat:	Fat
Oils, butter, margarine, oil-based salad dressing, mayonnaise, chocolate, biscuits, pastries, cake, ice-cream.	Sugar
	Some vitamins
	Provides energy
Foods containing sugar:	Contains minimal amounts of nutrients
All normal soft drinks, squashes, cordials, energy drinks, sweets and confectionery, jam and cakes.	May contain additives and preservatives

Figure 8: food group - fat &amp; sugar



**Note it!**

Adolescents needs plenty of proteins, minerals and vitamins to ensure proper growth and development.

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Although young people are aware of the importance of eating a variety of nutrients for a healthy body, it is also easy to forget and develop unhealthy eating habits.

## Unhealthy Diet

### Discussion 1



#### Discussion

Discuss the statement below with a partner. Say whether you agree or disagree with it and give your reason. You should spend 5 minutes on this activity.

Statement: *You should only go on a diet if only your doctor says you should.*

Have you managed to come up with a response to the above statement?

There are many factors which influence our eating habits; some are within our control, and others are beyond our control, such as genetic make-up. Below are different factors which influence the eating habits of 3 young people. Read them and complete the activity which follows.



#### Activity

### Activity 2

Read the 3 lifestyles below and write what is unwise about each one. Then suggest a small adjustment to make each one healthier. Write your answers in Figure 10 below. You should spend 15 minutes on this activity.

Lifestyle 1	Lifestyle 2	Lifestyle 3
<ul style="list-style-type: none"><li>• Steve has a part-time job and drives a car. He has a big appetite for rolls, pies, doughnuts and chocolates.</li></ul>	<ul style="list-style-type: none"><li>• Belinda is expected to do brilliantly at university. She is well liked and has a busy lifestyle. Over several months she has cut down her daily diet to a tiny quantity of salad. She is convinced that she is overweight.</li></ul>	<ul style="list-style-type: none"><li>• Suzy is an attractive, 16 year-old teenager with a craving for food.</li></ul>

Figure 9: eating lifestyle

Lifestyles	Unhealthy aspects of these lifestyles	Suggested adjustment for a healthier lifestyle
One		
Two		
Three		

Figure 10: lifestyles



Feedback

**Feedback to Activity 2**

Have you managed to identify what are unwise qualities of the 3 lifestyles? Did you come up with any suggestions for improvement? Do you have unwise habits yourself, like eating too much sugary food, not getting enough nutrients or simply overeating? What are some of the adjustments that you proposed? You are on the right track if you proposed adjustments such as exercising and eating a balanced diet.

You are at a high risk of being unhealthy if you do not eat right. Deficiencies, excesses and imbalances in diet can produce negative impacts on your health and increase the risk of various illnesses. You need to adjust your lifestyle to see a decrease in illness caused by unhealthy eating.

Figure 11: unhealthy eating

## Most common eating disorders among young people



### Activity

#### Activity 3

Do you know the most common eating disorders among young people? Below is a description of one of the most common eating disorders among young people. Read and guess what the eating disorder is. It is recommended that you spend 5 minutes on this activity.

#### What am I?

*I am a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems. I am excessive body weight, associated with various diseases, particularly cardiovascular diseases, diabetes mellitus type 2, certain types of cancer, and osteoarthritis. I am normally caused by excessive caloric intake and a lack of physical activity. A limited number of cases are primarily due to genetics, medical reasons or psychiatric illness. Source:<sup>23</sup>*

Figure 12: what am I?

What am I?

Please write your answer in the space provided below.

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### Feedback

#### Feedback to Activity 3

You have likely guessed correctly. According to research, one of the most common eating disorders among young people is obesity. So if your guess was obesity, then you had the correct answer. Other eating disorders include bulimia and anorexia nervosa.

To better explore the issue of eating disorders, complete the activity on a food magazine. Please read the instructions below.

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<sup>23</sup> <http://en.wikipedia.org/wiki/Obesity>



### Group activity

#### Group Activity 1

Research and use what you know to create a food magazine for teenagers. In your magazine, you need to choose one of the most common eating disorders among teenagers. Define the eating disorder and its possible consequences on one's health. Also, include any other information that you consider relevant. Remember: young people are eating for their health, both now and in the future. It is recommended that you spend your self-study time to work on your research.

The Seychelles Dietary Guidelines are provided below. It will guide you to follow a more healthy diet.

The dietary guidelines have been developed for the Seychellois population. These dietary guidelines are to be used as a complete set and no one guideline is to be used in isolation. You can read it quickly now, and review it more carefully on your own time.

The Seychelles Dietary Guidelines
<ul style="list-style-type: none"> <li>▪ Eat a variety of different foods in the portions shown in the Seychelles Food Guide.</li> <li>▪ Consume at least five portions of fruit and vegetables every day.</li> <li>▪ Replace rice with whole grains and other high fiber starchy foods at least 3 times a week.</li> <li>▪ Eat fish at least 5 times a week.</li> <li>▪ Reduce the amount of cooking oil, fats and fatty foods.</li> <li>▪ Remove fat from meat before cooking.</li> <li>▪ Limit the frying of foods to only once a week.</li> <li>▪ Consume sugar, sugary foods and sugary drinks in minimal amounts.</li> <li>▪ Include 3 portions of milk and milk products every day.</li> <li>▪ Reduce the amount of salt and salty food.</li> <li>▪ Drink at least 8 glasses of water every day.</li> <li>▪ If you drink alcoholic beverages, do not exceed the recommended amounts.</li> <li>▪ Maintain a reasonable body weight, engaging in 30 minutes of physical activity every day.</li> <li>▪ Breastfeed your child exclusively up to 6 months.</li> <li>▪ Practice good hygiene when handling food.</li> <li>▪ <b>Note:</b> As adults, we need to drink 8 glasses of water per day.</li> </ul>

Figure 13: Seychelles Dietary Guidelines

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More information on Nutrition Education can be found in ‘The Seychelles Dietary Guidelines Information Manual’- Nutrition Unit- Ministry of Health, contact number: 4288000.

## Exercise

After considering the type of food we eat, there is also a need to take into account our physical body. In the next short sub topic, you will look at exercise.

### Activity 4



Activity

Observe the photo below and try to define the term *exercise*. You should spend 5 minutes on this activity.



Figure 14: exercise<sup>24</sup>

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<sup>24</sup> Photo taken by A.Freminot (12-09-2009)



Feedback

#### Feedback to Activity 4

We can consider exercise as the movement of our body for an extended period of time in order to build up or maintain physical condition and general health. During exercise, we may move all or only a part of our body.



Activity

#### Activity 5

How much exercise do you get in a day? Circle the most appropriate answer.

- a. A lot (e.g. over an hour per day)
- b. Quite a lot (e.g. 30 minutes to an hour per day)
- c. A little (e.g. less than 30 minutes per day)
- d. None



Feedback

#### Feedback to Activity 5

Very good, if your answer is *a* or *b*. This indicates that you get an adequate amount of exercise, which builds up and maintains your physical condition and general health.

Daily exercise, such as walking, running, jumping and playing football, are beneficial for our bodies and general health.



Activity

#### Activity 6

In figure 15a, some types of exercise are shown. Have you ever tried any of them? If yes, which one(s)?

Observe the photos carefully and write at least 3 expected benefits of these exercises on your health. Write your answers in figure 15b. You should spend 10 minutes on this task.

Types of exercise	Types of exercise
 <p data-bbox="384 792 491 824">Volleyball</p>	 <p data-bbox="880 792 994 824">Swimming</p>
 <p data-bbox="384 1223 491 1254">High jump</p>	 <p data-bbox="880 1223 970 1254">Football</p>

Figure 15a: exercises<sup>25</sup>

<sup>25</sup> Photo taken by A. Freminot (12-09-2009)



Expected benefits of exercise

Figure 15b: exercises



Feedback

### Feedback to Activity 6

Have you managed to come up with the expected benefits? You probably thought of some of the expected benefits listed below.

### The importance of physical exercise is mainly for:

- Keeping up physical fitness, including a healthy weight and maintaining healthy bones.
- Keeping your joints supple and preventing stiffness.
- Promoting physiological well-being.
- Reducing surgical risks.
- Strengthening the immune system.
- Excreting waste substances from our bodies.



Note it!

Appropriate nutrition is just as, if not more, essential to health as exercise. When you are exercising it becomes even more vital for you to have a balance diet. As a balanced diet helps your body with the recovery process after using a large amount of energy or effort. If your body lacks the proper nutrition, it will go into starvation mode, causing it to rely on fat and muscle for survival.

Figure 16: appropriate nutrition

When we use our muscles over and over again in exercise, working or playing, we feel tired. This is because the oxygen and food in our bodies are used up and excess waste is produced. To remove this waste, we need to rest and sleep.

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For homework, please do some research on *rest* and *sleep*. Indicate their importance to our health and include any other relevant information. Include your results in your Life Skills file. (You will need this information for the exam and the compilation of your portfolio.)

## Topic 7: Body Maintenance



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Personal Hygiene

This is the last topic for the unit. You have seen in the previous topics that, to keep yourself healthy, you need to be free from substances abuse, be sexually responsible, eat healthily, get exercise and sleep well. Apart from the issues mentioned, what other things do you do to maintain your health and look your best at all times? To answer this question, I want you to complete Activity 1 below.



Activity

#### Activity 1

Explain what you do to keep yourself clean, maintain your health and look your best at all times? It is recommended that you spend 5 minutes on this task. Write your answers in the space provided.

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### Feedback

#### Feedback for Activity 1

Was the above self-examination an easy task? If yes, then you probably consider practices such as taking a shower, oral hygiene, wearing clean clothes, and being tidy as important. These practices are important for body maintenance, which is another vital issue that you need to consider when taking care of yourself, your health and your body. You also know by now that as an adolescent you experience different changes in your body and life in general. Therefore, it is very important that you know how to take care of yourself. Thus, in this topic you will also explore the most common body hygiene practices and products recommended to keep yourself healthy and looking your best. Furthermore, you will also get the chance in Unit 4: *The Family*, Topic 3 on *Reproductive Health*, to explore how to take care of other parts of your body.

#### What is Hygiene

Before we move on, it is necessary that you understand the term *hygiene*. You must have heard the term *hygiene* before.

#### Discussion 1



### Discussion

Take 2 minutes to discuss the term *hygiene*. While you do this activity, consider the questions in the diverging radial below.

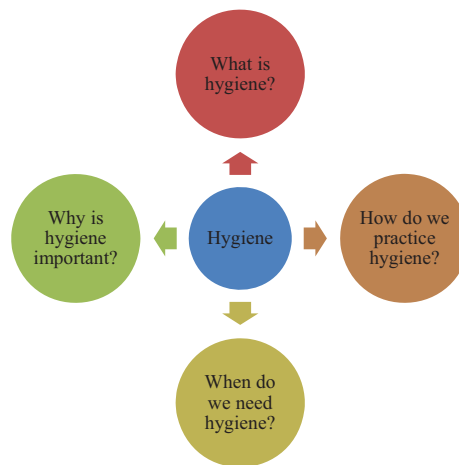


Figure 1: what is hygiene?

Have you managed to come up with a definition or any key words for *hygiene*? What do you have? Do you think that you can explain what *hygiene* is?

If words and phrases like *cleanliness*, *bath*, *washing your hands*, *sanitation*, *disinfection*, and *good health* are some of the key words included in your brainstorming activity, then you are on the right track. Well done if you came up with a definition. If, however, you are not satisfied with your findings, do not worry. A definition is provided for you below. Please note that there is no specific definition for the term *hygiene*.

This is the definition for the term *hygiene*

*Hygiene* is an old concept related to medicine, as well as to personal and professional care practices linked to most aspects of living. In scientific terms, hygiene is the maintenance of health and healthy living, the science of dealing with the preservation of health. Hygiene ranges from personal hygiene, through domestic up to occupational hygiene and public health, and involves a healthy diet, cleanliness, and mental health.

Figure 2: hygiene<sup>26</sup>

We will now focus on *personal hygiene*, also known as body maintenance or body hygiene.

<sup>26</sup> <http://en.wikipedia.org/wiki/Hygiene>

## Body Hygiene

*Body hygiene* refers to hygiene routines carried out to care for your bodily health and welfare, through cleanliness.

Figure 3: body hygiene

To help you consolidate the self-examination that you performed in Activity 1, complete Activity 2 below.



### Activity

#### Activity 2

By making use of Checklist below, put a tick (✓) in the box next to the personal hygienic practice(s) that you do regularly. You should spend 5 minutes on this task.

#	Checklist	<input checked="" type="checkbox"/>
1	- Have at least two baths or showers every day.	<input type="checkbox"/>
2	- Regularly wash your hair.	<input type="checkbox"/>
3	- Frequently wash your hands and face.	<input type="checkbox"/>
4	- Wash your hands after using the toilet.	<input type="checkbox"/>
5	- Hold a tissue over your mouth or use the upper arm/ elbow region when you want to cough or sneeze, rather than a bare hand. Alternatively, then wash your hands.	<input type="checkbox"/>
6	- Wash your hands before eating.	<input type="checkbox"/>
7	- Brush with toothpaste and floss your teeth on a daily basis. Use mouthwashes to dispel bad breath.	<input type="checkbox"/>
8	- Avoid putting objects in your mouth, such as pens or utensils used by others.	<input type="checkbox"/>

#	Checklist	<input checked="" type="checkbox"/>
9	- Clean your clothes and living area regularly.	<input type="checkbox"/>
10	- Wear clean underwear and clothes every day.	<input type="checkbox"/>
11	- Avoid contact with bodily fluids, such as vomit, urine, blood and feces.	<input type="checkbox"/>
12	- Avoid touching animals before eating, or wash your hands thoroughly between animal touching and eating.	<input type="checkbox"/>
13	- Refrain from unsanitary habits , such as nose picking, touching pimples, etc.	<input type="checkbox"/>
14	- Refrain from licking your fingers before you pick up sheets of paper or when you turn pages in a book.	<input type="checkbox"/>
15	- Refrain from biting your fingernails.	<input type="checkbox"/>
16	- Avoid sharing your combs, towels, hair brushes, and other personal items.	<input type="checkbox"/>
17	- Change your bed sheets regularly, especially when someone else sleeps on your bed.	<input type="checkbox"/>

Figure 4: important body hygiene practices

From this checklist, you have seen that there are different body hygiene practices which have numerous benefits to your health and personal grooming.

Were all the practices mentioned in the checklist included in your responses for Activity 1 above? It may happen that you forgot to write some of the practices, though you practice them. If this is the case, just make sure that you have put a tick (✓) next to them in the checklist above.

Through this activity, you should actually be able to rate yourself on your personal body hygiene practices. Well done if you scored 17/17 on the checklist!

However, regardless of your score, you are now more aware of the most common personal body hygiene practices recommended for personal health and grooming. Other than knowing the practices, it is also important for you to understand how they specifically help you to be healthy. For example, recall that avoiding drugs reduces the risk of illnesses like cancer, heart failure and memory loss. In this way, having good hygiene will help your overall health and well-being. If you were asked to discuss the importance of body hygiene practices, what would

you say?

### Activity 3



#### Activity

Select a personal hygienic practice from the checklist above and make a chain diagram of the positive consequences that the practice could lead to. Some consequences may lead to multiple chains. Thus a web of chains develops. It is recommended that you spend 10 minutes on this task. I have given you an example below.

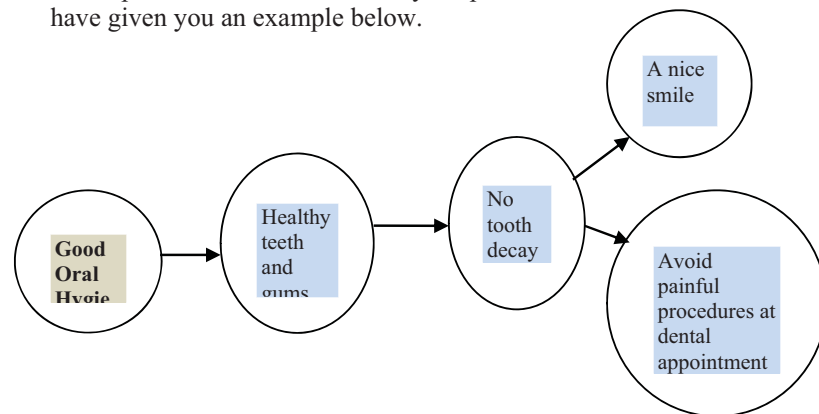


Figure 5: consequences of good oral hygiene

Make your chain diagram below.

If you've been practising good body hygiene, it will be easy for you to complete a chain. Now read the additional information on the importance of body hygiene. You are encouraged to use some of the extra self-study time later to revisit this topic.

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## Importance of body hygiene

Importance of body hygiene	Products to achieve body hygiene
<p>We have seen so far that body hygiene is important in preventing body odour and keeping the body clean.</p> <p>In addition, it helps to control/heal personal illnesses/ infections, as well as reduce or stop the spread of illnesses to others. Finally, such practices help to develop a sense of well-being and social acceptance.</p>	<p>As we have seen in the checklist, there are some specific products that we need to consider in order to achieve good hygiene.</p> <p>The most popular ones are hair shampoo, soap, toothpaste, mouth wash, cotton buds, toothbrushes, antiperspirant, skin cleansers, toilet paper and other such toiletries.</p>

Figure 6: importance of hygiene

To conclude this topic, I want you to remember that to be healthy and look your best at all times, you need to take care of your body. You can do this by performing a range of body hygiene practices. Every person should strive to look his/her best at all times.



**Note it!**

To be healthy , you must have power over your body. You have to look after your body so that it works well for you.



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## Unit summary



### Summary

- In this unit about health and safety education you have covered seven topics: health issues affecting adolescents, sexuality education, first aid, road safety, harmful substances, nutrition education and body maintenance. Within these topics, you have acquired essential knowledge, specific skills and developed necessary attitudes which will allow you to make healthy decisions needed for personal growth and development.
- It is expected that you are now in a better position to deal with the psychological changes that you are currently experiencing, or will experience in the near future. Moreover, you should now be more aware of the implications of sexually transmitted infections on an individual's health and the possible ways of reducing the risk of transmitting STIs and HIV/AIDS.
- It is also anticipated that you have acquired most of the skills necessary to perform basic first aid on an injured person and a person who is choking. Furthermore, you can now promote safety measures when using the road as a pedestrian.
- As a young adolescent, you are expected to be more responsible towards the use of substances, especially when you now know the consequences of substance abuse on one's health. Consequently, you can identify the importance and benefits of the essential nutrients in a balanced diet and develop healthy eating habits. In this unit, you also learned necessary personal hygiene practices and the benefits of exercise for keeping your body healthy.
- You are now well equipped with the skills and knowledge necessary for establishing a healthy lifestyle in both your own life and your community.

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# Assessment



## Assessment

Assessment tasks will cover essential aspects of the various topics covered in each unit. These assessments will be administered after the completion of each consecutive unit.

The assessments will be 1hr 30 minutes each.

The teacher will provide feedback within 1 month of submission.

### Instructions:

**Read all the questions carefully and try to provide the best answers possible. Please attempt all questions.**

1. These aspects of health are determined by the World Health Organization (WHO): *mental, physical, social, spiritual and sexual and reproductive health*

Choose one aspect from the list above and describe what a person who is healthy in this regard looks like. ( / 3)

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2. Read the following statements and put a tick (✓) in either the True or False column. ( /6)

Statement	True	False
STIs may cause sterility.		
An infected mother can infect her baby with HIV through the placenta before birth.		
A burning sensation when passing urine can be the cause of STIs.		
Gonorrhoea can produce a yellowish or greenish discharge.		
Sexuality is the way you feel about your body and the way you use it.		
All sexual companions must be treated if one of them shows signs of infection.		

Figure 1: STI's

3. Multiple choice: Read each statement and circle the most appropriate answer. ( /6)

**If someone has a head injury and is not breathing well:**

- put his/her head and shoulders up on a pillow.
- raise his/her feet or legs and put them on a cushion.
- apply rescue breaths and do not move him/her.

**While treating a choking casualty:**

- remove any obvious obstruction from the mouth.
- help the casualty to lie down on a blanket or something similar to protect him/her from the cold.
- place one hand on his/her forehead, then gently tilt his/her head back.

**As a pedestrian:**

- you have the first priority on a zebra crossing.
- you have the advantage on a zebra crossing only when a vehicle has stopped for you.
- you should first look right, then left, then right again, and then cross.

5. Some of the possible effects of using drugs are listed below. The consequences are mixed up. ( /12)

Match each effect to its possible consequence. An example has been given.

Effects of using drugs	Possible consequences of use
1. Hunger	A. Loss of muscle, fat and body functions
2. Boredom	B. Choosing other drug users for friends
3. Paranoia and mood swings	C. Chronic, serious health issues
4. Feelings of shame , depression , hopelessness	D. Ability to heal from an injury without suffering
5. Repeated medical problems	E. Risk-taking behaviour
6. Difficulty sleeping	F. Loss of relationships
7. Feeling improved wellness	G. Poor health and hygiene
8. Risk of being attacked and abused	H. Management of a health condition
9. Lack of activity	I. Poor nutrition choices
10. Unhealthy weight loss	J. Anxiety, irritability and fatigue
11. Loneliness	K. Avoidance of other healthy people
12. Physical pain relief	L. Personal injury and loss of belongings

Figure 2a: Drugs

<b>POSSIBLE PROBLEMS</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>POSSIBLE EFFECTS</b>	I											

Figure 2b: Drugs

6a. State how you may be affected by cigarette smoking even if you do not smoke yourself. ( /3)

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6b. List two reasons why giving up smoking will improve your health. ( /2)

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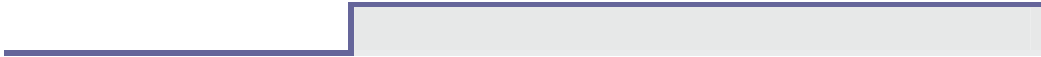
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7. As a responsible citizen, one of your responsibilities is to develop a healthy eating lifestyle.

7a. Discuss the importance of eating the right portions of food from the different food groups. ( /5)



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7b. State 4 dietary guidelines. ( /4)

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7c. List 3 benefits of exercise on your general health. ( /3)

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8. In a short paragraph, explain the importance of body hygiene. ( /6)

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Total marks /50

Marks awarded will be converted into percentage.

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# Contents

<b>Unit 4</b>	<b>3</b>
Family.....	3
Introduction.....	3
Topic 1: The concept of <i>family</i> .....	4
Topic 2: Marriage and partnership.....	24
Topic 3: Reproductive health.....	40
Topic 4: Contraceptives.....	57
Topic 5: Abortion.....	62
Topic 6: Parenting/child care.....	68
Topic 7: Child abuse.....	78
Topic 8: Family protection.....	85
Unit summary.....	89
Assessment.....	90



# Unit 4

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## Family

### Introduction

The family is a basic unit of society and is the first group that a child interacts with. In this unit, we will look at the concept of *family* and *the structure of family groups*. Not all children experience the same sort of family life due to the diversity of modern families.

We will also discuss *marriage* and *partnership*, as well as responsible parenting as essential for the development of happy, well balanced children.

As a final topic, we will look at *child abuse* and how to prevent it.

Upon completion of this unit you will be able to:



#### Outcomes

- *explain* the concept of *family*.
- *identify* the different structures/types of families.
- *explain* marriage as a social institution.
- *describe* the value of planning parenthood.
- *name* the four forms of child abuse.
- *identify* conditions and situations in which child abuse occurs.
- *list* the consequences of sexual behaviour on reproductive and sexual health.



#### Family:

A group of people related by birth, marriage or adoption.

## Terminology

**Family structure:** A group of people living together and functioning as a single household, usually consisting of parents and their children.

**Matrimony:** The act or state of being married.

**Wedlock:** The state of being married.

**Intimate:** A very close personal relationship between two people.

**Hormones:** A chemical, usually occurring naturally in the body, that makes an organ of the body do something.



How long?

The total estimated time allocated for the completion of this unit is 13 hours 20 minutes spread over 10 weeks. In addition to the formal study time in the classroom, which is a block of 1 hour 20 minutes per week, you are encouraged to devote an extra 1 hour 20 minutes of self-study in each unit.

## Topic 1: The concept of *family*



How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.



Activity

### Activity 1

In order to identify the topic of this unit we will start with an observation activity. You should spend 5 minutes for this activity.

Look at the picture below. Write down any key words, phrases or sentences that describe the picture.



Figure 1: love <sup>1</sup>

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Feedback

### Feedback to Activity 1

Have you managed to come up with any sentences, key words or terms? You might have come up with at least one of the following: *family, a family group, caring for children, a loving relationship.*

In this topic we will discuss the concept *family*, the different *structures of the family unit* and its basic needs. Furthermore, we will also look at the different values that keep a family together.

### What is a family?

The *family* is the fundamental unit of society. It is a group of people of different ages who are related by *birth, marriage* or *adoption*. Families are present in all societies. One of the most important functions of the family is to raise children and to care for its family members.

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<sup>1</sup> Source: <http://www.family-clipart.com>



Figure 2: a family group<sup>2</sup>

When we think of the word *family*, we may think of a mother, a father and their children. This is known as a *nuclear family*. Many children, however, do not grow up in this sort of family. There are different types of families. Family structures depend on traditions of different societies, and changes taking place in these different societies. Do you know any other types of families? In the next topic you will get the chance to look at family structures.

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<sup>2</sup> Source: <http://www.family-clipart.com>

## Family structures



### Reflection

#### Reflection 1

Reflect on the different members of your family. Who are they? Write them down in the space provided below. You should spend 5 minutes on this task.

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Some of you may still have both of your parents, brothers and sisters. Others, apart from your parents, may be distant relatives. However, some of you may be living with only one of your parents, or some of you may even have a step-parent. You should not worry about who you live with. It's important to remember, as we noted above, that family types depend on traditions of different societies, and changes taking place in these different societies around the world.

In the following sub topic we will look at the most common type of family structures around the world.



### Activity

#### Activity 2

You should spend 5 minutes to complete this activity.

Can you identify some family structures that you are aware of? Write them down.

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Have you managed to identify some family structures? What are they? Do you have examples like nuclear, single and extended family? If so, well done. Some additional examples are given below.



### Feedback

#### Feedback to Activity 2

Family structures: **nuclear family, extended family, cohabiting family, adoptive family, matriarchal family, patriarchal family, single parent family, childless family, and the foster family.**

Here are the definitions of these terms for you:

Type of family structure	Definitions
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Type of family structure	Definitions
<b>Nuclear family</b>	<ul style="list-style-type: none"> <li>• a social unit that consists of a mother, a father, and their children.</li> </ul>
<b>Extended family</b>	<ul style="list-style-type: none"> <li>• the family as a unit, embracing parents and children together with grandparents, aunts, uncles, cousins, and sometimes more distant relatives.</li> </ul>
<b>Cohabiting family</b>	<ul style="list-style-type: none"> <li>• partners living together, especially without being officially married.</li> </ul>
<b>Adoptive family</b>	<ul style="list-style-type: none"> <li>• to raise a child of other biological parents as if the child was your own, in accordance with formal legal procedures.</li> </ul>
<b>Matriarchal family</b>	<ul style="list-style-type: none"> <li>• a family in which the woman is recognized as being the head of a family, community, or people.</li> </ul>
<b>Patriarchal family</b>	<ul style="list-style-type: none"> <li>• a family in which the man is recognized as being the head of a family, community, or people.</li> </ul>
<b>Single parent family</b>	<ul style="list-style-type: none"> <li>• a parent who brings up a child or children alone, usually because he or she is unmarried, widowed, or divorced.</li> </ul>
<b>Childless family</b>	<ul style="list-style-type: none"> <li>• a cohabitating couple who do not have any children.</li> </ul>

Type of family structure	Definitions
Foster family	<ul style="list-style-type: none"> <li>• a family unit that provides a safe place for children to be cared for and sheltered for a period of time.</li> </ul>

Figure 3: family structures



### Activity

#### Activity 3

You should complete this activity within 5 minutes.

Refer back to Reflection 1, where you listed your family members. Now that you know about the different types of family structures, indicate from which family type you come from.

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It is important for you to know that the family structure does not indicate how healthy the family is or how they function. The family form is merely the physical makeup of family members in relationship to each other, without respect to roles and responsibilities. In the next sub topic we will look at family roles and responsibilities.

### Roles and responsibilities of different family members

Before we continue with family structures, we need to be clear on the terms *roles* and *responsibilities*.

What is a *role*?

A *role* refers to the position occupied in a group.

Figure 4: role

What are *responsibilities*?

*Responsibilities* refer to the duties attached to one's role.

Figure 5: responsibilities

As we have seen earlier, there are different types of family structures, but it is good to note that the ideal family group will consist of a father, a mother and children (*nuclear family*).

It is important to know that each family member must fulfill his/her role and responsibilities in order to help family life run smoothly and ensure that all members are happy and satisfied.

Regardless of which type of family structure you are a part of, each member has its roles and responsibilities to perform. All members of the family have a special place in the family. Each member of the family relates to one another and each relationship carries expectations, for example, a *man* is father to the children and a husband to the mother; a *woman* is mother to the children and a wife to the father, the *children* are brothers and sisters to each other and daughters and sons to the parents.

Next, you will get the chance to examine the roles and responsibilities of members in your family.





## Feedback

### Feedback to Activity 4

You can compare your answers to the following information:

The *parents*: They are usually responsible for seeing that the daily needs of children are met. They help in managing and keeping the household clean and tidy, and also in making important decisions for the benefit of the family.

The children (*sisters* and *brothers*): They are expected to respond to all the love and care that the parents provide. They help in household tasks and also in taking care of younger siblings.

Other relatives (*grandparents, aunts, uncles, etc.*): They usually give a helping hand in all areas around the home, for example, helping to maintain the house, providing love, support, care for each family member, etc.

What do you think would happen if some family members were not fulfilling their roles and responsibilities?

Of course, their tasks would fall upon other family members, and this would create stress and conflict.

By now, you should have a better understanding of what a family is, and each family member's roles and responsibilities. In the next sub topic, you will learn about another important aspect of family. To start, please complete Activity 5 below.

**Activity 5**



**Activity**

You should complete this activity in 5 minutes. Study the table below. Connect each picture to its correct headings by drawing lines between them.







Pictures	Possible Headings
	<ul style="list-style-type: none"> <li>• Complete family</li> </ul>
	<ul style="list-style-type: none"> <li>• Death</li> </ul>
	<ul style="list-style-type: none"> <li>• Departure</li> </ul>
	<ul style="list-style-type: none"> <li>• Marriage</li> </ul>
	<ul style="list-style-type: none"> <li>• Family preparation</li> </ul>
	<ul style="list-style-type: none"> <li>• Family extension</li> </ul>

Figure 6a: family life cycle<sup>3</sup>

Source: <http://office.microsoft.com/en-us/images/people-CM079001925.aspx?qu=family>

Were you able to sort the above pictures and definitions? If you were, well done. Do you have any idea what might be the next important component of family that we are going to explore? Before we move on, verify your answers in the feedback below.



Feedback

### Feedback to Activity 5







Pictures	Correct Headings
	Family preparation
	Marriage
	Family extension
	Complete family
	Departure
	Death

Figure 6b: family life cycle<sup>4</sup>

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<sup>4</sup> : <http://office.microsoft.com/en-us/images/people-CM079001925.aspx?qu=family>



In families, all members are part of the human race. As humans, we all go through various life cycles, e.g., conception, development of foetus, etc. The family unit also has a cycle. In the next sub topic we will be looking at the *family life cycle*.

## The family life cycle

### What is a family life cycle?

The *family life cycle* refers to the different stages or phases that the family goes through.

The diagram below gives a brief description of each of the different stages of the family life cycle.

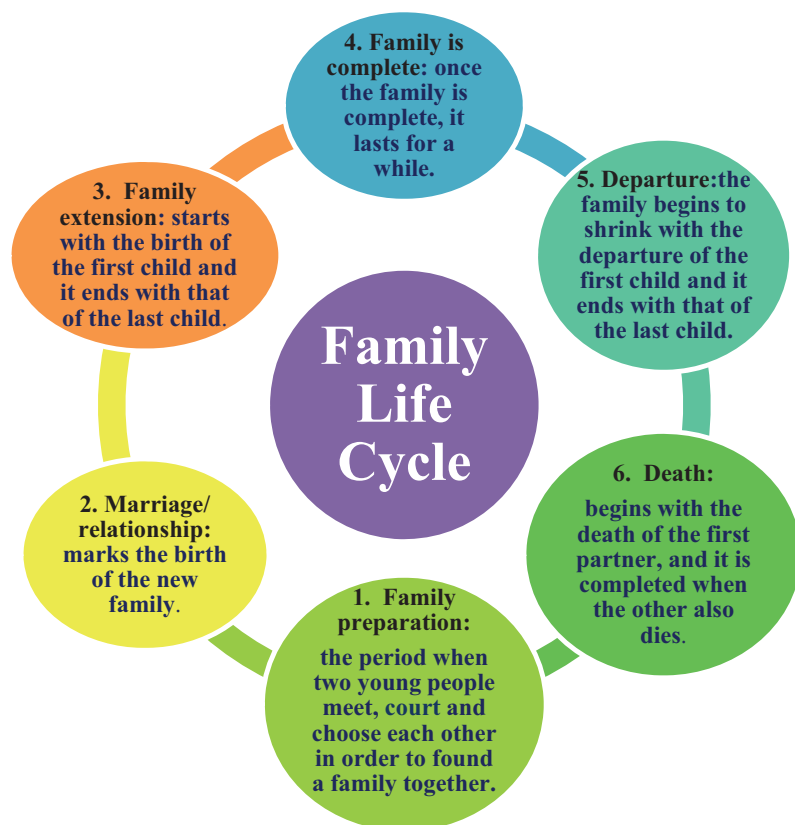


Figure 7: the life cycle of the family

The family plays a major role in the early social development of children. They adopt attitudes and values through identifying and imitating their parents or other adults who are important to them. Thus, for being able to have respect, to feel love and compassion, it is important to know that all are nurtured within the family. In the next sub topic we will look at the fundamental values within the family group.

## Family values

### Activity 6

You should spend 5 minutes on this activity.



#### Activity

Think about the word *values*. How would you describe the meaning of the term *values* to somebody else?

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## Feedback

### Feedback for Activity 6

Read the following section on *family values* and compare your answers.

A *value* describes the beliefs of an individual or culture. However, we can also describe it as a set of beliefs or morals that helps with *family* unity and social interaction.

What are the values that can help keep a family together? In the grid below you can find some examples. Follow the instructions to identify the values.



### Activity

### Activity 7

This activity requires 10 minutes.

Search for the 8 words below, and describe their meaning in the space that follows:

**Respect, love, unity, communication, tolerance, honesty, consideration, trust.**

C	E	A	C	V	I	L	O	P	N
O	C	G	O	S	T	M	K	T	O
O	N	H	M	G	N	B	R	F	I
H	A	O	M	A	A	U	R	T	T
O	R	U	U	G	S	T	Y	M	A
N	E	R	N	T	X	I	Y	G	R
E	L	X	I	M	R	L	O	V	E
S	O	T	C	G	E	D	O	P	D
T	T	Q	A	Y	S	N	A	Z	I
Y	W	T	T	B	P	U	J	D	S
N	G	I	I	G	E	Y	R	I	N
H	N	D	O	Y	C	H	D	E	O
U	N	I	N	U	T	O	R	O	C

Figure 8: values

**Respect:**

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**Love:**

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**Unity:**

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**Communication:**

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**Tolerance:**

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**Honesty:**

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**Trust:**

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**Consideration:**

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**Feedback**

### **Feedback to Activity 7**

Now read the following information on each value.

**Respect:** an attitude of honoring people and caring about their needs. This is seen by the way we treat one another, the way we speak and the way we act.

**Love:** treating people with special care and kindness, accepting them as they are and wanting to be near them and share a life with them.

**Unity:** in seeing things as one, you allow yourself to be connected to your surroundings. Unity is valuing what each family member offers, thus acting as a strong, singular, family unit.

**Communication:** sharing ideas and feelings creates a better understanding among family members. Family members will get along better if they talk to each other, and really listen to what the other person is saying.

**Tolerance:** being open to differences and free of prejudice. Tolerance is about being forgiving towards others instead of holding a grudge.

**Honesty:** being sincere, truthful and open. Honesty is also about telling the truth even if it could disappoint someone.

**Trust:** is having faith, relying and believing in someone and something, and also having confidence in a person.

**Consideration:** is giving the same importance to others, having regards for others' feelings and their likes and dislikes.

You should know that each family has its own lifestyle based on the values, attitudes and behaviour of each individual member. No family is perfect. Most families quarrel from time to time and sometimes relationships become stressed. In a happy family, people get on with each

other most of the time and if they have disagreements, they find it fairly easy to sort out, make up, and forgive and forget.

In the next sub topic we will be looking at the importance of family life.

## **The Importance of family life**

A family is the unit which builds a person's individuality. How you behave and what you become in life depends a lot on your family. It is believed that a child learns the most from his/her family. The way your family members deal with you thus have a lifelong effect on your personality.

The family unit is therefore the most important part of our life until we grow up. Children are usually closer to their parents and their brothers and sisters as compared to any other person in the world. As children grow up, they find good friends, spouses, and their own kids to share their lives with. Although time brings this change, the importance of the family still remains. The children who have a sound family background and who belong to a family with strong family ties are also, in most cases, happier than those without strong family ties. Your family life even affects and guides you in choosing your profession as an adult.

Family life is also important in the sense that it gives you your basic strength as a person. The way a parent treats his/her child is actually the deciding factor of what that child will be like as a human being when he/she grows up.

A big social problem in today's world is that the family unit is not being considered as important as it used to be. In many parts of the world, the time period for which people live together as a family is shrinking. The family life adds a sense of responsibility to your personality, which may be difficult for people who did not have a strong family life themselves.



## Assignment

### Assignment 1

Interview your parent(s) to gain as much information about your family's background as possible. You should get the following information from them:

1. Names of paternal and maternal grandparents, if known.
2. Names of great-grandparents, if known.
3. A sketch of your family tree going back as far as possible.
4. Country of origin for grandparents and great-grandparents.
5. Discuss the role that their ancestors' country of origin had on your family. Examples of cultural influences include food, music, religion, coming-of-age ceremonies, dance, clothing, etc.

**Due date:** You should hand in your assignment at your secondary school or regional centre one month after the completion of this topic.

## Topic 2: Marriage and partnership



### How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.





## Reflection

### Reflection 1

To start, read the following statements and individually consider whether you agree or disagree with them. You should spend 5 minutes on this activity.

- Love depends on nice looks.
- Love comes and goes.
- Loving someone means agreeing with them about everything.
- Love is sharing all that you have.
- Love means being blind to the weaknesses of another person.
- Love grows and strengthens in time.

Your answers will likely be a mix of agree and disagree, depending on your beliefs and culture. Can you figure out what the statements are leading us to? The next activity will give you a clearer idea.



### Activity

#### Activity 1

It is recommended that you spend 5 minutes on this activity.

Look at the picture below. Then write down a few sentences to describe the picture.



Figure 1: together<sup>5</sup>

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### Feedback

#### Feedback to Activity 1

Have you managed to come up with any sentences, key words or terms? Perhaps you came up with one of the following: *a couple, showing love and affection between a man and a woman, marriage.*

In this topic we will discuss the concept of *marriage*, the different *forms/types of marriage*, the most *common reasons* for people to get married and the *benefits* it brings to family life.

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<sup>5</sup> Source: <http://www.shutterstock.com>)

## Marriage

### Activity 2

You should complete this activity in 5 minutes.



#### Activity

Let us see how much you know about marriage.

In the space below, write down your understanding of the term *marriage*.

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## Feedback

### Feedback to Activity 2

Now read the descriptions below to help you with your answer.

*Marriage* is the social, spiritual, and legal union of a man and woman as husband and wife. We also refer to this union as a *wedding*.

Marriage is an institution in which interpersonal relationships (usually intimate and sexual) are acknowledged by the state, by a religious authority, or by both. It is also often viewed as a contract.

Now we will look at the different types of marriage.

## Types of marriage

The type, functions, and characteristics of marriage vary from culture to culture, and can change over time.

In general, there are two types of marriage: *civil marriage* and *religious marriage*. You should note that most societies employ a mixture of both religious and civil marriage.

### What is *religious marriage*?

*Religious marriage* is a covenant between two people of the same religion and that of people of different religions. The ceremony is performed by a priest and it is considered as a sacrament in Christian religious ceremony.

Figure 2: religious marriage

### What is *civil marriage*?

*Civil marriage* is the legal concept of marriage as a governmental institution, in accordance with marriage laws of the jurisdiction. It is recognized by the state, and the religion(s) to which the parties belong to.



Note it!

Figure 3: civil marriage

The act of marriage changes the personal and social status of the individuals who enter into it.

Although we have looked at only two types of marriage, you need to know that there are different forms of marriage depending on culture, beliefs and values.

## Forms of marriage

As you already know, across the world there are different cultures and a variety of traditions associated with the solemn ritual of marriage.

In general there are four basic forms of marriage:

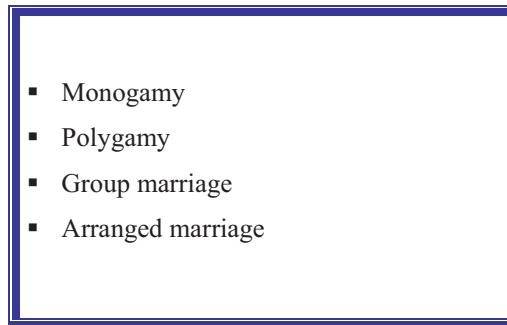
- 
- Monogamy
  - Polygamy
  - Group marriage
  - Arranged marriage

Figure 4: forms of marriage

Have you ever been to a wedding ceremony? What form of marriage was it? Can you describe it? If not, complete Activity 3 below, which will give you the description of the marriages.



### Activity

### Activity 3

It is recommended that you spend 5 minutes on this activity.

In the table below, try to match the different forms of marriage to its correct description.

Form of marriage	Possible definition
Monogamy	<ul style="list-style-type: none"><li>Someone being legally married to more than one person at the same time.</li></ul>
Polygamy	<ul style="list-style-type: none"><li>A marriage that is organized by someone other than the person getting married in order to limit or avoid romantic relationship before the ceremony.</li></ul>
Group marriage	<ul style="list-style-type: none"><li>Having one husband or one wife only.</li></ul>
Arranged marriage	<ul style="list-style-type: none"><li>Several husbands having several wives.</li></ul>

Figure 5a: forms of marriage



Feedback

### Feedback to Activity 3

Have you been able to match each term to its correct description? If so, congratulations, however, if you encountered difficulties, you can now refer to the table below for guidance.

Form of marriage	Correct definition
Monogamy	Having one husband or one wife only.
Polygamy	Someone being legally married to more than one person at the same time.
Group marriage	Several husbands having several wives.
Arranged marriage	A marriage that is organized by someone other than the person getting married in order to limit or avoid romantic relationship before the ceremony.

Figure 5b: forms of marriage



Now that you have explored the concept of marriage, we will look at the different reasons why people choose to get married.

### Reflection 2



#### Reflection

On your own, reflect on some of the different reasons that people get married. It is recommended that you spend 5 minutes on this activity.

You might have thought about reasons such as sex, love, money or to help someone obtain citizenship.

However, you need to know that there are certain reasons that are considered acceptable reasons and some that are viewed as unacceptable depending on your cultural values.

In the table below, some reasons for getting married are listed:

Reasons for getting married
<ul style="list-style-type: none"><li>▪ Wanting to be free from parents.</li><li>▪ Because all your friends are married.</li><li>▪ For immigration purposes.</li><li>▪ Because of an unexpected pregnancy.</li><li>▪ You are in love with one another.</li><li>▪ To have a lifetime companion.</li><li>▪ Desire to help one another fulfil needs and dreams.</li><li>▪ A desire to share your life with one another.</li><li>▪ Financial security (to share assets and help each other through tough times).</li><li>▪ Family pressure.</li><li>▪ Religious beliefs.</li></ul>

Figure 6: reasons for getting married



**Note it!**

It is important for you to know that *monogamy* is the common form of marriage today. However, polygamy was once practiced in various parts of the world, but now seems to be on the decline, and group marriage has always been very rare.

We will now proceed with the next sub topic. We will start with an activity.



**Activity**

**Activity 4**

You should take 5 minutes to complete this activity.

Observe the picture below. Then write down what you think the picture represents.



Figure 7 : law

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Feedback

#### Feedback to Activity 4

Have you managed to come up with any sentences, key words or terms?  
You might have come up with one of the following: *weight balance*,  
*justice*, *law*.

Now let us see what the law says about marriage.

#### Law and marriage

*Marriage law* refers to the legal requirements that determine the validity of a marriage; this varies considerably between countries.

Article 16 of the Universal Declaration of Human Rights declares that "Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of the intending spouses."

Now let us look at stresses in marriage.

## Stresses in marriage



### Activity

#### Activity 5

You should spend 10 minutes completing this activity.

Earlier in Unit 3, you dealt with the topic of *stress*. We will now look at stresses in marriage. What do you think, are some of the main sources of stress in marriage? Write them down in the space provided below.

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## Feedback

### Feedback to Activity 5

Compare your answers with my list:

1. Finances
2. Work
3. Family
4. Personal concerns
5. Personal health and safety
6. Personal relationships
7. Death

Every marriage involves some type of adjustment. As you might already know, communication and compromise help partners to adjust to each other's needs and wants. The changes in attitudes, expectations, life patterns, and goals that marriage may bring about can produce stress. One of the most difficult adjustments in marriage can be determining marital roles. Marriage can become strained when unexpected problems arise.

When teenagers decide to get married, they often face more stress than those who marry later. The strains of adjusting to a new relationship, earning a living, and completing an education can become overwhelming. Another difficulty for married teenagers involves changes in their relationship. Unmarried friends may not have the same interests and goals as a married couple, especially if the couple has a baby. To have a happy marriage is what most of us desire. Next, we will look at the benefits of marriage.

## The benefits of marriage



### Activity

#### Activity 6

You should spend 5 minutes completing this activity.

What are some of the general *benefits of marriage*? Write down your answer below.

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### Feedback

#### Feedback to Activity 6

A few benefits of marriage are listed for you below.

- Marriage helps people to improve the way they think about themselves, their companion, their children and the future.
- Spouses tend to pamper each other unselfishly.
- Married people tend to behave more responsibly.
- Married people usually have a home to come to and find a way to understand each other.

So far, we have looked at family and marriage. In the next topic, we will look at reproductive health.

## Topic 3: Reproductive health



### How long?

You will need 2 hours 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

In this topic you will learn more about yourself as a changing person, and to accept your own pattern of growth and development. You will also learn about the physical changes in the bodies of girls and boys at the stage of puberty, and understand that these changes are controlled by glands and hormones in preparation for possible future parenthood.

### Puberty

So, what is *puberty*?

Puberty is the time when we change from children into adults. This usually starts in boys when they are between 11 and 15 years old, and in girls between 10 and 14 years old. During this time, our bodies change in size and shape and we become more identifiable as male or female. Our reproductive organs start to develop so that they can produce sex cells. All of these changes occur through special chemicals, called hormones, which are released in our bodies.

### Reflection 1



### Reflection

Think about yourself when you were 4 years old, and compare yourself with how you are now. What changes have taken place? You should spend 5 minutes on this task.

A very obvious change will be your height. As girls start their puberty earlier, there is a period of 1 or 2 years when girls are often taller than boys, before the boys catch up later. Since our body is changing quickly, there is often an increase in the amount of skin and hair oil, which can lead to greasy hair and pimples. It is also a time when our sweat glands work more.



Puberty is sometimes a difficult time for teenagers as they try to adjust to all the physical changes which they are going through.

From the time we are a baby until about 10–14 years old, boys' and girls' bodies look very similar except for one obvious difference, that is, the sex organs. Generally girls and boys become taller and thinner. However, girls retain more fatty tissues than boys and will continue to do so until adulthood. Are there any changes in your body that you have noticed? To answer the question, please complete the activity below.



Activity

Activity 1

You should spend 10 minutes on this activity.

Have you noticed any changes in your body? Observe the two pictures below and write the possible changes that will take place during puberty.



Figure 1a: changes during puberty<sup>6</sup>

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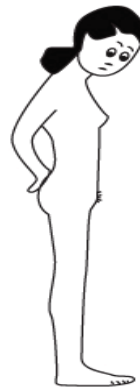


Figure 1b: changes during puberty

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<sup>6</sup> Unpublished diagram: Veronique Pillay

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## Feedback

### Feedback to Activity 1

Well done! Now read the following information and compare it with your answer.

#### **How will I change if I'm a boy?**

During the stage of puberty in boys, the testes start to produce sperm and male sex hormones. Facial and pubic hair will start to grow, as well as hair under the armpits and on the chest. Boys begin to develop a more muscular body and a developed penis. Their voice box enlarges, causing their voice to break and lower in tone.

#### **How will I change if I'm a girl?**

During puberty in girls, the ovaries start producing female sex hormones, releasing mature eggs, which are also known as ova. Their breasts grow bigger and their hips become wider and rounder. Hair grows in the pubic region and also under the armpits.



## Activity

### Activity 2

You should take 10 minutes to do this activity.

Now that you have read the information above, write the similarities and differences of changes in boys and girls at the time of puberty.

Similarities:

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Differences:

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You can refer to the above information and compare your answers.

Hopefully, you have a better understanding of the different changes that occur during puberty. Now we will look at human reproduction.

## The reproductive system

Let us take a closer look at the reproductive system.



### Activity

#### Activity 3

It should take you 5 minutes to complete this activity.

In your own words, write down what you know about the term *reproductive system*?

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### Feedback

#### Feedback to Activity 3

You can now read the given definition below.

The *reproductive system* is a system that consists of hormones, fluids and organs that work together for the purpose of reproduction. In women, the organs are directly involved in producing eggs and in conceiving and carrying babies. In men, the organs are directly involved in creating, storing and delivering sperm to fertilize an egg.

In this sub topic, we will be looking at both the male and female reproductive system.

#### The male reproductive system

The human male reproductive system is a series of organs located outside the body and around the pelvic region that contribute towards the reproductive process. The primary direct function of the male

reproductive system is to provide the male spermatozoa (sperm) for fertilization of the ovum.

The major reproductive organs of the male can be grouped into three categories.

The first category	The second category	The third category
<p>The <b>first category</b> is sperm production and storage. Production takes place in the testes which are housed in the temperature regulating scrotum; immature sperm then travel to the <b>epididymis</b> for development and storage.</p>	<p>The <b>second category</b> comprises the ejaculatory fluid producing glands, which include the seminal vesicles, prostate, and the vas deferens.</p>	<p>The <b>third category</b> includes the organisms used for copulation, and deposition of the spermatozoa (sperm) within the female; these include the penis, urethra, vas deferens, and Cowper's gland.</p>

Figure 2: reproductive organs

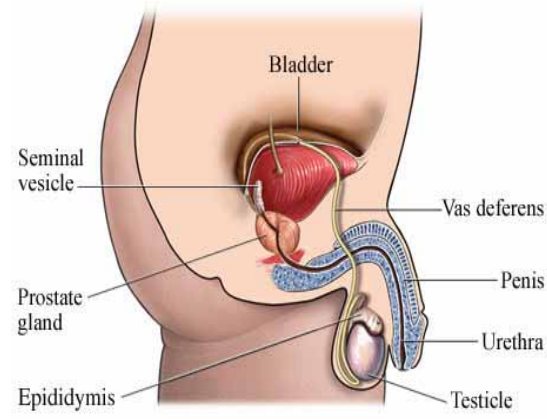


Figure 3: male reproductive system<sup>7</sup>

### How are sperm produced?

Sperm are made in two small glands called testes which are outside the body, in a bag of skin called the scrotum. Sperm, after being produced in the testes, are stored in the seminal vesicles. They are mixed with a white fluid from these seminal vesicles to produce semen.

It is normal for the penis to sometimes become erect during sleep, especially during dreaming. This can lead to *wet dreams*. Minor stimulation of the penis will also have the same effect.

Major secondary sexual characteristics include: larger, more muscular stature, deepened voice, facial and body hair, broad shoulders, and development of an “Adam's Apple”. An important sexual hormone in males is androgen, and particularly testosterone.

To continue, complete the following activity.

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<sup>7</sup> Source: Daniel publishing



## Activity

### Activity 4

You should take 15 minutes for this activity.

Go through the following exercise to test your knowledge.

1. Fill in the blanks using the words provided in the box below.

testicle sperm armpits blood ejaculation pubic  
spongy voice semen hair erection.

Figure 3a: male changes

A boy's penis is made of a (1) \_\_\_\_\_ material. When the boy strokes his penis or he is excited, his penis fills with (2) \_\_\_\_\_ and becomes hard. This causes an (3) \_\_\_\_\_. Eventually, (4) \_\_\_\_\_ will come out of his penis. This white sticky substance contains (5) \_\_\_\_\_ and is called an (6) \_\_\_\_\_. The body starts to produce sperm about a year after the penis has started developing and (7) \_\_\_\_\_ has started growing around the (8) \_\_\_\_\_ area and under the (9) \_\_\_\_\_. At the same time, his (10) \_\_\_\_\_ begins to change. Another word for testes is (11) \_\_\_\_\_.



2. Fill in the blanks using the words below.

testes    scrotum    sperm    sexual intercourse    penis

Figure 3a: male changes

The male sex organs are called the (1) \_\_\_\_\_ and the (2) \_\_\_\_\_. The testes are glands which hang in a skin bag called the (3) \_\_\_\_\_. They produce (4) \_\_\_\_\_ which are tiny living cells. The sperm duct carries sperm to the penis. During sexual intercourse the penis can slide into the vagina of a woman and eject sperm. This is called (5) \_\_\_\_\_.



**Feedback**

#### **Feedback to Activity 4**

##### **Exercise 1**

(1) spongy, (2) blood, (3) erection, (4) sperm, (5) semen, (6) ejaculation, (7) hair, (8) pubic, (9) armpit, (10) voice, (11) testicles.

##### **Exercise 2**

(1) testes, (2) penis, (3) scrotum, (4) sperm, (5) sexual intercourse.

## The female reproductive system

The human female reproductive system is a series of organs primarily located inside the body and around the pelvic region that contribute towards the reproductive process. The human female reproductive system contains three main parts:

1. the vagina, which acts as the receptacle for the male's sperm;
2. the uterus, which holds the developing fetus;
3. the ovaries, which produce the female's ova.

The vagina is attached to the uterus through the cervix, while the uterus is attached to the ovaries via the fallopian tubes.

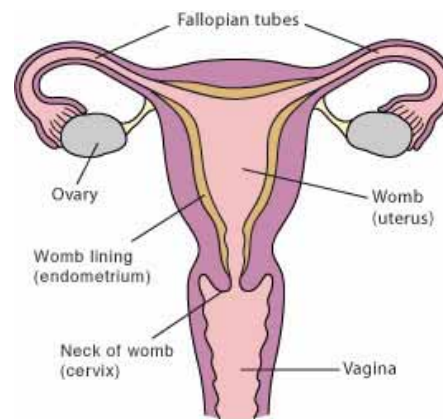


Figure 4: Female reproductive system<sup>8</sup>  
Source: Daniel Publishing

Let us look at another aspect of the female reproductive system.

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<sup>8</sup> Source: Daniel Publishing



### Activity

#### Activity 5

You should spend 2 minutes on this activity.

Rearrange the letters below to form two words. The first letter of each word has been given to you.

e e c c m s n l l y u r a t

Figure 5: Letter

M \_ \_ \_ \_ \_ C \_ \_ \_ \_



### Feedback

#### Feedback to Activity 5

You can now check your answer below.

Menstrual Cycle

So, what is a menstrual cycle?

A menstrual cycle is a period of hormonal change when the lining of the uterus prepares for pregnancy, if no pregnancy happens, then the lining is shed.

We will now look at the steps of the cycle.

#### The menstrual cycle

About once every 28 days, one mature egg in one of the two ovaries is released during a process called *ovulation*.

The released egg is caught in the opening of the fallopian tube. The rippling movements of muscles in the fallopian tube and the sweeping motion of the finger-like projections on its walls, push the egg along the tube towards the uterus. During its journey to the uterus, the egg is ready

for fertilization. The woman will become pregnant and a foetus will develop in her uterus if the egg is fertilized by sperm. However, if the released egg in the fallopian tube fails to be fertilised by sperm in a day or two, it will die and disintegrate.

Each time an egg is released from the ovary, the uterus prepares itself for the growth of the foetus, just in case the released egg is fertilised. The lining of the uterus becomes thick, spongy and full of capillaries. It is now ready to receive any fertilised egg.

If sperm does not fertilize an egg within a week after it enters the uterus, the thickened lining of the uterus is no longer needed. The lining will slowly break down. Together with the disintegrated egg and some blood, it will be pushed down the uterus and out of the body through the vagina over a period of about three to six days. This discharge of blood, broken uterus lining and disintegrated egg from the uterus is called *menstruation*, and is commonly referred to as a *period*.

A period can cause some discomfort because the contractions of the uterus wall can cause cramps. Ovulation starts about 11 to 18 days after the first day of the menstrual cycle.

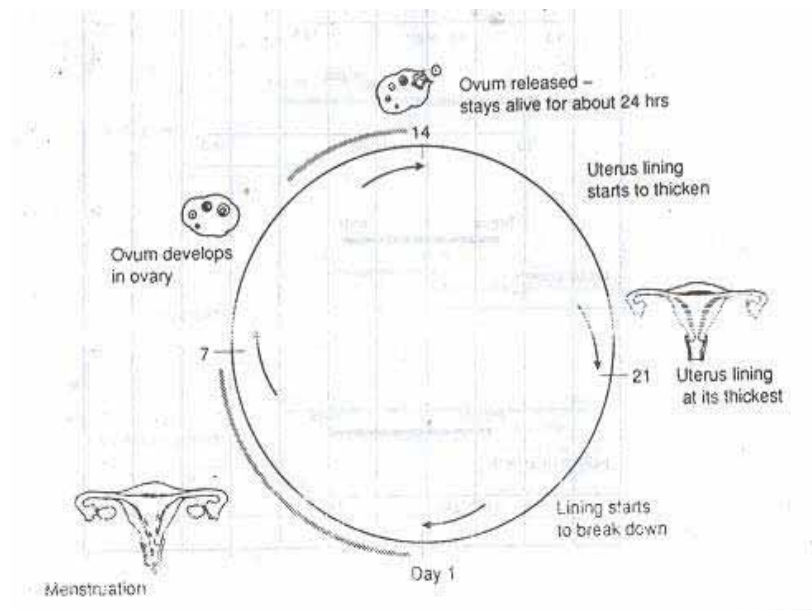


Figure 6: the menstrual cycle<sup>9</sup>

<sup>9</sup> Source: Sex facts Daniels Publishing



## Activity

### Activity 6

You will need 15 minutes to complete this activity.

1. Fill in the blanks with words from the box.

28 days irregular uterus blood pubic menstruation  
sanitary towel tampon periods breasts armpits  
reproductive organs vagina womb

Figure 8a: female changes

A girl starts to have her (1) \_\_\_\_\_ because she is growing up and her (2) \_\_\_\_\_ start to work. Periods occur approximately every (3) \_\_\_\_\_, although in the beginning they can be very (4) \_\_\_\_\_. When a girl has her period, (5) \_\_\_\_\_ comes down her (6) \_\_\_\_\_ from her (7) \_\_\_\_\_. She must wear a (8) \_\_\_\_\_ or (9) \_\_\_\_\_ during her period to catch the blood. At the same time that (10) \_\_\_\_\_ starts, there are other changes. The (11) \_\_\_\_\_ start to grow and hair grows around the (12) \_\_\_\_\_ area and under the (13) \_\_\_\_\_. Another word for uterus is (14) \_\_\_\_\_.

2. Fill in the blanks with the words from the box.

blood ovaries womb egg uterus fallopian tubes

Figure 8b: female changes

The (1) \_\_\_\_\_ produce an (2) \_\_\_\_\_ once a month. This travels along the (3) \_\_\_\_\_ to the (4) \_\_\_\_\_ or (5) \_\_\_\_\_ where the egg may grow into a baby if it is fertilised by male sperm. The wall of the womb is lined with (6) \_\_\_\_\_ vessels.



**Feedback**

### **Feedback to Activity 6**

1. (1) periods (2) reproductive organs, (3) 28 days,  
(4) irregular, (5) blood, (6) vagina, (7) uterus, (8) sanitary towel,  
(9) tampon, (10) menstruation, (11) breasts, (12) pubic,  
(13) armpits, (14) womb.
2. (1) ovaries, (2) egg, (3) fallopian tubes, (4) uterus, (5) womb,  
(6) blood.

When we talk about menstruation it is important to look at fertilisation.  
So what is fertilisation?

## Fertilisation (conception)

For a baby to grow, a sperm must meet with an ovum in the fallopian tube, and fuse with it.

If sexual intercourse has taken place at about the time when an ovum is released from the woman's ovary, then it is likely that fertilisation will occur.

The sperm swim from where they were deposited, by the cervix, through the uterus and into the fallopian tubes. Only one tube will contain an ovum. Many sperm are destroyed on the way, and others swim in the wrong direction.

When the sperm reaches the ovum, only one will enter the ovum. The successful sperm will leave its tail outside and the nucleus containing the 23 chromosomes will move into the ovum to join with the nucleus of the ovum, which also contains 23 chromosomes.

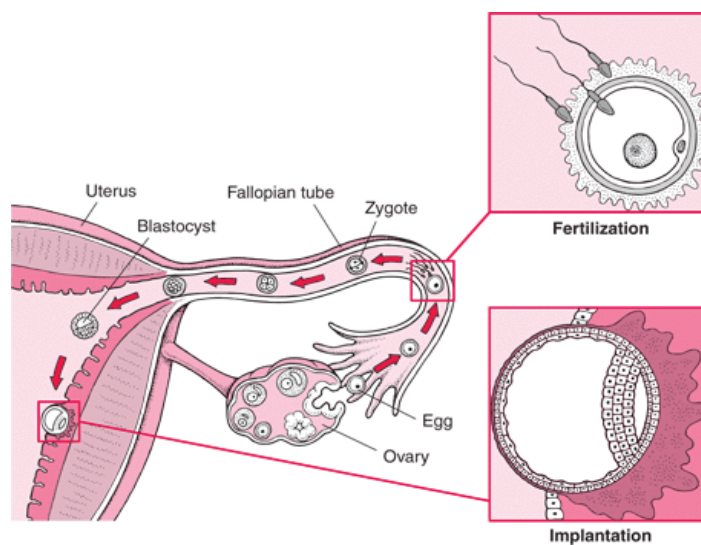


Figure 9: the process of fertilisation (conception)<sup>10</sup>

<sup>10</sup> Source: Sex facts Daniels Publishing

To conclude this topic, we will briefly look at responsible sexual health. Remember, you can always refer to Unit 3 for more information on sexual health.

## **Responsible sexual health**

Sexuality is a big part of being human. Love, affection and sexual relationships all play a vital role in a healthy relationship. They also contribute to your sense of well-being.

As we have seen earlier, puberty causes the bodies of boys and girls to change and these changes enable their bodies to reproduce. The male sperm can fertilise a female egg, and girls can give birth to a baby.

But even when your bodies have reached this stage, it does not necessarily mean you are ready to have babies yet. You have to grow up in many other ways to be ready for this important task.

During adolescence, the human body can be stimulated so that there is a desire for sexual intercourse. Many boys and girls will not become involved in sex because they know that it is not right for their age, but some will have difficulty coping with this urge and will become sexually active.

Young people should think carefully before making this important decision. You should remember that after the first experience, you are likely to become involved more easily, therefore it is better to delay the first experience. Another important fact is that a single incident of sexual intercourse can lead to pregnancy and/or sexually transmitted infections such as HIV.

If two people are not prepared for marriage or having a family, then pregnancy can become a serious problem. As the girl is not yet fully developed, the pregnancy could be health risk to both the mother and the baby. You must be at a stage in your life when you are ready to give the love, care and protection a baby needs, and this takes a lot of time.

You need to have good judgment to select the right partner. You need to know how to run a home and take care of a family. You must work and earn enough money for a family to live on. You must be prepared to guide and protect another human being for many years to come.



## Topic 4: Contraceptives



**How long?**

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

To start, complete the activity below.



**Activity**

### Activity 1

You should complete this activity in 5 minutes.

In the space provided below, write down your understanding of the term *contraceptive*.

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**Feedback**

### Feedback to Activity 1

Now you can read the following information and compare your answer.

*Birth control* is sometimes used synonymously with *contraception*. It describes things or methods that prevent a woman or girl from becoming pregnant, or giving birth. Birth control can mean a wide range of things – from “contraceptives” (used to reduce the chances of a woman becoming pregnant) to other ways of avoiding pregnancy, like not having sex.

In this topic we will look at the different contraceptive methods that are available, as well as its functions and effectiveness.

The form of birth control you select depends on your needs. Some people only need to avoid pregnancy. Other people may also want to protect themselves or their partners from diseases that can be transmitted by having sex. We refer to these diseases as *sexually transmitted infections (STIs,)* as you have already seen in Unit 3.

Contraceptives come in different forms or methods. Do you know any?



**Activity**

**Activity 2**

You should complete this activity in 5 minutes.

**Methods of birth control:**

Write down some methods of birth control that you know about.

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## Feedback

### Feedback to Activity 2

Read the information below and check your answers.

Altogether, birth control methods can be grouped into five categories; the *natural* method, the *chemical* method, the *hormonal* method, the *barrier* method and the *surgical* method.

Method	What is involved?	Functions	Effectiveness and reliability
<b>Natural methods</b> Rhythm method	Abstaining from sexual intercourse during fertile period of menstrual cycle.	Avoids fertilisation. If intercourse is restricted to a safe period when ovum is not released, fertilisation cannot occur.	Unreliable. Depends on the regularity of the menstrual periods of women.
<b>Chemical method</b> Spermicide	A chemical which kills sperms.	Application in vagina immobilizes and kills sperm cells.	Not very effective on its own. Increased effectiveness when used with condom or diaphragm.
<b>Hormonal methods</b> Oral contraceptive pills	A combination of synthetic hormones. 1 pill taken each day for 21 days, beginning on the 5 <sup>th</sup> day of menstruation	Hormones act to prevent the release of ovum from the ovary.	Very effective and safe if instructions are followed closely.
Injectable contraceptive	A hormone preparation. Injected into the blood stream by doctor/ nurse for every three months.	Hormones act to prevent the release of ovum from the ovary.	Very effective. May cause serious long term health risks, e.g., cervical cancer.

<p><b>Barrier method</b></p> <p>Condom</p> <p>Diaphragm</p> <p>Intra- urine contraceptive device (<b>IUD</b>)</p>	<p>A thin sheath of rubber worn over penis during sexual intercourse.</p> <p>A flexible cup-shaped device made of rubber.</p> <p>A small plastic or metal device placed in the uterus by a doctor.</p>	<p>To contain sperm during ejaculation so that they cannot enter the vagina and uterus.</p> <p>It is placed in the vagina to cover cervix to prevent sperm from entering the uterus.</p> <p>Prevent implantation of the fertilised ovum.</p>	<p>Offers good protection when fitted correctly. Effectiveness increased if used together with a spermicide.</p> <p>Offers good protection when correctly placed. Effectiveness increased if used together with a spermicide.</p> <p>Very effective. Can be left in the uterus for extended periods of time depending on the type.</p>
<p><b>Surgical method</b></p> <p>Vasectomy (male sterilization)</p> <p>Ligation (female sterilizations)</p>	<p>The sperm ducts are tied and cut.</p> <p>The oviducts are clipped or tied and cut.</p>	<p>Prevents sperm from reaching the ovum and thus prevents fertilization.</p> <p>Prevents the ovum from meeting with the sperm and thus prevents fertilization.</p>	<p>Very effective long term birth control method but irreversible.</p> <p>Very effective long term birth control method but irreversible.</p>



### Activity

Figure 1: methods of contraceptives

Now let us see how much you have mastered in this topic. Please complete the following activity.

### Activity 3

You should complete this activity in 2 minutes.

Now read and circle the most correct answer.

**1. What would be the effect of tying both oviducts of a woman?**

- A. Egg cells would no longer be produced.
- B. Sex hormones would no longer circulate in the blood.
- C. Sperm cells would be unable to enter the uterus.
- D. Sperm cells would be unable to reach the egg cells.

**2. How does the female contraceptive pill prevent pregnancy?**

- A. It stops the fertilised egg from implanting in the uterus.
- B. It stops the sperm from reaching the egg.
- C. It stops menstruation.
- D. It stops the ovary from releasing eggs.



**Feedback**

### **Feedback to Activity 3**

1.D

2.D

Now we will look at the topic of abortion. This is a very sensitive issue.

## **Topic 5: Abortion**

To begin this topic, please complete Activity 1 below.



Activity

Activity 1

You should spend 5 minutes on this.

Observe the picture below and write down what you can see.



Figure 1: the baby<sup>11</sup>

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<sup>11</sup> Source: Birth At last Robert L .Dickinson , M.D. 1978, New York, .N.Y. 2008



Feedback

### Feedback to Activity 1

Have you managed to come up with any sentences, words or term that best describe the picture? You might have come up with one of the following: *a growing baby, nourishment, living human.*

In this topic you will learn about *abortion*, the different types of abortion and the complications it brings upon one's health.

Some women and girls don't want to have a baby, but become pregnant because they've had sex without using contraception, or because the contraception that they've used has failed for some reason. In these situations, many women may decide to have an *abortion*.

### What is abortion?



Activity

### Activity 2

It is recommended that you spend 5 minutes on this activity.

In your own words, write down your understanding of the term *abortion*.

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Feedback

### Feedback to Activity 2

Now read on and compare your definition with the information below:

An abortion is when a pregnancy is ended before the baby can survive independently from the mother. Health workers use the term *induced abortion* to describe a pregnancy that is ended artificially.



## Types of abortion

In general there are two types of abortion, the *spontaneous abortion* and the *induced abortion*.



### Activity

#### Activity 3

You should spend 5 minutes on this activity.

Have you ever heard of *spontaneous* and *induced* abortion? If so, write down their definitions in the space below. However, if the terms are new to you, try to come up with what each means and then refer to the definitions given below to see how you did.

#### *Spontaneous abortion:*

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#### *Induced abortion:*

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## Feedback

### Feedback to Activity 3

Here are the definitions. Be sure to go back to check and add to your answers. You are free to make corrections as needed.

#### Spontaneous abortion:

A spontaneous abortion (also known as a miscarriage) is the removal of an embryo due to accidental trauma or natural causes within 22 weeks of conception.

#### Induced abortion:

Induced abortion is when a pregnancy is purposely aborted. It can be categorized as therapeutic or elective. An abortion is medically referred to as therapeutic when it is performed to:

- preserve the woman's physical or mental health;
- terminate a pregnancy that would result in a child born with a congenital disorder that would be fatal or associated with significant morbidity;
- selectively reduce the number of foetuses to lessen health risks associated with multiple pregnancies.

### The danger or risk of illegal abortion

Occasionally a pregnant women may try to induce an abortion herself, or ask someone untrained or with poor facilities to do so for her. This is illegal, and can be very dangerous.



## Reflection

#### Reflection 1

Reflect on some of the different dangers or risks that an illegal abortion can cause to a pregnant woman. You should spend 3 minutes on this task.

You might have thought about reasons such as death, infection, etc.

The risks of illegal abortion include *bleeding, infection, damage to cervix and uterus, damage to the baby.*

You can now read more about each of the risks below:

Risk of illegal abortion	Description
<b>Bleeding (hemorrhage)</b>	The woman may bleed heavily because either the uterus or cervix has been damaged, or because the abortion was not complete and therefore the uterus cannot contract to stop the bleeding. Any delay in seeking medical help is dangerous as the woman could bleed to death.
<b>Infection</b>	This may occur because the methods used to induce the abortion are not sterile, or because the abortion is incomplete. The longer the infection is left untreated, the more serious the consequences. Therefore the woman should seek medical help as soon as possible. Infection may lead to severe pain, may prevent the women having children in the future, and can even result in death.
<b>Damage of the uterus and cervix</b>	The cervix may be torn so that the woman either cannot become pregnant again, or has repeated miscarriages. The uterus can be so damaged that future pregnancies become dangerous, or that the uterus has to be removed to save the woman's life.
<b>Damage to the baby</b>	Not all illegal abortions work. Some woman may not abort, but give birth to a disabled or premature baby.

Figure 2: risks of illegal abortion

## Topic 6: Parenting/child care



### How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

In this topic we will look at basic *parental skills*.

For you to become a parent is an invaluable transition in family life. Some people think that becoming a parent is a dynamic step towards being recognized and adopted in the circle of adulthood. This status comes with responsibilities which many of you may not be willing to accept at this young age. Each new role or stage in life brings with it times of stress and instability.



### Activity

#### Activity 1

You should spend 5 minutes on this task

Let us check your understanding of the word *parent*. Jot down your ideas below.

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## Feedback

### Feedback to Activity 1

Now read the information below to compare your answer.

A *parent* is a father or mother; one who gives birth to and/or nurtures and raises children. The different roles of parents vary throughout the path of life, and are especially complex in human culture.

## Parenting

Parenthood is a task that most of you will experience one day. Building and nurturing a healthy and happy family is a goal that we all hope to achieve.



## Reflection

### Reflection 1

Take 3 minutes to reflect on the term *parenting*. What do you understand by this term?

You might have come up with ideas such as giving birth to a baby, providing basic needs to children, etc.

You can now read the following information on parenting.

*Parenting* is the process of promoting and supporting the *physical*, *emotional*, *social*, and *intellectual* development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship.

In most cases, parenting is usually done by the biological parents of the child. However, orphaned or abandoned children can also receive parental care from non-parent blood relations. Others may be adopted, raised in foster care, or be placed in an orphanage.

Usually, parental figures provide for a child's physical needs, protect them from harm, and impart in them skills and cultural values until they reach legal adulthood, usually after adolescence.

## Responsibilities for parenthood

Preconception care involves making plans and preparations before you decide to start a family. Every baby should be a wanted baby, and as you have learned in the previous topic, different methods of contraception allow you to plan the size of your family and to choose when to begin.

Pregnancy should be a pleasurable time for both you and your partner. It should not be a time of stress, fear, worry, overwork and poor health.



### Activity

#### Activity 2

You should complete this activity in 10 minutes.

Peter and Jane had been going out for almost three years. They have decided to start a family.

Can you help them by listing some of the needs to consider before starting a family?

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## Feedback

### Feedback to Activity 2

Before starting a family, there are a number of things to take into consideration.

You can now read through the list below to consolidate your answers.

- One should have a stable, loving relationship and a mature outlook on life
- The security of a warm and comfortable home
- Adequate and nourishing food
- A clean and safe environment
- Sufficient finances

You need to know that the key factor in producing a healthy baby is the health of the prospective parents. Being an unhealthy couple, you may find it difficult to conceive. A man's sperm is affected by the state of his health and a woman must be healthy in order to support the foetus in the womb from the moment of conception.



## Activity

### Activity 3

You should take 10 minutes to complete this activity.

When planning a family, one should be ready physically, mentally and emotionally. In the table below, the first column states the different factors. Match each factor to the correct description on the right.

Factor in producing a healthy baby	Possible description
Diet	It has been proved that body pollutants, such as tobacco, alcohol, and drugs, not only harm the health of the parents but also the life of the unborn child.

Environment	It is advisable to take advice, tests and treatment before or during pregnancy.
Use of body pollutants	A healthy diet includes proteins, carbohydrates, fats, vitamins, minerals, fibre and fluids.
Diseases	It is advisable to keep it as low as possible. In order to help relieve it one should set aside a time for relaxation, join a keep fit class, reassess diet, or take up regular exercise.
Level of stress	One should live in a healthy, safe, relaxing and stimulating environment.

Figure 1a: factors in producing a healthy baby



Feedback

### Feedback to Activity 3

You can now refer to the correctly matched table below to check your answers.

Factor in producing a healthy baby	Correct description
Diet	A healthy diet includes proteins, carbohydrates, fats, vitamins, minerals, fibre and fluids.
Environment	One should live in a healthy, safe, relaxing and stimulating environment.



Factor in producing a healthy baby	Correct description
Use of body pollutants	It has been proved that body pollutants, such as tobacco, alcohol, and drugs, not only harm the health of the parents but also the life of the unborn child.
Diseases	It is advisable to take advice, tests and treatment before or during pregnancy.
Level of stress	It is advisable to keep it as low as possible. In order to help relieve it one should set aside a time for relaxation, join a keep fit class, reassess diet, or take up regular exercise.

Figure 1b: factors in producing a healthy baby



## Assignment

### Assignment 1

Now that you have explored basic parental duties, research the parental duties for each of the following issues:

- Physical security: the safety of a child's body and life.
- Physical development: appropriate conditions for the healthy growth of a child.
- Intellectual security: the conditions in which a child's mind can develop.
- Intellectual development: providing opportunity for a child to learn.
- Emotional security: the protection a child's consciousness.
- Emotional development: developing a child's ability to love, care, help, etc.

**Due date:** You should hand in your assignment at your secondary school or regional centre one month after the completion of this topic.

## Parenting throughout a the child's lifespan

In general, a child's lifespan can be divided into seven stages.



### Activity

#### Activity 4

You should spend 5 minutes on this activity.

Write down the 7 different stages of a child's lifespan below.

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Feedback

#### Feedback to Activity 4

You can verify your answers with the list below:

- a** Planning and pre-pregnancy
- b** Pregnancy and prenatal parenting
- c** Infancy
- d** Toddlerhood
- e** Childhood
- f** Adolescence
- g** Adulthood

Now let us look at each of the different stages:

#### **Planning and pre-pregnancy**

During this stage, you decide whether and when you want to become parents. This is usually done at a family planning clinic, where you can gather information about preconception care, maternal care and overall physical and mental health.

#### **Pregnancy and prenatal parenting**

During pregnancy, the unborn child is affected by many decisions that you as parents make, particularly choices that are linked to your lifestyle. The health and dietary decisions of the mother can have either a positive or negative impact on the child during prenatal parenting. Many people believe that parenting begins with birth, but truthfully, the mother begins raising and nurturing a child well before birth.

#### **Infancy**

Parenting during infancy is when many of the responsibilities begin. You need to pay attention to the infant's needs by providing special food, adapting to the infant's changeable sleep cycle and soothing the child at all times. Additionally, you should show the child love at all times and become aware of what scares or upsets him/her. Mothers should breast feed their infants at this stage if they can, and sufficient exposure to language will be important for the infant when it begins speaking later on.

#### **Toddlerhood**

When the infant becomes a toddler (generally one year after birth), parents must begin to provide basic training to help the child develop necessary motor and coordination skills. The child must learn to crawl, sit up, and eventually walk. They must develop their hand-eye coordination from basic levels to higher levels of complexity. Speaking ability also develops at this stage, and parents must encourage lingual development

by talking with the child, and helping them to understand basic gestures and emotional displays.

### **Childhood**

Parents are expected to make important decisions about the child's education. You, as parents, have to love and care for your preschoolers by doing all that you can to keep them safe. It is important not to leave things lying around that are dangerous to small children. Children at this age are very likely to put things in their mouths and eat and drink things that can be dangerous to their health.

### **Adolescence**

During adolescence, children are beginning to form their individuality and are testing and developing the interpersonal and occupational roles that they will assume as adults. Although adolescents look to peers and adults outside of the family for guidance on how to behave, parents remain influential in their development. Therefore, you as parents will often feel isolated and alone in parenting adolescents, but you should still make the effort to be aware of the adolescent's activities, providing guidance, direction, and consultation. Adolescence can be a time of high risk for children, where newfound freedoms can result in decisions that drastically open up or close off life opportunities. Parental issues at this stage include dealing with "rebellious" teenagers, who didn't know freedom when they were younger.

### **Adulthood**

- Young adults: As children become young adults, their personalities show the result of successful or unsuccessful parenting. This is noticeable when young adults make independent life decisions about their education, work and relationships.
- Middle age and old age: Parenting doesn't stop when children grow up and age. Parents always remain parents, even for old children. Their relationship continues developing if both parties want to keep it or improve it. Parenting issues may include relationships with grandchildren and stepchildren.

## **How parents' lives change.**

The couple who hopes to start a family should be reasonably happy together and fairly self-confident, because raising a child is a long and demanding job. This is why it is often considered undesirable for young people, who are still in their teens, to become parents. They themselves have not finished growing up, and they may not be mature enough to

cope with the demands of parenthood and the changes it will bring to their lives.

### Discussion 1



#### Discussion

Discuss with a friend the possible changes that might happen when one becomes a parent.

You should spend 5 minutes for this discussion.

Have you managed to come up with any possible changes? I hope you have included the following in your discussion: restriction of freedom, sleepless nights, etc.

A list has been provided for you below. Please go through it carefully.

Having children changes the lives of the parents in many ways:

- **Children are hard work:** when they are young, they are by nature neither clean nor tidy. Also, they have to be cared for seven days a week, and at night as well.
- **They are a long lasting responsibility:** children require years of care as they grow from “dear little babies” into adolescents, who can be much more difficult to manage.
- **They require sacrifices** from parents of both time and money.
- **They restrict parents’ freedom,** but at the same time, provide a new and continuing interest.
- **They bring parents much pleasure and satisfaction** if the parents are prepared to sacrifice time and energy in raising them.

Figure 2: changes

We have now come to the end of Topic 6. Please proceed with Topic 7 below.

## Topic 7: Child abuse



You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

How long?



Reflection

### Reflection 1

Before you continue with this topic, look at the picture below. What comes to your mind when you look at it? You should spend 5 minutes on this reflection.



Figure 1: what is happening?<sup>12</sup>

What did you come up with? Perhaps you came up with one of the following terms, such as *bad parenting*, *act of malicious behaviour towards children*, or *child abuse*.

Our main topic of discussion for this sub topic will be *child abuse*. We will look at different forms of child abuse and the signs and symptoms of each. Towards the end of the topic, we will discuss the causes and consequences of child abuse, as well as preventive measures.

To continue, complete the activity below.

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<sup>12</sup> Source: calvarychapelabuse.com



### Activity

#### Activity 1

You should spend 5 minutes on this activity.

In a few sentences, write down how you would describe the term *child abuse*.

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Have you managed to come up with any definitions? Did you include words like *beating* or *maltreatment* in your description?

You can now compare your definition with the one provided below.

#### Feedback to Activity 1



### Feedback

**Child abuse** is the physical mistreatment of children. In many cases, children are the victims of more than one type of abuse. The abusers can be parents or other family members, caretakers such as teachers or babysitters, acquaintances (including other children), or strangers.

#### Types of child abuse

Child abuse can take place in different forms.

In general there are four major types of child abuse: *neglect*, *physical* abuse, *emotional* abuse, and *sexual* abuse.



**Activity**

**Activity 2**

You should take 15 minutes to complete this activity.

In your own words write down what you understand about these terms.

**Neglect:**

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**Physical abuse:**

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**Emotional abuse:**

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**Sexual abuse:**

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Feedback

### Feedback to Activity 2

If you have been able to explain the four forms of child abuse, you have done well! You can now compare your answers with the descriptions of each term below:

- **Neglect** is a type of abuse in which the responsible adult fails to adequately provide for various needs, including physical (failure to provide adequate food, clothing, or hygiene), emotional (failure to provide nurturing or affection) or educational (failure to enroll a child in school) needs.



Figure 2 : neglect <sup>13</sup>

- **Physical abuse** is violent behavior directed at a child by an adult. It can involve striking, burning, choking or shaking a child, and the difference between discipline and abuse is often poorly defined.



Figure 3: physical abuse<sup>14</sup>

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<sup>13</sup>source: calvarychapelabuse.com(adapted by Serge Mondon)

- **Psychological abuse**, also known as emotional abuse, can involve belittling or shaming a child, inappropriate or extreme punishment and the withholding of affection.



Figure 4: psychological abuse<sup>15</sup>

- **Sexual abuse** is any sexual act between an adult and a child, including penetration, fondling, and exposure to adult sexuality and violations of privacy.



Figure 5: sexual abuse<sup>16</sup>

We have seen that there are different forms of child abuse and that each has different signs. We will now look at the causes and consequences of child abuse.

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<sup>15</sup> (adapted by Veronique Pillay)

<sup>16</sup>Source : Calvarychapelabuse.com(adapted by Serge Mondon)

## Causes of child abuse

Child abuse is a complex problem which has several causes. You have to understand the causes of child abuse in order to address the problem.

Substance abuse is a major contributing factor to child abuse. It has been found that most parents that use substances, most commonly alcohol, cocaine and heroin, are much more likely to mistreat their children.

## The consequences of child abuse

The consequences of child abuse can be serious. As you may be aware, child abuse can have adverse effects on an individual. We can classify the consequences into three main categories, i.e. *physical*, *emotional*, and *behavioural* consequences.

### Physical Health Consequences

We can categorize the immediate physical effects of abuse and or neglect into 2 groups, i.e. the *minor* that include bruises or cuts and the *severe* that include broken bones, hemorrhage and even death. However, in some cases the physical effects are temporary, but the pain and suffering can have long term emotional consequences.

### Emotional Consequences

The instant emotional effects of abuse and neglect are isolation, fear and an inability to trust, and can translate into lifelong consequences, including low self-esteem, depression and relationship difficulties.

### Behavioural Consequences

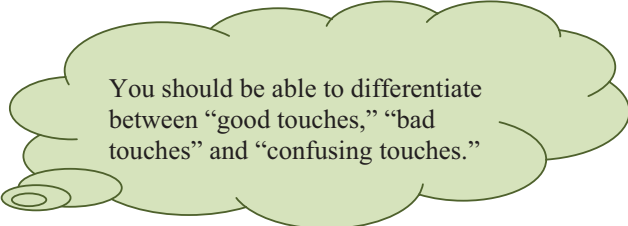
Almost all abused children are at risk of exhibiting unhealthy behavior during adolescence and adulthood. Such behaviour could be smoking, drug abuse, and alcoholism. There is also a greater chance of juvenile delinquency and criminal behaviour. Furthermore, abused children are more likely to become abusers themselves.

Now that you have learned about the different consequences and causes of child abuse, it is also important for you to know the preventive measures in order to detect, prevent, and report child abuse.

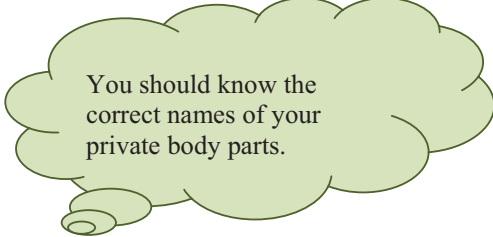
## Prevention of child abuse

Child abuse is prevented, first through awareness, then early detection and intervention. Protecting children from abuse is the first and foremost concern of police and child protection authorities.

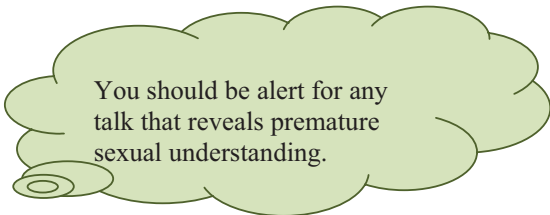
You should consider the following points:

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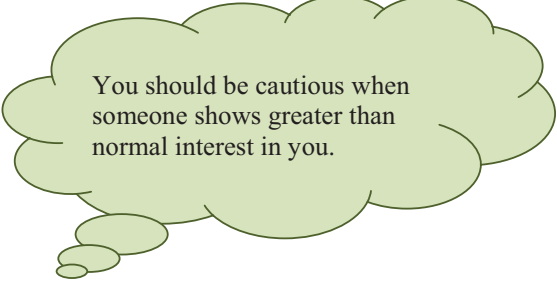
You should be able to differentiate between “good touches,” “bad touches” and “confusing touches.”

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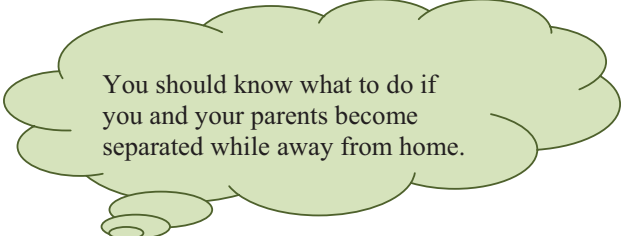
You should know the correct names of your private body parts.

A light green thought bubble with a black outline and three smaller circles at the bottom left.

You should be alert for any talk that reveals premature sexual understanding.

A light green thought bubble with a black outline and three smaller circles at the bottom left.

You should be cautious when someone shows greater than normal interest in you.

A light green thought bubble with a black outline and three smaller circles at the bottom left.

You should know what to do if you and your parents become separated while away from home.

To conclude this topic, you should remember that child abuse can happen to anyone out there. However, awareness can lead you to detect, prevent or report cases to people or agencies concerned.

## Topic 8: Family protection



### How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

Raising a family in this modern world of “instant everything” can be an enormous task that is quite daunting to new parents, no matter what their age. The stress of parenting can lead to a number of undesirable circumstances, such as divorce, child abuse, adoption and even alcohol abuse; however, through the right combination of education, discipline, and encouragement, even the most unruly children can become cooperative and quite manageable. To aid with this process, many countries have set up organizations to give support to parents and families.



### Activity

#### Activity 1

You should spend 5 minutes on this activity.

In the space below, write down your understanding of the term *family support*?

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Feedback

### Feedback to Activity 1

You can now read the following definition and compare your answer.

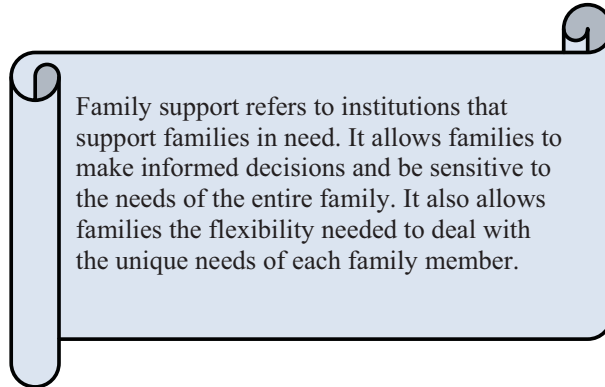


Figure 1: family support

### Roles and functions

Family protection and support organisations undertake numerous tasks in order to help families and individuals.



Activity

### Activity 2

You should spend 10 minutes on this activity.

Can you list some of the tasks that you think these organisations undertake?

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**Feedback**

**Feedback to Activity 2**

Your answers might have included some of the following:

Provide support and counselling to families in difficulty.

Intervene in cases of spousal conflict and relationship problems.

Provide social casework investigation, reports and other services to respective courts.

Provide social enquiry reports and other services to the courts in criminal cases.

Coordinate parenting education sessions in collaboration with other partners to further support families which are in difficulty.

Advise, befriend, assist, counsel and supervise persons placed on probation.

Counsel and work with youth at risk.

Supervise community service orders and other care orders.

## Laws of Seychelles

According to the Constitution of the Republic of Seychelles, Article 32, Clause 1 states that the state recognizes that the family is the natural and fundamental element of society. Everyone has the right to form a family and promote the legal, economic and social protection of the family. In clause 2, it states that the right contained in clause (1) may be subject to such restriction as may be prescribed by law and necessary in a democratic society, including the prevention of marriage between persons of the same sex or persons within certain family degrees.

## Importance of family protection/ support

The general importance of family protection/support is that it promotes the social functions of individuals, families, group or communities. It responds to crises and emergencies, as well as to everyday personal and social problems.



### Assignment

#### Assignment 1

Look around in your community and write down some of the organisations that help in the protection of families. Then choose one and research its role and functions in full.

**Due date:** You should hand in your assignment at your secondary school or regional centre one month after the completion of this topic.



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## Unit summary



### Summary

In this unit you learned about the concept of *family* and the *different types of family structures*. You've also looked at the term *marriage*. You have learned about all the physical changes that take place during puberty, and the different parts of the male and female reproductive system. You have learned about the different types of contraceptives and their effectiveness. You've looked at *abortion* and the risks that it may have on one's health. You have also learned that child abuse comes in different forms, and what preventive measures need to be taken to avoid child abuse. Parenting, as you have learned, is a very demanding job, but with proper guidance and support a fruitful relationship can be developed.

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# Assessment



## Assessment

Assessment tasks will cover essential aspects of the various topics covered in the unit. These assessments will be administered after the completion of each consecutive unit.

This assessment will be 1 hour 30 minutes. **It is worth 50 marks.**

The teacher will provide feedback within 1 month of submission.

### Instructions:

**Read all the questions carefully and try to provide the best answers possible. Please attempt all questions.**

The assessment will consist of structured questions, multiple choice and matching exercises.

1. What is a family?

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(3 marks)

2. List two types of marriage.

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(2 marks)

3. Name two types of abortion and explain each of them.

a. \_\_\_\_\_ (1 mark)

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(3 marks)

b. \_\_\_\_\_ (1 mark)

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(3 marks)

4. Explain the term *parenting*.

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(3 marks)

5. Name the first three stages of a child's lifespan.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

(3 marks)

6. Write down two physical changes in boys and girls that occur during the time of puberty.

Changes in boys	Changes in girls
1.	1.
2.	2.

(4 marks)

7. Match the term with its definition.

1. Extended Family	A parent who brings up a child or children alone, usually because he or she is unmarried, widowed, or divorced.
2. Single Parent Family	A social unit that consists of a mother, a father, and their children.
3. Adoptive Family	A woman who is recognized as being the head of a family, community, or people.
4. Matriarchal family	To raise a child of other biological parents as if the child were your own, in accordance with formal legal procedures.
5. Patriarchal family	The family as a unit, embracing parents and children together with grandparents, aunts, uncles, cousins, and sometimes more distant relatives.
6. Nuclear family	To live together, especially without being formally married.
7. Cohabiting family	A man who is recognized as being the head of a family, community, or people.

(7 marks)

8. Circle the correct answer.

(10 marks)

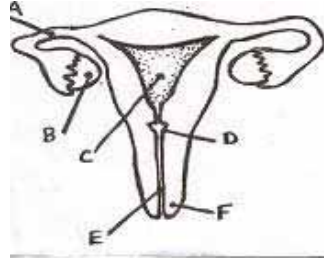
I. Marriage is \_\_\_\_\_.

- a. a social, spiritual and legal union of individuals.
- b. a social union of two persons.
- c. an interpersonal relationship between individuals.
- d. a responsibility.

- II. An abortion is \_\_\_\_\_.
- a. a surgical operation to remove a dead baby.
  - b. when baby is born dead.
  - c. when a pregnancy ends before the baby can survive independently.
  - d. a procedure for giving birth.
- III. Psychological abuse involves \_\_\_\_\_.
- a. physical violence.
  - b. failure to provide adequate basic needs.
  - c. exposure to adult sexuality.
  - d. shaming a child and withholding of affection.
- IV. What is family support?
- a. A service that deals with delinquent behaviours.
  - b. A service that provides help to the families in order to keep all members within a stable home.
  - c. A service that provides social security to the parents.
  - d. An service that assists families financially.
- V. The effects of abuse can be categorized into 2 groups, i.e. the minor and the severe. Which of the following falls under the severe group?
- a. Bruises and hemorrhage.
  - b. Broken bones and cuts.
  - c. Hemorrhage and broken bones.
  - d. Death and bruises.

9. Label the diagram with the given words.

1. Female reproductive system



A: \_\_\_\_\_

B: \_\_\_\_\_

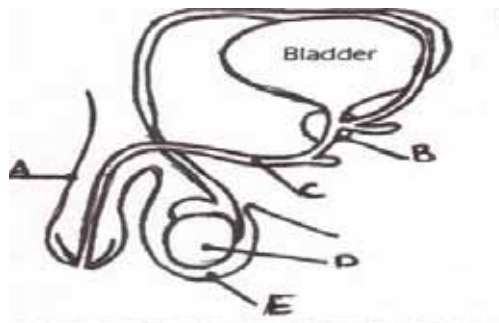
C: \_\_\_\_\_

D: \_\_\_\_\_

E: \_\_\_\_\_

(5 marks )

2. Male reproductive system



A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

D: \_\_\_\_\_

E: \_\_\_\_\_

(5 marks )

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# Contents

<b>Unit 5</b>	<b>2</b>
National and International Understanding.....	2
Introduction.....	2
Topic 1: The United Nations Charter of Human Rights and Fundamental Freedoms.....	6
Topic 2: The Constitution as the Supreme Law of the Country .....	22
Topic 3: Fundamental duties of citizens .....	30
Topic 4: The Government.....	36
Topic 5: The Electoral Process .....	43
Topic 6: Law and Order.....	49
Topic 6: Police and Defence Forces .....	55
Topic 7: International Humanitarian Law (IHL) .....	61
Unit summary .....	67
Assessment .....	68



## Unit 5

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### National and International Understanding

#### Introduction

This is the fifth unit for the Life Skills Course. It involves understanding how the country is governed, thus enabling you to develop into an informed and active citizen. While working through this unit, you will become aware of some of the national issues surrounding you, and develop attitudes and skills needed to understand and appraise your country. Through this unit, you will develop a good value system and effective interpersonal and management skills essential for the wellbeing of the society in which you live. You will also learn to value the concept of the *international community* as being a global village where we all are connected and should therefore live harmoniously together. The unit will also help you to develop a sense of national pride and national unity. You will have the opportunity to identify your fundamental rights, duties and responsibilities as an active citizen, hence enabling you to contribute positively to the nation building process.



#### Outcomes

Upon completion of this unit you will be able to:

- *state* the Universal Declaration of Human Rights;
- *explain* the importance of the constitution as the supreme law of the country;
- *identify* your duties, rights and responsibilities as a citizen;
- *discuss* some of the key steps involved in an electoral process;
- *identify* the functions of the executive power;
- *state* some of your key rights and responsibilities in regards to respecting the law;
- *describe* the roles of the police and defence forces in the maintenance

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of peace and stability in a country;

- *explore* the humanitarian perspective which is a concept of human dignity.



### Terminology

<b>Human rights:</b>	The rights that we all have because we are human beings. We don't have to earn them. Everyone is born with the same human rights.
<b>Children's rights:</b>	Special rights which belong to children.
<b>Illegal:</b>	A thing or an action that is against the law.
<b>Discrimination:</b>	When a person or a group is treated in a different way because of something different about them, such as where they come from, their skin colour, their beliefs, their age, their physical appearance, or their gender.
<b>Rights:</b>	A power, privilege or interest to which one has a just claim. Most fundamental rights are guaranteed under the constitution.
<b>Citizen:</b>	A person owing allegiance to a government and entitled to its protection.
<b>Constitution:</b>	A set of rules by which a country or state is run.

<b>Democracy:</b>	A system of government where the people elect representatives to govern for them. Democracy is the idea that everyone in a country has equal rights.
<b>Election:</b>	When a person or government is elected through the process of voting.
<b>Elector or Voter:</b>	A person who votes or is eligible to vote.
<b>Electoral list:</b>	A register naming all the people who are entitled to vote.
<b>Poll:</b>	A count of people, votes or opinions. To poll is to ask and record the opinion of the people and to receive a number of votes. To go to the poll is to hold an election.
<b>Electoral Commissioner:</b>	The person responsible for organizing and running presidential and national assembly elections and referendums.
<b>Government:</b>	The party or coalition that wins the election. Government means to rule, to administer and to control. Government is the system of rule by which a country or state is governed. It is the executive or administrative body of a nation or state.
<b>President:</b>	The most senior member of the executive that is elected by the people to govern the country on their behalf.
<b>Rule of law:</b>	The principle that all people are equal before the law and that all executive government action is to be undertaken as written by the law.
<b>State:</b>	A number of people living in a defined electoral territory in the country, as defined by the boundaries and listed under the

<b>Armed conflict:</b>	Constitution.
<b>Human rights law:</b>	A situation in which two or more organized groups are engaged in armed fighting, whether international or internal.
<b>Geneva Conventions:</b>	<p>A body of law applicable at all times, that protects human dignity, especially against arbitrary treatment and behaviour by the state.</p> <p>Treaties signed in Geneva in 1949, which form the basis of modern international humanitarian law. They concern:</p> <ul style="list-style-type: none"> <li>■ Wounded and sick armed forces in the field.</li> <li>■ Wounded and sick of shipwrecked armed forces.</li> <li>■ Prisoners of war.</li> <li>■ Civilian population.</li> </ul>
<b>Victims:</b>	Those enduring suffering as a result of armed conflicts.
<b>War crimes:</b>	Grave breach of international humanitarian law, such as willful killing; torture or inhumane treatment; deliberately causing great suffering; seriously endangering physical integrity or health; attacking the civilian population; deporting or illegally displacing population groups; using prohibited weapons or methods of warfare (chemical, bacteriological); or the looting of public or private property.
<b>Law:</b>	A rule or set of rules recognized by society as binding. The law is the area of knowledge or occupation that has to do with these rules.
<b>Judiciary:</b>	

**Judicial Power:**

The branch of governance concerned with the administration of justice. It is made up of a system of courts and judges. The judiciary is a term which applies to the collection of people who hold the office of judge.

The power to interpret and apply the law and one of the three powers under the Constitution, the others being legislative power exercised by the National assembly and the executive power (exercised by the Executive).



How long?

The total estimated time allocated for the completion of this unit is 13 hours 20 minutes spread over 10 weeks. In addition to the formal study time in the classroom, which is a block of 1 hour 20 minutes per week, you are encouraged to devote an extra 1 hour 20 minutes for self-study for each topic.

## Topic 1: The United Nations Charter of Human Rights and Fundamental Freedoms



How long?

You will need 1 hour 20 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

In the first topic you will learn some basic concepts of human rights, and why human dignity needs to be promoted.

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## The United Nations Charter of Human Rights



### Reflection 1

Take 5 minutes to examine the photo below, and reflect on the following questions:

- What might the captive be thinking? What might the guards be thinking?
- Imagine that the captive is your brother. How would you want him to be treated? Why?
- Imagine that the captive killed your friend in a battle. How would you want him to be treated? Why?



Figure 1: blindfolded captive<sup>1</sup>



### Discussion 1

Now, take 5 minutes to discuss your thoughts with a friend.

You likely had mixed feelings on how to treat these captives. Did you touch on the issues of killing, torture, forgiveness or imprisonment?

Do you think that killing or torture is the right way to deal with such a situation? Or should there be other ways?

In order to deal with issues like the “blindfolded captive”, there are different organizations in place at both a national and international level.

International Humanitarian Law (IHL) consists of rules for behaviour in armed conflict in order to protect victims and vulnerable people. The United Nations Universal Declaration of Human Rights ensures basic

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<sup>1</sup> Source: Adapted from Exploring humanitarian law- Education module for young people. ICRC 2001

protection for human beings. You will get the chance to explore IHL in Topic 8.

What do you know about human rights? Take 5 minutes to brainstorm this concept and complete the activity below:



Activity

### Activity 1

In the space provided below, write down what you understand about the term *human rights*.

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If you came up with key words such as *respect, esteem, value, equal* and *dignity*, you are on the right track. You can compare your answer with the definition given below.



Feedback

### Feedback to Activity 1

Human rights are basic standards without which people cannot live their lives in dignity as human beings. Human rights belong to all people, simply because they are human. All people hold human rights equally, universally and forever. Human rights cannot be bought, sold, given or taken away by others. To violate someone's human rights is to treat that person as though she or he were not a human being.

Figure 2: human rights<sup>2</sup>

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<sup>2</sup> Source ;<http://www.udhr.org/udhr/default.htm>

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To advocate for human rights is to demand that the human dignity of all people be respected. Human dignity is the quality or state of being worthy of esteem and respect. We all have an innate right to respect and ethical treatment. Human dignity is also related to concepts such as virtue and autonomy.

In the next sub topic, we will learn more about the different categories of human rights.

### Different Categories of Human Rights

Human rights are organized into different categories. See Figure 3 below.

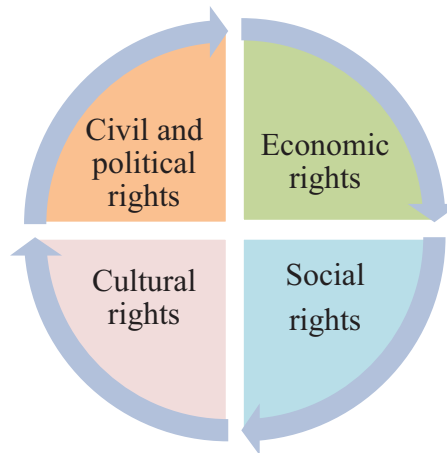


Figure 3: categories of human rights

Though human rights have been treated differently in various parts of the world throughout history, the importance of human rights has always been an important part of the international world.

It is important to note that there is no hierarchical relationship among these categories.

In other words, all are considered to be of equal importance. There are different generations of rights, so called by the French as Liberty, Equality and Fraternity.





Activity

**Activity 2**

In figure 5 below, you are provided with brief descriptions of the different categories of Human Rights.

Read the descriptions and then write the category of human rights which correspond to the correct description. You need to select the names from figure 4 below. It is recommended that you spend 10 minutes on this task.

Economic rights, cultural rights, social rights and civil rights

Figure 4: category of human rights

Description of category of Human Rights	Category of Human Rights
<p>Are often called first generation rights and are based on the right of people to liberty.</p> <p>These rights generally make states stop certain actions. They mainly restrict the powers of the state in respect to the individual. For example, states must refrain from torture as this violates human rights.</p> <p>They are found in various international treaties and also in the Constitution of the Republic of Seychelles.</p>	
<p>These rights require that states must provide certain guarantees and actions. They often require states to intervene actively in order to create the conditions necessary for human development.</p> <p>They are found in various international treaties and also in the Constitution of the Republic of Seychelles.</p>	

Figure 5: categories of human rights

Did you manage to write the names in the correct category? You can verify your answers in Feedback 2 below.



Feedback

### Feedback to Activity 2

1. Civil and political rights
2. Economic, social and cultural rights

Well done, if you identified each description correctly. You should now be able to complete Activity 3 below.



Activity

### Activity 3

Write down one example of each category of human rights.

Category of Human Rights	Example
Civil Rights	
Political Rights	
Economic Rights	
Social Rights	
Cultural Rights	

Figure 6: examples of human rights

Have you been able to identify an example for each category? Spend 5 minutes discussing your answers with a friend.

Hopefully, you found some good examples. You can now compare your answers with Feedback to Activity 3 below.



Feedback

### Feedback to Activity 3

Examples of civil rights include:

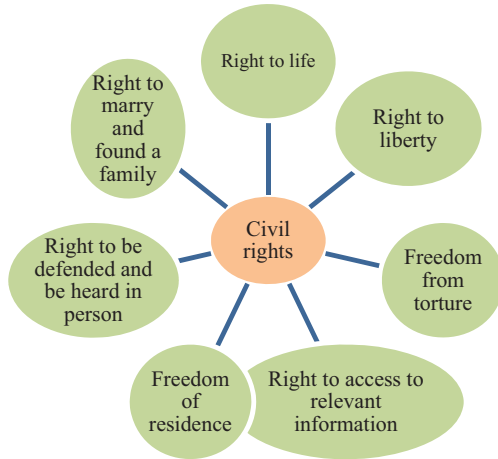


Figure 7: basic radial cycles: civil rights

Examples of political rights include:

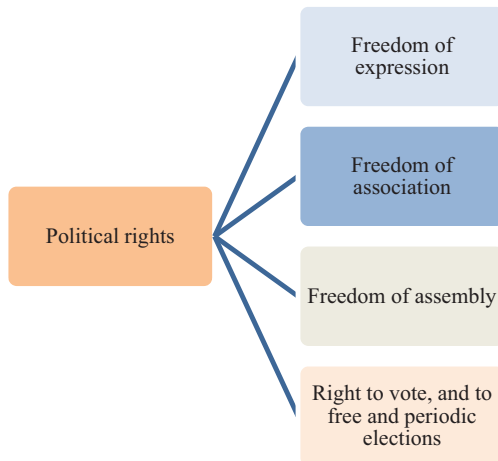


Figure 8: horizontal hierarchy: political rights

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**Examples of economic rights include:**

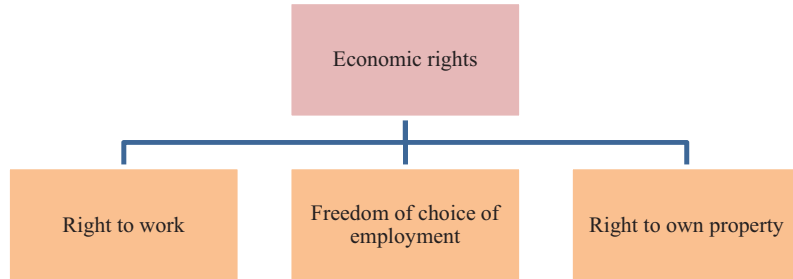


Figure 9: organization chart: economic rights

**Examples of social rights include:**

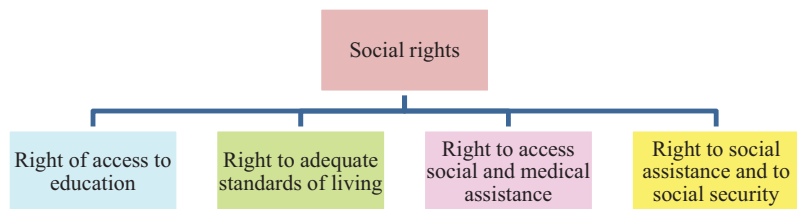


Figure 10: organization chart: social rights

**Examples of cultural rights include:**

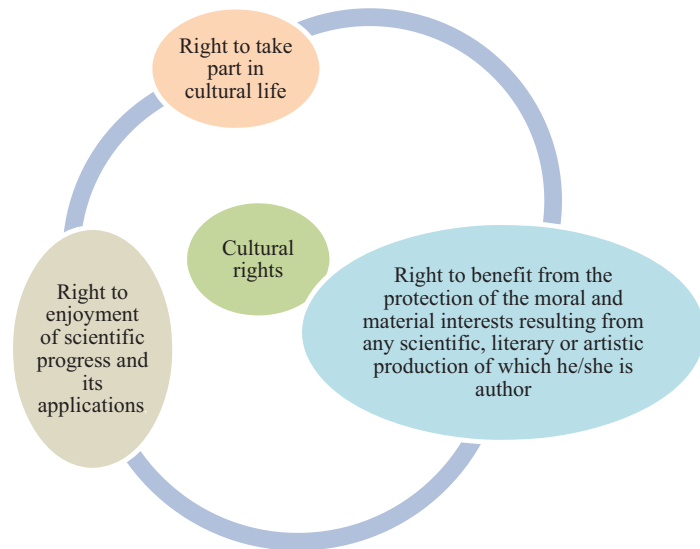


Figure11: radial cycles: cultural rights

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## Human Rights Education

Now that you have gained some basic understanding of what human rights are, it is important for you to also have an overview of what human rights education entails. How important do you find human rights education?



### Reflection 2

Take 3 minutes to reflect on the statement below.

*“Without human rights education, we will fall short of our aspirations. With it, we will achieve what we aspire to and work together to bring about human rights, justice, and dignity for all people”.*

Statement 1<sup>3</sup>

Now, you can compare your reflection with the account given on human rights education in figure 12 below.

Simply put, human rights education is the teaching and learning of the knowledge, skills, and values of human beings.

Why “human rights education”?



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<sup>3</sup> Source: Human Rights Educators “Network, Amnesty International USE, January 1991)

*“In Seychelles human rights education is given remarkable importance and workshops on human rights issues are conducted occasionally for people from different walks of life.”*

Figure 12: human rights training<sup>4</sup>

HUMAN RIGHTS EDUCATION
<ul style="list-style-type: none"> <li>• Promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices.</li> </ul>
<ul style="list-style-type: none"> <li>• Helps to develop the communication skills and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.</li> </ul>
<ul style="list-style-type: none"> <li>• Engages the heart as well as the mind. It challenges people to ask what human rights mean to them personally and encourages them to translate caring for others into informed, nonviolent actions.</li> </ul>
<ul style="list-style-type: none"> <li>• Affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuse can be abolished and avoided.</li> </ul>

Figure 13: human rights education

We have seen that human rights belong to all people. Moreover, if you are below 18 years of age, you are still protected under the Convention on the Rights of the Child. The last part of this sub topic will allow you to know more about your rights as a child if you are still under 18.

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<sup>4</sup> Source: Seychelles Nation Newspaper, 29th April 2008

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## Children's Rights

Children are protected under *The Convention on the Rights of the Child*, a document signed by almost all the governments of the world in 1989.

*The Convention on the Rights of the Child* is a very long document. There are 54 articles; we have chosen 20 of them for you to become familiar with.

Read the articles carefully.

The Rights of the Child
<b>Article 1</b> Definition of a child A child is a human being below 18 years.
<b>Article 2</b> Non-discrimination All rights must be granted to every child without exception. The state must protect the child against all forms of discrimination.
<b>Article 4</b> Responsibility of the State The state must make sure the rights in the convention are carried out.
<b>Article 7</b> Name and Nationality A child has the right from birth to a name, to acquire a nationality and to know and be cared for by his/her parents.
<b>Article 9</b> Non- separation from parents A child has the right to keep contact with his parents in cases of separation, divorce or imprisonment.
<b>Article 10</b> Family reunification A child has the right to keep regular contact with both parents when they live in different countries.



<b>The Rights of the Child</b>
<p><b>Article 11</b> Non- return of children</p> <p>The state must do its best to combat child kidnapping by a parent or another party.</p>
<p><b>Article 12</b> Expression of opinion</p> <p>A child has the right to express his/her opinion and to have it taken into consideration.</p>
<p><b>Article 15</b> Freedom of association</p> <p>A child has the right to freedom of association and peaceful assembly.</p>
<p><b>Article 18</b> Responsibility of parents</p> <p>Both parents are responsible for the upbringing of the child.</p>
<p><b>Article 19</b> Abuse against children or neglect (by family or others)</p> <p>The state has the obligation to protect children from all forms of abuse. When there is abuse, support shall be made available.</p>
<p><b>Article 22</b> Refugee children</p> <p>Special protection is to be given to refugee children. States shall cooperate with international organizations to reunite children separated from their families during wars.</p>
<p><b>Article 23</b> Disabled children</p> <p>A disabled child has the right to benefit from special care and education for a fuller life in society.</p>
<p><b>Article 24</b> Health care</p> <p>A child has the right to health care.</p>
<p><b>Article 28</b> Education</p> <p>A child has the right to free primary education.</p>
<p><b>Article 31</b> Play and recreation</p> <p>A child has the right to rest, leisure and play.</p>
<p><b>Article 32</b> Exploitation by adults</p> <p>A child has the right to be protected against harmful forms of work and against exploitation.</p>
<p><b>Article 35</b> Sale and traffic of children</p> <p>The state must protect a child from kidnapping, sale or traffic.</p>
<p><b>Article 37</b> When in detention</p> <p>The state must make sure that children are properly treated in prison or detention. There must be no death penalty for a child.</p>

### The Rights of the Child

**Article 38** During conflicts and wars  
Children under 15 years must not take a direct part in conflicts.  
Government must not enrol children under 15 years of age as soldiers.

Figure 14: The Convention on the Rights of the Child<sup>5</sup>

Were you aware of these rights? Do you think that all children benefit from these rights? It is sad to say that there are many children in the world who do not enjoy these basic rights. In spite of the convention on the rights of the child, life is still very difficult for many children throughout the world and sometimes, instead of protecting children, adults harm them in many ways. They are unable to rest or play or live in freedom. Many do not have the opportunity to go to school or develop their abilities and talents. These children struggle every day to survive in the midst of poverty, sickness, hunger, abuse and violence. Every day in newspapers, on television, radio or even in our neighbourhoods, you can hear and see how children's rights are violated instead of protected.

Adults should take special care of children and should try to do what is best for them. If they can't, the government and communities they live in should make sure that the children are taken care of.

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<sup>5</sup> Source: The Convention on the Rights of the Child- UNICEF Updated: 3 June 2011 <http://www.unicef.org/crc/> retrieved



### Discussion

#### Discussion 2

Join a friend, and for 5 minutes, and discuss how children's rights are violated in the world.

It will not have been difficult for you to come up with examples of how children's rights are violated. Below are some common causes of these violations:

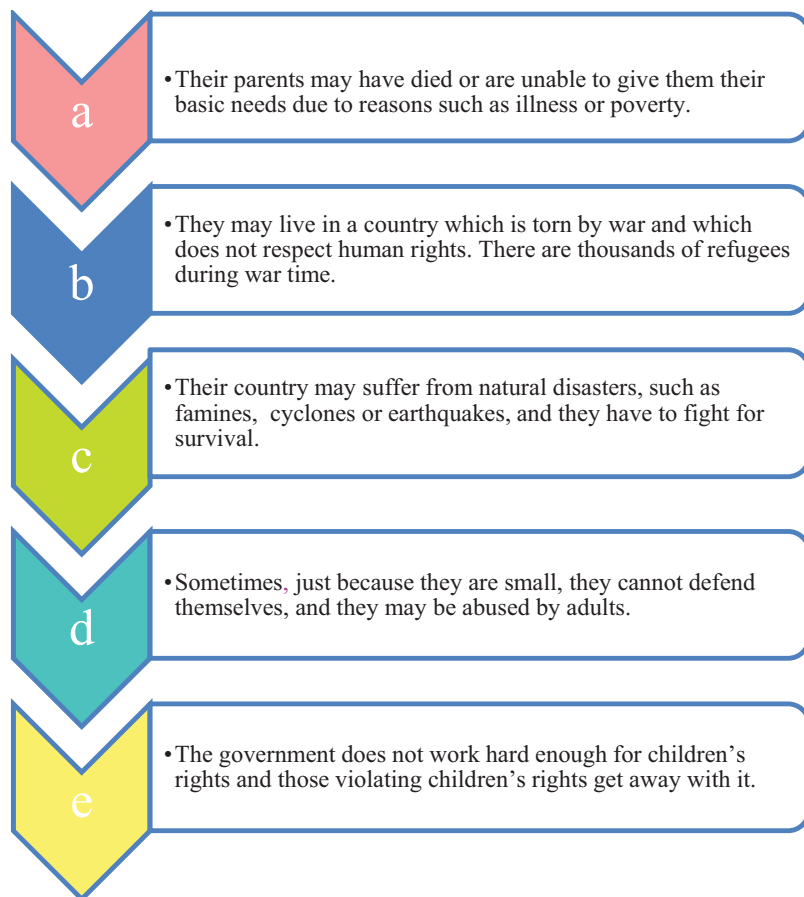


Figure 15: violation of children's rights

Before we conclude this topic, go back to the articles of the convention on the rights of the child. Study them carefully and after you have done so, complete Activity 4 below. In this activity, you will have to read each situation and state which article(s) is/are being violated.



#### Activity 4

Write which article of children's rights is being violated for each of the situations provided in Figure 16 below.

	Violation	Article
a	Your parents are separated/ divorced. You are living with your mother and want to visit your father, but your mother does not allow you to do so, without giving any reason.	
b	Ronny and Tommy do not go to school because they have to look after the farm animals.	
c	Manuel, George and Sam have been forced to join rebel forces fighting against the government. They are 11, 12 and 13.	
d	Little Jacob, who is 7 years of age, works more than twelve hours a day in a carpet factory in the local town.	
e	Maria was born blind and there is no school for blind children in her town, so she stays at home with her grandmother.	

Figure 16: violation of children's rights

Hopefully, you managed to identify the rights being violated. You can verify your answers in the feedback provided below. I also trust that you will be able to educate young children about their rights and make a difference in their lives!



#### Feedback to Activity 4

- a. Article 9
- b. Article 28
- c. Article 38
- d. Article 32
- e. Articles 23, 28

For your PSE file, develop short phrases or slogans to promote children's rights among the public at large.

We have seen in this topic that human rights belong to all people, simply because we are human. We all hold human rights equally, universally and forever. To better practice and respect those rights and fundamental freedoms, democratic countries created a constitution. While you explore the next topic, you will find out what exactly a constitution is.

## Topic 2: The Constitution as the Supreme Law of the Country



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

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## What is a Constitution?

I am sure that as a young citizen of your country, you have heard of the term *constitution*. Whatever knowledge you have, you will be able to share and learn more while you explore this topic.



### Activity

#### Activity 1

Let us try the first activity.

How much do you know about the term *constitution*?

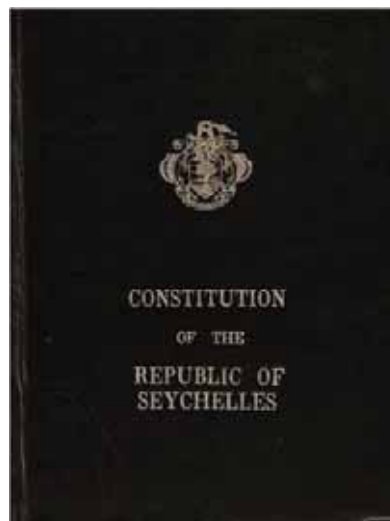


Figure 1: The Constitution of the Republic of Seychelles<sup>6</sup>

Read the facts below and say whether the statements given are true or false. Put a tick (✓) in either the *True* or *False* box next to each statement.

It is recommended that you spend 5 minutes to complete the activity.

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<sup>6</sup> Photo taken by Bernard Arnephy 2009

Statements	<i>True</i>	<i>False</i>
1. A constitution is a document of a state.		
2. The Constitution of the Republic of Seychelles consists of a second set of rules which regulates the relationship between the state and its citizens.		
3. It is easy to change the provisions of the constitution.		
4. A constitution is generally written through a system of representation.		
5. The outline of powers for the Executive, Legislative and Judiciary branches of the Seychelles government are found in the Constitution.		
6. Constitutions usually come about as a result of an important political, social or religious event.		

Figure 2: the constitution

Have you managed to choose the correct answers? You have been provided with the answers in Feedback 1. Before you check the answers, please read the information given below. After you read the information, you might want to make some changes in your own answer.

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### What is a constitution?

A constitution is a document of a state which outlines the powers of its parliament, government, courts and other important national institutions. It lays down the main rules governing the structure and functions of the organs of government and regulates the relationship between the state and its citizens. It outlines how finances will be distributed, when and who can vote in elections, what to do in a state of emergency, etc.

The constitution of a country has special legal sanctity.

It is the supreme law of a country. All laws and policies have to be held up to the standards in the constitution. It is difficult to change the provisions of the constitution, and often requires a special vote or a majority. A constitution usually contains the fundamental rights of citizens. This is usually included in a section known as the bill of rights.

Figure 3: what is a constitution?

In the next sub topic, we'll look at how a constitution is made.

### How is a constitution made?

Constitutions usually come about as a result of an important political event, such as the attainment of independence by a colony, a successful revolution, or a catastrophic war. A constitution is generally written through a system of representation. This is usually by an assembly called a constituent assembly or a constitutional commission. The assembly or commission represents the interests and views of society. Sometimes, the result is placed before the citizens to approve by referendum (as was the case in 1992 in The Republic of Seychelles).

Now check your answers for Activity 1 provided below.





**Feedback**

**Feedback to Activity 1**

True/False Statements: 1. True 2. False 3. False 4. True 5. True 6. False

The activity and information above have given you a better understanding of what a constitution is and what it entails. I now want you to think about the following: if you were to propose a new important law that would have to go in your constitution, what would that law be?



**Activity**

**Activity 2**

It is recommended that you spend 5 minutes on this activity.

Write an important law that you think should go in your constitution. State at least two reasons why it is so important. Write your answers in the space provided below.

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Were you able to propose a very important law? What does it relate to? Is it related to the education system, health issues or something to do with the environment? If so, then you are thinking in the right direction. The constitution is divided into different sections. They consist of laws and policies which govern the structure and functions of the government, and regulates the relationship between the state and its citizens.

Do you know any of the sections found in Seychelles' constitution?



### Activity 3

List the sections found in Seychelles' Constitution. If you don't know what sections are there in the Constitution, make an educated guess based on what you have learned. You should spend 5 minutes on this activity.

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How many sections could you think of? If you considered the information given earlier, you likely gave the right answer. Let's check in the Feedback for Activity 3 below.



### Feedback to Activity 3

Our Constitution is divided into **5** broad sections. The Preamble is one of the sections.

An extract of what is contained in the Preamble of the Constitution of the Republic of Seychelles is provided below. This is followed by a very brief outline of the other four sections.

### Section 1: The Preamble

The Preamble of the Constitution, the beginning section, is technically not part of the law, but is important because it is a statement of policy and intent. It outlines the aspirations of the country. It recognizes the inherent dignity and equality of all people, fundamental human rights and freedoms, and the importance of democracy.

*"We, the People of Seychelles,  
Grateful to Almighty God that we inhabit one of the most beautiful  
countries in the world;  
Ever mindful of the uniqueness and fragility of Seychelles;  
Conscious of our colonial history before becoming an independent  
republic;  
Aware and proud that as descendants of different races we have learnt  
to live together as one nation under God and can serve as an example of  
a harmonious multi-racial society..."*

Figure 4: Preamble<sup>7</sup>

### **Other Sections found in the Seychelles Constitution include:**

#### **Section 2: The Statements of Nationhood**

Chapters I and II contain the Statements of Nationhood: the Republic, its territories, symbols, languages and citizens. Seychelles is a sovereign democratic Republic (Article 1-6), a system of government of the people and by the people, through freely chosen representatives in regular, free and fair elections.

Figure 5: Nationhood

#### **Section 3: The Charter of Rights**

Chapter III of the Constitution is comprised of many parts:

- Part I: Seychellois Charter of Fundamental Human Rights and Freedoms (Articles 15 to 39)
- Part II: Fundamental Duties (Article 40)
- Part III: State of Emergency (Articles 41 to 44)

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<sup>7</sup> Source: The Constitution of the Republic of Seychelles

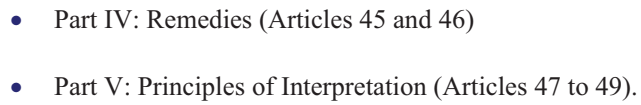
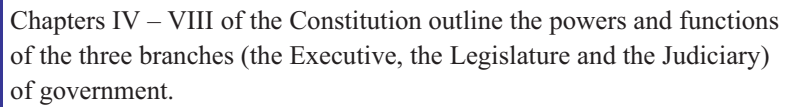
- 
- 
- Part IV: Remedies (Articles 45 and 46)
  - Part V: Principles of Interpretation (Articles 47 to 49).

Figure 6: Rights

#### **Section 4: The Three Branches of Government**



Chapters IV – VIII of the Constitution outline the powers and functions of the three branches (the Executive, the Legislature and the Judiciary) of government.

Figure 7: Government

#### **Section 5: The Minor Sections**



Six institutions are created by the Constitution:

The Constitutional Appointments Authority, The Ombudsman, The Public Service Appeal Board, Finance, the Police Force and The Defence Forces.

Figure 8: Institutions

You will get the chance to further explore one component in Section 3 on The Charter of Rights in the following topic. You are advised to take the extra 1 hour 20 minutes to explore the other sections. If you do not have a copy of the Constitution, you can borrow one from your school library. If you are interested in purchasing a copy, you can find it at a bookshop or at the National Library.

## Topic 3: Fundamental duties of citizens



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Fundamental duties of citizens

In this topic, we will look at the fundamental duties of citizens in building a prosperous nation. After studying the topic, you should be in a better position to identify your duties, rights and responsibilities as a responsible citizen of the community, society and global village that you live in.

In the context of Seychelles for instance, the Constitution of the Republic, Article 40, talks about the fundamental duties of its citizens.

Do you know your fundamental duties as a citizen of the Seychelles?



Activity

#### Activity 1

You should spend 10 minutes to complete the activity below.

The pictures that follow help to illustrate the duties of every citizen of Seychelles. Underneath each picture, write the duty you think is being illustrated.



Figure 1: duty 1<sup>8</sup>

Duty1: \_\_\_\_\_



Figure 2: duty 2<sup>9</sup>

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<sup>8</sup> Source: [www.virtualseychelles.com/gover/media/judge.jp](http://www.virtualseychelles.com/gover/media/judge.jp)

<sup>9</sup> Source: [www.virtualseychelles.sc](http://www.virtualseychelles.sc) (August 2011)

Duty2: \_\_\_\_\_



Figure 3: duty 3<sup>10</sup>

Duty 3: \_\_\_\_\_

\_\_\_\_\_

<sup>10</sup> Source: [www.virtualseychelles.sc](http://www.virtualseychelles.sc) (August 2011)



Figure 4: duty 4<sup>11</sup>

Duty 4: \_\_\_\_\_



Figure 5: duty 5<sup>12</sup>

Duty 5: \_\_\_\_\_

<sup>11</sup> Source: [www.virtualseychelles.sc](http://www.virtualseychelles.sc) (August 2011)

<sup>12</sup> Source: [www.virtualseychelles.sc](http://www.virtualseychelles.sc) (August 2011)



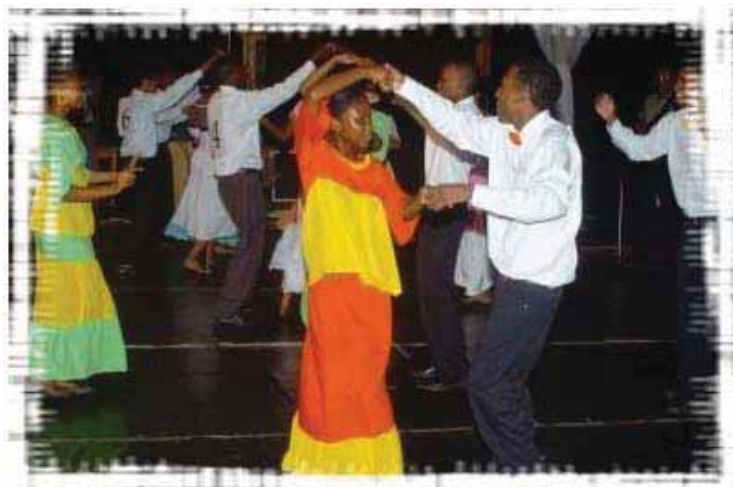


Figure 6: duty 6<sup>13</sup>

Duty 6: \_\_\_\_\_

Hopefully, you managed to depict our fundamental duties as citizens of Seychelles from the pictures. You can verify your answers in Feedback to Activity 1 below.



**Feedback**

### Feedback to Activity 1

The fundamental duties of Seychellois citizens:

The Constitution of the Republic, Article 40, states that it shall be the duty of every citizen of Seychelles:

1. to uphold and defend this constitution and the law;
2. to further the national interest and to foster national unity;
3. to work conscientiously in a chosen profession, occupation or trade;
4. to contribute towards the well-being of the community;
5. to protect, preserve and improve the environment;
6. generally, to strive towards the fulfillment of the aspirations contained in the Preamble of this constitution.

\_\_\_\_\_

<sup>13</sup> Source: [www.virtualseychelles.sc](http://www.virtualseychelles.sc) (August 2011)

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Therefore, each citizen has the responsibility to ensure that the stated duties are satisfied and that each and every citizen lives together in peace and harmony for the prosperity of the nation.

In Seychelles, for instance, the family unit is responsible for helping its members to uphold their stated duties. For example, women in Seychelles enjoy the same benefits as men and they have the opportunity to reach their full potential.

How do you show that you are exercising your duties as a citizen when you participate in the above activities?

To help you better explore this question, complete Activity 2 below.



### Activity 2

For this activity, create your own magazine that shows what Seychellois citizens must do as members of their community and society. Your magazine should promote a healthy community, in which each citizen upholds the duties stated in the constitution. You are encouraged to use your own photos. However, if you do not have personal photos, you can always make use of other gathered photos/pictures. You can mount your photos/pictures and explain them with short captions.

Go to the library to search/browse examples of magazines to help you design yours. You will have 3 weeks to complete this task and I look forward to receiving some very interesting magazines!

If we look back to the 3 topics above, you will realize that making a constitution and fulfilling responsibilities as a citizen is not that easy. It is therefore important to have proper organization and teamwork from every citizen.

In the next topic you will learn about the *government* as the group of people who represent the citizens of its country, and what they do to bring about social, economic and political stability.

## Topic 4: The Government



How long?

You will need 2 hours to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Creating a Country

Let us start with a group activity. Join 3 or 4 friends to complete the activity below. It is recommended that you spend 30 minutes on this activity.



Group activity

#### Group Activity 1



Figure 1: Islands of Seychelles<sup>14</sup>

You and a group of people have claimed the above uninhabited island as a country. You are among the six people selected to govern the island. Your first assignment is to make the following decisions and accomplish the following tasks (you can record your findings in your PSE file):

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<sup>1</sup> Source: <http://www.google.destination360.com> (June 2010)

	Tasks
1	Name the country.
2	Nickname the country.
3	Design a flag.
4	Choose a national bird.
5	Choose a national flower.
6	Write a national anthem.
7	Write down the main offices.
8	Create any laws that you feel are necessary.
9	Make a list of essential jobs serving the needs of the country.

Figure 2: creating a country

Have you managed to complete the tasks?

How were the decisions made? Was it easy or difficult?

You probably had many issues to discuss and many decisions to make. Issues such as compromise, problem solving and teamwork were likely a large part of your discussions. Creating a country is not easy!

As the group of people who govern the country, you can be called the *government*.

## What is a government?



### Activity

#### Activity 1

It is recommended that you spend 4 minutes on this activity.

How would you define the term *government*?

Which of the two statements below best reflects your understanding of *government*? Please select only one statement and put a tick (✓) next to it.

- A government is the organization or agency, through which a political unit exercises its authority, controls and administers public policy, and directs and controls the actions of its members or subjects.
- A government is about running the country. It regulates nearly every aspect of public and private life and is normally ruled by a religious state.

You will be able to compare your understanding of the term *government* after you have completed Group Activity 2 below, as well as the readings which describe a *government* and its functions.

#### Group Activity 2



### Group activity

Go back to the group you formed to govern the uninhabited island that you claimed. Your second assignment in this group is to prepare a campaign to guarantee your power in governing the new country.

You can choose to present your campaign using any one of the following activities:

- a A speech to address the people in a political rally.
- b A manifesto / portfolio for the new country.

It is recommended that you spend 25 minutes on this activity.

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How was the preparation of the campaign? Do you think you will be able to convince your new citizens to accept you as their new government? In the paragraph below you will learn how governments normally govern their country. Read it, and if you feel you want to make any changes in your campaign, you are welcome to do so.

## Governing a country

Governing a country involves providing a range of goods and services for the citizens of that country. The amount and types of services provided by governments vary from country to country. Every government must also provide defence, and guarantee law and order. In Seychelles, the government is also accountable for many other services, such as health, education, social security, and transportation.

You already saw in Secondary Three that in our system of government these services are provided by three departments, which we call *The Three Branches of Government*. Do you still remember what the *Three Branches of Government* are? In the table below, the descriptions of the three branches of government are given.



### Activity 2

Read through the descriptions, and then match the correct branch of government to each description. You should spend 5 minutes on this task.

Branches of government: Legislative branch, Judiciary branch and Executive branch.

Description	Branch of government
This branch comprises of the President, Vice-President, Ministers, Attorney-General and civil servants. They govern the country on a daily basis.	
This is the Parliament of a country. Here, it is called the National Assembly. It is made up of elected representatives, and its primary task is the making of laws to permit the Executive to effectively manage the country. It passes the laws.	

Description	Branch of government
This branch is the system of courts. It interprets laws. It makes certain that the laws passed are properly administered.	

Figure 3: branches of government

That was an easy task, wasn't it? You can verify your answers with those in the feedback below.



Feedback

### Feedback to Activity 2

Executive branch, Legislative branch and Judiciary branch.

## The President of the Republic of Seychelles

Do you know who the president of the Republic of Seychelles is? It is certain that you do!

In the sub topic below, you will learn more about the President of Seychelles.

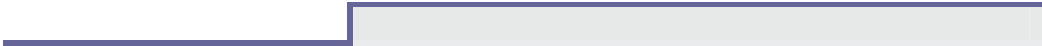
In the case of Seychelles, the President is an Executive President, which means he/she is both the Head of State and the Head of Government. Thus, the President is the head of the Executive branch of Government, and the head of all three branches of government at the same time. The full title of the President is Head of State, Head of Government and Commander-in-Chief of the Defence Forces of Seychelles.



Activity

### Activity 3

We have seen the different responsibilities of the president above. You will therefore agree with me that to be president is not an easy task. There are specific criteria that a person must meet in order to become president. Refer to the description of presidential responsibilities above to help you write down the expected criteria in the space below. You should spend 10 minutes on this task.



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From the criteria that you wrote down, do you think that one day you will qualify to become president? Now check your criteria with the ones provided below.

In Seychelles, to be President, a person must be a citizen of Seychelles who is on the voter's register and qualified to vote.

There is no requirement to belong to any political party or organization. The President is elected for 5 years and cannot be elected for more than 3 terms. The existing President remains President during an election for President, until he/she is re-elected or someone else is elected. During his/her tenure as President, he/she has the following powers, rights and duties:

- The President is entitled to immunity, which means that while in office, no criminal charge or civil case can be brought against the President or in his/her private capacity. Charges or cases can only be brought within 3 years following the end of the Presidency.
- The power to pardon offenders: These powers are exercised in consultation with an advisory committee of 3 to 5 persons.
- The power to establish or abolish offices for the Republic and to appoint persons to these offices.
- The power to appoint representatives of Seychelles, such as ambassadors to other countries, and receive ambassadors from other countries.
- The power to sign treaties and other international agreements on behalf of Seychelles.



The photo shows the swearing in ceremony of the President of the Republic of Seychelles after his election in office.



Figure 4: the swearing<sup>15</sup>

### Important Notes



It is important that a government create trust for the people. This is accomplished by showing consistency, reliability and integrity at both the organizational and the individual level. All branches of government should be running according to the highest ethical norms. Institution/organizations must be responsive to the needs of its people.

The government of a country is chosen as a result of regular, free and fair elections in which the whole adult population (with a few justified exceptions) is entitled to take part. In the next topic you will learn more about the electoral process.

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<sup>15</sup>Source: [www.nation.sc](http://www.nation.sc)(05-08-2006)

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## Topic 5: The Electoral Process



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### Elections

#### Discussion 1



Discussion

Look at the picture below and discuss with a friend your understanding of the statement “*Your vote, your power*”. It is recommended that you spend 5 minutes on this activity.



Figure 1: “Your vote your power”<sup>16</sup>

What good ideas did you come up with?

In this topic we will be looking at steps and precautions that need to be taken during an electoral process so that an election is just, fair and the results satisfy everyone concerned.

When we hear the term *electoral process*, the words *election* and *voting* are the first that come to our minds. In Seychelles, to vote is both your right and your duty.

There are certain important components of the *electoral process*: elections, the voter, electoral areas and the process of election. Let us explore them.



Figure 2: electoral area<sup>17</sup>

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<sup>16</sup> Source: [www.nation.sc](http://www.nation.sc) (09-05-2006)

<sup>17</sup> Source: <http://www.ecs.sc/> (19-07-2007)

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Seychelles is a country where we have representative democracy (indirect democracy), which means the citizens have to vote to choose/elect those who will receive power (their representatives).

A *citizen* is a person who has full rights as a member of a country, either by birth or by being granted such rights through marriage, etc.

In Seychelles, based on the Constitution we have three types of elections:

1. Presidential Elections: For electing the President of the Republic (every 5 years).
2. Legislative Elections: For choosing the members of the National Assembly.
3. Referendum: For replacing or amending parts of the Constitution when there is a need.

## The Voter

To vote in Seychelles you need to meet certain requirements. Do you know any of these requirements?



### Activity

#### Activity 1

In the table below, write the requirements necessary for a person to be able to vote in Seychelles. You should spend 5 minutes on this task.

Requirements for a person to be able to vote in Seychelles:

Figure 3: to vote in Seychelles

Were you able to list a few requirements?

The paragraph below explains a few requirements necessary for a person to be able to vote in the elections:

A voter is a person whose name appears in the voters' roll (list). Here, a voter is somebody who is over the age of 18, is a citizen of the country, and is able to produce a valid form of identification. There are additional requirements, such as having a sound mind (no mental disorder) and having full rights (not being in prison). Voters also need to have resided in Seychelles for at least 6 months (this is for citizens who have been abroad for quite a long time).

With your right to vote, you cannot just go and vote where you want to. There is a condition regarding the place where you should go for voting. You have probably seen people in your district participate in voting. We will discuss this in the next sub topic.

### **Electoral areas (constituencies)**

The demarcating of voting districts is determined by the Constitution of the Republic, in relation with the population size. The entire population of registered voters has to be referenced geographically according to the voting district where they are ordinarily residents, so that each individual's name will appear on that particular segment of the voters' roll. In Seychelles there are 25 electoral areas (districts). See the map below.

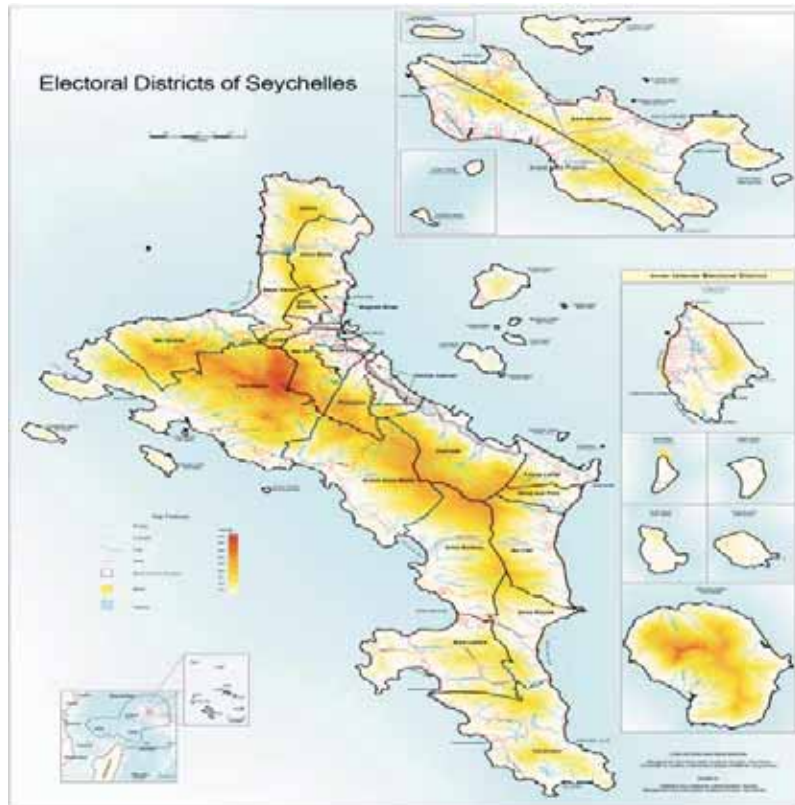


Figure 4: Electoral districts<sup>18</sup>

## Electoral Process in Seychelles



### Activity 2

You have probably seen the election process on the Seychelles Broadcasting Corporation (SBC). Do you remember watching the last election? Try to write down the process in the space provided below. It is recommended that you spend 5 minutes on this task.

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<sup>18</sup> Source: <http://www.ecs.sc/>

Let us now see if you were correct:

Elections in Seychelles are organized by the Office of the Electoral Commissioner.

The electoral commissioner, assisted by the appointed officers and staff, takes care of the operation.

The electoral commissioner announces the dates for elections. A lot of formalities have to be done, e.g., preparing ballot papers, polling stations, availability of updated voters' registers, etc. There is also a need to ensure that there are observers from local bodies and international organizations to monitor the whole electoral process.

The photo below shows the swearing in of election officials. They promise to discharge their responsibilities in a fair, just and impartial manner. This practice is very common in most democratic societies around the world.



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Figure 5: the swearing in of election officials<sup>19</sup>

Time is given to the various candidates for political campaigning. The media is involved to educate the nation on how to vote. Security measures are taken in order to prevent anything that might affect the elections and the voters.

#### Discussion 2

Observe the photo below and discuss with a friend what you think is happening. You should spend 5 minutes on this task.



Figure 5: party representatives watching while votes are being counted<sup>20</sup>

During the election, some precautions have to be taken in order to avoid fraudulent practices, such as intimidation, bribing, etc.

The above photo shows party representatives watching while votes are being counted. This is necessary to ensure that there is no fraudulent act. Then the results are announced by the Electoral Commissioner in the

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<sup>19</sup> Source: <http://www.ecs.sc/>

<sup>20</sup> Source: <http://www.ecs.sc/>



presence of: the media, observers, candidates and officials of various political parties.

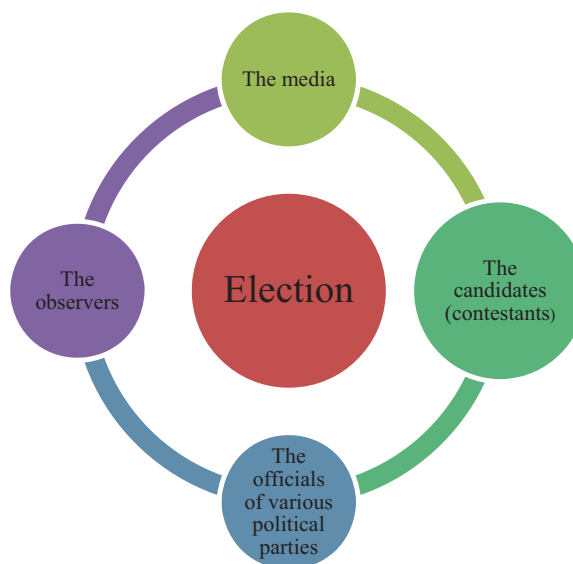


Figure 6: election



**Note it!**

Democratic societies should prevent any elected official or group of people in power from abusing the power they have been given.

In a democratic country, there must be transparency. This means that the elected representatives and officials should govern in a way that is open, public and just. This makes it possible for people to hold them accountable.

The issue of law is very important in the process of governing a country. In the next topic you will have the opportunity to look at the importance of law and order in a country.

## Topic 6: Law and Order



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

## Laws

Look at the photo below. Do you recognize the building? Do you know its name? I am sure you do, especially if you have been to Victoria, the capital of Seychelles.



Figure 1: building in Victoria<sup>21</sup>



Discussion

### Discussion 1

It is recommended that you spend 3 minutes to discuss the following with a friend:

What is the name and purpose of the building shown in the photo above?

Have you been able to identify the name of the building and its functions? The building above is the Supreme Court of Seychelles. It is one of the places where the interpretation and application of law takes place. We saw in Topic 5.4: *The Government* and under sub topic 5.4.3: *Governing a country* that a *government* should provide law and order in its country. In Seychelles, it is the Judiciary Branch which interprets and applies the law.

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<sup>21</sup> Acknowledgement

*Laws* are a country's own set of rules. When you live in a country, you must obey its laws. When you visit another country, you must obey the laws of that country. If there were no laws, people could do what they like to you and your property without the fear of being punished.

We can define *law* as a body of rules which is binding within the whole community. Many other types of rules exist, of course, such as military law, church law and regulations within clubs, societies, schools and sports, but these only apply in particular circumstances and among certain sections of the community.

Figure 2: law



### Group activity

#### Group Activity 1

You should spend 10 minutes to complete this activity.

Answer the following questions to determine what you know about laws in Seychelles:

- What types of laws do you know about that exist in Seychelles? Share your opinions on these laws.
- How do these laws protect your rights?
- What do you think is the importance of laws in a country?

You can compare your findings with the following information:

#### Law and order

The enforcement of law and order is one of the major functions of any government. In Seychelles, like in most modern states, criminal law (or penal law as it is sometimes called) is the main legal instrument. It is the branch of law which ensures orderly and peaceful coexistence in society. These, in turn, are important pre-requisites for any development, be it economic, cultural, social or political. Criminal law has gained special importance throughout human history because it is the only recognized tool for dealing with members of society who breach the norms that are sternly held and respected by the society as a whole.

As we saw earlier, in Seychelles it is the Judiciary Branch who interprets and applies the law.

Below I have provided you with the Structure of the Court system in Seychelles:

Court	Purpose and functions
Court of Appeal	The Seychelles Court of Appeal is the highest court of law in Seychelles. It is the court of final appeal in Seychelles.
Supreme Court	Grave criminal charges, matrimonial disputes and high value civil claims are dealt with at The Supreme Court. It is also the first court of appeal for the lower courts and tribunals.
Magistrate Court	Deals with less serious criminal charges and minor value civil claims.
Tribunals	The lower tribunals (Family Tribunal, Employment Tribunal and Rent Control Board) deal with specific issues, such as child custody and maintenance, domestic violence, employment grievances and eviction of tenants.

Figure 3: Courts of Seychelles



### Activity 1

Here I have provided you with pictures of two courts found in Seychelles. Can you identify them? Write their names in the spaces below. You should spend 3 minutes on this task.

Court house	Court house
	
Name:	Name:

Figure 4: Court houses<sup>22</sup>

\_\_\_\_\_

<sup>22</sup> Source: <http://www.ecs.sc/>

Before you check your answer in the feedback below, take 10 minutes to complete Activity 2.



### Activity 2

Fill in the blanks to complete the sentences based on law and order. Use the 10 words provided below:

force, authority, officials, detain, responsive, responsibilities, order, illegal, crime, protecting

#### Law and order

The main task of law enforcement (1)\_\_\_\_\_ is to serve the community by (2)\_\_\_\_\_ people against (3)\_\_\_\_\_ acts. The officials' (4)\_\_\_\_\_ are to maintain public (5)\_\_\_\_\_ and security, to prevent and detect (6)\_\_\_\_\_ and to help those in need.

The power and (7)\_\_\_\_\_ with which they are entrusted are to arrest and (8)\_\_\_\_\_, to search and seize, and to use firearms and other types of necessary (9)\_\_\_\_\_. Law-enforcement organizations should represent the communities they serve and be (10)\_\_\_\_\_ and accountable to them.

Did you manage to get the names of the two courts and correctly fill in the blanks?

You can now check your answers in the feedback provided below. For Activity 2, the answers are provided in order, from the first sentence to the last sentence in the paragraph.



Feedback

### Feedback to Activity 1.

Court 1: Magistrate Court

Court 2: Court of Appeal



Feedback

### Feedback to Activity 2

(1) officials, (2) protecting, (3) illegal, (4) responsibilities, (5) order, (6) crime, (7) authority (8) detain, (9) force, (10) responsive.



Note it!

Law enforcement officials must know, understand, respect and apply the law. International human rights and humanitarian law are both directly relevant to law enforcement practice. For law enforcement officials, promoting and protecting human rights and freedoms is both a collective and individual responsibility. All persons are equal before the law and are entitled to equal protection by the law. There must be no discrimination.

Responsibility for the use of force is borne by both the agents involved and their superiors. Ultimately, the police organization itself, its senior commanders and its agent(s) can all be held accountable by the judicial authorities if accused of wrongful action.

In the next topic we will look at the responsibility of the agents in maintaining peace and order, i.e. the police and defence forces.

## Topic 7: Police and Defence Forces



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### The Police Force



Figure 1: officials of the police and defence force of Seychelles<sup>23</sup>

In this topic we will look at the duties of the police and defence forces in the maintenance of peace and stability of a country.

You might still remember the different sections of the constitution which we discussed in Topic 2: *The Constitution as the Supreme Law of the Country*. In the sections found in the *Seychelles's Constitution*, we indicated that provision is made for six institutions, which include the police force and defence force.

The Constitution of the Republic of Seychelles establishes that there shall be a Police Force of Seychelles. Subject to this constitution and any other law, the police force shall be organized and administered in such manner as may be provided by or under an Act.

The police force shall be commanded by the Commissioner of Police, who shall be appointed by the President, subject to

Figure 2: The Constitution

You can now read the functions of the police below.

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<sup>23</sup> Source: <http://www.ecs.sc/>

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<b>Functions of the Police Force</b>
The police have to maintain law and order and preserve the internal security of Seychelles and any other area over which the Republic has proclaimed its jurisdiction.
The police have to prevent and detect crime in Seychelles and over any other area over which the Republic has proclaimed its jurisdiction and to perform such other functions as may be prescribed by an Act.

Figure 3: functions of the police

Have you considered joining the police force before? After reading their functions above, do you still consider it an option? If so, it is important to note that there are internationally accepted police ethics that you will need to uphold. Can you guess a few of them? You can find them in the word search below.





## Activity

## Activity 1

Eight internationally accepted values for police ethics are hidden in this crossword. How many of them can you find? It is recommended that you spend 10 minutes to complete this activity.

A	C	C	O	U	N	T	A	B	I	L	I	T	Y
H	M	O	D	I	C	I	N	E	N	A	D	C	T
O	X	M	N	O	S	E	R	T	T	D	E	V	S
N	E	Q	E	X	C	E	L	L	E	N	C	E	H
T	K	A	L	L	E	G	A	L	G	K	C	K	O
H	L	D	H	I	V	P	D	Q	R	R	E	N	N
F	A	I	R	N	E	S	S	O	I	C	L	U	E
P	M	C	I	V	I	C	D	U	T	Y	P	I	S
Q	X	Z	L	O	Y	A	L	T	Y		R	E	T
G	C	O	M	R	A	D	E	S	H	I	P	A	Y

Figure 4: crossword

This may have been a very challenging task. Were you able to find at least half of the words? Even if you are not thinking of joining the police force, you will still recognize what it means to be a responsible citizen, and the importance of maintaining peace and order in your community.

Now verify your answers with the list of internationally accepted values for police ethics below.



## Feedback

## Feedback to Activity 1

Honesty, accountability, integrity, fairness, loyalty, excellence, comradeship and civic duty.

Now let us briefly look at the functions of the Defence Force.

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## The Functions of the Defence Force

The president shall be the Commander-in-Chief of the Defence Force.

According to the Constitution, the Defence Forces shall be organised and administered in the manner provided under the Act. The Act may, in particular, provide for charges of indiscipline and other offences among members of the defence forces to be investigated, prosecuted and punished. Therefore, its members should at all times display the best of behaviour and discipline.

Do you know the functions of the Defence Force?



### Discussion

#### Discussion 1

Discuss with a friend what you think the functions of the defence force are.

It is recommended that you spend 5 minutes on this activity.

Hopefully, you could come up with the correct functions.

In the context of Seychelles, the functions of the defence force are to defend Seychelles and any other area over which the Republic has proclaimed its jurisdiction. It also assists in fulfilling the Republic's international obligations.

Seychelles government works in close collaboration with other organisations in the field of training, equipment assistance and security.



Figure 5: officials at work<sup>24</sup>

Would you say that members of the defence force help to better the lives of people in the community?



### Reflection

#### Reflection 1

Reflect on the activities that members of the defence force do and think of other activities that they can do. What benefits would those activities have on the progress of the community? It is recommended that you spend 5 minutes on this activity.

You can compare your reflections with the feedback provided below. You are also encouraged to further explore this issue during yourself study time. See how best you can contribute to your community.



### Feedback

#### Feedback to Reflection 1

- During a period of emergency, the defence force usually provides assistance to civil authorities. This might be during a civil disaster, or to ensure the maintenance of public order. This applies to Seychelles and any other area over which the Republic has proclaimed its jurisdiction. Moreover, the force is to provide services of a civil nature, as directed by the president, so as to fully participate in the task of national development and improvement.

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<sup>24</sup> Source: <http://www.ecs.sc/>

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- Members of the force are not seen just as men in uniform, but also friends of the community who make vital economic contributions to society. They assist in times of calamity and contribute immensely in voluntary work at the community level. Recently, with the scourge of Somalia pirate attacks in the Indian Ocean waters, they had a key role in safeguarding those waters and ensuring that economic activities are not affected negatively.
  - Members of the force also have the opportunity to develop themselves professionally in any career path of their choice. When they leave the force upon serving their term of contract, they can easily integrate into and contribute to the economic development of the country.



**Note it!**

Law enforcement officials may use force only when strictly necessary and to the extent required for the performance of their duty.

Though many countries have a system of law and order, there is still war in many places in the world. In the last topic, you will look at International Humanitarian Law (IHL) which applies in situations of armed violence.

## Topic 7: International Humanitarian Law (IHL)



**How long?**

You will need 1 hour to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

## International Humanitarian Law

We will start a discussion activity on the topic of International Humanitarian Law (IHL). Feel free to disagree with others' views, but be sure to treat others and their opinions with respect.

### Discussion 1

It is recommended that you spend 10 minutes on this task.



Discussion

In groups of 3 or 4, discuss the following questions:

Questions
<ul style="list-style-type: none"> <li>▪ What images come to mind when you hear the words <i>armed, conflict</i> or <i>war</i>?</li> <li>▪ What is and is not allowed during an armed conflict?</li> <li>▪ How do you believe a wounded enemy should be treated?</li> <li>▪ Do you think women need special protection in times of war?</li> <li>▪ What type of protection do women need?</li> </ul>

Figure 1: armed conflict questions

How do you feel after this discussion? If you said that it was a challenging task, I agree with you. I don't believe that the images of war are pleasant because we see people being killed, suffering with severe wounds and losing everything they have.

It is important to consider that outrages upon personal dignity, including rape, hostage-taking, collective punishment, executions without trial, cruel, inhumane or degrading treatment are considered as severe violations of human dignity and should be condemned at all cost.

In this topic you will look at the violations of human dignity in times of war. You will remember in Topic 1, we talked about the International Human Rights Law. You will recall that IHL is based on the principles, rules and conduct that individuals or groups can expect from authorities solely by virtue of the fact that they are human beings.

We also saw that, in line with international human rights law, IHL is the branch of international law that applies in a situation of armed conflict (which entails a certain level of intensity, spread and prolonged nature). The best known IHL treaties are the four Geneva Conventions of 1949 and their two Additional Protocols of 1977.

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These rights are guaranteed by the constitutions and domestic law of most countries. The international bill of human rights is the term used as a collective reference to three major human rights instruments:

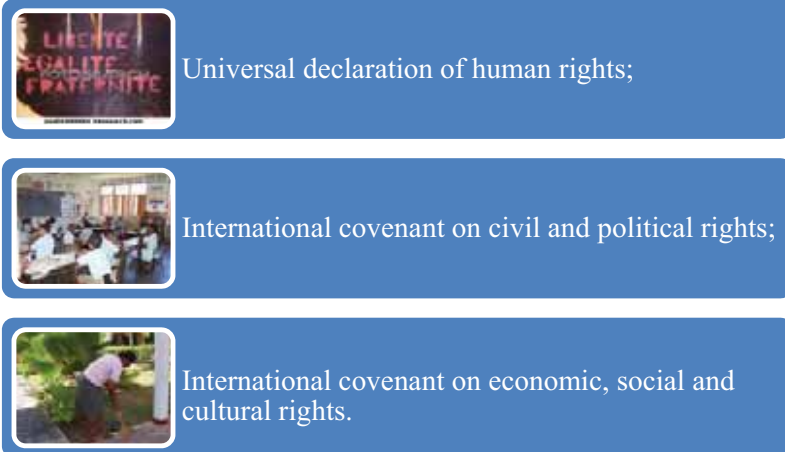


Figure 2: Human Rights<sup>25</sup>

How much do you know about the IHL laws? You will be able to share your knowledge while you complete the group activity below.

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<sup>25</sup> Source: [www.udhr.org](http://www.udhr.org)

### Group Activity 1



#### Group activity

In your group, discuss and write at least 5 rules that you think are needed for prisoners during armed conflict. Be sure to give reasons for each rule. Then discuss what other rules may be needed in armed conflict. You may consider civilians, such as women, children, the elderly, and combatants who have been arrested and/or injured. It is recommended that you spend 15 minutes on this activity.

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You may have come up with several important laws that are necessary to apply in armed conflict. You will be able to compare your laws and make any changes after you read the information below.

#### **IHL Laws:**

The requirement to distinguish between civilians and combatants, and the prohibition of attacks on civilians and indiscriminate attacks, lies at the heart of humanitarian law. Principles of humanity must be safeguarded in all situations.

IHL requires the warring parties to facilitate access to humanitarian relief for civilians in need. They must allow humanitarian workers the freedom of movement necessary for them to do their jobs.

Non-combatants and persons who are out of action must be respected and protected. Persons suffering from the effects of war must be aided and cared for without discrimination. As IHL applies in situations of armed conflict, it does not regulate police activities in peacetime. These are regulated by international human rights law.

There is never a legal vacuum since either, or both, of these legal regimes will apply in any one situation. The onset of armed conflict does not mean that international human rights law no longer applies. During armed conflicts, certain acts are prohibited in all circumstances, including murder, torture, corporal punishment and mutilation.



### Activity 1

Study the photos and accompanying descriptions carefully. Then choose one and develop a short slogan to summarize the IHL rule related to the picture and description, e.g., in the photo below, you might have a slogan such as “*Care for the sick and injured*”. It is recommended that you spend 10 minutes on this task.



Figure 3: protection of the civilian population<sup>26</sup>

Description: “*The civilian population as such, as well as individual civilians, shall not be the object of attack. Acts or threats of violence, the primary purpose of which is to spread terror among the civilian population, are prohibited*”.



Figure 4: civilians pay the highest price in today's conflicts.<sup>27</sup>

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<sup>26</sup> Source: <http://www.icrc.org/>



Description: *“And it's getting worse everywhere one looks. The protocols, additional to the Geneva Conventions, were adopted in 1977. The first of these two treaties deals with international conflicts. The second covers non-international conflicts (civil wars, etc.). Both are intended to impose limits on the effects of war, especially on civilians”.*



Figure 5: reunion of dispersed families<sup>28</sup>

Description: *"The High Contracting Parties and the Parties to the conflict shall facilitate in every possible way the reunion of families dispersed as a result of armed conflicts...All appropriate steps shall be taken to facilitate the reunion of families temporarily separated."*

### Activity 1 (Continued)

Write your slogan here:

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As we conclude, it is important for you to remember that international humanitarian law (IHL) is a set of laws that help to:

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<sup>27</sup> Source: <http://www.icrc.org/>

<sup>28</sup> Source: <http://www.icrc.org/>

- Protect all human beings and the fundamental rights that allow them to reach their full potential.
- Limit the rights of parties in their choice of methods and means of war.
- Help the vulnerable populations in times of catastrophes and war.
- Protect persons who do not participate or no longer participate in the fighting of armed conflict.
- Prevent war from taking place.

## Unit summary



### Summary

In this unit you learned about the importance of learning and understanding your role as a responsible citizen in your society. You should now also have a clear understanding of what the Universal Declaration of Human Rights is all about. This unit has also taught you the importance of a constitution which states your duties, rights and responsibilities as a citizen. This unit has further provided you with the opportunity to critically reflect on key steps involved in the electoral processes, so as to be able to exercise your duties when appropriate. You have learned about the basic functions of a government, thus helping you to develop greater respect for its various institutions. As a whole, this unit has pointed out key areas in which you, as a member of your community and society, should strive to make positive contributions, ensuring that harmony and togetherness prevail at all times. This will, in return, enable each one of us as human beings to live a more prosperous and happy life.

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## Assessment



### Assessment

Assessment tasks will cover essential aspects of the various topics covered in the unit. These assessments will be administered after the completion of each consecutive unit.

This assessment will be 1 hour 30 minutes.

The teacher will provide feedback within 1 month of submission.

#### Instructions:

**Read all the questions carefully and try to give the best answers possible. Use extra paper where necessary for your answers, and be sure to label your responses with the corresponding question number. Please attempt to answer all questions.**

1. Investigate and discuss the following aspects of the United Nations (UN) Declaration of Human Rights.
  - a. Everyone has the right to life, liberty, security, freedom.  
**(3 marks)**
  - b. No one shall be held in slavery.  
**(3 marks)**
  - c. No one shall be tortured or subjected to degrading treatment.  
**(3 marks)**

---

2. What measures can you take to prevent crime against you and your property? **(3 marks)**

3. State five consequences of crime on society in general. **(3 marks)**

4. Read the statements below carefully and then answer the questions that follow:

“The police have too much power to interfere in our lives. The police powers to stop and search are an infringement of our liberty to move around freely.”

“If the police didn’t have the powers they do, it would be even easier for people to break the law and to get away with things.”

a) Which statement do you agree with and why? **(3 marks)**

b) Support your views by giving examples from your own experience, what you have read or seen in the media. **(3 marks)**

5) What are the special characteristics of a constitution? **(3 marks)**

6) As a responsible member of your society, one of your fundamental duties is to contribute towards the well-being of the community.

a) Describe three ways in which you can fulfil such duty. **(3 marks)**

b) What benefits would this have on your community as a whole? **(3 marks)**

## 7) True of False Exercise

Complete the exercise stating whether the statements are true or false.

**(5 marks)**

Statements	True	False
a) The government is responsible for the safety and security of its citizens.		
b) Violence against women, in all its forms, is a violation of human rights.		
c) Some crimes, such as shoplifting, are considered as not serious and may be treated lightly.		
d) When dealing with children (victims or suspects) police should be extremely patient.		
e) Prisoners should always have their full freedom, even freedom of movement.		

## 8) Read the following case study and answer the questions that follow:

*On Election Day, most people are afraid to vote. Those that do vote are met by individuals who forcefully tell them who to vote for. Others are no longer on the voters' list and are not able to cast their votes.*





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# Contents

<b>Unit 6</b>	<b>3</b>
Economic Understanding .....	3
Introduction.....	3
Topic 1: The Economy.....	7
Topic 2: The importance of work .....	14
Topic 3: Employment and Unemployment .....	22
Topic 4: Budgeting .....	33
Topic 5: Business, Investing and Banking.....	40
Topic 6.6: Consumer Issues.....	57
Unit summary .....	64
Assessment .....	64



# Unit 6

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## Economic Understanding

### Introduction

Welcome to Unit 6. It is the last unit in the Life Skills course. It involves understanding how the country's economy operates. In this unit, you will explore different topics related to the economy. This will provide you with a better understanding of economic issues and therefore help you manage your finances. You will have the opportunity to know your rights and responsibilities as a consumer, enabling you to consume wisely and contribute to the growth of our economy.

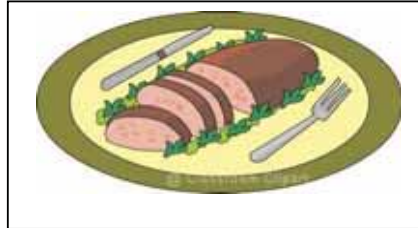


## Reflection

### Reflection 1

You will need 5 minutes for this reflection.

To begin this unit, look at the pictures below and answer the questions that follow.



A plate of grilled meat



Roasted chicken



A glass of  
chocolate milk

Figure 1: food<sup>1</sup>

- How much do you think each of these food items cost?
- How can you get money to buy these food items?
- Where can you buy these food items?

As a consumer, these are questions that you ask on a daily basis because you need food to survive.

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<sup>1</sup> <http://www.freeclipartpictures.com/clipart/food26.htm>

You will remember that in previous units you learned about yourself as an individual, your needs, health and social wellbeing. They are all important in your development as an individual, but some of them will be difficult for you to achieve without the necessary resources.

One of the most important resources you will need is *money*, and you can get this by working and earning a salary. Working will not only provide you with necessary financial resources, but will also contribute to the economy of our country. It is therefore very important for you to understand what *economy* is, in order for you to become an informed citizen. It is equally important for you to know that any movement in the economy can affect the stability of jobs, industries and services, which are things you need as a consumer.

These are the topics that you will learn in this unit. You will also explore how you can contribute to the economy as a worker. Since you will need to manage your income when you are employed, you will practice how to plan your budget and also explore other financial options you can take, such as setting up a business.



### Outcomes

Upon completion of this unit you will be able to:

- *define* the term *economy*;
- *explain* the importance of an economy to a country;
- *give* reasons why people work;
- *explain* how people working contributes to the economy of a country;
- *define* the terms *employment* and *unemployment*;
- *explain* the roles that employment and unemployment play in the economy of a country;
- *plan* a monthly budget;
- *outline* any possible business and investments opportunities;
- *list* the requirements needed to set up a business;
- *state* the importance of consumers to the economy.



## Terminology

<b>Budget:</b>	A record or list of all planned incomes and expenditures.
<b>Business:</b>	An organization/company/corporation designed to supply goods and/or services to consumers.
<b>Consumer:</b>	Someone who purchase goods and services for his/her own personal use.
<b>Consumption:</b>	The act of consuming, as by use, of product or services.
<b>Distribution:</b>	The delivery or giving out of goods.
<b>Economy:</b>	The careful managing of resources to prevent excessive expenses or waste.
<b>Employment:</b>	The state of working for a salary in a particular occupation.
<b>Investment:</b>	Applying or using money or capital, especially for profits such as interest, income, or appreciation in value.
<b>Production:</b>	The act of making, creating, constructing and manufacturing.
<b>Sector:</b>	A section of an incorporated system, for example, in an economy or a society.



How long?

The total estimated time allocated for the completion of this unit is 10 hours 40 minutes spread over 8 weeks. In addition to the formal study time in the classroom, which is a block of 1 hour 20 minutes per week, you are encouraged to devote an extra 1 hour 20 minutes for self-study for each topic.

## Topic 1: The Economy



How long?

You will need 40 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

### What is economy?



Figure 1: bank notes<sup>2</sup>

Whenever we hear the word *economy*, we often think of money, such as in the picture above; however, it means much more than just that. In this topic, you will not only learn about what economy means, but we will also look at its importance for our country and for us as consumers. We will further look at the various sectors that make up the economy of any country, and how they contribute to its development.

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<sup>2</sup> <http://www.atsnotes.com/catalog/banknotes/seychelles.html>

**Economy** is the system of production, exchange, distribution and consumption of goods and services in a community, society and country.

Figure 2: economy

The system does not have to be a specific size, as long as it involves the production of goods and services. The term *economy* also means *effective use of resources*.



**Note it!**

It is clear from the definition that the economy is important, not only for our country, but for every one of us because we all use goods and services!

## Importance of the Economy

The economy is one of the main supports of a country. If it is stable and strong, all other aspects will be strong too. A country that has a good economy can help other countries facing financial problems. This, in turn, can bring about other benefits through investment and additional business.

The economy is not only important for our country, but for each one of us too. This is because it can affect our future income and investments. Any changes in interest rates can affect our own finances, for example, a higher interest rate will increase any repayment that we have to make on loans we have taken, while a decrease will lower our repayment. So, as you can see, it is important for us as consumers to know how the economy of our country is doing.

Now that you have a better understanding of the word *economy*, and why it is important, let us move on to the next part of our topic, which looks at the *Sectors of the Economy*. We can divide an economy into three main sectors: *primary*, *secondary* and *tertiary*. Each one of them has a specific role and purpose. In the coming activity, you will look at each sector in more detail.





### Activity 1

Look at the table below and identify which pictures are showing an activity in the primary sector, the secondary sector and the tertiary sector. Write the correct sector in the space provided.




Activity	Sector
 <p>A.</p>	
 <p>B.</p>	
 <p>C.</p>	

Figure 3: activity on the three sectors<sup>3</sup>

<sup>3</sup> [www.clipartguide.com](http://www.clipartguide.com) and [www.clipartof.com](http://www.clipartof.com)



### Feedback to Activity 1

How did you find the above activity? If you are not sure of the answers, do not worry. The answers will be provided in the next part of this topic, and you will be able to check and compare your answers.

Let us now learn more about the three main sectors of the economy. We shall start with the primary sector.

### The Primary Sector

This sector of the economy relates to industries, such as forestry, mining, and agriculture, that collect and process a natural resource. The packaging and processing of raw materials is also considered to be part of the primary sector.



Figure 4: farming an example of the primary sector<sup>4</sup>

### The Secondary Sector

This sector of the economy relates to processing and construction. It manufactures finished goods. Some of the activities in the secondary sector include metal work, textile production, energy utilities and construction.



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<sup>4</sup> Clip art gallery

Figure 5: construction, an example of the secondary sector.<sup>5</sup>

### The Tertiary Sector

This sector provides services to people and organisations. Activities associated with this sector include retail and wholesale sales, transportation and distribution, entertainment (cinemas, movies, radio broadcasting, television, music, theatre, etc.), secretarial cafés, services, media, insurance, tourism, banking, healthcare, teaching and law. The majority of developed and growing countries have a proportion of workers in the tertiary sector.



Figure 6: health Services, an example of the tertiary sector<sup>6</sup>

Apart from the three main sectors of the economy that we have seen, there are 2 other important parts in an economy: the *public sector* and the *private sector*.

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<sup>5</sup> Clip art gallery

<sup>6</sup>[Clip art gallery](#)



## Activity

### Activity 2

Now take 5 minutes to brainstorm the meaning of *public* and *private* sector. Please write your ideas in the spaces provided below.

Public Sector:

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Private Sector:

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## Feedback

### Feedback to Activity 2

Let's see what you wrote. Did you link the *public sector* to the government and the *private sector* to businesses?

Congratulations! This means that you have a general idea of what these two sectors entail. To make sure that you understand their meanings correctly, a short explanation of both terms is given below.

The public sector is the part of a country's economy which is controlled or supported financially by the government. If you work in this sector you are called a "civil or public servant".

Figure 7: Public Sectors



Figure 8: Presidents are members of the public sector<sup>7</sup>

Now let us look at the private sector.

The private sector is the part of a country's economy which consists of industries and commercial companies that are not owned or controlled by the government. It runs for private profit only.

Figure 9: private Sector

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<sup>7</sup> <http://www.clipartguide.com>

In contrast to their name, public companies are not part of the public sector. They are a particular kind of private sector company that offers their shares for sale to the general public.

Now that you have an even better understanding of the term economy, we are going to move to the next topic, which has a direct link to what you have just learnt. This topic is called “Work and Its Importance”.

## Topic 2: The importance of work



How long?

You will need 1 hour to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

In our previous topic, you saw how different sectors contribute to the economy. It is important to remember that, although they are all essential contributors, each one of us also contributes to the economy in one way or another. For many of us this happens through *work*, which means being a productive citizen for our community and our country.

Let's start with a reflection.



## Reflection

### Reflection 1

You should spend 10 minutes on the reflection.

At this point we need to ask: “Why do we need to work?” Now think of yourself and what you are doing at present. Then consider the following questions:

If you are a student, who is paying for your studies?

Who is paying the teachers and buying the resources that you need as a student?

What about the institutions you go to: who is caring for their operations and maintenance?



## Feedback

### Feedback to Reflection 1

You must have realized by now that many people are involved in ensuring that all the above questions can be answered. Whether funded by our own family, government or private businesses, it is clear that there are people working to ensure that money is available for us to get a good education.

Paying for our education is not the only important reason why people work. Take a look at the list below for more reasons why people work. You can also add other reasons that are important to you.



Figure.1: businessman at work<sup>8</sup>

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<sup>8</sup> [www.freedigitalphotos.net/images/gallery](http://www.freedigitalphotos.net/images/gallery)

## Why is working important?

When you work, you can earn money; you need money to buy things you need, e.g., food, entertainment, or to pay your bills.

When you work, you contribute to the economy and this means that you are a productive citizen.

When you work, you develop new skills and create a record of employment which you may need if you want to apply for another job later in your life.

When you have a *job*, it gives you self-respect and self-worth because you are being responsible and taking care of yourself.



Figure 2: teaching: a job that gives you self-respect and self-worth<sup>9</sup>



**Note it!**

Although working is important, it is not always easy to find the job you want.

In the next activity, you will practice looking for a job.

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<sup>9</sup> Clip art gallery





## Activity

### Activity 1A

You should take 15 minutes to read the task below and to prepare yourself for the completion of Activity 1 as homework.

At the end of the activity, save everything collected and hand in your findings at your secondary school or regional centre one month after the completion of this topic.

For this activity, you will need newspapers, journals or any other sources where you can find employment vacancies. Look at all the documents that you have and conduct a job search (you can make use of your library, resource centre or other relevant places to get the items).

*Remember, you are looking for a job that you are interested in applying for.*

The following are points that you need to consider:

- The required characteristics of the worker (responsible, motivated, good public speaking skills, etc.);
- The site (it is important to know how far you have to travel to get to the workplace);
- The work load (how much additional time you may need to devote to the job);
- The kind of work (remember to think about what kind of job you prefer);
- The company policies/values (do their policies/values match your own); and
- The salary (is it worthwhile/is there other incentives).

After reading Activity 1A and the important points to consider when applying for a job, you now should have a better idea of what job you

would like to apply for.

The next activity is filling out an *application form*.

**Activity 1 B**

You should spend 15 minutes on this activity.

<p><b>APPLICATION FOR THE POST OF:</b></p> <p>.....</p> <p><b>Personal Details</b></p> <p>Surname: ..... Other names: .....</p> <p>Title: ..... Age: ..... Date of Birth: .....</p> <p>Address: .....</p> <p>Tel. No: .....</p> <p><b>Education and Training</b></p> <p>Name of school, college, etc.: .....</p> <p>From: ..... To: .....</p> <p>Qualifications obtained: .....</p> <p>.....</p> <p><b>Health</b></p>
---

Please give details of your present state of health:

.....

**Referees**

Please give the names of two referees, including your present or most recent employer/ manager.

Name: ..... Name: .....

Position: ..... Position: .....

Address: .....Address: .....

I certify that the details in this application form are correct.

Signed: .....Date: .....

Figure 3: application form

A job application on its own is not sufficient. You need to have an accompanying letter and curriculum vitae (CV) as well.

An example of a CV is provided below. Practice filling the blank one on your own time.

PERSONAL DETAILS

SURNAME:	Joile
GIVEN NAMES:	Lindon
TITLE:	Mr.
NATIONAL IDENTITY NO:	977-0943-1-0-65
DATE AND PLACE OF BIRTH:	18 – October 1997 ,Victoria , Mahe
NATIONALITY:	Seychellois
HOME ADDRESS:	Cascade , Mahe

TELEPHONE:	(248) 2581109
<b>EDUCATION AND PROFESIONAL QUALIFICATIONS</b> (start with the most recent)	<p>Master of Education (Edith Cowan University –Western Australia) Jan-Dec 2005</p> <p>Bachelor of Education- Secondary ((Edith Cowan University –Western Australia) Jan-Dec 2004</p> <p>Diploma in Secondary Education (National Institute of Education- Seychelles) Jan 2001- Dec 2002</p>
<b>TRAINING CURRENTLY IN PROGRESS</b> (where applicable)	
<b>SHORT COURSES / CONFERENCES / WORKSHOPS ATTENDED</b>	<ul style="list-style-type: none"> <li>- Training of Trainer’s Course in Psychosocial Support- Seychelles, April 2011</li> <li>- National Olympic Sessions in the Framework of ‘<i>Creating Olympic Awareness Programme</i>’ – Seychelles, 15<sup>th</sup> December 2010</li> <li>- Training Consumer Rights and Responsibilities- April 2008</li> <li>- Competency-based approach in curriculum development for basic education- Tanzania, September 2008</li> <li>- National Policy on HIV/AIDS – UNFPA Seychelles, 2007</li> </ul>
<b>EMPLOYMENT RECORD</b> (start with most recent)	<p>Lecturer – National Institute of Nursing School (Ministry of Education)- 2006 to date</p> <p>Secondary Teacher (Science)- Ministry of Education January 1998</p>
<b>OTHER WORK EXPERIENCE</b>	-Tutor for Diploma 2 distance programme
<b>OTHER EXPERIENCES</b>	-Careers Guidance and Counselling
<b>OTHER SKILLS AND COMPETENCES</b>	<p>Computer skills &amp; Competencies- MS Word, MS Excel &amp; MS Office Power Point (basic)</p> <p>Social Skills- competent in communication , negotiation, basic counselling and creative thinking (in teaching professional development)</p> <p>Organizational Skills – take charge of organizing educational visits/ excursions</p>

<b>INTERESTS</b>	-Advocate of environment conservation -Sport (basketball)
------------------	--

Figure: 4a Curriculum Vitae (CV)

<b>PERSONAL DETAILS</b>  SURNAME:  GIVEN NAMES:  TITLE:  NATIONAL IDENTITY:  DATE AND PLACE OF BIRTH:  NATIONALITY:  HOME ADDRESS:  TELEPHONE:	
<b>EDUCATION AND PROFESSIONAL QUALIFICATION</b> (start with the most recent)	
<b>TRAINING CURRENTLY FOLLOWING</b> (where applicable)	

<b>SHORT COURSES / CONFERENCES / WORKSHOPS ATTENDED</b>	
<b>EMPLOYMENT RECORD</b>  (start with most recent)	
<b>OTHER WORK EXPERIENCE</b>	
<b>OTHER EXPERIENCES</b>	
<b>OTHER SKILLS AND COMPETENCES</b>	
<b>INTERESTS</b>	

Figure 4b: Curriculum Vitae (CV)



**Note it!**

Remember, your first job may not necessarily be the type of job you want forever, but it's a job that will give you skills that you can use to obtain a more long-term career. There are various reasons why it is at times difficult to get a job, and this brings us to our next sub topic: *employment* and *unemployment*.

### **Topic 3:      Employment and Unemployment**



How long?

You will need 1 hour 30 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

In our last topic, we looked at different aspects of work. If you are thinking of working, it means that you are seeking employment. It is therefore important not only to know why you need to work, but also to have a good idea of what *employment* and *unemployment* truly is.

## Employment



Reflection

### Reflection 1

We are going to start this topic with a reflection. Take 2 minutes to think about the word *employment*. What does it mean?



Feedback

### Feedback to Reflection 1

You probably have a good idea of what employment means as it is a term you have heard quite often from your parents and friends. The information below is only to support what you already know. *Employment* entails a contract (agreement) between two parties where one is the *employer* and the other is the *employee*. An employee is the person in the service of another under any contract of hire, oral or written, whereas the employer has the power or right to control and direct the employee in the details of how the work is to be performed.

Figure 1: employment<sup>10</sup>

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<sup>10</sup> <http://Wikipedia.org/wiki/employment>



## Activity

Now, complete Activity 1 below.

### Activity 1

You should spend 5 minutes on this activity.

With the definition of employment that you have just read, try this exercise.

1. Look at the pictures below carefully. Do you think the people in the pictures are employers or employees?



A handy man



A scientist



A teacher



Figure 2: employers versus employees<sup>11</sup>

In the space provided below, explain why you think these people are employers or employees.

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You will find the feedback for the activity at the end of this topic. You now have an idea of an employer, the person who pays you to work, and an employee, the person who gets paid for the work done. That information is important when you are seeking employment. Knowing about employers and employees is, however, not enough. You also need to know where you can find employment.

### **Who are employers?**

It is a person, business, or organization that hires and pays one or more workers. In many countries, governments are the largest single employers, but most of the work force is employed in small and medium businesses in the private sector.

### **Where can we find employment?**

We can find employment in non-profit organisations, public, household or commercial firms. The employers usually focus on making a profit through providing a good or service. The employee is employed to work for the enterprise, usually in return for a salary.

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<sup>11</sup> [www.1clipart.com/browse](http://www.1clipart.com/browse)



**Note it!**

Remember, there are also terms and conditions that apply in any form of employment.

### **Conditions offered in employment**

As an employee, you can get paid either by hourly wages where you work for a set rate, or you can earn a salary, where you are paid a pre-determined wage.



**Reflection**

### **Reflection 2**

You should spend 5 minutes on this reflection.

Now that you know more about employment, can you think about what type of employment you will pursue? Do you want to work full-time or part-time?

If you are not sure yet, the following information may help you make a decision:

There are different types of employment, and this includes the following:

- full-time employment
- part-time employment
- casual employment
- fixed-term or contract employment
- apprenticeships
- traineeships
- probationary work

Most full-time permanent employees work between 38 to 40 hours per week on a regular, on-going basis. They are eligible for such entitlements as paid annual, bereavement, parental, sick and carer's leave, and public holidays.

Look for descriptions of the other types of employment and put them in your Life Skills portfolio.



### Feedback

#### Feedback to Activity 1

In our first activity, you had to state whether the people in the pictures were employers or employees and justify your statement. I am sure that after reading through the content above, you found out that they are all employees as they are all employed either by the government or private companies.

Knowing how you contribute to your country’s economy will motivate you when you are ready to join the workforce. At this point, it is important for you to know that it may not be as easy to get a job as it seems. For various reasons, some people are unable to get jobs; this means that they are unemployed. In the next part of this sub topic, you are going to learn about *unemployment*.

## Unemployment



### Activity

#### Activity 2

You should spend 5 minutes on this activity.

1. Read the following situations, then indicate whether each person is employed or unemployed in the spaces provided.

Situation	Employed or unemployed?
a. Your retired grandfather.	
b. A woman who stays home with her children.	
c. A thief serving time in prison, who lost his job when he was convicted.	
d. An aunt serving in the Armed Forces, currently posted in Iraq.	
e. A full-time college student.	

Figure 3: unemployment

2. Now define the term *unemployment* in your own words.

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The feedback for this activity is given below.



**Feedback**

**Feedback for Activity 2**

1. Here are the answers to question 1:
  - a. The grandfather is unemployed. While he is not working, he is also not looking for work.
  - b. The mother is unemployed. While she may not be working outside the home, she is also not looking for work.
  - c. The thief is unemployed. Those serving time in prison are not in the adult population and hence not in the labour force.
  - d. The aunt is employed. She is not a member of the civilian labour force because she serves in the military.
  - e. The student is unemployed, unless he or she is doing a part-time job while studying.
2. Unemployment is when a person does not have a job. The person can also be said to be jobless.



**Note it!**

It is important for you to think carefully about what kind of employment you will be doing when you graduate from school.

## Negative effects of unemployment

Unemployment is a big problem for the economy. Not only is it a severe personal blow to those concerned, but it is also an economic waste. The unemployed are not only out of work and not contributing to the economy, but they are also claiming benefits and costing the government money.

Unemployment is not only a personal cost for the person who is not working, the country's economy also suffers in the following ways:

Negative effect of unemployment	Description
Loss of output to the economy	People who are not working are not producing, and this decreases the country's GDP.
Loss of tax revenue	Unemployed people are not earning an income, so they cannot pay taxes. As a result, the government loses out.
Increase in government expenditure	The government has to pay out social benefits to support those who are unemployed.
Loss of profits	With higher employment, firms are likely to do better and make more profit. If they make less profit because of unemployment, then they have fewer funds to invest.

Figure 4: negative effect of unemployment

## Types of unemployment

There are different types of unemployment: frictional, classical, structural, seasonal, and cyclical. In order to understand what these are, let us look at a brief definition for each one of them.

### Frictional Unemployment

Frictional unemployment is when someone moves from one job to

another while searching for another job. This also applies to fresh graduates looking for employment.

Figure 5: frictional unemployment

### **Classical Unemployment**

Classical unemployment usually results from wages that are excessively high in relation to productivity and must be corrected by an increase in aggregate supply.

Figure 6: classical unemployment

### **Structural Unemployment**

Structural unemployment is caused by the restructuring of the division of labour. This may be because consumers' tastes have changed or it may be because technology has created change and the product or service is no longer in demand.

Figure 7: structural unemployment

### **Seasonal Unemployment**

Seasonal unemployment is when an occupation is not in demand at certain times of the year. This mainly occurs in seasonal industries, such as farming, hotel and catering, tourism, etc.

Figure 8: seasonal unemployment

### **Cyclical Unemployment**

Cyclical unemployment is when there is not adequate demand in the economy to employ everyone. It is known as cyclical because it goes with the trade cycle. When there is a sudden increase in the economy, there will be increased demand and firms will employ many workers.

When the economy slows down, there will be less demand for employees at these same firms do not need to produce as much.

Figure 9: cyclical unemployment

### **Causes of unemployment**

There are many causes of unemployment and economists have yet to agree on them.

It is believed that the lack of demand for goods and services in the economy is the key reason for unemployment, whereas others claim that it is due to structural problems and general ineffectiveness in the labour market.

Another belief is that unemployment can be voluntary by individuals who have decided not to work for a particular period of time. On the other hand, there is involuntary unemployment which exists because of the socio-economic situation, i.e., there are fewer job vacancies than unemployed workers and, even if all vacancies were to be filled, there would still be unemployed workers.



**Group  
activity**

**Group Activity 1**

You should spend 1 hour to organize your group and start preparing for the following activity.

Now that you know the various forms of unemployment, think of your country or area where you live. Find out what types of unemployment are the most common, and the main causes of this unemployment. You may wish to contact the Statistics Bureau or other related offices in the country or community. Alternatively, you could interview a specific sample of unemployed people in your area, e.g., people in your neighbourhood.

It would be useful to find the total population of employees in your area to get a clearer picture of employment there.

Use the format below to present your findings. You should hand in your findings at your secondary school or regional centre one month after the completion of this topic.

Number of people used in the survey	Types of unemployment	Reasons for unemployment

Figure 10: unemployment situation



## Topic 4: Budgeting



How long?

You will need 1 hour to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

In the previous topic, you learned about employment and unemployment. Topic 4 is also related to employment and unemployment. When you are working, you are earning a salary, and in order to be able to meet all your expenses, you need to know how to plan and manage your money. This is called budgeting, which is the theme of this sub topic.



Figure 1: Seychelles currency<sup>12</sup>

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<sup>12</sup> [www.iloveseychelles.com/.../Seychelles-money/](http://www.iloveseychelles.com/.../Seychelles-money/)

Budgeting is essential in helping to control your day-to-day spending. However, you need to plan and track your budget wisely to ensure that your finances are managed responsibly.

Before going any further, it is important for you to understand what *budget* means.

Do you have any ideas?

### Discussion 1



#### Discussion

Take 5 minutes to discuss with a friend your understanding of the term *budget*.

A short definition is provided for you below. Please read it.

Budget
A <b>budget</b> can be defined as a tool that is used to plan income and expenses. In addition, you can use it as a guide for managing your money.

Figure 2: budget

You can begin thinking about your budget by considering the following questions:

- Am I good at handling money? Why or why not?
- How do I know when I am overspending?
- Should I wait until I have a higher salary to start budgeting?



#### Tip

To plan a budget that is more appropriate for you, it is important that you know the answers to the questions above. Once you are sure of your answers, you can then start planning your budget.

## How to plan a budget

When you are planning a budget, you need to have specific categories for *major expenses* and *miscellaneous expenses*.

Major expenses include the following: clothing, food, bills, electricity, water, loans, rent, etc.

Miscellaneous expenses may cover items that are not of primary importance; however, they also need to be considered when budgeting for proper management of finances.

There are 4 points to remember when you are planning your budget:

- Know your income
- Do not spend more than you have
- Get value for your money
- Save for urgent situations/emergencies

Here are some other important points to remember when planning your budget:

Planning your budget
1. Your fixed expenses: bills, rent, loans, transportation.
2. Very important expenses: food, housekeeping.
3. Occasional expenses: births, weddings, birthdays, holidays, health.
4. Savings: at least 10% of your income.

Figure 3: planning your budget



### Note it!

It is necessary for you to note that while you are at school and living with your parents, they typically pay for everything.

Once you are employed, they will expect you to start contributing a part of your income towards your keep. Likewise, if you leave home, you will have to pay for your own *major expenses* as well as *miscellaneous expenses*.

What you have learned so far has shown you the necessity for knowing how to plan your budget. In the next activity, you will get the chance to plan a budget.



### Activity

#### Activity 1

You should spend 15 minutes on this activity.

1. With the points provided above, plan a monthly budget using the chart below. Fill it out to show how you would spend your money if you were employed, earning SR. 6,500.00 per month and renting a 1 bedroom flat at SR 1,500.00 per month.

	Item	Cost
1.	Rent	
2.	Transportation	
3.	Water	
4.	Electricity	
5.	Gas	
6.	Food: essential	
7.	Food: non-essential	
8.	Clothes and cosmetics	
9.	Leisure	

	Item	Cost
10.	Extras: birthdays, holidays, etc.	
11.	Savings	

Figure 4: budgeting

When spending money, it is also important to know the difference between your **needs** and your **wants**. Wants are not necessary and you can do without them, while needs are vital for your survival. We must have them.

- The following table gives you an idea how to identify your needs and wants. You can use it for practise in your own time.

Item	Cost	Need	Want
Bottle of water	SR 6.00		
2 packets of biscuits	SR 22.00		
Bus fares	SR 10.00		
1 take-away lunch box	SR 35.00		
1 sandwich	SR 12.00		
Total	SR 85.00		

Figure 5: budgeting

There are further issues that you need to also consider when spending money, such as *impulse purchasing* and *comparative shopping*.

*Impulse purchases* are made when you buy goods that are not necessary, and are bought without prior planning. The decision to buy is usually made at the point of purchase, e.g., a packet of chips as a snack.

*Comparative shopping* is when you choose to compare prices from different shopkeepers and then make your purchase. You consider prices from many shops before you buy. This can save you a lot of money over

time!

Now complete the reflection below.



### Reflection 1

You should spend 10 minutes reflecting on this activity.

Look at your list of wants and needs. Do you do much *impulse purchasing* or do you do *comparative shopping*? Write a reflection on how you spend your money.

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### Feedback to Reflection 1

That was a useful exercise. In future, perhaps you will do more comparative shopping and see the value in having a budget.

Having a budget that details all your income and expenditures will help you maintain control of your finances and, if necessary, help to illustrate the problems you may be having in managing your money.

**Here are some steps to help you.**

**Step 1:** Start with your actual current situation.

*Income to budget:* Make a careful calculation of your yearly income and divide it by 12 to get a monthly amount. You also have to work out the occasional expenses, such as birthdays, holidays, etc. Estimate how much you spend on these each year and then divide by 12 to determine your monthly cost.

**Step 2:** Evaluate and reduce your spending.

Look at your expenses carefully. Then take a look at each category and ask yourself the following questions:

- Is this category necessary?
- If not, can I do without it? (Is it a want or a need?)
- If I cannot do without it, can I find ways to reduce my expenses in this category?

Once you have identified the areas where substantial cut downs can be made, you will have to devise strategies to help you reach your goal.

**Below is a list of ideas to help you get started:**

*Housing:* look for do-it-yourself opportunities and shop carefully for furniture and appliances. Take advantage of sales wherever possible.

*Transport:* do what you can to limit yourself to one car and perform routine maintenance yourself. If you are not going far, try to use public transport.

*Utility Bills:* turn off the lights when you are not using them. This will save on the amount of energy you use.

*Food:* prepare packed lunches for school. When purchasing food, prepare a shopping list and stick to it.

*Clothing:* plan your expenses beforehand and do not over spend.

*Entertainment/Recreation:* make a list of activities you and your family can do in the neighbourhood that are inexpensive or without charge. Set a maximum expenditure and stick to it.

*Savings:* open a separate savings account where you can deposit monthly amounts to help save for emergencies or holidays.

Now that you have learned how to plan and manage your budget, you can start thinking of opportunities for business or investments, which is the topic for our next lesson.

## Topic 5: Business, Investing and Banking



How long?

You will need 1 hour 30 minutes to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.

This sub topic will cover 3 different themes: *business, investment and banking*. They are all related if you want to look at alternative ways of earning an income. This sub topic will give you better insight into what *business* and *investing* are and how you can start your own business and investments. It ends with *banking*, which is all part of the business process, and which involves financial transactions.

### Business

*Business* is a word that you must have heard quite often in your life, but do you really know what it is all about?

### What is business?

We can define the term business as a company or organisation which is recognized legally and provides goods and services to consumers. In most economies, businesses are privately owned and set up to make profit and to eventually expand. However, there are some exceptions; these include cooperative businesses and state owned enterprises. In some countries, it can also involve some government owned agencies and/or worker ownership.

There are different types of businesses. Do you know any? To help you find the answer, complete the reflection below.





### Reflection 1

You should take 10 minutes to think of the different companies or organisations that provide goods and services in your community or at national level. Can you guess what types of businesses they are?

A business can be set up in the following formats:

**Sole proprietorship:** The business is owned by an individual. The proprietor works on his/her own or may have employees. He/she has unrestricted personal liability of the amount outstanding incurred by the business.

**Partnership:** This is a business which involves two or more individuals who work for the common goal of making a profit. Each partner has unrestricted personal liability of the amount outstanding incurred by the partnership.

**Corporation:** This is a business for profit. It is a limited liability body that is also a separate legal entity distinct from its members. It is owned by various shareholders and is supervised by a board of directors, which appoints the business' administrative personnel.

**Cooperative:** This is also a business for profit with limited liability. However, it is not the same as a corporation because it has members who are involved in decision making.

Now, make use of the given information to complete Activity 1 below.



### Activity 1

You should spend 15 minutes on the activity.

Using the explanation given above, find one example from each of the 4 types of businesses. You need to know the names of those businesses and be able to explain why you have categorized them under the respective types.

Write your ideas in the table below.

Type of business	Example	Why you believe this is an example of this type of business
Sole proprietorship		
Partnership		
Corporation		
Cooperative		

Figure1: types of business

We cannot talk about businesses without looking at *entrepreneurship*, a topic which is closely linked

### Entrepreneurship

In every person, there is the potential to be an entrepreneur. The question is, are you ready to become an entrepreneur, or do you wish to work for someone else for the rest of your life? In this sub topic we will explore the possibility of opening your own business.



## Reflection

### Reflection 2

Take 5 minutes to think about the following:

- Do I want to work for someone else?
- Can I see myself as an entrepreneur? Do I have the potential?
- What would it take to start a business?

We can define *entrepreneurship* as the process of starting a new company or organisation, usually in response to a specific opportunity. Most of the time, new businesses that are started by entrepreneurs are small. It is good to know that economic analysts believe that small firms contribute a great deal to the economic progression and vitality of their countries.

Since entrepreneurship starts with a *small business*, you need to understand what that is.

When we say a *small business*, we mean a business that is operating autonomously and which is not dominant in its area of operation. It is called a *small business* because of its size. Different countries have different standards that are used to decide the size of a business.

These standards include:

- Number of employees
- Sum of capital used to start, also known as “start-up investment”
- Rate of turnover: average annual receipts of the business

Examples of small businesses include lawyers, small shops, hairdressers, tradesmen, accountants, restaurants, guest houses, photographers, small-scale manufacturing, etc.



## Reflection

### Reflection 3

You should take 5 minutes for some important reflection.

Now that you are starting to grasp the concept of *business*, have you started thinking about the possibility of creating your own business? Remember, you need to focus on your talents, skills, hobbies, passions and the needs of your community.

To begin setting up a business, start by thinking of a name for your business, which you can adjust or change later. Bear in mind that running a business is not easy and in order to succeed, you need to do the following 4 things first:

- find your strengths
- find your weaknesses
- determine how you can improve your weaknesses
- determine how you can make use of your strengths in order to do well

It is equally important for you to know the characteristics of an entrepreneur.

### Who is an entrepreneur?

An *entrepreneur* is someone who has and runs a business enterprise. He/she takes all the risks involved in the running of this enterprise. The individual has to be up to date, innovative and insightful.

An entrepreneur has a strong desire to do very well, but on the other hand, it is quite common for entrepreneurs to fail at a number of initial enterprises before finally succeeding. As an entrepreneur, you should have the ability to work long hours, ensuring that your business ideas are totally developed, before thinking of taking vacations or leisure time.

### Characteristics of an Entrepreneur:

- An entrepreneur has enthusiasm, which is the driving force of his/her enterprise.
- An entrepreneur's vision is generally supported by a compilation of precise ideas not available to the market.
- An entrepreneur promotes his/her vision with enthusiasm and develops methods to transform the vision into reality.
- An entrepreneur takes the initial responsibility to transform a vision into reality.

- An entrepreneur takes careful risks by evaluating costs, market/customer needs and influencing others to join and help.
- An entrepreneur is normally a positive thinker and a good decision maker.



### Activity

#### Activity 2

With the knowledge you have gained throughout this topic, try drawing up an initial plan for a small business. During your own time, you can build on this plan and develop it more fully for your future.

The following points will serve as a guide:

- Remember that you first need a *business idea*.
- What is your *idea*? What *business* do you want to start?
- Think about your talents, your passion and your hobbies, as they may serve as ideas.
- What are the opportunities available in the industrial, social, or economic environments?
- Remember that business and entrepreneurship are not the only alternative ways of making more money. You will learn more in our next sub topic, which looks at *investment*.

#### Investment

Having money without having monetary intelligence is money soon gone. Investing and savings empower you to have certain plans and choices.

This sub topic will help you to develop monetary intelligence and financial understanding. It will teach you how to save and invest in a way that will allow you to reach your short-term and long-term financial goals.



**Activity**

**Activity 3**

You should spend 5 minutes on this activity.

Investment and savings are two words you have probably heard many times before. In your own words, write down what you understand by these two terms.

Investment:

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Savings:

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Feedback

### Feedback to Activity 3

Although I am sure that you have already a good idea of what *investment* and *savings* are, you should use the additional information provided below to further broaden your understanding of these two terms.

#### **What is *investment*?**

An investment is an asset or an item that is purchased with the idea that it will generate revenue. Investment involves risk taking. It is wise to invest your money into different companies rather than putting all your money in one stock.

#### **What are *savings*?**

Savings means putting aside an amount of money for a short-term goal that you wish to achieve within a specific period of time. On the other hand, it also means preserving money for an emergency at home or in the family. We normally put the money on deposit. This is different from an *investment*, which involves the risk of losing money.

It is important to note that in the *world of finance*, an *investment* is acquired with the intention that it will provide revenue in the future or will appreciate and be sold at a higher value. Examples include the buying of bonds, stocks or real estate property.



## Reflection

### Reflection 4

You should take 5 minutes to reflect on the text below.

It is important for you to keep in mind that *investing* normally refers to the buying and selling of *stocks* or other securities, which most people actually do not get involved in. Nevertheless, investment decisions span a much broader range than just securities, and they are made by virtually everyone day after day.

We all make decisions about what to consume and how to spend or invest our money. For example, investment decisions are made when purchasing a car, choosing whether or not to use a fixed mortgage, purchasing electronics, and deciding whether to pay by cash or credit.

Just as there are different forms of businesses, there are also different types of investments:

**Cash Investments:** This is more appropriate for short-term periods. It is mostly invested because it's liquid, secure and can be withdrawn at any time. Examples of cash investments are Treasury Bills, Bank/Savings Accounts, Certificates of Deposits, etc. At times, cash investments are used for long-term goals, such as cash value of life insurance.

**Bonds:** This is when a sum of money is loaned to a government, company or municipality in return for income. Corporate Bonds are issued by corporations to fund their financial needs. Municipal Bonds are distributed by state and local government organisations.

**Stocks:** This involves the sharing of ownership interest by corporations. This is divided into segments or shares of stock.





## Activity

### Activity 4

You should spend 15 minutes on this activity.

Now that you have a better understanding of investment, find out what investment opportunities are available in your country.

Choose one that you are interested in and explain the reason for your choice using the following format:

1. List of investment opportunities in my country:

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2. Choice of investment

Title of your choice:

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Reasons for your choice:

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## Feedback

### Feedback to Activity 4

When deciding about an investment, there are a few factors that you need to consider:

- 1) Risk Tolerance: Can you live with the risk that your investments will decline in value, even temporarily?
- 2) Timeline and Goals: When will you need your money?
- 3) Knowledge: Your investment knowledge should influence your choice.

Once you have your investment portfolio in place, it should evolve to match your life plans.

### Banking

In the previous sub topic on investment and savings, you learned that some of the cash investments you make are through banking institutions, and the same applies for savings. So understanding the nature of banking is also important.



## Reflection

### Reflection 5

To begin, let us brainstorm what *banking* means. You should take 5 minutes to think of a definition for this term. Write down your thoughts so you can use it for comparison later.

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### What is banking?

Banking is the process of trading in money carried out by banking organizations/ institutions. It has to do with safeguarding deposits and making funds available for those who want to borrow.

### **What is a banking organization/institution?**

A banking organisation/institution is an agent that provides financial services. It also facilitates the flow of money through the economy. Examples of financial organizations/institutions are credits unions, banks, online banks, stockbrokers and asset management companies.

One of the financial institutions which, if you have not started using yet, you almost certainly will use in future, is a bank.

### **What does a bank do?**

The primary activity of a bank is to act as a payment agent for clients and to borrow and loan money at differing maturities. It is an organisation/institution for receiving, keeping, and lending money at interest.

In addition, banks also supply almost all payment services, and a bank account is considered essential by nearly all businesses, individuals and governments.



**Note it!**

It is important to note that there are different types of banks.

### **Types of Banks**

There are 4 main types of banks: *commercial*, *savings*, *trust* and *investment*.

#### **A. Commercial**

Commercial banks get deposits mainly from individuals, organisations

and corporations. These are repayable on demand and are mostly invested in short-term loans for commercial business purposes. The loans usually have a maturity of approximately 3 to 6 months, which makes it possible for the bank to keep its assets.

### **B. Savings**

The general public normally deposits small sums in a savings bank for future use. These deposits may be repaid on demand. However, given that interest is generally paid on deposits, and the bank's investments are made for a long duration of time to allow for a higher interest rate, banks demand advance notification of anywhere from 10 to 90 days of any large sums to be withdrawn. The primary investments of savings banks are approved bonds and first mortgages on real estate.

### **C. Trust**

These deposits, opened as trust funds, are received from individuals, companies and corporations assigning funds for some trust function, and are repayable and invested according to law and the conditions of the trust.

### **D. Investment**

Investment banks receive their deposits from people who want their funds to be held for investment, and which are eventually changed into bonds and other investment securities.



### Activity

#### Activity 5

You should spend 5 minutes on this activity.

Now think of yourself as a simple employee with a regular salary at the end of the month. Do you think you will use a banking institution? If so, which one will you use, and why? Please write down your ideas below.

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### Feedback

#### Feedback to Activity 5

Compare your answer with the information that follows.

#### Why do you use a bank?

Banks can help put you on a faster track to financial success. A bank account makes it possible for you to:

- Keep your money safe from loss or theft
- Make payments easily and inexpensively
- Maintain records of your financial transactions
- Deposit your pay cheque directly
- Build savings and earn interest
- Establish credit

- Access mortgage loans, car loans and other products

As we said earlier, banks are closely regulated and supervised, so you can feel confident that your money is protected. They are also required to comply with laws that protect you as a consumer.

With this in mind, putting money in a bank does not sound risky and it is what most people do. If you are thinking about doing the same, there are a few things that you need to know.

Figure 2: bank

Think about what type of account is right for you. The majority of banks offer cheque and savings accounts, as well as special accounts to meet specific customer and business needs. You have to choose which one will best meet your needs. Ensure that you choose the best account for your personal banking needs.

Cheque accounts are best for daily use, such as depositing cheques and paying bills. Monthly fees, minimum balance requirements and interest paid on the account balance differ, and banks normally offer several alternatives.



Figure 3: example of a cheque

As an employee, you may want to deposit pay cheques straight into your account each pay day, making your pay available quickly and saving you the trouble of making a trip to the bank. Several accounts also allow you to pay bills electronically via the internet. Both cheques and the electronic bill payment services will help you to keep a record of your payments.

**Savings accounts** provide a safe place to deposit money in reserve for future use. You benefit through interest on your balance. However, saving accounts are not designed for frequent withdrawals. They are also used by people who are not able to open a chequing account because of poor credit or banking history. They are advised to open savings accounts, which include additional fees for transactions.

In the case of a **deposit account**, the bank holds your money for a fixed period of time, normally from 1 to 6 months or 1 to 5 years, depending on your needs. However, you may not withdraw your money at any time like a normal savings account. If you do, you will have to pay a withdrawal fee.

Now you know about banks and the types of services that they offer, plus the kinds of accounts you can have. In order to access these services, you need to know how to open an account.

Figure 4: about banks

### **How do you open a bank account?**

First, shop around to find a bank that offers the best products and services to meet your personal needs. Compare account features and costs, branch locations, hours of operation, and potential loan and investment products.

An account may be owned by one person or by several individuals together. Each person who will have access to the account must provide the following:

**Opening a bank account**

<b>Opening a bank account</b>
<p>One photo ID and one other form of identification. The most common ones are driver's licences and passports. You also need to think about the amount of your initial balance, the required age for opening an account, etc. If the minimum age is 18, then you need to be with a legal guardian or authority that is approved by that particular bank.</p> <p>Most importantly, you should have a good credit and account history. Normally the bank will ask for your permission to check your history. The bank will then decide if you may open an account. If in the past you had problems managing your money, and as a result, there is negative information about you, the bank may not accept you as a client. However, they can advise you to look for help or assist you with a credit counsellor first.</p>

Figure 5: opening a bank account

### **How do you manage your account?**

Careful management of your account helps you to build a positive credit background. This may allow you to use your account history as a reference. Furthermore, you are in a better position to get assistance from your bank.

When you have set up your account, there are some other services offered by the bank that you can use:

A money order: this is a disbursement order for a pre-specified sum of money. Since it is obligatory that the money be prepaid for the sum shown, it is a more reliable system of payment compared to a personal cheque.

A standing order: this is when a bank account holder gives a directive to his/ her bank to pay a fixed sum at regular intervals to another account.

Standing orders are typically used to pay rent, mortgage or other fixed, regular payments. Because the amounts paid are fixed, a standing order is not usually suitable for paying variable bills such as credit card, gas and electricity bills.





Figure 6: ATM Card

An automatic teller machine card (ATM card) can be used for deposits, withdrawals, account information, and other types of transactions. This is usually by means of interbank networks. You need a personal identification number or pin code to make any transaction.



Note it!

**Please note:** To be successful with your finances, you will have to develop money management habits that are in line with banking practices. Your bank account is the key in establishing a relationship that can help you manage your money, save for the future, and increase your wealth.

## Topic 6: Consumer Issues



How long?

You will need 1 hour to complete this topic. It is advisable that you spend another 1 hour 20 minutes of your own time for further review.



### Reflection 1

You should spend 2 minutes on this activity.

Look at the pictures below. What comes to mind?



Figure 1a: shopping



Figure 1b: on the shelves

e:<sup>1</sup>

Nowadays, concerns are raised by the ethics surrounding unnecessary consumption. As such, we need to think critically and make informed decisions about how we spend our money and what we consume.

In this sub topic, you will develop a better understanding of consumer issues. It will also help you to understand your roles and responsibilities as a consumer.

### Who is a consumer?

A *consumer* is a person who uses (consumes) a product or service.

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### Activity

#### Activity 1

You should spend 5 minutes on this activity.

Since consumption of goods and services is closely linked to the amount of money you earn, it is important to understand pricing.

Look at the following questions and try to answer them as best as you can:

1. Why does the same item sell at different prices in different shops?

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2. What is *retail price*?

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3. Do you think all goods in a shop must have the price on it?

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4. Does “special price” mean that the price of a good has been reduced?

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Feedback

### Feedback to Activity 1

Now check and compare your answers with the feedback below. This gives you a general idea as to whether you understand pricing, which is important if you want to become a responsible consumer.

1. The same item sells for different prices in different shops because each individual shop owner decides on what to charge for the goods he/she sells.
2. *Retail price* is the price suggested by the manufacturer as a guideline, but shop owners do not have to use them if they do not want to.
3. The law says that shops have to clearly show the price on food and drinks, but that does not mean that each item must have a price on it. A shop owner can simply put up a list of prices or a card next to the product shelves.
4. A “special price” simply means that the goods have been brought in especially for the sale, but are not necessarily cheaper.

### Your importance as a consumer

As consumers, we have the power to choose our goods and services; this influences manufacturers and producers. If we do not purchase their products, then they will be obliged to review their production/services and make relevant changes. Since we are an important part of the economic process, there are laws to protect us against shoddy goods, poor services and unreasonable charges.

Sometimes we may not get our money's worth. It is for that reason that there are mechanisms put into place to ensure that we are protected as consumers.

### Consumer Protection

The government ensures consumer protection laws protect the interests of consumers. This is to guarantee reasonable and free flow of accurate information in the marketplace. Furthermore, the laws are intended to stop businesses that are involved in unlawful activities from benefiting over competitors. A simple example: business may need to provide

detailed information about certain products, specifically in areas where safety or public health is concerned. Additionally, laws are provided to protect those who are not able to protect themselves.

To further ensure your protection as a consumer, you also have rights. These are described in documents such as “Consumer Protection Acts”. Below I will refer to one such document for Seychelles.

Under the Seychelles’ Consumer Protection Act 1986, a consumer is guaranteed the following rights:

- Right to be protected against the marketing of goods and services which are hazardous to life and property.
- Right to be informed about the quality, quantity, potency, purity, standard and price of goods or services so as to protect the consumer against unfair trade practices.
- Right to be assured, wherever possible, access to a variety of goods and services at competitive prices.
- Right to be heard and to be assured that consumers' interests will receive due consideration at appropriate forums.
- Right to seek redress against unfair trade practices and unscrupulous exploitation of consumers.
- Right to consumer education.

These rights should be more or less the same worldwide.



**Discussion**

**Discussion 1**

You should spend 10 minutes on this activity.

Discuss the problems below with a friend. What are the person's rights and what would you advise them to do? Write down your ideas.

- I bought a brand new refrigerator for SR 6000.00. After only two weeks, it broke down. The merchant refused to assist me, saying it is not his concern.

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- I paid for internet services with a local provider, but since my connection began, the services have been down and I have not been able to use it.

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### Feedback to Discussion 1

That must have been very fruitful discussion. The activity may have helped you to consider your rights as a consumer.

## Making a complaint

When you have a complaint about a good or service, you should take it up with the merchant or the supplier. If that does not work, then contact your local Consumer Protection Unit and ask for advice.

You can also write a letter of complaint using the following guidelines:

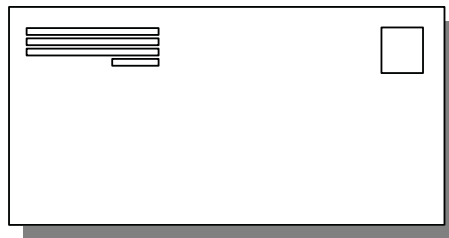


Figure 2: letter

- Explain your complaint: describe the service or good, when you purchased it or when it was done, how much it cost, and what is wrong with it. Provide evidence if possible.
- Describe the action you have taken: whether you complained at the time or anything else that you have done.
- Describe what you want the firm to do: whether you want the job done correctly, a refund, or compensation.

We have now come to the end of this unit. To conclude, read the summary below and then attend to the short assessment.

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## Unit summary



### Summary

In this unit we have looked at what the economy is all about, why it is important to a country and the various sectors that form part of it. We have also discussed your part in the economy by means of work, and how it contributes to a country's economy. You have seen that, in order to work, you have to understand employment and unemployment: why they exist, who employers are and how you can apply for a job.

You have also learned about budgeting, and suggestions have been provided on how you can track your expenditures. You have also explored the roles of businesses in an economy and have looked at opportunities for business and how you can become an entrepreneur. You also learned that putting money aside is simply not enough, but placing your savings in banks or credit unions is wiser and more secure. By now you should also understand that investing requires taking risk with your finances in the hope of future growth and earnings. Finally, we have looked at the consumer and your roles and responsibilities as a consumer.

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## Assessment



### Assessment

Assessment tasks will cover essential aspects of the various topics covered in each unit. These assessments will be administered after the completion of each consecutive unit.

This assessment will be 1 hour 30 minutes.

The teacher will provide feedback within 1 month of submission.



**Instructions:**

**Read all the questions carefully and try to give the best answers possible. Please attempt all questions.**

**Section A: Short answer questions**

1. Name the 3 main sectors of the economy:

a.

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b.

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c.

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(2 marks each)

2. Fill in the missing words:

a. The part of the economy that deals with delivery of goods and services is called the .....(1 mark)

b. A worker in this sector is called a .....(1 mark)

c. When you work for a company, you are the company's .....(1 mark)

d. An organization recognized legally and designed to provide goods and services to consumer is a .....(1 mark)

- e. Putting money aside for a short-term goal is called  
.....(1 mark)
- f. Putting money aside for a long-term goal is called  
.....(1 mark)

3. When creating a budget there are two categories you need to consider.  
What are they?

- a. ....(1 mark)
- b. ....(1 mark)

4. Give two reasons why a person needs to work.

- a. ....(1 mark)
- b. ....(1 mark)

5. Give 2 examples of small enterprises.

- a. ....(1 mark)
- b. ....(1 mark)

6. Give 2 characteristics of an entrepreneur.

- a. ....(1 mark)
- b. ....(1 mark)

**Section B: Paragraph questions**

1. What is unemployment?

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(4 marks)

2. What is comparative shopping and why is it important?

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(4 marks)

3. Why are consumers important to the economy?

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(4 marks)

4. What is an entrepreneur and how does he/she contribute to the economy?

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(4 marks)

5. How can banks help you manage your finances?

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(4 marks)

6. Choose a job available in your country and write a letter of application for the post.

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