



LIFE SKILLS COURSE

Authored by: VUSSC Team, Trinidad and Tobago (2008)

Andrea Airall - Antigua and Barbuda
Lily Gomez - Belize
Rebecca Lekoko - Botswana
Michelle Warrick - Grenada
Hermena Veronica Daniels-Davidson - Jamaica
Antoinette Brooks - Jamaica
Botheephana Makhakhane - Lesotho
Ravhee Bholah - Mauritius
Ruhmatoolah Joorawon - Mauritius
R. Kavena Shalyefu - Namibia
Elizabeth Kendrun - Papua New Guinea
Funealii Lumaava Sooaemalelagi - Samoa
Barbara Carolus-André - Seychelles
Sonia Mc Phail - St. Kitts & Nevis
Lucine Edwards - St. Vincent and the Grenadines
Badeli D. Ginindza - Swaziland
Ceronne Prevatt-Wiltshire - Trinidad and Tobago
Patricia Rousseau - Trinidad and Tobago
JennyLind Ulkerie - Trinidad and Tobago
Betty Joseph - Trinidad and Tobago
Clarena Broomes - Trinidad and Tobago
Debra Pierre Daniel - Trinidad and Tobago
Lynette Noel - Trinidad and Tobago
Sandra Basheer - Trinidad and Tobago
Tuvalu - Lapana Ene
Salma Hassan - Maldives



Life Skills Course
VUSSC Team, Trinidad and Tobago (2008)
Commonwealth of Learning
Edition June 2013



Commonwealth of Learning © June 2013

Any part of this document may be reproduced without permission but with attribution to the Commonwealth of Learning using the CC-BY-SA (share alike with attribution).

<http://creativecommons.org/licenses/by-sa/3.0>



COMMONWEALTH *of* LEARNING

Commonwealth of Learning
1055 West Hastings Street, Suite 1200
Vancouver, British Columbia
Canada V6E 2E9
Telephone: +1 604 775 8200
Fax: +1 604 775 8210
Web: www.col.org
E-mail: info@col.org



ACKNOWLEDGEMENTS

Ministry of Science, Technology and Tertiary Education, Trinidad and Tobago, for providing the source materials for the development of this course.



TABLE OF CONTENTS

PAGE

NUMBER

Guide to Learners and Facilitators

The Course content	6
Course overview	6
General goals	7
Summary of outcomes	8
Training methodologies.....	9
Getting around the course material.....	10

Unit 1

Self-esteem and Self-improvement.....11

Unit Introduction.....	11
Unit Objectives	11
Definition.....	11
Understanding self through the Johari Window	12
The Wheel of Life.....	14
Activity (on your own)	14
Activity (with others)	15
Activity (on your own)	16
Portfolio Contents	16
Summary.....	16
Activity (Checklist of Performance Tasks)	17

Unit 2

Values Clarification.....19

Unit Introduction.....	19
Unit Objectives	19
Definition	19
Reflection.....	20
Activity (on your own)	20
Uncovering your core values	20
Hierarchy of Values	22
Activity (with others)	22
Values Game.....	22
Activity (with others)	24
Portfolio Contents	24
Activity (on your own)	24
Ranking personal values	24
Activity (on your own)	26
Summary.....	27
Activity (Checklist of Performance Tasks)	28



Unit 3

Goal Setting and Time Management	29
Unit Introduction.....	29
Unit Objectives	29
Definition.....	29
Activity (on your own)	30
How to set goals	30
Time Management	32
Activity (on your own)	32
Activity (on your own)	33
Time Wasters and Time Savers	34
Activity (on your own)	35
Activity (with others)	36
Activity (on your own)	36
SWOT Analysis.....	38
Activity (on your own).....	38
Portfolio Contents	38
Summary.....	39
Activity (Checklist of Performance Tasks)	39

Unit 4

Nutrition.....	40
Unit Introduction.....	40
Unit Objectives	40
Definition.....	40
Activity (with others).....	42
Activity (on your own)	43
Activity (on your own)	43
Portfolio Contents	43
Summary.....	43
Activity (Checklist of Performance Tasks)	44

Unit 5

Fitness	45
Unit Introduction.....	45
Unit Objectives	45
Definition.....	45
Activity (on your own)	48
Activity (with others).....	49
Activity (on your own)	49
Portfolio Contents	49
Activity (Checklist of Performance Tasks)	50
Summary.....	51



Unit 6

Drug Education	52
Unit Introduction	52
Unit Objectives	52
Definition	53
Activity (on your own)	54
Portfolio Contents	54
Summary.....	55
Activity (Checklist of Performance Tasks)	56

Unit 7

Parenting.....	57
Unit Introduction.....	57
Unit Objectives	57
Definition.....	57
Activity (with others).....	79
Activity (on your own).....	79
Portfolio Contents	80
Summary.....	80
Activity (Checklist of Performance Tasks)	80

Unit 8

Gender and Relationships	83
Unit Introduction.....	83
Unit Objectives	83
Reflection.....	84
Gender.....	84
Definition.....	84
Activity (with others).....	85
Activity (on your own).....	86
Reflection.....	88
Feminism	88
Definition.....	88
Stages in a relationship	89
Activity (with others).....	90
Activity (on your own).....	91
Portfolio Contents	91
Summary.....	91
Activity (Checklist of Performance Tasks)	92

Unit 9

Human Sexuality and Sexual Health.....	94
Unit Introduction.....	94
Unit Objectives	94
Reflection.....	94
Definition.....	95
Activity (with others).....	95
Activity (on your own).....	101



Portfolio Contents	101
Summary.....	102
Activity (Checklist of Performance Tasks)	102
Unit 10	
Citizenship	103
Unit Introduction.....	103
Unit Objectives	103
Reflection.....	103
Definition	104
Activity (with others)	107
Activity (Checklist of Performance Tasks)	108
Portfolio Contents	109
Summary.....	109
Unit 11	
Leadership	110
Unit Introduction.....	110
Unit Objectives	110
Reflection.....	110
Definition	110
Leadership	110
Motivation	114
Activity (with others)	115
Portfolio Contents	115
Summary.....	115
Activity (Checklist of Performance Tasks)	116
Unit 12	
Affective Listening	118
Unit Introduction.....	118
Unit Objectives	118
Reflection.....	118
Definition	118
Activity (with others)	120
Portfolio Contents	121
Activity (Checklist of Performance Tasks)	121
Summary.....	122
Unit 13	
Conflict Resolution.....	123
Unit Introduction.....	123
Unit Objectives	123
Reflection.....	123
Definition	123
Conflict.....	123
Activity (with others)	124
Activity (on your own)	126



Activity (on your own)	127
Portfolio Contents	127
Activity (with others)	131
Definition	132
Mediation	132
Summary.....	135
Activity (Checklist of Performance Tasks)	136

Unit 14

Anger Management	137
Unit Introduction.....	137
Unit Objectives	137
Reflection.....	137
Definition	138
Activity (on your own)	138
Reflection.....	139
Activity (on your own)	140
Activity (on your own)	142
Summary.....	144
Activity (on your own)	144
Portfolio Contents	144
Activity (Checklist of Performance Tasks)	146

List of Figures:

Figure 1.1 The Johari Window	12
Figure 1.2 The Wheel of Life.....	14
Figure 2.1 Hierarchy of Values	22
Figure 4.1 Food Guide Pyramid	42
Figure 8.1 The Social Construct of Gender.....	87
Figure 11.1 Maslow’s Hierarchy of Needs.....	114
Figure 14.1 The Anger Cycle	141

List of Tables:

Table 3.1 Time Wasters and Time Savers.....	34
Table 9.1 Major Types of Sexually Transmitted Diseases	98
Table 9.2 Methods of Contraception and their effectiveness.....	100
Table 11.1 Differences between Leaders and Managers.....	112
Table 13.1 Conflict Resolution Styles	125
Table 14.1 Methods of Dealing with Anger.....	140

Appendices

Appendix A: Reading List	147
Appendix B: Portfolio Contents.....	148



GUIDE TO LEARNERS AND FACILITATORS

THE COURSE CONTENT

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

- Objectives: The skills learners will acquire after successful completion of the unit.
- Definition: Definition of core concepts.
- Reflection: Questions or ideas for reflection on the unit topic.
- Core content of the unit with a variety of learning activities.
- Activities (to be completed alone or with others): Interactive activities and individual activities, which give the opportunity to actively apply newly learned skills.
- Portfolio content: This is the content that has to be prepared by each learner individually for each unit and then combined for the entire course, for final submission if the course is assessed externally. See Appendix B.
- Summary: A concise summary of the main areas covered by the unit.
- Checklist of performance tasks: Performance tasks are negotiated and agreed upon at the onset of each unit, between learners and facilitators. The checklist is a mechanism to determine if the performance tasks have been met.
- Additional reading: Each unit consists of core content. If you require additional reading for clarification or broadening your knowledge on a topic, you can consult a list of links to repositories of open education resources in Appendix A.

COURSE OVERVIEW

INTRODUCTION TO THE COURSE

The United Nations Inter-Agency Meeting in April 1998 generated a broad definition of Life Skills education¹:

“Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, in the prevention of health and social problems, and the protection of human rights.”

RATIONALE

Research suggests that a well articulated and efficiently implemented life skills curriculum, successfully addresses a number of societal issues and pressures and acts as a direct investment in a nation’s human capital. The implementation of a life skills course has increasing significance for a society undergoing social and economic transformation and who is committed to improving the quality of life of its people. This training creates

¹ http://www.who.int/mental_health/media/en/30.pdf



an opportunity for the inculcation of fundamental life skills for operating successfully at home, in the world of work, as well as fulfilling the demands of a changing society.

The Life skills course is directed toward increasing the individual's ability to engage in balanced and fulfilling activities outside of work that contribute to developing a well-rounded person.

Life skills courses have been successfully implemented in many countries, such as, Zimbabwe, India, Thailand, Mexico, United Kingdom, Canada, USA, South Africa, Costa Rica and Columbia, to address particular social challenges.

Many countries face several critical social challenges, including:

- High rates of sexual and physical abuse.
- Early onset of sexual activity among young people.
- High incidence of Human immunodeficiency virus (HIV)/ Acquired immunodeficiency syndrome (AIDS).
- Rise in youth unemployment.
- Functional Illiteracy.
- Increasing levels of crime and various types of violence.
- Widespread alcohol and substance abuse.

These social issues, if not resolved, incur a high cost to society in terms of both direct expenditure and shortfall in productivity. Primary prevention strategies, such as offering a life skills course, must complement existing intervention measures to reduce the associated costs.

The implementation of the Life Skills course is essential for:

- The promotion of healthy personal development through the building of resilience and psychological capital;
- The primary prevention of critical social problems (e.g. spread of HIV, sexually transmitted diseases (STDs), crime and violence); and
- The preparation of the citizenry for changing economic and social circumstances.

GENERAL GOALS

The goals of the Life skills course include:

- a life skills curriculum that would impact on and develop lifestyles that will lead to personal success, health and well-being of the individual and the community;
- high quality of life skills facilitators with the relevant knowledge, skills, abilities and attitudes; and
- a support network for life skills participants.



SUMMARY OF OUTCOMES

The learners in a Life skills course will be able to:

- Demonstrate an understanding of the factors that enhance and undermine self-esteem and of how self-esteem affects their behaviour. Create an appropriate artefact to evaluate self-worth, strengths and weaknesses. Examine the nature of a their self-image and strengthen their sense of self-worth, become more aware of their strengths and plan to work on their weaknesses.
- Analyse the values they hold dear and check if decisions made are consonant with these.
- Identify, prioritise and list personal needs, and demonstrate the capacity to use coping, social and cognitive skills to handle dilemmas. Use self-awareness skills to identify personal qualities. Identify rights and responsibility of self, and make suggestions for improvement of self.
- Develop action competencies and produce a personal plan, related to eating and fitness for an active lifestyle and to build individual capacity to make healthy eating choices to reduce the risk of developing lifestyle diseases.
- Describe and explain factors that influence physical activity choices. Define good health.
- Make a personal plan to avoid high-risk behaviour regarding legal and illegal drugs, to understand and overcome dependencies and to make ethical choices.
- Demonstrate how their behaviour affects others and share reflections of the importance of respecting the views, beliefs, rights and freedoms of others.
- Develop an action plan with time frames to address parenting realities.
- Describe and role-play learning activities related to responsible sexual relationships and share reflections on consenting adults as the responsible way to conceive babies; the dangers of early sex/sex; seeking responsible help if they become victims of early health problems; and the responsibilities associated with childbearing.
- Demonstrate an understanding of human sexuality and sexual health and consider how this may affect the individual.
- Explain and demonstrate gender equity and maintain behaviours, which depict responsibility towards one's gender roles, and recognise changing gender roles in relation to needs and demands of society (interdependence). Critique misconceptions about gender roles.
- Demonstrate an understanding of the nature of strong interpersonal relationships with family, friends, the very young, elderly and handicapped.
- Analyse and practise effective leadership skills.
- Practise affective listening skills – the Gift of Listening.
- Analyse the nature of conflict and ways in which it can be resolved.
- Describe anger, the effects of anger, types of anger, the anger cycle and methods of dealing with anger.



TRAINING METHODOLOGIES

The instructional strategies used for delivery of the Life Skills course are appropriate for adult learning. An interactive experiential approach that allows time for reflection, constructing meaning and problem solving is best suited for the delivery of life skills training. Recommended instructional strategies include modeling and role-play, case studies, group work, discussion, debate, story-telling, peer-supported learning and experiential learning. The accomplishment of the learning outcomes of knowledge retention, skills development and student satisfaction, requires a participative, facilitated style of delivery.

ASSESSMENT OF PERFORMANCE TASKS

The facilitator and learners agree on performance tasks at the beginning of each unit, so that all know exactly what is expected of them. Assessment of life skills is largely qualitative, and self and peer assessment is facilitated.

Performance tasks require learners to perform a task that can be used in real life situations. These authentic tasks suit life skills development, as the various skills and concepts are applied in applicable real life situations. A finished product is usually constructed, demonstrating the learner's understanding of the concept measured. A life skills outcome may involve community action. The fact that a performance task is an activity prepared by the facilitator to determine a learner's mastery of a group of skills and/or concepts makes the formal lecturer role give way to that of the facilitator, who plans with the trainee in mind as opposed to a focus on the facts and figures of the topic.

Performance tasks promote authentic learning and can accommodate and incorporate many learning styles as it provides opportunities for learners to express their creativity. This process encourages the use of higher order thinking skills and develops real life skills.








GETTING AROUND THE COURSE MATERIAL

NAVIGATION ICONS

While working through this course material you will notice the frequent use of icons. These icons serve to navigate or 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 the course material.

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

Navigation Icon	Description
	UNIT OBJECTIVES
	DEFINITION
	ACTIVITY: (ON YOUR OWN) or (WITH OTHERS) or (CHECKLIST OF PERFORMANCE TASKS)
	SUMMARY
	REFLECTION



UNIT 1: SELF-ESTEEM AND SELF-IMPROVEMENT

UNIT INTRODUCTION

Self-esteem and self-worth are key aspects of personal development. It is important to cultivate high self-esteem and constantly strive for self-development.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Analyse perception of self and the factors that contribute to self-image.
- Identify and assess feelings, emotions and attitudes towards self and how these affect behaviour.
- Identify and assess the impact of emotions, attitudes and motivations on behaviour.
- Identify unproductive negative beliefs and replace with productive positive beliefs.
- Distinguish between positive and negative attitudes and behaviours.
- Identify negative feelings and negative behaviours.
- Perform a personal analysis of your Strengths, Weaknesses, Opportunities, Threats (SWOT) taking into consideration Spiritual, Physical, Intellectual, Cultural, Social, Emotional, Ancestral and Social (SPICEAS) spheres.
- Develop a Personal Action Plan.
- Identify coping skills to deal with risks to mental and emotional wellbeing.



DEFINITION

Self-esteem is the state of being competent to cope with the basic challenges of life and being worthy of happiness. In psychology, self-esteem or self-worth includes a person's



subjective appraisal of himself or herself as intrinsically positive or negative to some degree.

The key to healthy self-esteem is becoming aware of our personal strengths and accepting ourselves as worthy persons despite any real weaknesses we have. The worthiness component of self-esteem is often misunderstood as simply feeling good about oneself, when it actually is tied to whether or not a person lives up to certain fundamental human values. Self-esteem stems from the experience of living consciously and might be viewed as a person's overall judgment of himself or herself pertaining to self-competence and self-worth based on reality.

Understanding self through the Johari Window

	<i>Known to Self</i>	<i>Not Known to Self</i>
<i>Known to Others</i>	OPEN / ARENA	CLOSED / BLIND SPOT
<i>Not Known to Others</i>	HIDDEN / FACADE	UNKNOWN

Figure 1.1 The Johari Window

The Johari Window², named after the first names of its inventors, Joseph Luft and Harry Ingham, is one of the most useful models describing the process of human interaction. A four paned "window", as illustrated, divides personal awareness into four different types, as represented by its four quadrants: open, hidden, blind and unknown. The lines dividing the four panes are like window shades, which can move as an interaction progresses.

1. The "open" quadrant represents things that both I know about myself, and that you know about me. For example, I know my name, so do you. The knowledge that the window represents can include factual information, but also my feelings, motives, behaviours, wants, needs and desires. It can indeed include any information describing who I am. When I first meet a new person, the size of the opening of this first quadrant

² Luft, J. and Ingham, H. (1955). "The Johari window, a graphic model of interpersonal awareness".



is not very large, since there has been little time to exchange information. As the process of getting to know one another continues, the window shade moves down or to the right, placing more information into the open window, as described below.

2. The “blind” quadrant represents things that you know about me, but that I am unaware of. So, for example, we could be eating at a restaurant, and I may have unknowingly gotten some food on my face. This information is in my blind quadrant because you can see it, but I cannot. If you now tell me that I have something on my face, then the window shade moves to the right, enlarging the open quadrant’s area. Now, I may also have ‘blind spots’ with respect to many other much more complex things. For example, perhaps in our ongoing conversation, you may notice that eye contact seems to be lacking. You may not say anything, since you may not want to embarrass me, or you may draw your own inferences that perhaps I am being insincere. Then the problem is ‘how can I get this information out in the open?’, since it may be affecting the level of trust that is developing between us? How can I learn more about myself? Unfortunately, there is no readily available answer. I may notice a slight hesitation on your part, and perhaps this may lead to a question. I may however never sense this at all.
3. The “hidden” quadrant represents things that I know about myself that you do not know. For example, I have not told you what my favourite ice cream flavour is. This information is in my “hidden” quadrant. As soon as I tell you that I love vanilla flavoured ice cream, I am effectively pulling the window shade down, moving the information in my hidden quadrant and enlarging the open quadrant’s area. Again, there are vast amounts of information, virtually my whole life’s story that has yet to be revealed to you. As we get to know and trust each other, I will feel more comfortable disclosing more intimate details about myself. This process is called self-disclosure.
4. The “unknown” quadrant represents things that neither I know about myself, nor you know about me. For example, I may disclose a dream that I had, and as we both attempt to understand its significance, a new awareness may emerge, known to neither of us before the conversation took place. Being placed in new situations often reveals new information not previously known to self or others. Thus, a novel situation can trigger new awareness and personal growth. The process of moving previously unknown information into the open quadrant, thus enlarging its area, has been likened to Maslow’s³ concept of self-actualisation. The process can also be viewed as a game, where the open quadrant is synonymous with the win-win situation.

³ http://en.wikipedia.org/wiki/Abraham_Maslow



The Wheel of Life

The Wheel of Life measures your level of satisfaction in different areas of your life.

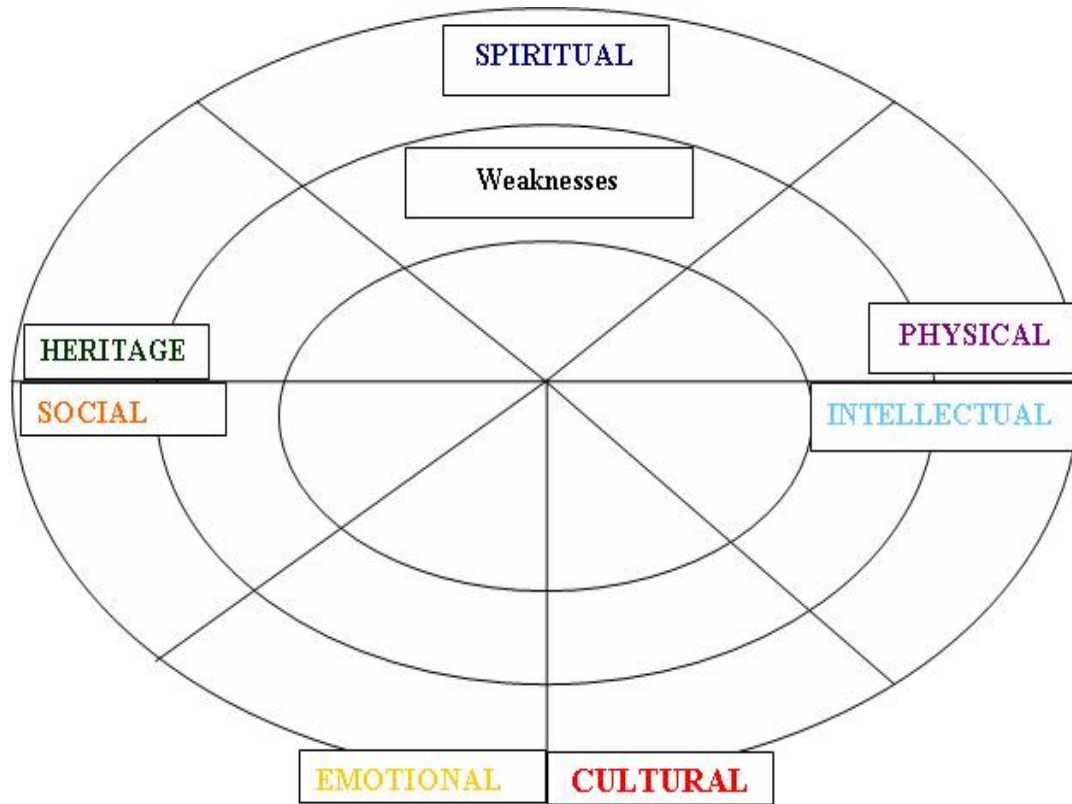


Figure 1.2 The Wheel of Life



ACTIVITY (ON YOUR OWN)

Think about how satisfied you are in each of these areas. On the wheel, shade in the amount of your satisfaction, in each area of your life. This does not mean the time you spend, but your level of satisfaction with the quality of each area.

When you have completed your wheel, ask yourself the following questions:

1. How balanced is my wheel? Are some areas fully shaded and some barely shaded or is there an equal spread?
2. What did I notice while I was doing the wheel?
3. What shading really surprised me?



4. What are the similarities between two or more areas?
5. What would it take to increase my shading in a particular area of my life?
6. What do I want to change in order to live a more balanced life?

Assignment

1. Examine ways in which you can improve yourself; accept yourself; find purpose in your life; learn to deal with crises and decision-making in life; develop a spiritual self; stay optimistic; take responsibility for where you are in life now and make a plan to take charge of any changes you choose.
2. Draw a picture or representation of yourself.
3. Begin a *Personal Development Plan* with plans from the Wheel of Life and continue with plans and decisions from other themes.



ACTIVITY (WITH OTHERS)

1. Discuss all that you are to yourself and bring to others: ideas, values, biases, blind spots, strengths and weaknesses - assess your own attitudes.

“The greatest discovery of my generation (about 1900) is that human beings can alter their lives by altering their attitudes of mind.” William James⁴.

2. Discuss in pairs what makes you feel good about life; what stimulates you; makes you an optimist or a pessimist; your preference for crowds or solitude; your confidence or personal fears of inadequacy.
3. Discuss the Wheel of Life as a view of the balance of most things in your life. Work on your thoughts and feelings regarding your strengths in each area and then on your weaknesses in each area and your plans to improve in each area. Write within the wheel.
4. Discuss in pairs factors in the personal and other environments that can affect one’s self-esteem positively, as well as negatively.

⁴ http://en.wikipedia.org/wiki/William_james



ACTIVITY (ON YOUR OWN)

PORTFOLIO CONTENTS

1. Completed Wheel of Life.
2. Beginnings of a Personal Development Plan, with plans from the Wheel of Life, and continue with plans and decisions from other themes.
3. Picture or representation of self.



SUMMARY

In this unit you learned about self-esteem and self-image and the methods to identify and modify them. You identified feelings, emotions and attitudes and assessed their impact on your self-esteem and self-image. Additionally, you developed a Personal Action Plan that would assist you in the accomplishment of your goals and any behavioural patterns that need to be adjusted. You should be able to exhibit positive behaviour that shows self-love, praising self and positive action to others equal to or better than what you receive yourself.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

Completion of the Wheel of Life.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I have written down my spiritual strengths, weaknesses and my plans to improve on these.			
I have written down my physical strengths, weaknesses and my plans to improve on these.			
I have written down my intellectual strengths, weaknesses and my plans to improve on these.			
I have written down my cultural strengths, weaknesses and my plans to improve on these.			
I have written down my emotional strengths, weaknesses and my plans to improve on these.			
I have written down my social strengths, weaknesses and my plans to improve on these.			
I have written down my ancestral strengths, weaknesses and my plans to improve on these.			



Beginning a portfolio with Personal Development Plan includes likes, dislikes, accomplishments and how you would like to improve on attitudes and actions discussed, regarding the Wheel of Life.

Performance Criteria	YES	NO	If NO, Plan to do by (due date)
I have spoken about my likes in my portfolio.			
I have spoken about my dislikes in my portfolio.			
I have included my accomplishments in my portfolio.			
I have begun my Personal Development Plan, based on the elements in the Wheel of Life.			
I have completed a picture/collage/ representation of myself.			
I have spoken about my opportunities in my portfolio.			

Activities with Others.

Performance Criteria	YES	NO	If NO, Plan to do by (due date)
I have drawn a web of the possible concepts of my topic.			
I have done a table of the viewpoints of at least three persons involved in the role.			
I brainstormed and drew a graphic organiser of our consensus on particular problem/s, likely plot, conflict and resolution to be enacted in the role-play.			
I participated in or was an attentive viewer of the role-play.			
I debriefed afterwards and wrote my reflections.			



UNIT 2: VALUES CLARIFICATION

UNIT INTRODUCTION

Clarifying our values is a key part of self-knowledge and as we become more aware of our core values, personal growth can be accomplished.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Examine the values you hold dear and check if decisions you make are aligned with these.
- Demonstrate an acknowledgement and acceptance of the realities of diversity (ethnicity, culture, sexual-orientation, spirituality/religion).
- Identify and prioritise your values.
- Recognise the correlation between personal values, actions and decisions.
- Re-define and re-interpret existing norms and values, and develop commitments to new ones in accordance with desired actions or behaviour.
- Re-assess internalised patterns of social behaviour and cultural values and norms and one's acceptance of them.
- Articulate a personal value system and ensuing behaviours.



DEFINITION

Values reflect our attitudes and what we believe about everything. For example, love for family is a value a person may be willing to work hard for and may even make sacrifices to achieve. This value reflects the fact that the person believes that love for family is more important than anything else in life. This should be reflected in his or her decisions and actions. If not, it is not what the person values.

Value clarification is a technique for encouraging individuals to relate their thoughts and their feelings and thus enrich their awareness of their own values.

Clarifying values is an integral part of personal growth. Knowing what is most important to us provides a blueprint and direction in our lives. Values clarification is a key area in our self-knowledge, because we develop a greater awareness of our core values. Knowing our



core values or what is most important to us is extremely relevant to creating goals, setting priorities, and managing our time. We will have solid ideas about where we will commit blocks of our energy and time. Less important areas can be set aside or dropped from our schedules. When we have to make choices between activities, we will have our core values to guide us. When we clarify our values, we also have the opportunity to strengthen our value system and integrity and to integrate ourselves into wholeness.

Values only have value when they are acted upon.



REFLECTION

Too often we live unaware and without thought of the values we profess as we go through life. There is need for us all to be more conscious of the values we hold dear and to seek to live according to these values. This would improve the quality of our lives and our relationships. Everyone would be living in integrity.

- Do you value yourself?
- What brings you the greatest joy?
- Are you living in an extraordinary way?
- Are you true to yourself?
- What are the values that guide your daily life?



ACTIVITY (ON YOUR OWN)

Uncovering your core values

(1) Gently pinch your right nostril shut and take twelve full inhalations and exhalations from your left nostril only. When you are done, remove your hand from your nose and return to regular breathing. Allow your jaw to sag, your tongue to relax, and all the muscles in your face to sag and relax. Notice which half of your body is more relaxed than the other. Proceed to step (2).

(2) Imagine yourself in your mid eighties looking back at your life and enjoying how full it is and was. Taking your time to reflect, what did you enjoy doing most? What gave you the most pleasure? What felt like the most meaningful things you accomplished? What



did you enjoy doing with friends and family? Jot your answers down on a piece of paper. Keep your statements brief.

(3) Imagine yourself in a ward for the terminally ill. The doctors just informed you that you only have four months to live. They say during the next four months you can lead a full and regular physical life. What would you want to do in your last four months? Are there any experiences you would enjoy having? What would be meaningful? Jot your answers down on a piece of paper. Keep your statements brief.

(4) Imagine yourself in a giant library filled with books on every conceivable subject known to humanity. Go from shelf to shelf and pick out those books that most interest you. Place them on a cart. Now jot down the titles of the books you chose on a piece of paper. Are there values inherent in those titles? Jot them down.

(5) After finishing the three imaginal exercises you will have collected three sets of answers. Compare and contrast the answers. What does your intuition say about your answers? Take a minute or two to think about your answers and what values are inherent in them. As you mull over your values you may notice a shift in your feelings toward them. Some things may seem more important.

Make a list of these under the heading *Hierarchy of Values*, listing your highest values at the top of the list. Later this list will be a useful tool in deciding between priorities or what is most important to you.



Figure 3 illustrates an example of a Hierarchy of Values.

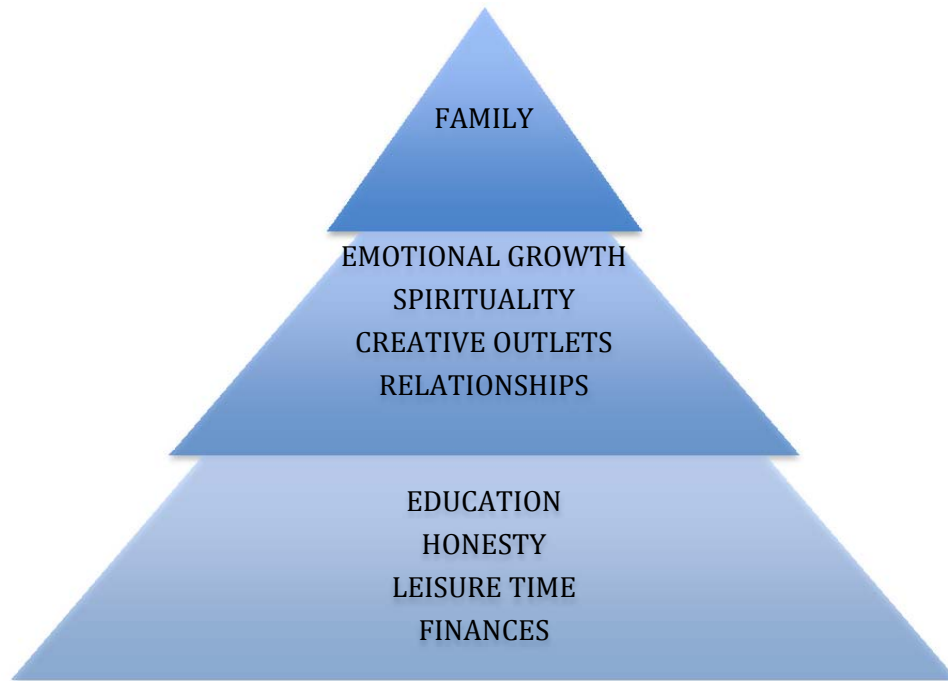


Figure 2.1 Hierarchy of Values



ACTIVITY (WITH OTHERS)

Values Game

A. Preparation for Values Game

- One person will act the part of Auctioneer. Follow the instructions and then you may reverse the roles. There should be no collaboration between the Auctioneers until the end of the game.
- List the things you would like to or have experienced in this life. What would give you joy? What would you really like to do or to have? You can be specific as far as a time frame or cost or location is concerned.
- Write down the three most important things on separate pieces of paper and hand them to the auctioneer.
- The auctioneer has to make sure there is no duplication and then adds some key others to surprise you. Do not have more than ten pairs of options to auction.



- The auctioneer puts the items in pairs ready to be auctioned. No one but the auctioneer can see these pairs of items. Most items would cost 1 circle, and a few cost 2 or 3 circles.
- Have *one Bonus item* in the middle and give the buyer back 2 more circles for purchasing that option, e.g. a healthy family. “Has everyone made a choice? If you chose ‘y’, you get 2 circles back. Draw 2 additional circles on your paper.”
- Have *one Punitive item* (in the middle too, but not next to the Bonus Item), e.g. Option such as 3 years of doing what you want, when you want: “Has everyone made a choice? Good. If you chose ‘y’, you pay an extra circle for this option as some things cost more than we expect.”

B. The Game begins – The Silent Auction – no one is allowed to say a word.

Instructions:

1. Just draw ten circles that represent your currency – yourself, your energy, your time, interests, time, resources and identity. Use them well.
2. You will be given a choice to spend or save your circles. Several pairs of items will be up for auction. You can buy only one at a time or you can choose not to buy. When all your circles are used you can buy nothing more. No questions allowed - this is a Silent Auction!
3. The auctioneer alone talks, “Option A is z. Option B is y. Who would like to purchase a ‘z’ or a ‘y’? If you wish to purchase either item, mark an X through one circle and write the item you purchased in that circle.”

At the end:

“How many circles do you have left?”

“How many of you have spent all your circles?”

Any circles that are left are now worthless. Please put a big X through them.

C. Analysing the Silent Auction

In pairs, discuss your purchases by answering these questions:

- Any regrets about what you have purchased?
- What does this bring to mind?
- Check each of your choices – what do they reflect?
- Do they match your five main values listed before?
- What element of the game would you like to change and why?
- How could the game be made easier or fairer.



ACTIVITY (WITH OTHERS)

PORTFOLIO CONTENTS

1. Make up a game or cartoon or story to give someone the opportunity to examine his or her values. (Write the instructions for the game clearly. Play the game with someone. Put the game into your portfolio).
2. Reflect on your values:
 - i. List the values you hold dear (e.g. spirituality, wealth, consideration for others, popularity, etc.).
 - ii. Share these and the reasons with your neighbour.
 - iii. Number the five most important values in order of priority.
 - iv. Discuss and note how you demonstrate these values in your life and how you could do this better.
 - v. Illustrate each value and add it to your portfolio.



ACTIVITY (ON YOUR OWN)

Ranking Personal Values

What values are most important to you?

Instructions:

Choose ten (10) values listed and rank them in order of importance to you (1 being the most important value in your list of 10 values and 10 being the least important in your list of 10 values), in Column A.

Choose the ten (10) values you engage in the most and rank them in order of how frequently you engage in them (1 being the most frequent in your list of 10 values and 10 being the least frequent in your list of 10 values), in Column B.

Once you have completed both columns A & B, reflect on your most important values, and whether your daily behaviour reflects these values. Do you deliberately engage in activities that are in line with your values and avoid activities that contradict your values?



VALUES	COLUMN A	COLUMN B
Accuracy		
Adventure		
Authenticity		
Autonomy/Independence		
Beauty/Aesthetics/Nature		
Collaboration/Connection/Partnership		
Commitment		
Contribution/Service		
Creativity		
Directness		
Elegance		
Empowerment		
Excellence/Mastery		
Freedom to Choose		
Growth/Learning		
Harmony		
Health/Wellness/Fitness		
Honesty		
Humour		
Integrity		
Joy/Fun		
Justice		



Leadership		
Nurturing		
Orderliness		
Peace/Tranquility		
Personal Power		
Recognition		
Resilience		
Results		
Risk Taking		
Romance/Intimacy/Sensuality		
Security		
Spirituality		
Success/Achievement/Victory		
Tradition		
To be known/Self-expression		
Trust		
Vitality/Zest		



ACTIVITY (ON YOUR OWN)

Reflect on how you honour your values in the choices you make every day, and then complete the following value sentences:

- I have learned that
- I have discovered that
- I now know that



- I was surprised to find that
- My hero is
- One day I hope to
- My greatest ambition is to
- My favourite place in the world is
- My goal in life is
- My father always taught me that
- My family likes to
- My greatest wish is

Evaluate your friends.

Think of your friends and ask yourself a series of value-laden questions:

- Would this person keep a secret?
- Does this person always keep appointments?
- Could you tell your friend about your problems? What kind of problems?
- Would you ask this person for advice in respect of what?
- How does your friend relate to other friends?
- What do my friends have in common?
- What do I expect from friends?
- Friends are for



SUMMARY

In this unit you learned how your values informed your actions and decision-making processes. You assessed your internalised pattern of social behaviour, cultural norms and values, and made personal changes, if deemed necessary. You created a hierarchy of values and gained an understanding of the reality of cultural diversity.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

3. Clarification of values and how it is reflected in daily choices and behaviour.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I understand the meaning of values.			
I clarified my own values and identified the values that are important to me.			
I completed a hierarchy of values, illustrating my own values.			
I participated in the Values Game.			
I ranked my values and considered how much time I spend in activities related to each value.			
I reflected on how my daily choices reflect my values.			
I evaluated the values of my friends.			



UNIT 3: GOAL SETTING AND TIME MANAGEMENT

UNIT INTRODUCTION

Goals are set to enable us to achieve desired outcomes. Goals assist in identifying how to set priorities, ensuring that we use our time effectively and on the activities that will most likely be stepping-stones towards achieving our goals.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Utilise the basic elements of goal setting to define personal, career, financial and other goals.
- Identify long-term and short-term goals that are Specific, Measurable, Attainable, Realistic and Tangible (SMART).
- Outline the steps and benchmarks required for the achievement of major goals.
- Develop action plans with timelines to accomplish goals.
- Identify and use techniques and tools for effective and efficient time management.



DEFINITION

A goal is a personal or organisational desired end point in development. Individuals or organisations usually endeavour to reach goals in finite time by setting deadlines.

Much time is wasted when goals are not considered or prioritised. People need to manage time well so that personal goals can be met and positive habits developed. When personal goals are aligned with personal values and national values, and are being achieved, countries will be better able to meet national goals.

Goal setting is a major component of personal development. It gives us a timeline and a roadmap to help us determine four very important things:



1. What do you want in life?
2. Why do you want it?
3. When do you want it by?
4. What do you choose to do in order to achieve it?

Goal setting is a key aspect to attaining success in life.



ACTIVITY (ON YOUR OWN)

Answer the above questions and highlight which things are the most important to you and to which aspects of your life it pertains.

Think about the last time you had a lot of things to get done in one day.

- How many of those things did you actually get done?
- How many of those things did you schedule for the next day?

HOW TO SET GOALS

Goals should be Specific, Measurable, Attainable, Realistic and Tangible (SMART).

SPECIFIC:

Clearly state what task (goal) you would like to accomplish. You must answer the six "W" questions:

1. Who: Who is involved?
2. What: What do I want to accomplish?
3. Where: Identify a location.
4. When: Establish a time frame.
5. Which: Identify requirements and constraints.
6. Why: Specific reasons, purpose or benefits of accomplishing the goal.

E.g.: A general goal would be: "Get in shape." A specific goal would be: "Join a health club and work out 3 times a week."



MEASURABLE:

Describe your goal in terms that can clearly be evaluated. Ask questions such as: How much? How many? How will I know when it is accomplished?

E.g.: “Work out for 1 hour per day, 3 days per week for a month.”

ATTAINABLE:

Figure out ways to accomplish your goal pooling, your own attitudes, abilities, skills and financial capacity to achieve it. Plan your steps wisely and establish a time frame that allows you to carry out those steps.

E.g.: Do I have the necessary transport to get to the gym? Does my budget allow for gym expenses and/or gym equipment? Do I have the endurance and the drive to get through an hour of exercise 3 times per week?

REALISTIC:

A goal that is realistic is one you know you are actually capable of obtaining. The necessary resources to attain this goal must be available. A goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic. You are the only one who can decide just how high your goal should be, but be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one, because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished seemed easy, simply because they were a labour of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

TANGIBLE:

A goal is tangible when you can experience it with one of the senses, i.e. taste, touch, smell, sight or hearing. When your goal is tangible, or when you tie a tangible goal to an intangible goal, you have a better chance of making it specific and measurable and thus attainable.

Intangible goals are your goals for the internal changes required to reach more tangible goals. They are the personality characteristics and the behaviour patterns you must develop to pave the way to success in your career or for reaching some other long-term goal. Since intangible goals are vital for improving your effectiveness, give close attention to tangible ways for measuring them.



TIME MANAGEMENT

How do I ensure that I am setting goals effectively?

Setting concrete goals in the ways outlined above is critical to effective goal setting. However, effective goal setting begins and ends with time management. Time cannot be managed, time is uncontrollable and we can only manage ourselves and our use of time.

Time management therefore is the utilisation of your time to ensure that the time available is used to your advantage, therein giving you a chance to balance your most valuable resource in order to achieve your goals.

Time management is actually self-management.

The following are key elements to managing your time more effectively to ensuring you achieve set goals.

Short-term and Long-term Goals

A long-term goal is an achievement which one aims to reach over a long period of time. Although most long-term goals tend to be measured in years, it would be appropriate to define a long-term goal for this week, month, year, lifetime, etc. Defining a long-term goal involves setting short-term goals towards the long-term goal, to divide the timeline of achieving the long-term goal.

A short-term goal is something to be accomplished in a short period of time. Its time frame is related to its context in the overall timeline that it is being applied to. Short-term goals are usually defined in relation to a long-term goal or goals. However, short-term goals are often set to relieve short-term pressure. It is very possible to be constantly driven by these goals, which can turn out to be very unsatisfying in the longer term. Therefore it is important to have long-term goals in mind, as the end result of accomplishing multiple short-term goals. Short-term and long-term goals are important tools in measuring success.



ACTIVITY (ON YOUR OWN)

- Using the list compiled previously, divide your goals into categories according to how distant they are in the future.
- Examine the possibility of your short-term goals assisting you in meeting your long-term goals.



Timeline

Figuring out your specific goals is only half of the goal-setting process. The other half requires determining your timeline for reaching these goals. It is near impossible to come up with a strategy that will successfully fulfill your short-term and long-term goals if you do not have a clear timeline as to when you want to achieve them.



ACTIVITY (ON YOUR OWN)

Think of your own timeline. What were your goals when you were younger and how have you achieved these goals? Now list your future goals and show how you plan to achieve them. Use this framework to focus on your present reality.

- I am able to do
- I can meet this level of challenge
- I have these resources, support, expertise, time
- I have these goals

Reflect on what these mean to you and why.

Do a timeline to achieve your career goals.

- What do you plan to achieve in the next 3-5 years?
- What barriers have you encountered in your planning and achievement of set goals, both personally and at work?
- Were you able to turn these barriers into time savers? How so?

Identifying and Eliminating Time wasters

If you were to monitor your time for a day you would be sure to find at least one or maybe even more time wasters. A time waster is something unnecessary that occurs in the day and if it did not occur, you could have quite possibly gotten something else done in its place. A time waster prevents you from accomplishing some goal. Time wasters need to be recognised and then one needs to figure out why it occurs and if the situation can be remedied, i.e. how they can become time savers, making more time available in your day for goal orientated activities. The following is a list of the greatest and most common impediments to goal achievement or time wasters, which can be turned around and become time savers. Some of these are critical determinants to goal achievement and effective time management and will be dealt with separately in this section.



Table 3.1 Time Wasters and Time Savers

Time Wasters	Time Savers
Procrastination and excuses.	Schedule your day.
Idle chat.	Relax.
Running unnecessary errands.	Understand what must be done.
Meetings.	Build the right habit.
Computer.	Use idle time to your advantage.
Rushing.	Use technology, but do not get bogged down with it.
Indecision.	Plan to work and Work your plan.
Unclear communication.	Implement your action plan and prioritise on importance and need.
Stress, anxiety and fatigue.	Being aware of your best time of the day to get appropriate things done.
Inadequate knowledge. Acting without complete information.	Using waiting time constructively.
Personal disorganisation.	
Interruptions, e.g. telephone and guests.	
Inability to say no. Dealing with other peoples' issues or problems.	
Personal crisis, e.g. sick or injured family member.	



ACTIVITY (ON YOUR OWN)

- Make a list and see how your own list of time wasters can be turned into time savers. Time wasters or time savers can be selected from the items previously outlined.
- What barriers have you encountered in your planning and acting out of desired goals personally and at work?
- Were you able to turn them into time savers? How so?

Careful planning

Take the time each night to take control of the most precious resource at your command, the next twenty-four hours. Plan your work and then work your plan each day. Write up a to-do-list with your entire have-to-do's and want-to-do's for your next day. Careful daily planning ensures prioritising. Without a plan for the day, you can easily get distracted, spending your time serving the loudest voice rather than attending to the most important things for your day that will enhance your productivity.

An integral part of this process is penning things down either on paper or electronically. Get into the habit of writing down things that need to be done. Your mind is best used for the big picture rather than all the details. Writing things down helps you to more easily remember the important step-by-step details needed to attain the big picture.

Prioritising and concentrating on one thing at a time

Your to-do-list will have crucial and not crucial items on it. Despite the fact that most people want to be productive, when given the choice between crucial and not crucial items, we will most often end up doing the not crucial items. They are generally easier and quicker to do than crucial items. Put the number 1 next to the most important item on your list. Place the number 2 next to the second most important item on your list, etc. Then tackle the items on your list in order of their importance. You may not get everything done on your list, but you will get the most important things done. This is working smarter, not harder, and getting more done in less time.

After prioritising, do not attempt to accomplish a fraction of every crucial item in the day. This leads to half finished projects and no feeling of achievement, as all things are done in a hurry and appear rushed to others. Ultimately this leads to more time wasted, as such items need to be redone in the future. Give yourself enough time to do things properly.



Practise saying “no”

The general rule is: if people can dump their work or problems on to your shoulders they will do it. Some of the most stressed people around lack the skill to just say no, for fear of upsetting people. Learn to say no more often.



ACTIVITY (WITH OTHERS)

Discuss why it is important to be cautious or a risk taker or persistent in order to achieve one’s goals (bearing in mind that an individual will encounter difficulties in trying to achieve his/her goals).



ACTIVITY (ON YOUR OWN)

- Are you a risk taker or a very cautious person or at what point do you fall on the continuum?
- List the goals in particular you would therefore not consider?
- List the goals that are priority for success and happiness?

How do we know that the goals we set are helping us gain happiness and success?

A SWOT analysis is used to help you identify goals that will give you the most benefit. It is a way of matching your internal capabilities, resources and liabilities with the external factors you are facing. You are then able to identify the most beneficial targets and strategies to pursue at present, based on your current situation, and to identify strategies that will help you prepare for the future.

1. Identify your strengths, i.e. your internal capabilities and resources of the particular area in which you have a desired outcome (result area). Here are some questions you can use to help you get started:
 - What are your core competencies in this area?
 - What relevant skills, talents or abilities do you possess?
 - What resources do you have at your disposal?
 - What specialised knowledge or expertise do you have access to?
 - Who can you ask for advice, support or help?
 - What unique or proprietary tools can you use or develop?



- What is already working well in this area? What related strengths are revealed?

Keep in mind that not all of these questions will apply to your situation. Use the ones that make sense to help you identify your strengths.

2. Identify your weaknesses, which represent your internal liabilities. In many cases, the lack of a strength or resource can be considered a weakness. Here are some ideas to help you identify your weaknesses:

- What are your main liabilities in this area?
- List all the relevant skills, abilities and talents that you would find helpful in this result area. Which ones are you the least good or proficient at?
- List the specialised knowledge or expertise that you would find helpful in this result area. Any knowledge or expertise that you lack could be considered a weakness.
- Are there any resources (money, time, help, etc.) that you currently do not have access to?
- What is not working in this area right now? What related weaknesses are revealed?

Your strengths and weaknesses give you an idea of your internal capabilities, resources and liabilities.

3. Identify your external opportunities for profit, growth and improvement. Here are some ideas to help you identify them:

- List the opportunities that you have been considering.
- What things could you improve in this result area?
- Think of one thing you could do that would significantly improve your situation in this area.
- What important goals could you pursue?
- How can you take advantage of your strengths?
- Can you take advantage of any changes in your environment or circumstances?
- What opportunities would become available to you if you eliminate some of your weaknesses?

4. Now identify your threats, which represent external events, environmental factors or changes that could affect you negatively. Here are some ideas to help you identify some threats:

- Make a list of serious risks you are facing in this area if you continue along your current path.



- What obstacles or roadblocks are impeding your progress?
- What environmental factors are affecting you negatively?
- Think about how current changes to your environment or circumstances could affect you negatively.



Figure 3.1 SWOT Analysis



ACTIVITY (ON YOUR OWN)

- Write a short note on whether or not your goals are being accomplished within the time frame you were expecting, or whether you need to restructure your goals.
- Have I planned sufficient time to achieve my goals? Am I mature enough and am I capable of managing my time efficiently?

PORTFOLIO CONTENTS

1. Your personal and/or professional timeline of goals for the next 5 years or more.
2. Your five or more steps to attain your major goals.
3. A list of time savers and time wasters.



4. Monthly plans.

5. To-Do-List.



SUMMARY

In this unit you learned about SWOT Analysis and practised how to restructure your goals to maximise opportunities and reduce threats. You created a Personal Goal Timeline and identified the time wasters and time savers that were affecting the achievement of these goals. You are therefore equipped to reduce time wasters and to better manage time.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

A personal timeline for the next 5 years. (It should show all your goals and how you plan to achieve them).

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
My personal timeline for the next 5 years, which includes 2 long-term goals.			
My personal timeline for the next 5 years, which includes 4 short-term goals that would lead to the attainment of my long-term goals.			
My goals are SMART – Specific, Measurable, Attainable, Realistic, Tangible.			
I have included these goals in my Personal Development Plan.			

UNIT 4: NUTRITION



UNIT INTRODUCTION

Good nutrition forms part of wellness or self-care and can have a positive effect on health and counteract lifestyle diseases.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Develop a diet, taking into consideration the basic tenets of good nutrition and nutritional considerations for different groups such as gender, age, state of health, pregnancy and vegetarianism.
- Distinguish between healthy and unhealthy food, based on the way in which food is prepared.
- Identify the benefits of healthy eating as it relates to wellness versus ill health and lifestyle diseases.
- Analyse the influence of socio-cultural and economic factors, religion, personal beliefs and choices related to eating.
- Identify appropriate sources of information for products, services and costs related to eating well.
- Identify the role of vitamins, supplements and trace elements in treating nutritional deficiencies in the diet.



DEFINITION

What is a balanced diet?

A healthy diet is a diet that does not contain excessive quantities of fat, sugar or salt, and that provides enough vitamins and minerals for the body to function at peak efficiency. The consensus is that you have to eat five portions of fruit and vegetables per day. Various attempts to better this eating plan have been made – for example the popular low carbohydrate diets, such as the Atkins Nutritional Approach⁵.

⁵ http://en.wikipedia.org/wiki/Atkins_diet



What are the Food Groups?

There are six basic food groups:

- Fruit: The suggested daily requirement is 4 servings or 2 cups.
- Vegetables: The suggested daily requirement is 5 servings or 2.5 cups.
- Grains: The suggested daily requirement is 6 ounce-equivalents (1 ounce-equivalent means 1 serving), half of which should be whole grains.
- Meat and Legumes/Beans: The suggested daily requirement is 5.5 ounce-equivalents or servings.
- Dairy: The suggested daily requirement is 3 cups or servings.
- Oils/Fats: The suggested daily requirement is 24g or 6 teaspoons.

What is the main thing that I should ensure that I have in my diet?

WATER.

Water is the medium for various enzymatic and chemical reactions in the body. It is also the solvent of the body and it regulates all functions, including the activity of everything it dissolves and circulates.

The digestion of solid foods depends on the presence of copious amounts of water. Acids and enzymes in the stomach break the food down into a homogenised fluid state, which can pass into the intestine for the next phase of digestion. An overly acidic stomach will respond positively to hydration, whereas constipation is a frequent symptom of dehydration. Increased water intake along with increased fibre intake will usually eliminate a problem. Water eliminates toxins and waste from the body.

Adults lose nearly 6 pints (12 cups of water every day. We lose ½ cup to 1 cup of water a day from the soles of our feet. Another 2 to 4 cups is lost from breathing. Perspiration accounts for another 2 cups and approximately 3 pints (6 cups) are lost in urine.

Brain tissue consists of 85% water. Although the brain makes up only 2% of body weight, it uses 5% of the blood supply. With dehydration, the level of energy generation in the brain is decreased. Depression and chronic fatigue syndrome are frequently results of dehydration. Migraine headaches may be an indicator of critical body temperature regulation at times of heat stress. Dehydration plays a major role in bringing on migraines. Dehydration causes stress and stress causes further dehydration.

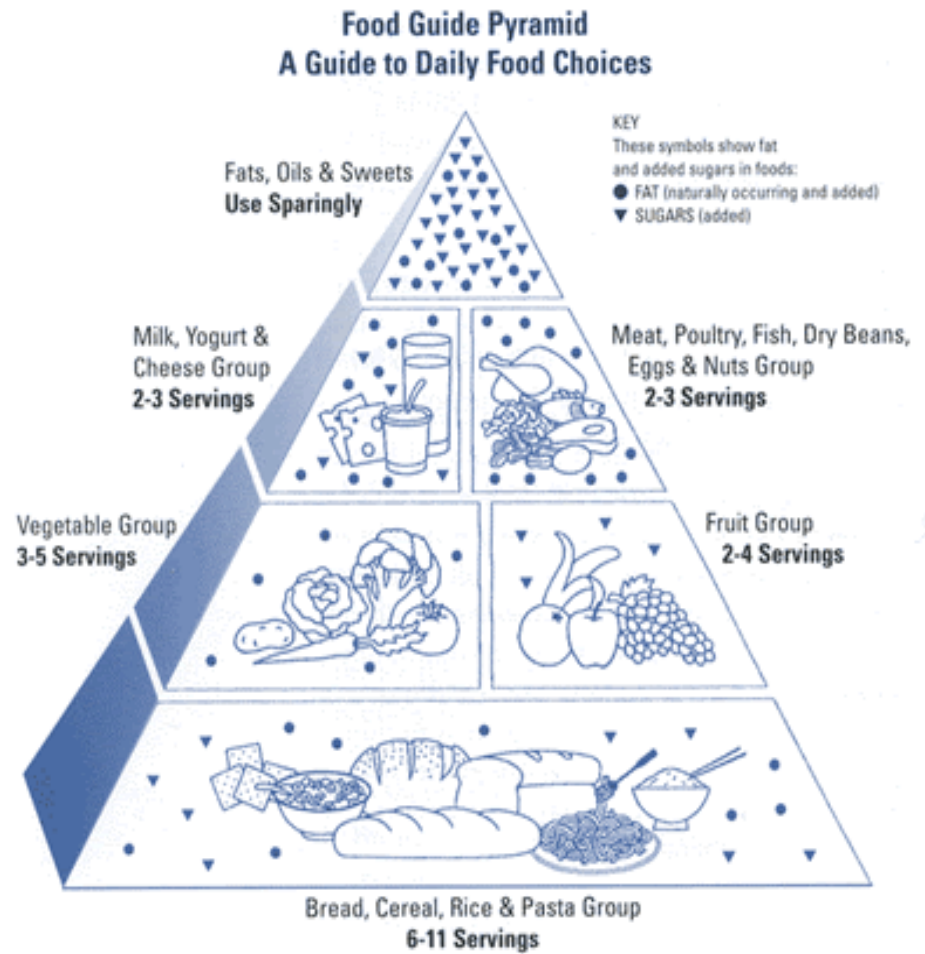


Figure 4.1 Food Guide Pyramid



ACTIVITY (WITH OTHERS)

- At home: Survey the eating choices of others for one week.
- At work/school: Survey the eating choices of others for one week.
- Analyse the similarities and differences of eating choices between the two groups.



ACTIVITY (ON YOUR OWN)

- Think about your last meal:
 - What did it consist of?
 - Do you think it was balanced and healthy?
- What do you believe can be done to raise awareness of the importance of proper nutrition?
- Discuss the importance of water in a proper diet.
- Describe the use of vitamins, supplements and trace elements and their role in your nutrition.
- What are your thoughts on diet-related diseases, such as anorexia nervosa, bulimia, etc.?
- Create short quizzes based on the basic tenets of good nutrition.



ACTIVITY (ON YOUR OWN)

PORTFOLIO CONTENTS

1. Written work on nutrition survey.
2. Seven-day meal plan.
3. Advertisement/quiz/debating points to convince peers to eat nutritious food.



SUMMARY

In this unit you learned about the importance of water, how to create and implement a balanced diet and the benefits of maintaining a balanced diet. You are now equipped with adequate information to assist in deciding which foods are nutritious and which are not, irrespective of socio-cultural norms and customs.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

1. Develop a seven-day meal plan showing the nutritionally balanced meals that you intend to have (breakfast, lunch and dinner).

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I have included a balanced breakfast in my meal plan.			
I have included a balanced lunch in my meal plan.			
I have included a balanced dinner in my meal plan.			

Food Groups:	Oil	Vegetables	Protein	Fruit	Carbohydrates	Dairy
I included these items daily.						

2. Create short quizzes based on the basic tenets of good nutrition; these quizzes will then be exchanged and completed by the others.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I created a quiz, based on good nutrition.			
I completed a quiz, based on good nutrition.			
I had a nutritionally balanced meal.			
I created a 7-day meal plan of nutritionally balanced meals for breakfast, lunch and dinner.			
I prepared a budget to purchase the required food for my 7-day meal plan.			



UNIT 5: FITNESS

UNIT INTRODUCTION

Physical fitness forms part of wellness or self-care. Fitness improves general health and can have many beneficial spin-off effects.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Identify the benefits of being physically fit, as it relates to a healthy lifestyle.
- Identify the spin-off benefits of engaging in physical activities, e.g. socialising, meditating, relaxing, bonding and spiritual focusing.
- Identify factors, which contribute to physical fitness.
- Distinguish between different forms of exercise and sporting activities (such as high-impact, low-impact, cardiovascular, aerobic) and the various effects on the human body.
- Assess your state of fitness, benchmarked against accepted conventional measures for your age, gender, height and general state of health.
- Set personal fitness goals and develop an action plan to achieve these goals, taking into consideration hereditary and genetic diseases, as well as your general state of health.
- Identify appropriate sources of information for products, services and costs related to fitness.



DEFINITION

What is physical exercise?

A state of wellbeing that allows a person to perform daily activities with vigour, reduces the risk of health problems related to lack of exercise, and is a sufficient fitness base to provide energy for daily participation in recreational physical activities and for handling emergencies.



What types of exercise exist?

Aerobic Exercise

Aerobic exercise increases your heart rate, works your muscles and raises your breathing rate. For most people it is best to aim for a total of about 30 minutes a day of aerobic exercise, at least 5 days a week. If you have not been very active recently, you can start out with 5 or 10 minutes a day and gradually increase this each week. You can also split up your activity for the day - try a brisk 10-minute walk after each meal. If you are trying to lose weight, you may want to exercise more than 30 minutes a day.

Here are some examples of aerobic exercise:

- A brisk walk (outside or inside on a treadmill).
- Dancing.
- A low-impact aerobics class.
- Swimming or water aerobic exercises.
- Ice-skating or roller-skating.
- Tennis.
- Riding a stationary bicycle indoors or cycling outdoors.

Strength Training

Strength training, done several times a week, helps build strong bones and muscles and makes every day chores like carrying groceries easier for you. With more muscle, you burn more calories, even at rest.

Here are some ways to do it:

- Join a class to do strength training with weights, elastic bands or plastic tubes.
- Lift light weights at home.

Flexibility Exercises

Flexibility exercises, also called stretching, help keep your joints flexible and reduce your chances of injury during other activities. Gentle stretching for 5 to 10 minutes a day helps your body warm up and get ready for aerobic activities such as walking or swimming. Your health care team can provide information on how to stretch.

Being Active Throughout the Day

In addition to formal exercise, there are many opportunities to be active throughout the day. Being active helps burn calories. The more you move around, the more energy you will have. These strategies can help you increase your activity level:



- Walk instead of drive whenever possible.
- Take the stairs instead of the elevator.
- Work in the garden, rake leaves or do some housecleaning daily.
- Park at the far end of the shopping centre lot and walk to the store.

What are the specific advantages of exercise?

Longevity and Aging

Exercise, even after age 50, can add healthy and active years to one's life. Studies continue to show that it is never too late to start exercising and that even small improvements in physical fitness can significantly lower the risk of disease and death. Simply walking regularly can prolong life in the elderly. Moderately fit people, even if they smoke or have high blood pressure, have a lower mortality rate than the least fit. Resistance training is important for the elderly, because it is the only form of exercise that can slow and even reverse the decline in muscle mass, bone density and strength. Adding workouts that focus on speed and agility may be even more protective for older people. Flexibility exercises help reduce the stiffness and loss of balance that accompany aging.

Diabetes

Diabetes, particularly type 2 diabetes, is reaching epidemic proportions throughout the world as more and more cultures adopt Western dietary habits. Aerobic exercise is proving to have significant and particular benefits for people with both Type 1 and Type 2 diabetes; it increases sensitivity to insulin, lowers blood pressure, improves cholesterol levels and decreases body fat. Regular exercise, even of moderate intensity, improves insulin sensitivity. In fact, studies of older people who engage in regular, moderate aerobic exercise (e.g. brisk walking, biking) lower their risk of diabetes even if they do not lose weight. Anyone on insulin or who has complications from diabetes must take special precautions before embarking on a workout programme.

Effects on Colds and Flu

Although offering no evidence of improved immunity from exercise, one study reported that people who exercised as little as once a week in employee fitness programmes, averaged nearly five fewer sick days annually than those who did not participate in such programmes. The immediate effect of exercise on the immune system is uncertain. High-intensity or endurance exercises might actually suppress the immune system while they are performed. For instance, some highly trained athletes report being susceptible to colds after strenuous events. A recent study suggested that in people who already have colds, exercise has no effect on the illness - severity or duration of the infection. People should avoid strenuous physical activity when they have high fevers or viral illnesses.



Pregnancy

Healthy women with normal pregnancies should exercise at least three times a week, being careful to warm up, cool down and drink plenty of liquids. Many prenatal callisthenics programmes are available. Experts advise in general that when exercising, the expectant mother's pulse rate should not exceed 70% to 75% of the maximum heart rate or more than 150 beats per minute. Fit women who have exercised regularly before pregnancy, however, may work out more intensively as long as no discomfort occurs. According to a new study, vigorous exercise may improve the chances for a timely delivery. Overly strenuous exercise during pregnancy is not advocated for women who did not exercise intensively before becoming pregnant. All pregnant women should avoid high-impact, jerky and jarring exercises, such as aerobic dancing, which can weaken the pelvic floor muscles that support the uterus. During exercise, women should monitor their temperature to avoid overheating - a side effect of exercise that can damage the foetus. (Note: No pregnant women should use hot tubs or steam baths, which can cause foetal damage and miscarriage.) Swimming may be a suitable option for many pregnant women. It involves no impact, overheating is unlikely and swimming face down promotes optimum blood flow to the uterus. Walking is also highly beneficial. Women should perform Kegel⁶ exercises at least 6 times a day, to strengthen pelvic muscles. Kegel exercises involve contracting the muscles around the vagina and urethra for 3 seconds, 12 to 15 times in a row.



ACTIVITY (ON YOUR OWN)

- How often do you exercise?
- What steps do you take to manage your weight?

⁶ http://en.wikipedia.org/wiki/Kegel_exercise



ACTIVITY (WITH OTHERS)

- Discuss and explain a definition of fitness and the different levels of fitness attainable.
- Plan and discuss what programmes can be implemented in institutions and communities to raise participation in fitness and sporting activities.
- Discuss how you intend to accomplish and maintain your personal level of fitness.

Goal	Strategy/Procedure	Desired Outcome	Time Frame
E.g. Weight Management			



ACTIVITY (ON YOUR OWN)

PORTFOLIO CONTENTS

1. A fitness plan, stating how you intend to maintain or improve your fitness level.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

1. A fitness plan to maintain or improve your fitness level.

Performance Criteria	Time				
	Check				
	From:	From:	From:	From:	From:
	To:	To:	To:	To:	To:
I am engaging in types of exercise I selected in my fitness plan as itemised below and as regularly as I intended, e.g. walking for 30 minutes every day.					

2. Reflections on personal state of physical fitness.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I reflected deeply on how fit I am.			
I participated actively in the discussions.			
I completed my fitness plan.			
I identified the relevant exercise I intend to engage in.			
I decided on the times for exercise.			



SUMMARY

In this unit you learned about the importance of exercise and a fitness routine that is in keeping with your fitness level. You learned the benefits of remaining fit, especially in reverence to the prevalent lifestyle diseases that plague our society. You are now equipped to take positive action and to inform others.



UNIT 6: DRUG EDUCATION

UNIT INTRODUCTION

The prescribed use of legal drugs to treat symptoms and diseases, can improve wellbeing. On the other hand, the abuse of legal drugs and the use of illegal drugs can cause addiction, anti-social behaviour and illness.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Identify legal and illegal drugs and their effects when used and/or abused.
- Research and analyse the impact of alcohol, legal and illegal drugs on behaviour and lifestyle.
- Develop skills to resist drug abuse.
- Identify triggers to drug and alcoholic abuse (i.e. feelings of isolation, loneliness, boredom, despair, poverty, neglect, peer pressure, social and cultural expectations).
- Apply problem solving strategies to find solutions to drug abuse and to reinforce self-control over behaviour.
- Acquire cognitive coping skills and relaxation strategies, including verbal and non-verbal assertiveness skills.
- Acquire coping skills to deter behaviours and lifestyles associated with crime, drugs and violence.
- Re-define self and positively reinforce self-perception amongst peers.
- Demonstrate ways to use adverse experiences for personal growth and development.
- Recognise risks to mental and emotional wellbeing.
- Access sources of information, products, services and costs related to use and abuse of legal and illegal drugs.



DEFINITION

What are drugs?

A drug is a substance, such as a pharmaceutical product, used in or on the surface of the body to diagnose, cure, mitigate, treat or prevent disease, or to otherwise affect the structure or function of the body. It is usually synthesised outside of an organism, but introduced into an organism to produce its action. That is, when taken into the organism's body, it will produce certain effects or alter some bodily functions. This may assist in relieving symptoms, curing diseases or can be used as preventive medicine or for other purposes.

Note that natural endogenous bio-chemicals (such as hormones) can bind to the same receptor in the cell, producing the same effect as a drug. Thus, drug is merely an artificial definition that distinguishes whether that molecule is synthesised within an organism or outside an organism. For instance, insulin is a hormone that is synthesised in the body; it is considered a hormone when the pancreas synthesises it inside the body, but if it is introduced into the body from outside, it is considered a drug.

A drug is a substance which is not food and which, when ingested, affects the functioning of the mind or the body or both. However, under the philosophy of Chinese medicine, food is also considered a drug as it affects particular parts of the body and can cure some diseases. Thus, food does satisfy the above definition of a drug, so long as ingestion of it would alter some bodily functions.

What is drug education?

A useful definition of drug education is the acquisition of knowledge, understanding and skills and exploration of attitudes and values, which enable people to make informed decisions about their own and other people's use of drugs.

An educational approach focuses on provision of accurate and balanced information. It accepts that there are different views about drug use and encourages people to explore a range of views, to develop their own opinions and also to challenge stereotypes. In terms of skill development, an educational approach helps people develop a range of relevant personal and social skills so they can make their own informed decisions about their own and other people's drug use.





ACTIVITY (ON YOUR OWN)

- List five types of drugs available in your country, both legal and illegal, and illustrate the full natural affects that are caused by each drug. When you are finished, attempt to find one to three positive qualities of the illegal drugs and one to three negative qualities of the legal drugs.
- “Effective drug education should reflect an understanding of characteristics of the individual, the social context, the drug and the interrelationship of these factors.” Discuss the mentioned factors in a situation about an individual abusing a common drug.
- Picture yourself as an alcoholic or substance abuser, recovering from harmful drug or alcohol use. Can you think of an alternative substance or methods that can be used to achieve a similar effect as the effect from drugs and alcohol?
- Find methods of abstinence that are used, common or unconventional, and highlight their benefits and disadvantages.
- After learning about how detrimental and dangerous illegal drugs are, has your concept and opinion of the use of illegal drugs changed? How does this change or influence your decisions about drug use? Can illegal drugs be used to heal instead of harm?

PORTFOLIO CONTENTS

1. Notes on class and panel discussions.
2. Illustrations and writing based on research on personal action plan.
3. Illustrations, writing and diagrams based on research on the community action plan.
4. Summary based on information gathering on the facts, causes, effects and solutions of each drug discussed.
5. Brochures and other illustrative materials that convinced others to abstain from drug use.



SUMMARY

In this unit you learned to label legal and illegal drugs, and the effects they have on the body and on behaviour. You have acquired the resources to handle situations when confronted with an individual obsessed with the use of illicit drugs. You have built awareness about the various types of drugs that can be harmful to the body and ways to



counteract the addictive nature that they may hold. You should have acquired the knowledge to differentiate the stereotypes and myths surrounding this sensitive matter.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

Summary of information researched.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I wrote two statements on how abuse of alcohol impacts on the quality of the abuser's life.			
I wrote two statements on how the use of cigarettes impact on the quality of the smoker's life.			
I wrote two statements on how the use of illegal drugs (e.g. cocaine, heroine, methamphetamines) impacts on the quality of the user's life.			
I designed a poster/brochure on appropriate lifestyle choices.			
I wrote in my personal journal on the effects of use of marijuana and/or other selected drugs.			
I shared my opinion on the effects of use of hard drugs (cocaine, heroine, methamphetamines, etc.) with my peers.			
I did an oral presentation on the impact of cigarette, alcohol and/or other drug use.			
I made a brochure and/or illustrative materials to convince others to abstain from drug abuse.			



UNIT 7: PARENTING

UNIT INTRODUCTION

Parenting is a life task for which many are unprepared. More and more young people are becoming parents before they are ready to fulfil this task. Physical and sexual abuse of children is a major problem in our society. “It takes a village to raise a child”. It is important that all become more confident and develop parenting skills whether they are parents or are yet to have children.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Identify conflicts that arise in family relationships.
- Demonstrate the ability to communicate feelings and choices.
- Recognise the joys and responsibilities of consensual sex and parenting relationships.
- Analyse behaviours to delay sexual activity until one is mature and ready for family commitments.
- Identify positive and negative consequences of sexual activity.
- Demonstrate an understanding of the coping skills associated with the adult responsibilities of childbearing, child rearing and effective parenting practices.
- Analyse behaviours to identify when your own children are abused or at risk.
- Seek responsible help if you become a victim of abuse.



DEFINITION

What is parenting?

Parenting is the process of raising and educating a child from birth until adulthood. This is usually done in a child's family by the mother and father (i.e. the biological parents). Where parents are unable or unwilling to provide this care, it is usually taken on by close relatives (including older siblings, grandparents, adoptive parents, foster parents and



godparents) or institutions (such as group homes or orphanages). Parent patriae or “parent of the nation” refers to the public policy power of the state to usurp the rights of the natural parent, legal guardian or informal caregiver, and to act as the parent of any child or individual who is in need of protection (i.e. if the child's caregiver is exceedingly violent or dangerous).

What makes a person a good parent?

Being a good parent means creating a loving, safe environment for your children as they grow from baby to toddler, right through to the teenage years. You will need different skills for each stage, but at all times your child will depend on you. You will become the expert on your child and on what they need to grow into happy, healthy adults.

Loving your child, with no strings attached, is the most important thing you can do. You will also have to make a huge number of decisions about the best way to bring up your child. This responsibility brings joy and excitement, but it can be overwhelming, frustrating or even boring at times.

Most people manage these emotional and practical challenges with a mixture of love, help from relatives and friends, good advice, common sense and luck.

Can poor parenting lead to psychiatric disorders in children?

Yes, say investigators from Columbia University and the New York State Psychiatric Institute. In an 18-year-long study of nearly 600 families, they found that kids who grew up with neglectful or abusive parents were significantly more likely to have mental problems later in life, regardless of whether there was a history of mental disease in their immediate family.

Researchers began the study in 1975 when they identified 593 families in two New York counties who were taking part in the Children in the Community study⁷. The average age of the children at the time was 6 years old. Maladaptive parental behaviour - defined by factors such as inconsistent enforcement of rules, loud arguments between parents, difficulty controlling anger at the child, low educational expectations, verbal abuse, etc. - was assessed via psychosocial and psychiatric interviews at the beginning of the study and then again in 1983, 1985-1986 and 1991-1993.

Results showed that most of the kids who experienced high levels of maladaptive parenting during childhood suffered from psychiatric disorders in adolescence or early adulthood. The researchers also found higher levels of maladaptive parenting among parents with psychiatric disorders. Children with parents who had psychiatric disorders,

⁷ <http://tinyurl.com/orf2ur3>



but were still good parents fared no worse than those with parents who exhibited neither signs of mental illness nor poor parenting skills.

Child development and learning

What is learning?

Learning is to gain knowledge, understanding or skill⁸. An even broader definition of learning is "any permanent change in behaviour that occurs as a result of a practice or an experience." This makes what we teach our children even more important as it has the potential to have a lasting effect on their behaviour.

How do children think?

Children are a bundle of ideas and thoughts. If you ever really look at a child you will see that their thought patterns are very different from that of an adult and is expressed in different ways.

Child development stages

There are four stages of learning or development that each child goes through.

Sensorimotor

This is from the ages of birth to about two years old. During this time the child's primary mode of learning occurs through the five senses. S/he learns to experience the environment. The child touches things, holds, looks, listens, tastes, feels, bangs and shakes everything in sight. For this child the sense of time is now and the sense of space is here. When the child adds motor skills such as crawling and walking, his/her environment expands by leaps and bounds. The child is now exploring their environment with senses as well as their ability to get around. This just doubled your job as a parent, because now you need to start dealing with such things as protection and guidance. This mode of learning actually continues through the age of twelve, but becomes less acute as the years go by.

Pre-operational

This is the stage between ages two and seven. During this stage the child is busy gathering information or learning, and then trying to figure out ways that they can use what they have learned to begin solving problems.

⁸ Webster dictionary.



During this stage of his/her life your child will be thinking in specifics and will find it very difficult to generalise anything. An example would be a ball: A ball is not something that you use to play a game; it is just something that you throw.

This is the time when a child learns by asking questions. You will begin to think that if you hear the word 'why' just one more time that you will go crazy. The child generally will not want a real answer to his/her question at this point. For example, when s/he asks 'why do we have grass?' – S/he simply wants to know that it is for her/him to play on. No technical answers are necessary for now.

The child in this age group judges everything on the 'me' basis - How does it affect me? Do I like it? You get the idea! This child also has no ability to go back in time and reason. If you miss your opportunity to explain or punish when it happens - forget it, for they have.

Concrete operations period

This is the period of time when your child is between the ages of seven to ten or eleven. This is a wonderful age as this is when children begin to manipulate data mentally. They take the information at hand and begin to define, compare and contrast it. They, however, still think concretely.

If you were to ask a pre-operations child, "How does God hear prayer?" they would most likely answer that God has big ears. The concrete child would put a little more thought into it and answer something like this: "God is smart and s/he made some special earphones just so s/he could hear me."

The concrete operational child is capable of logical thought. This child still learns through their senses, but no longer relies on only senses to teach him/her. S/he now thinks as well. A good teacher for this age group would start each lesson at a concrete level and then move toward a generalised level.

An example of this would be:

Statement: Joey is kind.

The teacher would start out by telling about what Joey did to be kind. (Concrete)

Then s/he would talk about how Joey went about being kind. (Less concrete/More general)

From there s/he would teach that Joey is kind. (General concept)

A seven to ten year old is very literal in their thinking. That means that s/he will take everything that you say, do and teach at face value, in other words what it actually and literally means. BLACK is black and WHITE is white. These children have a difficult time with symbols and figurative language.



Formal operations period

This period begins at about age eleven.

At this time the child will break through the barrier of literalism and move on to thinking in more abstract terms. S/he no longer restricts thinking to time and space. This child now starts to reflect, hypothesise and theorise. S/he actually thinks about thinking.

In the formal operation period, children need to develop cognitive abilities.

The following is a list of six simple categories of cognitive abilities:

- Knowledge of facts and principles - this is the direct recall of facts and principles. Examples: memorisation of dates, names, definitions, vocabulary words.
- Comprehension - understanding of facts and ideas.
- Application - needs to know, rules, principles and procedures, and how to use them.
- Analysis - breaking down concepts into parts.
- Synthesis - putting together information or ideas.
- Evaluation - judging the value of information.

Key learning facts

A child rarely learns in isolation.

Learning most generally takes place in a setting of children within the same age group.

Some factors that affect learning are motivation, peer relationships within the group, and communication between the child and the teacher.

Other factors that affect learning are environment, physical setting, emotional atmosphere, and social and cultural norms.

The older your children get the more capable they are of learning and storing information. The older our children get the more responsible we become in helping them to fine tune their newfound capabilities.

Stages of development in children

4 years

Physical development

Can climb a ladder; walks up and down stairs with ease.



General behaviour

Fully toilet trained; can almost dress and undress self; eats with fork and spoon; washes and dries hands.

Language

Engages in coherent conversation; gives name, age and address; understands time.

Typical personality

Uses imagination to try out new things; increasingly self-sufficient; lively and can share, but not always successfully.

Common/'normal' problems

Noisy and assertive; wilful; makes up stories; explores and wanders; shows off and swears.

5 years

Physical development

Runs quite well; right or left-handedness now fairly clear.

General behaviour

Dresses and undresses without aid; washes and dries face and hands; plays constructively; draws recognisable humans and houses; elaborate make-believe group play.

Language

Speaks fluently and can count objects up to about 20.

Typical personality

Serious minded; practical; cooperative; learning to share; thrives on praise.

Common/'normal' problems

Can tell fanciful tales (using imagination); swears; may still suck thumb.

6 years

Physical development

More skilful with hands; may be able to ride a bicycle; starts to lose first teeth and acquire permanent molars.



General behaviour

Casual and careless in washing and dressing; draws pictures with some supporting detail; knows left hand from right hand.

Language

Begins to read and prints letters and simple words; reads and writes numbers; adds and subtracts single digit numbers.

Typical personality

Excitable, impulsive and changeable; may seem rude or aggressive.

Common/'normal' problems

Mild sex play; exhibitionism in toilet; fearful - sounds, ghosts, being lost; slow to follow instructions; wants to be first and to have the most; boasts.

7 years

Physical development

Shows some elementary skill in bat and ball games, skipping, hopscotch; can learn to swim or to play musical instrument.

General behaviour

Shows increased awareness and understanding of the world around; polite and anxious to impress.

Language

Reads simple words and sentences; prints large and small letters; adds within 20 and subtracts within 10.

Typical personality

Quiet and thoughtful; shows sense of responsibility.

Common/'normal' problems

Forgets instructions; "nobody loves me"; jealous of older siblings getting more privileges; sex play but occurring less often.



8 years

Physical development

Physical play very lively; sporting skills develop markedly.

General behaviour

Bathes, dresses, sleeps and eats well; talks to strangers; takes part in team sports; drawings show some proportion and perspective.

Language

Reads with understanding; learns running writing; starts to add and subtract two or three digit numbers and multiply and divide single digit numbers.

Typical personality

Self-reliant, sociable and outgoing; active; may be critical of others; popularity and success are very important outside the family; aware of own failures.

Common/'normal' problems

Failure hard to cope with; tempted to cheat; does not finish tasks and may cry if failure is mentioned.

9 years

Physical development

Adept with hands and fingers; special skills such as in sport and music become evident.

General behaviour

Well behaved; perseveres in work or play; self-sufficient and may enjoy being alone.

Language

Masters basic techniques of reading, writing, adding, subtracting, multiplying and dividing; reads stories and writes brief letters to relatives.

Typical personality

Sensible; self-motivated; may be shy in social situations; may talk about sex information with friends; interested in body organs and functions; less afraid of dark; not afraid of water.



Common/'normal' problems

Worried and anxious; has physical complaints, such as stomach pains and headaches when has to do disliked tasks; rebels against authority; sex swearing beginning; perseveres with tasks.

10 years

Physical development

Has natural command of basic physical skills such as dressing, feeding, ball games and bike riding.

General behaviour

Quite the little adult - able to shop alone; go to school camps; asks about social issues.

Language

Reads well; does long multiplication and long division by one digit numbers; writes stories up to about a page in length.

Typical personality

Cool, calm and collected; generally a peaceful age; accepts parent's word as law.

Common/'normal' problems

Interest in smutty jokes and name-calling and may physically fight with siblings.

11-12 years

Physical development

Early adolescence; rapid physical change with the development of pubic hair, breasts in girls, pimples and gawkiness.

General behaviour

Develops strong sexual feelings; concern with own identity and values; wants to be listened to and taken seriously; experiments and takes risks; questions parents' values.

Language

Continues to develop language and numerical skills.



Typical personality

Impulsive; strong emotions; large mood swings; self-conscious; relates strongly to age peers; less dependent on family; wants more privacy.

Common/'normal' problems

Takes risks; rebellious; over sensitive about appearance; over optimistic; confident; unrealistic; preoccupation with sexual matters; does not want to join in family activities.

Tips on parenting of teenagers

Perhaps the only thing more difficult than being a teenager is parenting one.

While hormones, the struggle for independence, peer pressure and an emerging identity wreak havoc in the soul of the adolescent, issues of how much autonomy to grant, how much "attitude" to take, what kind of discipline is effective, which issues are worth fighting about and how to talk to offspring-turned-alien challenge parental creativity, patience and courage.

If adolescence can be conceptualised as a journey from childhood to adulthood, parenting adolescents can also be thought of as a journey.

It can be the adventure of a lifetime to guide a child to adulthood, to ingrain values, to help negotiate social relationships and to see new ideas, ideals, goals and independence emerge in a child. Like any adventure, the thrill is in the journey.

Challenges conquered sweeten success and while failure is in part unavoidable, no one can know how the balance of success and failure measures out until the journey is complete. As long as the journey continues, there is hope: a chance to turn failures into success, weaknesses into strengths.

Like any adventure, the challenges are unique to each traveller. Even the same parent will experience different challenges as each child is guided through adolescence. Each journey is unique and there is no way to smooth all the bumps, anticipate all the challenges or remove all the obstacles beforehand. However, there are aspects of the journey that appear to be universal.

Although teenagers will make their own choices, a good home life can increase the odds that they will avoid many of the pitfalls of adolescence. Particularly, a kind, warm, solid relationship with parents who demonstrate respect for their children, an interest in their children's activities and set firm boundaries for those activities may directly or indirectly deter criminal activity, illegal drug and alcohol use, negative peer pressure, delinquency, sexual promiscuity and low self-esteem.



There is not only growing consensus that some parenting techniques are better than others, but also that they contribute to the development of emotional stability and social responsibility in children.

There are three major areas that are crucial to the parent-adolescent relationship – connection, monitoring and psychological autonomy.

Firstly, a sense of connection between a teenager and parent provides a backdrop against which all other interaction takes place. If the parent-child connection is consistent, positive and characterised by warmth, kindness, love and stability, children are more likely to flourish socially. Adolescents who describe their relationship with their parents as warm, kind and consistent are more likely to initiate social interaction with other adolescents and with other adults. They are more likely to respond to others positively and with greater empathy. They are more likely to be self-confident in their relationships with others and to be more cooperative with others. Also, teens with these kinds of positive relationships with their parents on the whole struggle less with depression and have higher self-esteem. Relationships characterised by kindness and devoid of unkind words or acts appear to be important to healthy adolescent development.

Secondly, the monitoring process is crucial to successful parenting. Teenagers who report that their parents take a genuine interest in their activities are more likely to avoid trouble. Teens whose parents know who their friends are and what they do in their free time, are less likely to get into trouble than their peers. In the context of a warm, kind relationship, parental monitoring of teen activities comes across as caring rather than intrusive. Teenagers whose parents monitor them are more likely to avoid activities like lying, cheating, stealing, and using alcohol and illegal drugs. Parental monitoring of adolescent behaviour inhibits not only the opportunity for delinquent activity, but negative peer pressure to be involved in such activity as well.

Thirdly, parents need to encourage the development of psychological autonomy in their teenage children. Psychological autonomy is nurtured in children when parents genuinely respect their teen's ideas, even when the ideas are contrary to their own. Encouraging independent thinking and the expression of original ideas and beliefs, validating feelings, and expressing unconditional love are ways to nurture psychological autonomy. The opposite of psychological autonomy is psychological control, which is characterised by changing the subject, making personal attacks, withdrawing love or inducing guilt to constrain intellectual, emotional or psychological expression by the adolescent that is incongruent with the parent's way of thinking. Adolescents who report that their parents are likely to use techniques associated with psychological control are more apt to struggle with depression and to exhibit anti-social behaviour.

The combination of connection, monitoring and psychological autonomy may sound simple, but the simplicity of the directions can be frustrating to navigators when they are



lost. Translating general ideas into specific behaviours and then into patterns of interaction can be a challenge, especially if one or both parties are already entrenched in less productive patterns of interaction. The task of establishing a warm, caring and positive relationship characterised by kindness with a teenager whose favourite phrases are "you just don't understand" and "leave me alone", can be daunting.

While it is true that one of the main developmental tasks of adolescence is to separate from parents, and that peer influence takes on greater and greater importance during teen years, there is still no substitute for the parent-teen relationship.

It is important to spend time with teenagers.

Parents who wish to enhance their connection with their teenager often find that choosing leisure activities wisely can do much to further the cause. In addition to the opportunity to spend time together amiably, engaging teenagers in fun activities that foster sportsmanship, service, creativity, intellectual development, etiquette, honesty and respect for each other brings all of those aspects into the parent-child relationship, providing an enjoyable forum for both teenagers and parents to practise those skills with one another.

Engaging in recreational activities with teenagers is a way to connect regularly in a pleasant setting. Regular, positive interaction is crucial if discipline is to be effective. When the parent-child relationship is built on a foundation of warmth and kindness, it can withstand the unpleasantness of discipline. Parties to relationships void of such a foundation often either disengage or become conflicted in the face of the uncomfortable consequences imposed by discipline.

Spending leisure time together also gives parents a leg-up on the monitoring process. Firstly, it cuts down on the amount of free time kids spend without supervision. Secondly, discussions about friends and other leisure activities tend to come up easily and in a relaxed atmosphere. Often parents get a chance to know their teenager's friends through recreational activities, either by attending school or team performances in which their child is involved with friends or by allowing a child to invite a friend along on a family outing.

Perhaps the most difficult thing about the monitoring process is that it is a delicate balance between too much and too little, and it requires the energy to set firm limits when it would just be easier to let things slide. It requires continued vigilance on the part of parents to ensure that they know where children are and what they are doing. It also requires that parents enforce consequences when family rules are broken. Although discipline is genuinely unpleasant for all involved, attention to monitoring activities and providing consequences for inappropriate behaviour on a daily basis will alleviate major heartache later.



Parents should remember that the prime directive of adolescence ("independence or bust") prohibits teenagers from admitting that having parents set firm boundaries is actually reassuring.

Adolescence is a time of change and upheaval.

Family rules and boundaries can provide a sense of stability to teens who are struggling to decipher relationships, roles and even their own personalities. Although they may protest loudly against being required to live up to certain standards, when they have a hand in crafting those standards and when those standards are demanding yet fair, teenagers will flourish. Having something steady, firm and predictable in a head-spinning world is like being handed a map, with North plainly marked. Clear boundaries and standards are the gauge by which all other information is measured.

Disciplining teenagers is difficult, but it is critical if teens are to learn that their behaviour has consequences.

Engaging children in the process of setting the rules can eliminate some of the odiousness of enforcing rules and assigning consequences before the rules are broken.

When parents include teenagers in establishing clear rules about appropriate behaviour and consequences, the arguments over rules and punishment can be brought to an end. Children can no longer claim that punishments or expectations are unfair and parents can take on the role of calmly enforcing the pre-arranged consequences instead of having to impress upon the child the seriousness of the problem and scramble to find an appropriate punishment.

The temptation to react emotionally when children break rules is alleviated, because a breach of the rules is no longer perceived as an assault on parental authority, since it is by the authority of the family and not the authority of the parents, that the rules were established. Helping to set the rules may not dissuade teenagers from breaking them sometimes, but it can help parents to avoid a power struggle with their teenagers.

Another big trap in parent-teen relationships is the confusion of psychological control (the opposite of psychological autonomy) with discipline. Demanding a certain level of behaviour of children does not exclude allowing or even encouraging them to think and express opinions different from one's own.

Too many parents get caught up in focusing on controlling their child, believing that controlling the way their child thinks will translate into controlling what their child does. By using guilt, withdrawing love, or invalidating feelings or beliefs, the parent hopes to make the child see things the parent's way and thereby ensuring compliance with parental expectations.



There is a fine line here; one of the roles of parents is to help children make sense of the world by offering explanations or interpretations of events. It is when these parental offerings take on the tone of exclusiveness – when parents cannot respectfully consider and discuss a teenager's interpretation of his or her own experience – that psychological control has taken over.

Parents should be aware that it is the teenager's perspective on the forcefulness of the suggestion that counts. Psychological control is damaging if the teenager, regardless of parental intention, perceives it as excessive. While a parent may feel that a discussion has taken on the tone of a healthy debate, to a teenager the same interchange can feel absolutely crushing.

Interestingly, boys are more likely to report that their parents squelch their psychological autonomy than are girls. Whether this is a difference in the way parents actually relate to teenage boys versus teenage girls, or whether it is a difference in perception of boys versus girls is unclear.

When discipline becomes a matter of calmly enforcing family rules about behaviour, many of the problems associated with psychological control are alleviated.

When children have a problem with delinquency, parents generally tend to respond to it with less behavioural control and more psychological control as time goes by. This appears to set up a vicious cycle, as teenagers respond to both lack of monitoring and the presence of psychological control, by acting out or becoming more delinquent.

If parents can break this cycle by treating delinquent behaviour with increased monitoring rather than attempting to control it by inducing guilt, withdrawing love or other means of psychological control, teenagers are more likely to respond with better behaviour.

In short, parents who concentrate on trying to control their child's behaviour rather than trying to control their child, are going to have much more success and a lot less grief.

Parents who expect that children will sometimes act in ways that are inappropriate or undesirable, but prepare for such behaviour by involving their children in the formulation of rules and consequences of breaking rules, may discover that the joy is in the journey.

Parents would do well to concentrate on a three-pronged approach to managing the journey.

Firstly, a positive relationship with their child is essential to success. When parent-child interactions are characterised by warmth, kindness, consistency, respect and love, the relationship will flourish, as will self-esteem, mental health, spirituality and social skills.

Secondly, being genuinely interested in children's activities allows parents to monitor behaviour, which is crucial in keeping teens out of trouble. When misbehaviour does



occur, parents who have involved their children in setting family rules and consequences of breaking rules can expect less flack from their children as they calmly enforce the rules. Parents who, together with their children, set firm boundaries and high expectations may find that their children's abilities to live up to those expectations grow.

Thirdly, parents who encourage independent thought and expression in their children may find that they are raising children who have a healthy sense of self and an enhanced ability to resist negative peer pressure.

Parents who give their teenagers their love, time, boundaries and encouragement to think for themselves may find that they actually enjoy their children's adventure through adolescence.

As they watch their sons and daughters grow in independence, make decisions and develop into young adults, they may find that the child they have reared is like the breathtaking view of the newborn they held for the first time, even better than they could have imagined.

Ways of disciplining teens

- Define the boundaries before they are enforced. Teens have the right to know what is and is not acceptable behaviour before they are held responsible for breaking the rules. You cannot say, "You have to be in by 11:00 p.m." and not tell your teens what the consequences are for being fifteen minutes late, thirty minutes late or one hour late. If you are going to enforce curfew by the minute, then say so. If you are going to have a fifteen-minute grace period before they are officially late, then say so. Either way, let them know in advance what the consequences are for breaking curfew.
- Avoid making impossible demands. Sure most parents would love their kids to take additional classes, be diligent in their schoolwork and get good report cards, but few teens are capable of being whizzes in the classroom. Even in this era of grade inflation, a straight-A report card is still a rare event in school these days. By the same token, some dads want to relive their glory days on the sports field and place subtle pressure on their sons to be top league football players, when they may not have the necessary skill or interest. Parents should set the bar, but it takes a thoughtful parent to place the bar just high enough to push his or her teen to greater heights without deflating the ego. Is your teen performing at a level that makes sense for his or her gifts and abilities? If so, you have set the bar at the right height.
- Distinguish between irresponsibility and wilful defiance. Teens can act goofy sometimes or like little Machiavellians. There is a difference between irresponsibility, such as leaving the car windows down overnight when a thunderstorm hits, and wilful defiance, such as coming in after midnight when



s/he knew full well s/he should have been home an hour earlier. This is an area where you can show grace as you effectively discern what your teen's motives were for his or her acts of negligence or defiance.

- When defiantly challenged, respond with confident decisiveness. Intuitively you know the difference between irresponsibility and wilful defiance, and when your teen has thrown down the gauntlet, you must respond in kind. Dr. Dobson⁹ suggests that when children "make it clear that they are looking for a fight, you would be wise not to disappoint them!" When nose-to-nose confrontations happen, it is extremely important to know ahead of time what you will do in order to respond confidently.
- Reassure and teach after the confrontation is over. Remember how you hugged your toddler after disciplining them to let him know that everything was going to be all right? In the same way, teens still need to hear your reassurance that you love them. You may need to remind them of the ways they can avoid correction or punishment in the future. Teens never outgrow their need for reassurance after times of discipline.
- Let love be your guide! It does not do any good to get into a shouting match. Sure, your teens will do things to make you angry, but you must keep your cool. During these few remaining years they live under your roof, you have a powerful opportunity to model adult ways of handling conflict, which will help them in the workplace and in their relationships in the future.

How to help your child learn self-control

Here are a few suggestions on how you can help your child learn to control his/her behaviour:

- *Birth to age 2:* Infants and toddlers frequently get frustrated because there is a large gap between the things they want to do and what they are actually able to do. They often respond to those frustrations with temper tantrums. You may be able to prevent your child from having an outburst by distracting him or her with toys or other activities. By the time your child is 2 years old, you may want to use a brief time-out (when your child is taken to a designated time-out area - a kitchen chair or bottom of the stairs - for a minute or 2 to calm down) to show that there are consequences for outbursts. Time-outs can also teach your child that it is best to take some time alone in the face of frustration, instead of throwing a temper tantrum.
- *Ages 3 to 5:* At this stage, you may want to continue to use time-outs. But rather than sticking to a specific time limit, it is a good idea to end time-outs as soon as

⁹ Dobson, J.C. (1996). *The New Dare to Discipline*. Carol Stream, Illinois: Tyndale Momentum.



your child has calmed down. This can be an effective way to encourage your child to improve his or her sense of self-control. It is also a good idea to praise your child for not losing control in situations that are frustrating or difficult.

- *Ages 6 to 9:* As your child enters school, s/he will likely be able to understand the idea of consequences and that s/he can choose good or bad behaviour. It may help your child to imagine a stop sign that s/he needs to obey and think about a situation before responding. You may want to encourage your child to walk away from a frustrating situation for a few minutes to cool off instead of having an outburst.
- *Ages 10 to 12:* Older children are typically able to better understand their feelings. Encourage your child to think about the situation that is causing him or her to lose control and then analyse it. You may want to explain to your child that sometimes the situations that are upsetting at first do not end up being as awful as they initially seem. You may want to urge your child to take some time to think before responding to a situation.
- *Ages 13 to 17:* At this point, your child should be able to control most of his or her actions, but you may need to remind your teen to think about long-term consequences of his or her actions. Continue to urge your teen to take time to evaluate upsetting situations before responding to them. Encourage your child to talk through troubling situations rather than losing control, slamming doors or yelling. At this point you may need to discipline your child by taking away certain privileges to reinforce the message that self-control is an important skill.

What to do when your child is out of control

It is important to set a good example for your child by demonstrating healthy ways to react to stressful situations. As difficult as it may be, it is a good idea to resist the urge to yell when you are disciplining your child. Instead, try to be firm and matter of fact. If your child is losing his or her temper, instead of losing yours too, calmly let your child know that yelling, throwing a tantrum and slamming doors is unacceptable behaviour, and it has consequences. Calmly explain what those consequences are.

If your child has an occasional temper tantrum or outburst, in many cases, it is a good idea to show your child that a tantrum is not an effective method to get what he or she wants. For example, if your child gets upset at the grocery store after you have explained why you are not buying any candy and if you do not give in to it, you have demonstrated that a tantrum is unacceptable behaviour and it does not work.

If your child frequently loses control and is continually argumentative, antisocial or impulsive or if tantrums last for more than 10 minutes on a regular basis, you may want to talk to your child's doctor.



For school-age children, you may want to also talk to the doctor if the tantrums are accompanied by the following behaviours:

- Restlessness.
- Impulsiveness.
- Defiance.
- Difficulty in concentrating.
- Low self-esteem.
- Declining performance in school.

You might also consider talking to your child's teachers about classroom settings and appropriate behavioural expectations for your child. Look at your own actions to see if you are managing stressful situations as well as you can. If not, you might want to ask your doctor about whether family-counselling sessions may help.

Parenting tips for fathers

Ten ways to be a better father

1. *Respect your child's mother.* One of the best things a father can do for his children is to respect their mother. If you are married, keep your marriage strong and vital. If you are not married, it is still important to respect and support the mother of your children.
2. *Spend time with your children.* How a father spends his time tells his children what is important to him. Treasuring children often means sacrificing other things, but it is essential to make time for your kids. Kids grow up so quickly and missed opportunities are forever lost.
3. *Earn the right to be heard.* All too often the only time a father speaks to his children is when they have done something wrong. Begin talking with your kids when they are very young and take time to listen to their ideas and problems.
4. *Discipline with love.* All children need guidance and discipline, not as punishment, but to set reasonable limits. Remind your children of the consequences of their actions and provide meaningful rewards for desirable behaviour.
5. *Be a role model.* Fathers are role models to their kids, whether they realise it or not. A girl who spends time with a loving father grows up knowing she deserves to be treated with respect. Fathers can teach sons what is important in life by demonstrating honesty, humility and responsibility.
6. *Be a teacher.* A father who teaches his children about right and wrong, and encourages them to do their best, will see his children make good choices.
7. *Eat together as a family.* Sharing a meal together can be an important part of family life. It gives kids the chance to talk about what they are doing and is a good time for fathers to listen and give advice. Most importantly, it is a time for families to be together each day.



8. *Read to your children.* Begin reading to your children when they are very young. Instilling your children with a love for reading is one of the best ways to ensure they will have a lifetime of personal and career growth.
9. *Show affection.* Children need the security that comes from knowing they are wanted and loved by their family. Parents, especially fathers, need to feel comfortable and willing to hug their children. Showing affection every day is the best way to let your children know that you love them.
10. *Realise that a father's job is never done.* Even after children are grown and leave the home, they will still look to their fathers for wisdom and advice. Fathers continue to play an essential part in the lives of their children as they make decisions about schooling, new jobs and as they grow and, perhaps marry and have their own families.

Tips for non-married fathers

- Children need to feel loved by both parents and know that they do not have to choose one parent over the other.
- Keep a flexible routine and leave room for spontaneity. Help your child feel that s/he has two homes, mom's and dad's, where s/he feels free to come and go. Live as close to each other as possible.
- Talk to each other and keep focused on the subject of your children. Children should not serve as the direct line of communication between the two of you.
- Take the anger out of your communications. Do not use your child as a way to get back at each other or validate your anger with each other.
- Get help dealing with the inevitable anger from a broken relationship. Learn to communicate in a less reactive, more proactive way.
- Help to prepare your child for visits. Be positive about the experience.
- Share information. Have a calendar with all the family engagements written on it and let the other parent know of any changed plans.
- Set up a system for monthly phone calls or meetings with a specific list of required issues to discuss.
- Never talk badly about the other parent in front of your children.

Parenting and delinquency in children

Studies show that preventing a child from becoming delinquent must begin with good parenting skills and by understanding the reasons why children stray toward delinquency. Some of the most common reasons are:

- Children harbour bitterness and anger toward one or both parents. Why children harbour anger toward a parent can be the result of a recent divorce or break-up of the parents or even a new marriage, which can make them feel mistreated or neglected by the parent. These are legitimate reasons for a child to show anger



toward a parent simply because many parents are not aware how to relate to their child in such situations. These are normally times for the parent to grow and learn and they often forget about the child's growth.

- An argumentative household where the parents argue and curse at one another will quickly give any child a complex. Children become defensive because this is normally the mood in the house when one parent is defending him or herself against the other. Children take this mood and incorporate it into their character and it surfaces at school and around friends, which leads to hostile social relationships.
- The parents are juvenile or delinquent in their own behaviour. When adults act under their age range by participating in reckless lifestyles, such as having a "party" mentality, entertaining many friends in the home with alcohol and/or doing drugs, the child will believe this life is a normal one. They will adopt many of their parents' traits and grow to live the same lives. When parents do such things as steal, watch bootleg movies, purchase stolen goods or cheat on taxes, the child will take notice and believe that everyone cheats, drinks, does drugs and/or parties.
- The child is left alone for hours or days at a time. More often than reported, children are left to fend for themselves. There have been reports from school authorities that children come to school with bad hygiene, malnourished because no one is home to cook or there is no food in the house, in addition to the physical abuse of children teachers notice. Even when children are left at home alone for three to four hours every day, because the parent is working, they can become bitter over time for feeling neglected and unloved. Children need to feel loved by their parents or they will seek it elsewhere.
- Children are not disciplined effectively. Parents need to enforce rules and a hierarchy of authority early on. Children should be disciplined appropriately for breaking rules, through i.e. time-out discipline, child-parent contracts, and restricting and confiscating playthings or privileges.
- Children get bitter when they feel a parent is showing favouritism toward other siblings or someone new to the family, such as a new spouse or boyfriend or girlfriend. Many parents are guilty of this and do not realise that it truly affects the child. Children see more affection and attention being given to another and they experience jealousy, which leads to resentment.

When any of the above issues go unresolved they become deep-seated disorders within a child. Low self-esteem, depression and disrespect become entrenched in the child and they display their anger in forms of rebellion. Not all acts of juvenile delinquency result in court and/or jail time, but can lead to drug use, teen pregnancies, runaways and even suicide. Once the problems become deep-rooted, the child seeks to fill the voids left by parents. There are hundreds of immoral and illegal acts that children find to fill these voids and by the time they begin to practise them it is almost too late to re-establish the



parent-child bond. When the bond is permanently broken the relationship becomes a power struggle between the parent and the child, which often leads to either violence or the parent disowning the child.

There are many cases where parents have tossed their child into the world too early, because they have failed to raise that child properly and it is too late to start again. There is no such thing as a child who is born a bad seed, but there is something called bad parenting.

Good parenting tips

Raising kids today is arguably harder than ever before, but there are some ways to help ease the stress and strain of raising your little ones and prevent behaviour problems through good parenting.

- Establish "together time". Establish a regular weekly routine for doing something special with your child – even if it is just going out for ice cream.
- Do not be afraid to ask where your children are going and who they will be with. Get to know your children's friends and their parents, so that you are familiar with their activities.
- Try to be there after school when your child gets home.
- Eat together often. Meals are a great time to talk about the day and bond.
- Be a better listener. Ask and encourage questions. Ask your child's input about family decisions. Showing your willingness to listen will make your child feel more comfortable about opening up to you.
- Do not react in a way that will cut off further discussion. If your child says things that challenge or shock you, turn them into a calm discussion.
- Be a living, day-to-day example of your value system. Show the compassion, honesty, generosity and openness you want your child to have.
- Know that there is no such thing as "do as I say, not as I do" when it comes to your children.
- Examine your own behaviour.
- Reward good behaviour consistently and immediately. Expressions of love, appreciation and gratitude go a long way – even for children who think themselves too old for hugs.
- Accentuate the positive. Emphasise what your child does right. Restrain the urge to be critical. Affection and respect will reinforce good and change bad behaviour, whereas embarrassment or uneasiness will not.
- Create rules and discuss in advance the consequences of breaking them. Do not make empty threats or let the rule-breaker off easy. Do not impose harsh or unexpected new punishments.
- Set a curfew. Enforce it strictly, but be ready to negotiate on special occasions.



- Have children check in at regular times. Give them a phone card, change or even a mobile phone, with clear rules for using it.
- Call parents whose home is to be used for a party. On a party night, do not be afraid to stop in to say hello and to make sure that adult supervision is in place.
- Listen to your instincts. Do not be afraid to intervene if your gut reaction tells you something is wrong.
- Let your children know how much you care in every situation you can and especially when they are having problems.
- Keep a positive attitude about your ability to be a parent. Trust your instincts.
- Take care of yourself. Meet your needs for support with other adults so that you can establish healthy parent-child boundaries.
- Take time to teach your children values while they are young. Live your own values every day.
- Make your home a safe, secure and positive environment. Provide appropriate privacy for each family member.
- Get involved in your child's school, your neighbourhood and your community. You, not the teachers and other authority figures in your child's life, are responsible for parenting your child.
- Set clear rules and limits for your children. Be flexible and adjust the rules and limits as they grow and are able to set them for themselves.
- Follow through with consequences for your children's misbehaviour. Be certain the consequences are immediate and relate to the misbehaviour, not your anger.
- Let your children take responsibility for their own actions. They will learn quickly if misbehaviour results in unpleasant consequences.
- Be a guide for your children. Offer to help with homework, in social situations and with concerns about the future. Be there to help them direct and redirect their energy and to understand and express their feelings.
- You are separate from your child. Let go of the responsibility for all of your children's feelings or outcome of their decisions. Your children's successes or failures are theirs, not yours.
- Provide an environment for your children where a foundation of mutual appreciation, support and respect is the basis of your relationship into their adult years.



ACTIVITY (WITH OTHERS)

- Brainstorm parenting ideas or problems (e.g. teenage fatherhood) for a particular age.
- Discuss how to deal with a particular problem (e.g. teenage fatherhood) from the brainstorm and prepare a role-play exercise (2-3 minutes).
- Discuss problem solving methods.
- Find an article or research paper on parenting. Read the article or research paper, write down your comments and discuss this in a group. Let other groups do the same and afterwards convene in plenary to discuss each group's experiences.
- Discuss legacy (parenting) and its importance and relevance.
- Share and discuss personal experiences with values and beliefs.
- Discuss and use ideas to present a short one act play or role-play:
 - "My four year old child is so much trouble. Always asking why and so self-centred! What can I do?"
 - "I want to be a good father, but I am so busy. I have no time for my children." What are the qualities of a good father? What are the behaviours and the activities of a good father?
 - You see some white powder in the backpack of your teenage child. What should you do or say to prevent your teenage children from becoming substance abusers?
 - Presenting a positive element in family life, e.g. "Mummy, Miss praised me today. My school work and behaviour have improved; take a look at my book." (Mother reinforces praise. Mother encourages continuing positive behaviour.)



ACTIVITY (ON YOUR OWN)

- What did I learn from the role-plays?
- How can I apply what I have learned thus far?
- Do I now have a deeper understanding of the issues surrounding parenthood?



PORTFOLIO CONTENTS

1. List the issues in the forefront of parenting, based on discussions and research findings.
2. Action plan of activities to be followed as a good parent.



SUMMARY

In this unit you learned about:

- Constant application of coping skills related to parenting and family life.
- Child development by age group.
- Appropriate behaviour with peers and adults.
- Parenting skills in the wider community.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

1. List of the main points or issues in the forefront of parenting, based on readings and discussion.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I have written down two main points from the article or research paper.			
I have summarised the main points shared by the other groups in plenary.			



2. Action plan of activities to follow as a good parent.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I have stated six actions I would take as a parent.			
I have listed two actions that would be taboo to me as a parent.			
I have written how I would like my children to speak of me at my funeral.			

3. Role-play: Interpersonal relationships of parenting. (This checklist should be used for all role-plays that are utilised for appropriate themes or issues).

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I chose a topic or theme that has a number of relevant concepts.			
I identified relevant concepts using the internet.			
I selected a concept that involves a compelling issue.			
I decided on a key question about the concept or issue selected.			
I listed possible viewpoints that might be adopted.			
I placed selected viewpoints within a situation or circumstance.			
I resolved the problem faced in the given situation or circumstance.			
I selected roles for the trainees, as well as the tutor.			
I/We decided how I would enter each role.			
I/We inserted some type of tension into the role-play (e.g. conflicting priorities, a challenge, a sense of			



urgency, secrecy, a problem to solve, mystery).			
I/We discussed possible ways of resolving the issue.			
I/We established ground rules (e.g. acceptance of diverse views, participation in group process).			
I/We kept within the required time frame.			
I observed the role-play attentively.			
I shared (responded and discussed) in the group discussion, following the role-play.			

4. Debriefing or reflecting on role-plays on parenting. (This checklist should be used for all role-plays that are utilised for appropriate themes or issues).

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I/We followed established ground rules.			
I explored and investigated the facts of the role-play (5 W's and 1 H; Who, What, Where, When, Why, How).			
I shared feelings and elicited the feelings of others about the role-play and included them in my reflections.			
I analysed the problem and explored the facts of the conflict, climax and resolution of the issue.			
I reflected on insights the role-play and its solution gave to future possibilities.			



UNIT 8: GENDER AND RELATIONSHIPS

UNIT INTRODUCTION

Gender equality implies that men and women should receive equal treatment unless there is a sound biological reason for different treatment¹⁰. Empowered women contribute to the health and productivity of whole families and communities and to improved prospects for the next generation¹¹. Gender roles are changing, as is reflected by changing legislation, practices and tolerance. The feminism movement has been at the centre of the empowerment of women. Understanding of gender roles is important to participate in healthy relationships.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Demonstrate an understanding of the difference between gender and sex.
- Identify and practise behaviours that demonstrate gender equity.
- Develop sensitivity to emotions and feelings of the opposite sex.
- Recognise changing gender roles in relation to needs and demands of society.
- Explore ways to maintain wholesome relationships.
- Examine cultural stereotypes and their impact on gender roles.

¹⁰ http://en.wikipedia.org/wiki/Gender_equality#cite_note-1

¹¹ <http://www.unfpa.org/gender/>



REFLECTION

- Is there a difference between sex and gender? If so, how can you tell?
- How many types of genders/sexes exist?
- When did you discover that you were different from the opposite sex?
- What am I looking for in a relationship?
- Am I ready for a serious relationship?
- Have you ever broken up with someone? How did that process go?

GENDER



DEFINITION

The difference between gender and sex

Sex refers to the genetic and physical or biological identity of a person, which indicates whether one is male or female.

Gender usually refers to socially or culturally constructed (invented) characteristics that are attributed to the different biological sexes.

The various types of gender

There are two major types of gender, i.e. male and female. There are however also other alternatives, including:

Third gender: To different cultures or individuals, a third gender may represent an intermediate state between man and woman, a state of being both (such as "the spirit of a man in the body of a woman"), the state of being neither (neuter), the ability to cross or swap genders, another category altogether independent of men and women.¹²

Androgynous: A person who has both male and female characteristics.

Metrosexual: A male who adopts typical "female" grooming habits.

¹² http://en.wikipedia.org/wiki/Third_gender



Transsexual: A person who is born as one sex and is brought up in that sex, but has gender identity of the opposite sex and wishes to live and does live according to the gender roles associated with that sex.

Transgender: A person who refuses to adhere to one set of gender roles or transcends the scheme of gender roles completely, regardless of their physiological sex.



ACTIVITY (WITH OTHERS)

- Discuss in preparation for your portfolio:
 - What messages did you receive as a child about the roles, qualities and expectations for women and men?
 - Where did these messages come from?
 - How did this early learning shape your perceptions and stereotypes about gender?
- Discuss the change of gender roles over time:

Gender role is composed of several elements. A person's gender role can be expressed through clothing, behaviour, work choices, personal relationships and other factors. Gender roles were traditionally divided into strictly feminine and masculine gender roles, though these roles have diversified today into many different acceptable male or female gender roles. In the past, men were expected to be the major breadwinners and head of the household, while women were expected to be housewives, catering to the needs of men and the children. However, this is no longer so, some families are now becoming matriarchal where women are the major breadwinners and are no longer expected to stay at home.



ACTIVITY (ON YOUR OWN)

- Complete the table. State which gender you think fits the specific roles and why. Motivate your answers.

ROLES	GENDER
Productive (paid or unpaid work inside or outside the home, wealth generation).	
Family care (taking care of the household, especially children).	
Kin relations (taking care of the extended family).	
Community relations (involvement in the immediate and/or national community).	
Self-development (taking care of the self for personal and professional development).	
Spouse relations (focus on maintaining marital relations).	

- Write one (1) paragraph each on the following topics:
 - A time when you felt that you could have acted differently in one of your gender.
 - How would you like gender relations to be in your home?
 - How would you like gender relations to be in your classroom or place of work?



Social Construct of Gender

Social construction of gender difference is a view present in many philosophical theories about gender. According to this view gender roles are socially constructed, meaning that society and culture create the roles, and that these roles are what is generally considered ideal or appropriate behaviour for a person of that specific gender¹³.

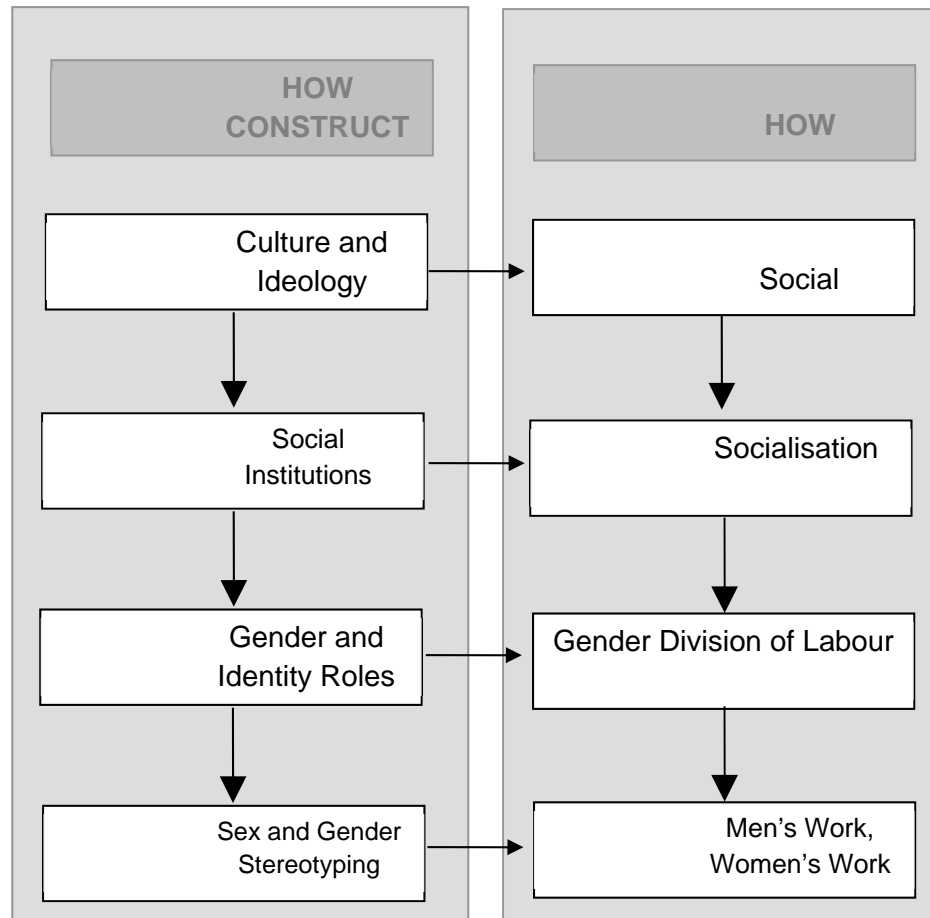


Figure 8.1 The Social Construct of Gender

¹³ http://en.wikipedia.org/wiki/Social_construction_of_gender_difference



REFLECTION

Answer the following questions:

- What messages did you receive as a child about gender – about the roles, qualities and expectations for women and men?
- Where did these messages come from?
- How did this early learning shape your adult values and assumptions?

FEMINISM

The major factor affecting the change in gender roles has been the rise of feminism. For approximately the last 100 years women have been fighting for equality (especially in the 1960s with second-wave feminism and radical feminism, which are the most notable feminist movements) and were able to make changes to the traditionally accepted feminine gender role. However, most feminists today say there is still work to be done.



DEFINITION

Feminism is the belief that society is disadvantageous to women, systematically depriving them of individual choice, political power, economic opportunity and intellectual recognition. Feminism is a doctrine that advocates equal rights for women. Feminism became an organised movement in the 19th century as people increasingly came to believe that women were being treated unfairly. The feminist movement was rooted in the progressive movement and especially in the reform movement of the 19th century. Many countries began to grant women the vote in the late 19th century and early 20th century (New Zealand being first in 1893, with the help of suffragist Kate Sheppard), especially in the final years of the First World War and onwards. The reasons varied, but they included a desire to recognise the contributions of women during the war (since the men were at war, women had to take on all their responsibilities), and were also influenced by rhetoric used by both sides at the time to justify their war efforts.



STAGES IN A RELATIONSHIP

1. *Romantic love:* This is the love that Hollywood loves to promote as the only kind of love. Romantic love is wonderful, easy and effortless. It is very spontaneous and alive.
2. *Adjusting to reality:* Inevitably, predictably and eventually, reality rears its “ugly” head and the bubble bursts on the romantic stage. Sometimes it is a slow leak; other times a sudden and complete blowout. But either way, something happens which causes a minor or major conflict in the new relationship.
3. *The power struggle:* As the disillusionment of adjusting to the reality stage deepens, the couple tends to have more disagreements. Minor issues blow up into larger arguments. Yelling appears for the first time, if it ever will. Both partners dig in their heels and defend their positions on issues fiercely.
4. *Re-evaluation:* The power struggle is physically and emotionally draining and if the couple’s relationship can survive, they move into the next stage of conscious re-evaluation of the relationship. Whereas the original commitment one makes is typically based on projections of fantasy, the re-evaluation stage takes into account the reality, fears and defences of each person. Do I really want to stay with this person?
5. *Reconciliation:* In this stage, if the relationship has survived after the distance of the re-evaluation stage, there is a re-awakening of interest in getting closer and connecting again. Knowing all that they know, coming from reality and not fantasy, there is a decision and willingness to try again.
6. *Acceptance:* The final stage in a committed relationship, which researchers estimate less than 5% of couples ever reach, is one of complete acceptance. There is an integration of the need of the self and the needs of the relationship. Each person takes responsibility for their own needs, for their own individual lives and also for providing support to their partner.

Ending a relationship gracefully

1. The spark is missing. Tell the person you enjoy spending time together, but for whatever reason, you just do not feel the spark.
2. You do not want to mislead the person. Explain that you care too deeply about the person to ever lead them on, or make them feel the relationship has a chance to progress.
3. Be encouraging. Get them know they are a great catch, will recover and will meet someone new.



4. Give positive feedback only. Honestly answer any questions about the breakup. Do not be nasty.
5. Do not blame the person. Do not in any way make them feel like the breakup is their fault. Let them leave the relationship believing it was a poor fit between the two of you.
6. Tell him or her it is not about them. Make it clear that he or she does not have any major physical or intellectual faults. Nice people have a tendency to analyse the breakup for months. If they think it has something to do with their appearance or lack of knowledge about a particular topic, they will beat themselves up for years.
7. Do not continue getting physical. Making a nice person believe there is a chance to continue the relationship, when you have no intention of really dating them again, is just plain wrong.
8. Deliver the message clearly. If you think the person will have a hard time leaving you alone, be as clear and business-like as possible in communicating your message that the relationship is over.



ACTIVITY (WITH OTHERS)

Having read the information above:

- Discuss some reasons why a relationship can dissolve and write a dialogue demonstrating positive ways to dissolve a relationship gracefully.
- Discuss something that you would do differently at home and at work, to foster healthy relationships.
- Perform a role-play demonstrating a change from negative to positive gender relationships.



ACTIVITY (ON YOUR OWN)

Express your views on the social construction of gender. You can express yourself via:

- a) Images.
- b) Emotions.
- c) Gender perspectives.
- d) Lens of experience.
- e) Hopes and dreams (of equity, being respected and valued, open communication, human rights and social justice).

PORTFOLIO CONTENTS

1. Reflections on when I knew my gender.
2. Reflections on the images, emotions, perspectives, experiences and hopes I feel regarding my gender.
3. Reflections on my behaviour in my gender role.
4. My hopes for gender relations.
5. Written views from the male or female perspective on education and training, economy, power and decision-making, health, media and girl child/boy child.



SUMMARY

In this unit you learned about:

- Gender and its origins.
- Gender roles and changes through time.
- Relationships and how to end a relationship gracefully.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

1. Listing and acting out what the trainees perceive to be appropriate male and female behaviour.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I understand the differences between gender and sex.			
I listed what I believe to be positive and negative male behaviour.			
I listed what I believe to be positive and negative female behaviour.			
I wrote down my reflections on when I knew my gender.			
I wrote down my reflections on images, emotions, perspective, experiences and hopes I feel regarding my gender.			
I wrote down my reflections on my behaviour in my gender role.			
I wrote down my hopes for gender relations.			
I wrote down my views, from the male and female perspective, on education and training, economy, power and decision-making, health, media and girl child/boy child.			



2. Sex as an important factor in a relationship.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I wrote down my views on what is important in relationships, regardless of gender.			

3. Reflections on rights of transgender and homosexual people.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I presented my arguments to my partner on the rights of transgender and homosexual people.			
I presented arguments for the rights of all people, regardless of sexual orientation.			



UNIT 9: HUMAN SEXUALITY AND SEXUAL HEALTH

UNIT INTRODUCTION

Human sexuality is an integral part of a person and is manifested throughout the entire life cycle, from birth to death. Lifestyle choices impact on reproductive and sexual health.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Demonstrate an understanding of human sexuality and sexual health as an integral part of the total person, which finds expression throughout the life cycle.
- Analyse the influence of socio-cultural and economic factors, as well as personal beliefs, on the expression of sexuality and sexual choices.
- Build individual capacity to recognise the basic criteria and conditions for optimal reproductive health and develop action competence to reduce vulnerability to priority problems, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), cervical cancer and sexually transmitted diseases (STD's).
- Develop knowledge and skills to access age appropriate health information, products and services related to sexuality and sexual health.
- Promote healthy sexual practices and lifestyles.



REFLECTION

- Is sexual pleasure worth the risk of pregnancy and contracting a sexually transmitted disease (STD)?
- So I have decided to be sexually active - what am I going to do to prevent an unwanted pregnancy?
- How would I want my partner to plan and communicate safe sex practices with me?



DEFINITION

Human sexuality

Human sexuality involves more than just having sex or engaging in sexual activities. Your sexuality affects the shape of your body, the way you see yourself in the mirror and the way your body feels when you touch it. Sexuality is about the person you feel you are as a man or a woman, your sexual orientation and sexual identity. It is about your body and the way you dress, move, speak and act or feel about other people. These are all parts of who you are as a person - from birth until you die - throughout the duration of your life. Our sexuality is a natural and healthy part of the person that we are. Human sexuality comprises a broad range of behaviour and processes, including the physiological, psychological, social, cultural, political and spiritual or religious aspects of sex and human sexual behaviour.

Sexual Health

Sexual health refers to the many factors that impact on sexual function and reproduction. These factors include a variety of physical, mental and emotional issues. Disorders that affect any of these factors can impact a person's physical and emotional health, as well as his or her relationships and self-image.



ACTIVITY (WITH OTHERS)

Aim

After completing this activity, you will be able to:

- Distinguish the differences between the terms sex and sexuality.
- Explore the different components of sexuality.

Materials

Flip chart paper, markers, index cards, pencils, tape.

Procedure

- Write the word "SEX" on a piece of flipchart paper. What thoughts ideas and/or feelings come to mind? Write these down.



- Write the word "SEXUALITY" on flip chart paper. Again, write down any thoughts ideas and/or feelings that come to mind.
- Ponder the following questions:
 - Do you think these concepts mean the same thing? If not, how do they differ?
 - Where did you learn the associations that you have for these two words?
 - Think of specific examples.
 - How do these associations affect how you feel about sex and sexuality?
- Review what you wrote for 1. and 2. Did you realise that sex and sexuality are actually two different concepts? The definitions below explain the differences.

Sexuality refers to the total expression of who you are as a human being - your femaleness or your maleness. Our sexuality begins at birth and ends at death. Everyone is a sexual being. Your sexuality is an interplay between body image, gender identity, gender role, sexual orientation, eroticism, genitals, intimacy, relationships, love and affection. A person's sexuality includes his or her attitudes, values, knowledge and behaviours. How people express their sexuality, is influenced by their families, culture, society, faith and beliefs.

Sex refers to whether or not a person is male or female, whether a person has a penis or vagina. Many of you may have noticed on different forms you have completed for school or at the doctor's office that there is often a question on the form called "Sex." You are required to check either male or female. Sex is also commonly used as an abbreviation to refer to sexual intercourse.

- Get a large index card or piece of paper to write answers to the questions listed below and take a minute or two to record your answers in one of the four corners of the index card. Then write your names in the middle of the cards.
 - Where do young people learn about sexuality? Give at least three examples.
 - What are some of the early messages (from birth to five years old) you received about your sexuality?
 - In thinking about the definition you learned earlier about sexuality, name three ways that you are a sexual being. (These three ways should have nothing to do with sexual intercourse; remember sexuality encompasses much more than sexual intercourse).
 - What advice would you give to persons your age about sexuality?
- Think of one person with whom you could share what you learned; please ensure that you share this information with someone you trust.



Sex and Sexuality: Understanding the Difference

Sexuality is different from sex. Sexuality is a much broader term, has many components, and includes much more than sexual intercourse. Everyone is a sexual being. Sexuality begins at birth and ends at death.

People begin learning about sexuality from birth. People learn about sexuality from a variety of sources, such as their family, community, faith and friends. It is important to question and think critically about the different messages we receive about sexuality, especially those messages from the popular media.

People have different feelings and opinions about sexuality. We have seen that even when people grow up near each other and share a similar culture or faith, they may have different values about sexuality.

It is important for each of us to show respect for people and opinions that are different from our own.

Our sexuality is a normal and healthy part of our lives.

Sex - the mere thought of it can be overwhelming. There is so much to think about, so much to worry about and so much that can go wrong. Whether you are sexually active or not, knowing the facts about what sex is and what it is not, is very important.

Sex is:

- Physical and emotional in nature.
- Risky; you can get pregnant, contract an STD (that may be with you for the rest of your life), have your heart broken or your ego bruised, or feel let down and disappointed when it is over.
- A milestone; you only get one chance to lose your virginity so you should make every effort to ensure the memory is a good one and that the timing is really right for you AND your partner.
- Not to be taken lightly or treated as recreation.
- Best when it is a personal expression of caring between two people.

Sex is NOT:

- A way to make somebody love you or make a commitment to you.
- A test of your love for or devotion to your partner.
- A measure of how mature or grown up you are.
- A good way to get back at your parents or assert your independence.
- A leisure activity.
- Always fun and enjoyable; there will be times when you will wonder if it was really worth it.



Remember, when you have sex for the wrong reasons only you have something to lose!

Sexually Transmitted Diseases (STD's)

Sexually transmitted diseases (STD's) are illnesses that have a significant probability of transmission between humans by means of human sexual behaviour. Some STDs can also be transmitted via the use of intravenous drug needles after its use by an infected person, as well as through childbirth or breastfeeding.¹⁴

Table 9.1 Major Types of Sexually Transmitted Diseases (STD's)

Name of Disease	Description
HIV and AIDS	Human immunodeficiency virus (HIV) is a virus that attacks the immune system and can result in acquired immunodeficiency syndrome (AIDS).
Chancroid	A treatable bacterial infection that causes painful sores.
Chlamydia	A bacterial infection that often has no symptoms, but has serious consequences such as infertility, if not treated.
Crabs	Also known as pediculosis pubis or pubic lice, crabs are parasites or bugs that live on the pubic hair in the genital area.
Gonorrhoea	A treatable bacterial infection of the penis, vagina or anus, that causes pain or a burning sensation and a pus-like discharge. Also known as "the clap".
Hepatitis	A disease that affects the liver. There are more than four types of hepatitis. Hepatitis A and B have vaccines available to prevent infection.
Herpes	Genital herpes is a recurrent skin condition that can cause skin irritations

¹⁴ http://en.wikipedia.org/wiki/Sexually_transmitted_disease



	in the genital area (anus, vagina or penis).
HPV/Genital warts	Human papilloma virus (HPV) is a virus that affects the skin in the genital area, as well as the female cervix. Depending on the type of HPV, symptoms can be wart-like growths or abnormal cell changes.
Molluscum contagiosum	Molluscum contagiosum is a skin disease that is caused by a virus, usually causing lesions and bumps.
Nongonoccal urethritis (NGU)	Nongonoccal urethritis (NGU) is a treatable bacterial infection of the urethra (the tube within the penis), often times associated with chlamydia.
Pelvic inflammatory disease (PID)	Pelvic inflammatory disease (PID) is an infection of the female reproductive organs by chlamydia, gonorrhoea or other bacteria.
Scabies	Scabies is a treatable skin disease that is caused by a parasite.
Syphilis	A treatable bacterial infection that can spread throughout the body and affect the heart, brain and nerves if not treated. Also known as “syph”.
Vaginitis	Different germs, such as yeast and trichomoniasis, cause vaginitis. It is an infection of the vagina resulting in itching, burning, vaginal discharge and odd odour.
Vaginosis	Vaginosis is a bacterial infection that causes pain during urination and if left untreated, can result in kidney failure.



Methods of contraception

Contraception or birth control refers to methods used to prevent pregnancy. Contraceptive use can improve maternal health and decrease maternal and infant mortality rates. By lengthening the time between pregnancies, birth control can also improve adult women's delivery outcomes and the survival of their children.¹⁵

Table 9.2 Methods of Contraception and their effectiveness¹⁶

Method	% Effectiveness with Typical Use	% Effectiveness with Perfect Use
Sterilisation	99	99
Implanted progestin (under skin)	99	99
Injected progestin	99	99
Intrauterine device (IUD)	98	99
The birth control pill	97	99
Male condom	88	97
Female condom	79	95
Diaphragm	82	94
Cervical cap (before children)	82	91
Cervical cap (after children)	64	74
Withdrawal	81	96
Periodic abstinence	80	97
Spermicides	79	94

¹⁵ <http://en.wikipedia.org/wiki/Contraception>

¹⁶ Trussell, J., Hatcher, R.A., Stewart, F.H. and Kost, K. (1994) Contraceptive Technologies. Updated from "Contraceptive Failures in the United States: An Update," Studies in Family Planning 21 (1), 1990.



Safe Sex

Safe sex requires planning and good communication between individuals.

- Safe sex means taking precautions during sex that can keep you from getting a sexually transmitted disease (STD) or from giving an STD to your partner. Have regular check-ups for STD's even in the absence of symptoms, and especially if having sex with a new partner. These tests can be done during a routine visit to the doctor's office.
- While some STD's can be cured some cannot, including HIV (which causes AIDS), and genital human papillomavirus (HPV), which causes genital warts. People who do not know they are infected can spread STD's. Always use protection when having sex.
- Abstinence as prevention: Completely avoiding sexual contact (abstinence), including intercourse or oral sex, is a suitable option for some.
- Learn the common symptoms of STD's. Seek medical help immediately if any suspicious symptoms develop, even if they are mild.
- Avoid having sex during menstruation. HIV-infected women are probably more infectious and HIV-uninfected women are probably more susceptible to becoming infected during menstruation.
- If anal intercourse is practised, use a male condom.
- Avoid douching, because it removes some of the normal protective bacteria in the vagina and increases the risk of contracting STD's.



ACTIVITY (ON YOUR OWN)

PORTFOLIO CONTENTS

1. Discuss the components of sexual health and explain how these components can influence a person's physical health and self-image.
2. Indicate how sexuality is influenced by physiological, social, cultural and spiritual factors.
3. Find out which sexually transmitted diseases are particularly prevalent in your community, what the symptoms are and how the spread of STD's can be prevented.
4. Collect educational material on contraception and family planning and consider which methods are appropriate for different population groups (e.g. age, gender, access to medical facilities, cost).
5. Describe the characteristics of safe and healthy sexual relationships.



SUMMARY

In this unit you learned about:

- The differences between sex and sexuality.
- Sexually transmitted diseases and safe sex.
- Methods of contraception.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

1. Sex, sexuality and sexual health.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I understand the concepts of human sexuality, sex and sexual health.			
I know the major types of sexually transmitted infections or diseases, the symptoms and how to prevent spreading or contracting these diseases.			
I am aware of methods of contraception and the suitability of each for different circumstances.			
I understand the meaning of safe sex.			



UNIT 10: CITIZENSHIP (MAINTAINING GOOD INTERPERSONAL RELATIONSHIPS IN THE COMMUNITY)

UNIT INTRODUCTION

Citizenship refers to the link between a person and the country they live in, and is frequently referred to as nationality. As a citizen of a country a person usually has the right to reside, work and exercise political rights in that country. Although citizenship implies rights and freedoms, it also comes with the responsibility of living in harmony with others and not endangering the lives or wellbeing of others.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Analyse the nature of cooperative and democratic relationships with family, friends, young children, the elderly and the physically challenged in the community.
- Demonstrate an understanding of how relationships can be affected by personal biases and prejudices.
- Demonstrate an awareness of the rights and responsibilities of citizens as members of a community.
- Develop advocacy skills regarding acceptance and inclusion of persons from diverse groupings at all levels of society.



REFLECTION

- How can I participate in the governing of my country?
- Do I feel compelled to assist my community to grow and mature to be safe, secure and to develop into a place of beauty we can be proud of?
- Do I think of my own safety and the safety of others, before I do things?
- Do I consider other people's feelings before I say or do something that might hurt them?



- Do I accept other people who are different from me and try to make friends with them?



DEFINITION

CITIZENSHIP

Citizenship is the relationship between a person and his or her country, usually the same one he or she lives in, supports and owes allegiance to the government of the state and is entitled to certain rights. A person is usually a citizen of the country where he or she is born, but sometimes a person will apply to change his or her citizenship to become a citizen of another country. Being a citizen however goes beyond residing in a country; it also includes some level of nationalism and pride. This is reflected in our interaction and behaviour within our communities and hence with people. Good citizenship means not making other people's lives hard, unhappy or dangerous - for example by behaving in an anti-social way. You have rights, but other people have rights too. They are responsible for your peace and safety, and you are responsible for theirs in the same way.

ESSENTIALS OF BEING A GOOD CITIZEN

1. *Obeying the law.* Being a good citizen requires a person to obey the laws in their community. Laws are made to help you and keep you safe. Obeying the law also shows your respect for others. There are certain groups whose jobs were specifically created to keep a country safe and within the law. Many people for instance view the police negatively and as being oppressive, but they provide an indispensable role in the community. This is inclusive of those talented leaders with the best interest of the country at heart. These groups include:
 - Elected officials, such as those in government.
 - Firefighters.
 - Judicial officials.
 - Law enforcement individuals e.g. police and guards.
 - Military personnel and veterans.
 - Teachers.

By understanding the issues these groups face; by supporting and challenging them when appropriate; and by ensuring that these groups attract the most talented individuals and have the resources they need to carry out their functions, we can help them do a better job and make a country a better place to live.



2. *National pride.* Being supportive of national endeavours that the country may pursue can show national pride. National pride can also be shown by showing respect for the national anthem by standing at attention and being able to recite proudly the country's creed and anthem and respecting the flag.
3. *Contributing to the Community.* A country is really a community of communities. A sense of community and of belonging is something most of us need and want, but which many of us are missing. In today's world where both parents often work, where technology allows us to communicate without leaving the house, where crime has limited our outside activities, where we travel and are a mobile society and where communities are more diverse, a sense of community is not as easy to come by as it used to be. Some of us do not even know who our neighbours are or what they look like.
4. *Citizen Actions.* There are a number of activities that we can participate in to improve our community interaction. These include:
 - Befriend a neighbour who is elderly - invite them to dinner, bring them a dessert, or offer to take them shopping or on an outing.
 - Donate blood.
 - Meet and welcome new people in the area, school or church.
 - Get to know your neighbours.
 - Give away things you do not use.
 - Keep a trash bag in your car.
 - Make friends with those from other ethnicities.
 - Perform a random act of kindness.
 - Pick up a piece of trash.
 - Recycle.
 - Participate in the neighbourhood watch programme.
 - Volunteer.
 - Report crimes.
 - Give to the poor.
 - Assist those with special needs and talents.



5. *Appreciate your environment.* By keeping the environment we live in clean and tidy we express our nationalism and pride about the surroundings that belong to us. The increasing levels of technological development has often blindsided the effects of rapid deterioration on the natural ecology of the earth and hence on human beings. Deforestation and the use of synthetic materials have the ability to leave us in a troubling condition from which it could be difficult to remove ourselves. Therefore, it is vital that a thorough understanding of the importance of the natural environment be taught to everyone and awareness of the effect of our actions on it and upon us. Preserving the environment can be accomplished by:

- Recycling.
- Keeping a garbage bag in the car.
- Planting trees and caring for animals.
- Visiting national parks.
- Placing garbage bins in strategic positions.
- Teaching others about the environment.

6. *Understanding the government.* A democracy is a form of government that is "of, by and for" the people. *Of the people* implies that the government is comprised of regular citizens. *By the people* implies that citizens elect the government. *For the people* implies that the sole purpose of the government is for the benefit of all its citizens. The democratic process is the way we make that happen. We make the "of the people" part happen by running for public office; we make the "by the people" part happen by doing the things needed to elect our best to public office; and we make the "for the people" part happen by doing those things that keep us educated on important issues, that keep elected officials aware of our points of view, and which enforce our laws. The democratic process is not a methodology, but a lifelong way of thinking and acting. When we invest time, energy and money in something we tend to care more about that something. Actions that keep us involved in the democratic process help us care about and appreciate our democracy and freedoms. They are the actions most closely associated with citizenship.

We can be good citizens by:

- Voting.
- Encouraging others to vote.



- Paying taxes.
 - Protesting over something you feel strongly about.
 - Signing a petition you agree with.
 - Giving comments on issues.
 - Writing editorial letters to the newspapers.
7. *Family Interaction.* It is often said that the whole is greater than the sum of the individual pieces. In the case of a country, it is true that the stronger the families and individuals within that country, the stronger the country. This is why building strong family ties is important in building a community. Ultimately the way children behave in the community and around other children is a reflection of the way they were taught by their guardians. There are actions that help individuals to believe in themselves and there are actions that help families enable individual growth, including:
- Setting an example.
 - Teaching children to be respectful to others no matter age or skin colour.
 - Including family traditions.
 - Keeping in touch with relatives, such as aunts and uncles.
 - Allowing children to assist in doing chores.
 - Learning family history.
 - Having family activities.



ACTIVITY (WITH OTHERS)

- Make a list of the people most important to you and state the reasons.
- Perform a play in which you can include a number of different aspects of community interaction. Include helping the elderly, preventing someone from littering and explaining the reasons why we should not litter - include a police officer.
- Let others comment on the play - what the play lacked and what information was left out in explaining certain aspects.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

1. List the people who are most important to you and state the reasons why they are most important to you.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I listed the people most important to me.			
I stated the reasons why they are important to me.			
I listed the people with whom I have a good relationship.			

2. Caring for the elderly or very young or disabled.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I practised caring for the elderly.			
I practised caring for the very young.			
I cared for a disabled person.			

3. Role-play, showing movement from a negative relationship to a positive relationship.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I demonstrated negative behavioural traits in a role-play.			
I demonstrated positive behavioural traits in a role-play.			



PORTFOLIO CONTENTS

1. A quiz about “what kind of friend are you?”
2. List of people most important to you.
3. A plan for a community project to encourage good citizenship.



SUMMARY

In this unit you learned about:

- What it means to be a good citizen and different ways in which one can be a good citizen.
- Democracy, the environment, family interaction, obeying the law, having national pride and community interaction.
- Citizenship and that it does not only refer to being from a certain country, but also includes the interaction within the wider community.
- Improving your interaction with individuals and groups in the community, by further involving yourself with people and groups.



UNIT 11: LEADERSHIP

UNIT INTRODUCTION

Leaders have the ability to inspire and motivate people to accomplish certain goals. Some believe that leaders are born, while others believe that the qualities or behaviours of good leaders can be taught. An understanding of the theory of motivation can assist leaders and managers to influence the behaviour of others.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Analyse your own leadership style.
- Understand the conceptual differences between leadership and management.
- Understand the dynamics of successfully leading others.
- Practise assertiveness in putting forward good choices, motivating and sharing tasks with others and following good leaders.



REFLECTION

- What attributes do I possess that makes me a good leader?
- How can I build my capacity to become a better leader?



DEFINITION

LEADERSHIP

Leadership can be described as the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of an organisation or group of which they are members. A person who has this ability is a leader.

Qualities of a good leader



Leaders possess a number of common qualities:

- *Self-awareness.* Knowledge of your own values, passions, skills, strengths and weaknesses; an ability to admit and learn from mistakes and to seek information to fill knowledge gaps.
- *Integrity.* A strong sense of "what is right" and a demonstration of ethical practices that sets the tone for others. A commitment to teaching by example.
- *Courage.* The strength to act in accordance with your own values and the greater good despite pressures pushing you in other directions. The ability to put the cause before the desire to be popular.
- *Confidence.* A belief in your ability to meet most challenges that come your way.
- *Vision.* A strong sense of where you are going as a person and where you think society, your community and your organisation should be going, and how it might get there.
- *Enthusiasm.* A lively interest in the people, issues and events around you; a feeling of excitement about the possibilities and the energy to guide them towards fruition.
- *Innovation.* The ability to "think outside the box", take risks and develop new and effective solutions to old and emerging problems.
- *Wisdom.* Intelligence, coupled with insight and empathy, as opposed to raw intelligence.
- *Adaptability.* A willingness to be flexible and to respond quickly and effectively to changing circumstances, along with a commitment to continual learning – formal and informal – and the ability to put that learning into practice.
- *Strong interpersonal skills.* An ability to interact and work harmoniously with others, while being prepared to take on individual responsibilities.
- *Effective communication.* A willingness and ability to listen to and understand the thoughts, ideas and concerns of others and to clearly communicate your own. A vision is nothing if it cannot be sold to others.
- *Belief in others.* The desire to build the capabilities of others, praise them where appropriate, support them, provide them with helpful feedback and motivate them to do their best.
- *Peer respect.* An ability to inspire respect, allowing a person to capably lead discussions, maintain discipline and encourage the contribution of others.



- *Insight.* The ability to see the big picture, a strong sense of the stage attained by followers and intuit, and anticipating problems before they arise or before they become insurmountable.
- *Sense of humour.* The ability to laugh at yourself and relieve tense or stressful situations with humour.
- *Competence.* Others are unlikely to follow the lead of a person who does not appear to know what s/he is doing.
- *Delegation skills.* A willingness to trust others and cede some responsibility.

Differences between leadership and management

The biggest difference between managers and leaders is the way they motivate the people who work or follow them. This sets the tone for most other aspects of what they do. There are however some people who are both managers and leaders. Managers generally have subordinates while leaders have followers. The table below lists the differences between a leader and a manager.

Table 11.1 Differences between Leaders and Managers

Subject	Leaders	Managers
<i>Essence</i>	Change	Stability
<i>Focus</i>	Leading people	Managing work
<i>Have</i>	Followers	Subordinates
<i>Seek</i>	Vision	Objectives
<i>Detail</i>	Set direction	Plan detail
<i>Power</i>	Personal charisma	Formal authority
<i>Appeal to</i>	Heart	Head
<i>Energy</i>	Passion	Control
<i>Dynamic</i>	Proactive	Reactive
<i>Persuasion</i>	Sell	Tell
<i>Style</i>	Transformational	Transactional
<i>Exchange</i>	Excitement for work	Money for work



Risk	Take risks	Minimise risks
Rules	Break rules	Make rules
Conflict	Use conflict	Avoid conflict
Direction	New roads	Existing roads
Blame	Take blame	Blame others

Leadership Styles

There are three classical leadership styles.

1. *The Laissez Faire style.* This is a largely hands-off style of leadership that tends to minimise the amount of direction and face-to-face time. This works well if you have highly trained and highly motivated people around.
2. *The Autocratic style.* This leadership style is direct and controlling. People tend to be more orientated toward productivity and goals. Their strength is to get things done and make quick decisions. Autocratic leaders take authority and go head first in solving problems. They like freedom to manage themselves and others. They tend to measure their success by the tasks or activities they complete.
3. *The Participative Leadership Style.* This leadership style requires input from others. People tend to be more concerned about the process of how the decisions are made and that everyone has a voice. Participatory leaders tend to make decisions in a slow, thoughtful process. Generally, these people are good listeners and cooperative.

Can leadership be taught?

There is the constant debate of whether leaders are born or trained. Some believe that no amount of training can make someone rise to be a leader unless they are born with a 'leadership gene'. Others take the view that leadership skills can at least be enhanced, if not developed from scratch, by experience, training, mentoring and circumstance. All it takes is for a person to step forward or step up.

MOTIVATION

Motivating someone is not easy. Motivation comes from within, but a good leader can create an environment in which this motivation can occur. Abraham Maslow developed a



theory of human motivation.¹⁷ Maslow used the terms Physiological, Safety, Belongingness and Love, Esteem, Self-Actualisation and Self-Transcendence needs, to describe the pattern that human motivations generally move through.

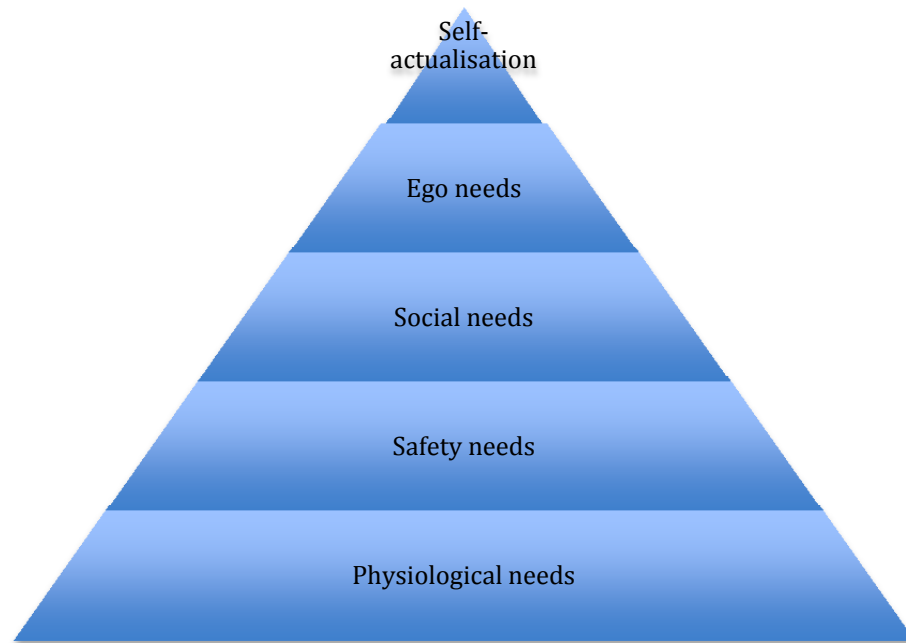


Figure 11.1 Maslow's Hierarchy of Needs

- Physiological needs or basic physical needs include the ability to acquire food, shelter, clothing and other basics to survive.
- Safety needs include a safe and non-threatening work environment, job security, safe equipment and installations.
- Social needs include contact and friendship with fellow-workers, social activities and opportunities.
- Ego needs include recognition, acknowledgment and rewards.
- Self-actualisation needs include realising one's dreams, using one's gifts, talents and potential.

The theory is that once basic needs are satisfied, people want more and are motivated by fulfilling needs in the higher categories in the pyramid (see Figure 5). Progress is the essence of human nature. If we discover who every worker is, his/her drives, special gifts, abilities, hopes and plans for the future; if we take time to discover this, understand what

¹⁷ http://en.wikipedia.org/wiki/Maslow's_hierarchy_of_needs



makes this person "tick", we will be able to utilise this worker in the position which is the best "fit", a step ahead towards employee motivation.



ACTIVITY (WITH OTHERS)

PORTFOLIO CONTENTS

1. Name persons you consider to be successful leaders – national and international, historical and present day.
2. List the traits and characteristics of a successful leader.
3. Using the three (3) basic leadership styles (autocratic, laissez-faire and democratic), give real-life examples of well-known leaders in each of these leadership styles.
4. Get into groups to create an advertisement for an imagined company seeking an individual to fill a vacant leadership position. The job advertisement must state leadership traits and qualities considered desirable or mandatory.
5. Prepare a role-play to demonstrate responsible and effective leadership in a named context, where decision-making or problem solving and other qualities of the leader are needed. There should also be a display of what bad leadership is.



SUMMARY

In this unit you learned about:

- The qualities of a good leader.
- Bad leadership.
- The differences between leadership and management.
- Different leadership styles.
- Motivation of people.
- Your own leadership skills and areas for improvement.
- How leadership skills can be applied to decision-making and problem solving.





ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

1. Creation of an advertisement, by an imagined company, seeking an individual to fill a vacant leadership position. Advertised position must also state leadership traits and qualities considered desirable or mandatory.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I understood the requirements of the leadership position.			
I understood the reason for selecting each leadership trait as a requirement for the position.			

2. A role-play to demonstrate responsible and effective leadership in a named context, where decision-making, problem solving and other qualities of the leader are needed.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I found that leadership qualities were clearly demonstrated.			
I found that the leadership qualities that were demonstrated were applicable in the given context.			



3. Leadership styles and traits of successful leaders.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I named persons I consider to be successful leaders.			
I gave examples of leaders for each leadership style.			
I created a newspaper advertisement to fill a vacant leadership position in my company.			



UNIT 12: AFFECTIVE LISTENING

UNIT INTRODUCTION

Affective listening is a communication technique, whereby a person actively listens to another and responds with appropriate feelings. The listener seeks clarity by paraphrasing or repeating in summary what they have heard and without passing judgement. Practising affective listening is an element of successful interpersonal relationships.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Demonstrate an understanding of affective listening as opposed to informational and transactional listening.
- Analyse the personal intrinsic qualities that impact on affective listening.
- Examine the elements of affective listening.
- Practise the skill of one-to-one listening and giving affirmative feedback without judgement.



REFLECTION

We live alone too often, without the healing power of listening and being listened to. This isolation is at the base of the anger and rage in some of us. Learning to listen and be listened to, are skills that have to be learned. This will oil the wheels of human relations throughout our lives.



DEFINITION

Affective Listening

It is the ability of an individual to respond to another with appropriate feelings. For example, the ways in which family members emotionally respond to each other reveals a



lot about the quality of their relationships. In healthy families, the members can respond with a wide range of emotions: when something good happens to a family member, such as a promotion at work, the other members will most likely be happy and joyful; if something bad happens to this same individual, such as losing a job, family members might be disappointed, sad or even angry. Affective listening is aided when skills such as paraphrasing, using sequential dialogue and summarising are used.

Elements of Affective Listening

Paraphrasing, the use of sequential dialogue, summarising, attentiveness and responsiveness, are all elements of affective listening. Paraphrasing is the rewriting or rewording of ideas from a source in different words without changing its original meaning and can also be used to clarify previously presented ideas. The use of sequential dialogue is the exchange of ideas between two or more people in a logical order. Summarising is the ability to create a short description of information, which includes the most important ideas. Attentiveness is achieved by simply paying close attention to something or someone by noticing, watching and listening. Responsiveness occurs when we answer and respond to another person in a logical and appropriate manner.

The importance of Affective Listening

The practice of affective listening is important, because it aids us in becoming responsive listeners. This in turn improves our communication skills by assuring others of the mutual respect that is shared. It also lends to feelings of self-worth. It shows support to those we listen to affectively, especially during stressful times. By asking questions and carefully listening, you can gain a better understanding of the other person's feelings and can respond in a more helpful way. Empathy, which is the ability to experience another's feelings as if it were one's own, is a major asset in being able to respond with appropriate emotions in a given situation.

Informational and Transactional Listening

Informational listening is the ability to understand a message and to use the information later. Much of the listening people engage in on a regular basis falls under the blanket of listening for information. In the office, people listen to their superiors for instructions about what they have to do. At school, students listen to teachers for information that they are expected to understand for quizzes and tests. In all areas of life, informational listening plays a huge role in human communication.

Transactional listening is used in communication for getting business done, in other words, to achieve a successful transfer of information. No active participation in the discourse is required of the listener. The purpose is usually to gain information.



Basic Intrinsic Qualities that impact Affective Listening

Basic intrinsic qualities are those qualities we are born with and cannot lose, even though we may not always manifest them.

Gift of Listening Exercise

Logistics

Share equal time for each of the pair: A speaks for x minutes and B affirms using the heart after time signal. Then B speaks for x minutes and A affirms using the heart after time signal.

1. *Discuss what to speak about.* You can speak on any topic you like, but remember that your hurts started earlier – sometimes in childhood and the pattern repeats itself when something similar triggers the memory. Check what makes you shout or become angry. Try to remember a time in your childhood when you felt this way. Talk about it in the Gift of Listening Exercise.
2. *Practising affirming via modelling.* Practise affirming based on the qualities of the heart. See Activity (with others) below. Say the name of the person and affirm them by contradicting anything negative and reinforcing the positive, e.g. “Nalini, you are loving and good”, after she told you she shouted at her children because she was sad about her partner ignoring her.
3. *Practise the Gift of Listening regularly* with someone or more than one person preferably.



ACTIVITY (WITH OTHERS)

Gift of listening exercise

Answer the following questions as honestly as possible:

1. What are the intrinsic qualities of self?

Brainstorm and consider five intrinsic qualities and write these in a heart. Some examples of intrinsic qualities include ‘I am good, loving, energetic, intelligent, powerful’. Then add more intrinsic qualities to: I am, and you are.

2. Think about the way you like to be listened to when you wish to talk about important issues to others.



Brainstorm what you like and what you do not like. Write these into a table with two columns labelled, 'Like' and 'Do Not Like'.

Give examples, e.g. Does it satisfy you when you are getting good attention (eye contact)? Give examples of when you were not satisfied about the way you were being listened to (turning away, reading a newspaper, walking away, interrupting, etc.).

Draw a diamond on the board under the label 'How I wish to be listened to' and write in the ways you chose to be listened to. An example could be: There should be full attention with eye contact and nodding, 'uh huh', but with no interruptions out of curiosity as well as no judgment, advice or comments.

- 3. Discuss and write on the board the structure and logistics for the Gift of Listening Exercise.

Logistics: Group in pairs. Share structure for equal time for each of the pair. Person A speaks for x minutes and person B affirms using the heart after the time signal. Then person B speaks for x minutes and person A affirms using the heart after time signal.

- 4. Processing afterwards.

Describe what went well and what was difficult – who wanted to interrupt? You put up your hand. Who forgot and gave advice and comments? Who got good affirmations?

PORTFOLIO CONTENTS

- 1. Write your reflections on the Gift of Listening Exercise.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

- 1. Drawing of a heart (showing the intrinsic qualities of self) and a diamond (showing how I like to be listened to).

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I included five intrinsic qualities in the heart.			



I included at least four ways I like to be listened to, in the diamond.			
---	--	--	--

2. Listening skills practised in pairs.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
The two of us enjoyed equal time.			
We maintained positive eye contact when listening to each other.			
I affirmed, using the person's name and one or two of the relevant qualities of the heart.			

3. Reflections on the Gift of Listening exercise.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I did not judge or give advice while I listened.			
I affirmed without much thought, knowing it would be the right response and/or appropriate contradiction.			
I spoke of something that mattered to me.			



SUMMARY

In this unit you learned about:

- Affective listening and its benefits.
- The Gift of Listening and how it can enhance your conversations, leaving all parties involved satisfied that their input was listened to attentively.



UNIT 13: CONFLICT RESOLUTION

UNIT INTRODUCTION

Conflict arises when there is disagreement between individuals or groups due to incompatible beliefs or actions. An individual can also experience conflict within himself/herself. When faced with conflict, there is an opportunity for development and growth. We learn more about ourselves and lay the foundation for trusting relationships, when we resolve conflict.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Demonstrate an understanding of the terms and concepts as they relate to conflict resolution.
- Demonstrate an understanding of the processes involved in conflict resolution.
- Demonstrate an understanding of the various types of conflict resolution.
- Practise the steps of conflict resolution.



REFLECTION

- Brainstorm and define what constitutes conflict.
- Think about how you try to resolve conflict at home and at work.
- Think about what happens if two people cannot come to an agreement and stubbornly refuse to compromise.



DEFINITION

Conflict

Conflict can be defined as:



- An open clash between two opposing groups or individuals.
- Opposition between two simultaneous, but incompatible feelings.
- A hostile meeting of opposing military forces in the course of a war.
- A state of opposition between persons or ideas or interests.
- An incompatibility of dates or events.
- Opposition in a work of drama or fiction, between characters or forces (especially an opposition that motivates the development of the plot).
- A disagreement or argument about something important.

Conflict can be summarised as the opposition or perceived opposition of needs, values, wishes or perceptions, resulting in stress or tension. It is any situation where incompatible activities, feelings or intentions occur simultaneously.

Knowledge about conflict and conflict resolution is important, as no person is an island and in your daily activities you will encounter other persons and your interactions may result in conflict.

Moreover as reflected in this quote: “A man's own self is his friend. A man's own self is his foe.” - Bhagavad-Gita.

You may also have conflicts within your own self, especially when you are thinking about taking an action that you know is wrong or not suited for the occasion.



ACTIVITY (WITH OTHERS)

- Make a list of people with whom you have had conflict and ways in which you alleviated this conflict.
- Share individual personal methods of managing and resolving conflict with a trusted friend and practise the Gift of Listening to learn their methods of conflict resolution.
- Participate in role-plays, demonstrating the different methods of conflict resolution with this trusted friend.
- Attempt to analyse the following scenarios:
 - Permission from parent to go out.
 - Taking criticism from boss.
 - Passive anger in a relationship.
 - Inability to let go of a love relationship.



- Responding to violence in home or from friend or fellow worker or stranger.

Conflict Resolution Styles

Table 13.1 Conflict Resolution Styles

Style	Characteristic behaviour	User justification
Avoidance	Non-confrontational. Ignores or passes over issues. Denies issues are a problem.	Differences too minor or too great to resolve. Attempts might damage relationships or create even greater problems.
Accommodating	Agreeable, non-assertive behaviour. Cooperative, even at the expense of personal goals.	Not worth risking damage to relationships or general disharmony.
Win/Lose	Confrontational, assertive and aggressive. Must win at any cost.	Survival of the fittest. Must prove superiority. Most ethically or professionally correct.
Compromising	Important that all parties achieve basic goals and maintain good relationships. Aggressive, but cooperative.	No one person or idea is perfect. There is more than one good way to do anything. You must give to get.
Problem solving	Needs of both parties are legitimate and important. High respect for mutual support. Assertive and cooperative.	When parties will openly discuss issues, a mutually beneficial solution can be found without anyone making a major concession.



ACTIVITY (ON YOUR OWN)

Conflict Resolution Styles

The five basic approaches to conflict resolution are summarised in Table 13.1.

Indicate in Table 13.1, the conflict resolution style you are most likely to use:

- with followers - with an F,
- with your peers - with a P, and
- with your supervisor - with an S.

Types of Conflict

Before we can explore the best ways to resolve a conflict, it is necessary to identify what type of conflict it is, thereby enabling us to utilise the best option to resolve the conflict.

1. *Data conflict.*

Data conflict is caused by:

- A lack of information.
- Misinformation.
- Differing views on what is relevant.
- Different interpretations of data.
- Different assessment procedures.

2. *Relationship conflict.*

Relationship conflict is caused by:

- Strong emotions.
- Misperceptions or stereotypes.
- Poor communication.
- Miscommunication.
- Repetitive negative behaviour.

3. *Value conflict.*

Value conflict is caused by:

- Different criteria for evaluating ideas or behaviour.
- Different valued goals.
- Different ways of life, ideology and religion.



4. *Structural conflict.*

Structural conflict is caused by:

- Destructive patterns of behaviour or interaction.
- Unequal power, control, ownership or distribution of resources.
- Geographical, physical or environmental factors that hinder cooperation.
- Time constraints.

5. *Interest conflict.*

Interest conflict is caused by:

- A lack of information.
- Misinformation.
- Differing views on what is relevant.
- Different interpretations of data.
- Different assessment procedures.



ACTIVITY (ON YOUR OWN)

PORTFOLIO CONTENTS

1. For each of the types of conflict, write a brief summary (2-3 lines) of an incident that matched the type of conflict and indicate how you resolved it. Keep this list close to you as we continue onwards to the method of conflict resolution.
2. List ways in which conflicts can be more effectively resolved.

Methods for positive conflict resolution

1. Share negative sentiments only in person with the person involved.

E-mails, answering machine messages and notes are too impersonal for the delicate nature of negative words. What feels harsh on paper may feel like a feather when delivered in person.

2. Create an effective atmosphere.

Creating an effective atmosphere is a very important step in the conflict resolution process. It is more likely for mutual agreements to be reached when atmosphere is given careful consideration. When thinking about



atmosphere, bear in mind the following: Personal preparation, timing, location and opening statements.

3. Use "I understand" several times as you speak.

This phrase will support your goals when the tension is high and you need to find common ground to form compromises or agreements with the other party.

4. Make requests when you are angry.

It is often much more useful to make a request than to share your anger. For example, if the babysitter is driving you crazy by leaving dirty dishes in the sink, it is better to make a request of them to clean, rather than to let your anger leak out in other ways, such as by becoming more distant.

5. Mirroring techniques.

Repeat the exact same words the person uses. "What I hear you saying is that ...". This mirroring technique can keep both the speaker and the listener centred in a difficult conversation, especially when the attitude of the person doing the mirroring is to gain understanding of a different point of view.

6. Understand that you are responsible for your feelings

"I feel angry when you"

- Notice when blame shifting begins to leak into your speech. "I feel angry when you are twenty minutes late and you don't call me" is much better than, "You make me so mad by being late."
- Clarify perceptions. Clarify individual perceptions involved in the conflict.
 - Sort the parts of the conflict; ask what it is about.
 - Avoid ghost conflicts - get to the heart of the matter and avoid side issues.
 - Clarify what, if any, values are involved.
 - Recognise that the parties involved need each other to be most effective.
- Additionally, clarify your perceptions of the other party.
 - Avoid stereotyping.
 - Listen carefully.
 - Recognise the other person's needs and values.
 - Empathise - ask why they feel the way they do.



- Clear up misconceptions you may have of them.

7. Listen to both sides (in your mind or in reality) in order to arrive at a creative compromise.

If you can listen and respond in this way you will bring peace and solutions to the conflict more quickly. For example, in response to an employee's raise request, you might say, "On the one hand I understand that you really need the raise, and on the other hand I represent the company, whose funds are very scarce at this time. Is there a way that I can work on your compensation package that does not involve cash?" Here, the mediator's point of view can look for the creative compromise that takes into account the limits and the needs of both parties.

8. Practise controlling one's emotions in little ways, so that this becomes a habit.

You could view maintaining self-control in a tense, angry conversation as an athletic feat. You could also view developing this skill as similar to working out at the gym with weights - the more you use your self-control muscle the bigger it will grow and the easier it will be to remain calm when tension is great.

9. Try joint integrative reframing.

Try to see the conflict as the other sees it (empathic thinking), as an integrative win-win solution. When conflicts are being approached as unavoidable win-lose situations, it is often useful to ask whether it is possible to redefine the situation so that integrative (or win-win) solutions can be obtained. This is especially important when the original problem definition leaves no acceptable alternatives for the opponent. Although integrative reframing is not always possible, often it is possible to reframe at least part of the conflict in this way.

10. Make mutual benefit agreements.

- Mutual benefit agreements should give you lasting solutions to specific conflicts.
- Instead of demands, focus on developing agreements and find shared goals and desires.
- Build on "doable" things by working on the smaller stepping-stone solutions.
- Pay attention to the needs of the other person in addition to your own interests.



- Recognise the “givens”- basic things that cannot be altered or compromised.
- Clarify exactly what is expected of you in the agreement, i.e. your individual responsibilities.
- Keep the conflict partnership processes going by using and sharing these skills with others.

11. Develop “doables”- or stepping-stones to action.

Doables are specific actions that have a good chance at being successful.

Doables are:

- The ideas that have the best chance at success.
- Steps that never promote unfair advantages of any side.
- Found on shared input and information from all parties.
- Trust builders. They add confidence in working together.
- Actions that meet shared needs.

12. Mirror imaging.

Try to see yourself the way that others see you and make appropriate changes. Mirror imaging is a strategy which parties can use to assess the reasonableness of their behaviour. It asks the parties to look at themselves the way others see them and make appropriate changes if they do not like what they see. Often if disputants will look at themselves honestly, they will notice that they are doing similar things - name calling, deception and rumour spreading, for example - that they fault their opponents for doing. Once this is understood, parties can change their behaviour to appear more reasonable.

13. Build shared positive power.

Power is made up of people’s outlooks, ideas, convictions and actions. A positive view of power enables people to be most effective. A negative outlook on power proves disempowering. Instead of “power with” it encourages “power over”. Positive power promotes building together and strengthening a partnership. This can encourage each person to use shared positive power.

14. Generate options.

- Beware of preconceived answers.
- Look for common threads.
- Make sure options are workable for all parties involved.



- Set aside disagreements and focus on options that seem most workable.
- Avoid spin-off conflicts by bypassing options that will not work for all involved.
- In generating options:
 - Ask first for the conflict partner's option. Listen and learn.
 - Identify key options.
 - When looking at options, do not let past experiences cloud present perceptions and decisions.

15. Focus on individual and shared needs.

Expand on shared needs. Realise that you need one another in order to successfully resolve conflicts. Be concerned about meeting the other person's needs, as well as your own. When you take the time to look, you will recognise that individuals often share needs in common.

16. Look to the future and then learn from the past.

Do not dwell on negative past conflicts, or you will not be able to deal positively in the present or the future. Try to understand what happened in the past and avoid repeating the same mistakes. Do not get stuck in a rut. Learn from past conflicts and be forgiving. Let others know: "I'm not mad at you. I'm mad at what you did."



ACTIVITY (WITH OTHERS)

Gather a group of persons and do the following:

- Review the summaries written for the previous activity and enact them:
 - In the manner that was previously resolved.
 - In accordance to the methods outlined above.
- Re-write new summaries of the conflict situations clearly stating how they should have been resolved and any apologies or other necessary mending or relationship saving activities that need to be taken.



DEFINITION

Mediator

When all the conflict resolution methods do not seem to be helping, it may be time to call in the assistance of a mediator.

A mediator is:

- i. Someone who reconciles differences between disputants.
- ii. Someone who acts as an intermediate agent in a transaction or helps to resolve differences (conflicts).
- iii. A negotiator who acts as a link between parties.

A mediator is a neutral person, who has no biases or favourites between the arguing parties and therefore would be able to give unbiased neutral advice that is in the best interest of all persons involved. They accomplish this task through a process called mediation.

Mediation

Mediation is a voluntary process in which the conflicting participants are assisted by an impartial person - the mediator - to systematically isolate disputed issues, develop options, consider alternatives and try to reach a consensual outcome which will accommodate the parties' needs. Agreements, which are freely reached, rarely break down.

Mediation has a high success rate. Even when the parties are unable to reach a settlement that suits them, they find mediation an empowering and healing process. Successful mediations offer businesses the opportunity to concentrate on being more successful and help individuals retain valuable relationships. The real costs of conflict can be minimised.

The confidentiality of the mediation process encourages people to be open and frank about the issues between them.

Types of issues that can be mediated

Mediation has proven to be an effective process for dealing with disputes around:

- Employment
- Commercial Issues
- Community Issues



- Environmental Issues
- Family Issues
- Farming
- Sport
- Interpersonal Issues

Peer mediation

Peer mediation is both a programme and a process where persons of the same age group facilitate dispute resolution between two people or small groups. This process has proven effective around the world, changing the way persons understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, climate for learning, living and working, as well as a reduced need for disciplinary actions and fewer fights. These skills are transferable outside of the home and into the wider society.

The process is voluntary for both sides. Peer mediators do not make binding decisions, but rather work towards a win-win resolution for both sides in order to avoid further trouble. Administrators in charge of discipline, incorporate conflict resolution into their strategies and processes.

The types of problems include:

- Rumour and gossip
- Relationship difficulties and harassment
- Racial and cultural confrontations
- Classroom and extracurricular disputes
- Minor assaults and fighting
- Cheating and stealing
- Vandalism

More serious problems require professional referral and are not appropriate for peer mediation. These include sexual abuse, assault, suicide, drug use, weapon possession and those that involve legal problems.

Costs to run a peer mediation programme include materials, a dedicated location or facility for mediation and training, staff support, office space and rewards.

Mediation steps

The goal is to move from mutual blame toward a solution acceptable to all parties. This can be accomplished by following the steps in mediation:



Before the session

Disputants

- Disputants fill out a pre-session questionnaire establishing ground rules and committing to: solve the problem, tell the truth and listen respectfully without interrupting.
- Disputants meet with mediators to see if 'chemistry' is right and to ensure there are no conflicts of interest.

Mediator

- The mediator uses listening and communication skills to help fellow students resolve conflict and disagreements before these escalate and they lose power over the situation.
- The mediator solicits questions and clarifications on the process before beginning.

During the session

Mediator

- The mediator meets with disputants and explains exceptions to confidentiality at the beginning of the mediation and asks if they wish to continue.
- The mediator explains steps of the mediation process to the disputants.

Disputants

- Introduce themselves.
- Each in turn tells their story to the mediator, focusing on issues not on who did what, while the other concentrates on listening without interrupting.
- Parties change roles: Each repeats the other's story to their satisfaction, to demonstrate they understand the other's position (not that they necessarily agree with it).

Co-mediators

- Summarise the facts and feelings of both sides for verification and agreement on the issues; leads a discussion of the issues and acknowledges the difficulty in dealing with emotional baggage.
- Ask both parties if any they can think of any solutions or begin a brainstorming session without judgment.
- All suggestions are noted and acknowledged.
- Lead a discussion of the solutions, checking off only the solution(s) that both parties can agree to.



Disputants

- Determine implications of solutions in selecting the best possible outcome.
- Select the best alternative.

Co-mediators

- Verify the verbal agreement with all parties, ensuring that no one is reluctant or afraid to speak out or dissent.
- Write a memorandum of understanding or contract in the parties' own words.

Co-mediators and disputants

- Sign contract.
- Develop a process for follow-up and verify that all will be committed and monitor this process.

Co-mediators thank each person for their contribution to the process and for letting the mediation service help them.



SUMMARY

In this unit you learned about the different types of conflict and conflict resolution styles. You also learned how to positively resolve conflict and when to call in the assistance of a mediator if conflict cannot be resolved to the mutual benefit of the opposing people. You learned about the role of the mediator and the process of mediation as an impartial, voluntary conflict resolution method.



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

- 1. Make a list of people with whom I have had conflict and ways in which to alleviate this conflict.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I have made a list of people with whom I have conflict.			
I listed ways in which these conflicts can be resolved.			

- 2. Reflections on personal method of managing and resolving conflict.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I discussed my personal methods of resolving conflicts.			

- 3. Participation in role-plays, demonstrating the different methods of conflict resolution.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I demonstrated at least one way in which conflict can be resolved.			



UNIT 14: ANGER MANAGEMENT

UNIT INTRODUCTION

Anger is an emotion that can vary from mild irritation to rage. Events or people that a person sees as a threat can trigger anger. If anger is dealt with in a positive way, it has limited detrimental effects and is unlikely to be repeated. If a person deals with anger in a negative way, anger cycles tend to become repetitive and it can be harmful to the person and to others.



UNIT OBJECTIVES

Upon completion of this unit you will be able to:

- Demonstrate an understanding of the terms and concepts as they relate to anger management.
- Demonstrate an understanding of the processes involved in anger management.
- Demonstrate an understanding of the various types of anger management strategies.
- Practise the steps of anger management.



REFLECTION

- Brainstorm and define what constitutes anger.
- Think about what makes you angry – your triggers, things that irritate you.
- Think about your behaviour or reaction to your triggers.



DEFINITION

Anger

Anger can be defined as:

- An emotional state consisting of feelings that varies in intensity from mild irritation or annoyance to intense fury and rage.
- A strong emotion; a feeling that is orientated toward some real or supposed grievance.
- The state of being angry.
- An emotional response to a grievance - real or imagined; past, present or future; often based in a sensation or perception of threat.
- Anger may be provoked or triggered by perceived threats such as conflict or by abstract concepts such as injustice, humiliation and betrayal.

Effects of Anger

Noticeable effects of anger include:

- More acute senses.
- Desire to yell or to move quickly and forcefully.
- The eyes are open wider than usual and pupils are dilated.
- Increased physical strength.
- Speech and motion are faster and more intense.
- Tense muscles.
- Bloodlust.



ACTIVITY (ON YOUR OWN)

- Do you agree that these are all the noticeable effects that you experience when you are getting angry? If not, list all the physical, psychological and emotional changes that you experience when you are getting angry?



Differences between Anger, Hostility and Aggression

Anger may lead to feelings of hostility, which may prompt aggressive behaviour or displays of aggression.

Anger refers to an emotional state, consisting of feelings that vary in intensity from mild irritation or annoyance to intense fury and rage.

Hostility refers to an emotional state, involving angry feelings that result in a complex set of attitudes. These attitudes motivate aggressive behaviour directed at people or things.

Aggression refers to a set of behaviour traits directed at destroying objects and injuring or punishing people.

Types of Anger

There are two types of anger:

'Anger in' or inwardly directed anger. This type of anger is directed toward oneself or inwardly. It is manifested as depression or suppressed hostility.

'Anger out' or outwardly directed anger. This type of anger is directed toward other persons or things, or outwardly. It is manifested as the display of repressed hostility and resentment.



REFLECTION

- Think of incidents when you displayed either 'anger in' or 'anger out'.
- Analyse the frequency of these incidents and decipher which type of anger you engage in the most.



Methods of dealing with anger

Table 14.1 Methods of dealing with anger

Method	Description
<i>Repression</i>	Experiencing, but immediately forgetting the anger or moving the anger to the back of one's mind.
<i>Non-feeling</i>	Never even identifying the feelings or sensations of being angry.
<i>Displacement</i>	Getting angry with a person or object, when someone or something else is the actual target of anger.
<i>Controlling</i>	Holding in the emotional storm of anger.
<i>Suppression</i>	Experiencing the anger, but holding it in with no visible expression of being angry.
<i>Quiet crying</i>	Suppressed anger with no verbal or physical cathartic process. This stifles the emotion of the anger and changes it to sadness and pain.
<i>Assertive confrontation</i>	A direct response to how I feel about the person or object that angered me.
<i>Over-reaction</i>	Fury or rage at something or someone who perhaps does not deserve such a reaction.



ACTIVITY (ON YOUR OWN)

- List some of the ways that you have observed other people attempting to deal with their anger.
- List the ways in which you deal with your anger.



The Anger Cycle

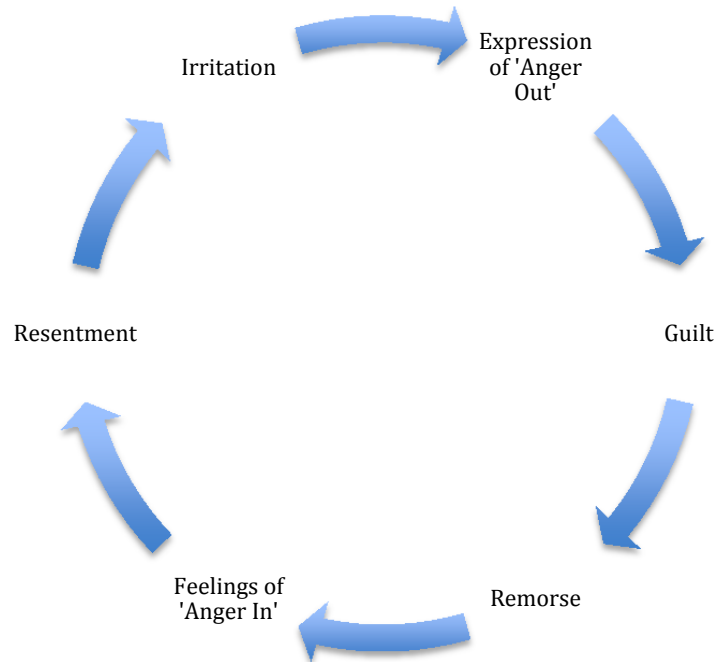


Figure 14.1 The Anger Cycle

The open expression of 'anger out' by one person towards another person is almost always followed by feelings of guilt. The person may immediately feel some elation for expressing their anger, but frequently this is followed by feelings of guilt. Feelings of guilt then leads to feelings of remorse for being so hard or mean to the person upon whom the anger was vented. Remorse functions like a self-checking device and results in the anger being suppressed, thus becoming 'anger in', which can lead to depression. This 'anger in' over time will lead to resentment towards the person towards whom the original expressed anger expression was targeted. If this person, down the road, begins to irritate the "angry person", over time the person will not suppress his/her anger and express 'anger out' all over again. This leads to a repeat of the anger cycle of guilt, remorse, 'anger in', resentment, irritation and 'anger out'. This is a maladaptive model of handling anger and is not a recommended way to deal with anger.

A more adaptive method to dealing with one's anger is recommended.

The instinctive, natural way to express anger is to respond aggressively. Anger is a natural, adaptive response to threats; it inspires powerful, often aggressive, feelings and behaviours, which allow us to fight and to defend ourselves when we are attacked. A certain amount of anger, therefore, is necessary for our survival. On the other hand, we cannot physically lash out at every person or object that irritates or annoys us. Laws, social norms and common sense place limits on how



far our anger can take us. People use a variety of conscious and unconscious processes to deal with their angry feelings.

Approaches to anger

The three main approaches to anger are positive, negative and unexpressed anger.

1. *Positive anger* is expressed when the individual who is expressing the anger does so without hurting others or themselves. This is the healthiest way to express anger. Some ways one can positively express anger is:
 - Beating on a pillow or mattress.
 - Physical exertion, i.e. football, basketball, karate, etc.
 - Loud yelling.
 - Screaming in a vacant parking lot.
 - Writing in a journal.
 - Writing a letter of anger, but ripping it up the next day.
 - Wringing a towel.

2. *Negative anger* is expressed when the individual who is expressing the anger does so by hurting others or themselves. Some examples of negatively expressing anger are:
 - Abuse - verbal, physical, sexual, mental and emotional.
 - Violence.
 - Suppression.

3. *Unresolved or unexpressed anger* occurs when an individual refuses to deal with the situation or the trigger, which made them angry. Rather, they ignore or bottle up their true feelings on the matter. Thus, their anger is never resolved or managed positively. This in turn produces tension and stress, which is continuously accumulated until one day it is released in a negative way.



ACTIVITY (ON YOUR OWN)

- Can you think of other methods of expressing positive anger, besides those listed?
- Do you think that these methods are ones that you can easily employ to deal with your anger?

Reframing



Reframing is using a rational approach to rethink and reason in your mind what is going on and why you are angry.

- Is this a trigger event bringing up old unresolved anger or resentment in me?
- How can the situation be provoking my anger as a product of my past?
- What is the true cause of my anger?
- Is this person provoking my anger, because s/he is having a bad day or because s/he needs more of my understanding?
- How am I feeling about this?
- What needs to be changed here?
- What alternatives can I use to get the best results in handling this situation?

Overcoming unresolved anger

In handling a current anger situation, you may have come upon a trigger event that brings up past feelings of hurt, pain, resentment, hostility or anger. The trigger event is not what you are actually reacting to, but rather it is the past situation, (one that went unresolved) to which you are reacting.

The following steps will assist you in working out this unresolved anger:

1. Take a pillow or cushion and go alone to your bedroom or to a quiet location.
2. Position yourself so that you are kneeling in front of the pillow or cushion, which is either on a bed, a chair or the floor.
3. Begin to visualise a scene or a series of scenes surrounding the situation, event or person with which you have unresolved anger.
4. As you are visualising the scene, begin to pound the pillow and yell out how you feel about the situation, event or person. Yell your guts out!
5. Continue pounding the pillow and letting out your feelings until you feel satiated.
6. At this point begin to use your reason and rationality to reframe or restate the situation. Begin to allow yourself to forgive those situations, events or persons for what happened to you. Do not proceed to the next step until you can come to a healing of your spirit at this point.

If you are stuck, repeat Steps 3 and 4.
7. Once you feel as if you have been able to forgive and you feel healing beginning, write down what it was that made the reframed or restated situation have less blame and thus be able to be forgiven.



8. If person(s) involved in the unresolved anger situation are still accessible and capable of communicating on a healing, non-blaming, feeling level, share your resolution with them and let the forgiveness and healing become alive. If the person(s) involved are unavailable, let the forgiveness and healing take hold in your heart.

9. If in the future a trigger event brings up this same unresolved anger, repeat steps one through eight. For some unresolved anger situations, you may need to repeat these steps many, many times.



SUMMARY

In this unit you learned about anger, the anger cycle and how to deal with anger. You practised anger workouts to improve your ability to deal with anger.



ACTIVITY (ON YOUR OWN)

PORTFOLIO CONTENTS

Your anger workout is the method that you use to deal with your anger. In order to improve your ability to work anger out of your life, you need to first assess your understanding of anger.

1. Start by answering the following questions in your portfolio:
 - What is my definition of anger?
 - What usually makes me angry?
 - Who usually makes me angry?
 - What hot buttons or triggers are likely to arouse my anger?
 - How do I usually express my anger?
 - How healthy is my expression of anger?
 - How do I feel when I am in the midst of expressing anger?
 - How do I feel after I have expressed my anger?
 - What are the benefits of my openly expressing anger?
 - What inhibits my ability to express anger?
 - How do others react to my open expression of anger?
 - What negative results occur from my expression of anger?



- What is the positive outcome of my expression of anger?
 - Where are my problems with anger rooted?
 - How can I recognise my anger and then express it in a healthy way?
2. Once you have analysed current anger in your life, you need to recognise past, unresolved anger by answering the following questions:
- What anger issues in my life remain unresolved?
 - Who are the people with whom I still have unresolved anger?
 - What events continue to conjure up anger for me today?
 - What attempts have I made to work on my unresolved anger?
 - How can I free myself up to work on my unresolved anger?
 - What inhibits me to work on my unresolved issues?
 - How can I forgive, forget and heal the past anger?



ACTIVITY (CHECKLIST OF PERFORMANCE TASKS)

1. Make a list of people with whom I have had conflict and ways in which to alleviate this conflict.

Performance Criteria	YES	NO	If NO, Plan to do by (due date):
I understand the concepts of anger, hostility and aggression.			
I listed the effects of anger.			
I listed the different types of anger.			
I defined the different methods of dealing with anger.			
I understand the anger cycle and the recommended adaptive method of dealing with anger.			
I understand positive, negative and unexpressed approaches to anger.			



APPENDIX A

READING LIST

Use the links provided to search for additional reading materials on life skills topics:

Commonwealth of Learning

<http://www.col.org/resources/crsMaterials/Pages/OCW-OER.aspx>

Commonwealth Connects Portal

<http://doer.col.org>

AfricaEducation

http://www.africaeducation.org/open_courseware.htm

WikiEducator

<http://wikieducator.org/Content>

Psychology Today

<http://www.psychologytoday.com>

Mayo Clinic

<http://www.mayoclinic.com/health/HealthyLivingIndex/HealthyLivingIndex>

Directory of Open Access Journals

<http://www.doaj.org>



APPENDIX B

PORTFOLIO CONTENTS

Unit 1: Self-esteem and Self-improvement

1. Completed Wheel of Life.
2. Beginnings of a Personal Development Plan, with plans from the Wheel of Life, and continue with plans and decisions from other themes.
3. Picture or representation of self.

Unit 2: Values Clarification

1. Make up a game or cartoon or story to give someone the opportunity to examine his or her values. (Write the instructions for the game clearly. Play the game with someone. Put the game into your portfolio).
2. Reflect on your values:
 - i. List the values you hold dear (e.g. spirituality, wealth, consideration for others, popularity etc.).
 - ii. Share these and the reasons with your neighbour.
 - iii. Number the five most important values in order of priority.
 - iv. Discuss and note how you demonstrate these values in your life and how you could do this better.
 - v. Illustrate each value and add it to your portfolio.

Unit 3: Goal Setting and Time Management

1. Your personal and/or professional timeline of goals for the next 5 years or more.
2. Your five or more steps to attain your major goals.
3. A list of time savers and time wasters.
4. Monthly plans.
5. To-do-list.

Unit 4: Nutrition

1. Written work on nutrition survey.
2. Seven-day meal plan.
3. Advertisement/quiz/debating points to convince peers to eat nutritious food.

Unit 5: Fitness

1. A fitness plan, stating how you intend to maintain or improve your fitness level.

Unit 6: Drug Education



1. Notes on class and panel discussions.
2. Illustrations and writing based on research on personal action plan.
3. Illustrations, writing and diagrams based on research on the community action plan.
4. Summary based on information gathering on the facts, causes, effects and solutions of each drug discussed.
5. Brochures and other illustrative materials that convinced others to abstain from drug use.

Unit 7: Parenting

1. List the issues in the forefront of parenting, based on discussions and research findings.
2. Action plan of activities to be followed as a good parent.

Unit 8: Gender and Relationships

1. Reflections on when I knew my gender.
2. Reflections on the images, emotions, perspectives, experiences and hopes I feel regarding my gender.
3. Reflections on my behaviour in my gender role.
4. My hopes for gender relations.
5. Written views from the male or female perspective on education and training, economy, power and decision-making, health, media and girl child/boy child.

Unit 9: Human Sexuality and Sexual Health

1. Discuss the components of sexual health and explain how these components can influence a person's physical health and self-image.
2. Indicate how sexuality is influenced by physiological, social, cultural and spiritual factors.
3. Find out which sexually transmitted diseases are particularly prevalent in your community, what the symptoms are and how the spread of STD's can be prevented.
4. Collect educational material on contraception and family planning and consider which methods are appropriate for different population groups (e.g. age, gender, access to medical facilities, cost).
5. Describe the characteristics of safe and healthy sexual relationships.

Unit 10: Citizenship



1. A quiz about “what kind of friend are you?”
2. List of people most important to you.
3. A plan for a community project to encourage good citizenship.

Unit 11: Leadership

1. Name persons you consider to be successful leaders – national and international, historical and present day.
2. List the traits and characteristics of a successful leader.
3. Using the three (3) basic leadership styles (autocratic, laissez-faire and democratic), give real-life examples of well-known leaders in each of these leadership styles.
4. Get into groups to create an advertisement for an imagined company seeking an individual to fill a vacant leadership position. The job advertisement must state leadership traits and qualities considered desirable or mandatory.
5. Prepare a role-play to demonstrate responsible and effective leadership in a named context, where decision-making or problem solving and other qualities of the leader are needed. There should also be a display of what bad leadership is.

Unit 12: Affective Listening

1. Write your reflections on the Gift of Listening Exercise.

Unit 13: Conflict Resolution

1. For each of the types of conflict, write a brief summary (2-3 lines) of an incident that matched the type of conflict and indicate how you resolved it. Keep this list close to you as we continue onwards to the method of conflict resolution.
2. List ways in which conflicts can be more effectively resolved.

Unit 14: Anger Management

Your anger workout is the method that you use to deal with your anger. In order to improve your ability to work anger out of your life, you need to first assess your understanding of anger.

1. Start by answering the following questions in your portfolio:
 - What is my definition of anger?
 - What usually makes me angry?
 - Who usually makes me angry?
 - What hot buttons or triggers are likely to arouse my anger?
 - How do I usually express my anger?
 - How healthy is my expression of anger?
 - How do I feel when I am in the midst of expressing anger?



- How do I feel after I have expressed my anger?
 - What are the benefits of my openly expressing anger?
 - What inhibits my ability to express anger?
 - How do others react to my open expression of anger?
 - What negative results occur from my expression of anger?
 - What is the positive outcome of my expression of anger?
 - Where are my problems with anger rooted?
 - How can I recognise my anger and then express it in a healthy way?
2. Once you have analysed current anger in your life, you need to recognise past, unresolved anger by answering the following questions:
- What anger issues in my life remain unresolved?
 - Who are the people with whom I still have unresolved anger?
 - What events continue to conjure up anger for me today?
 - What attempts have I made to work on my unresolved anger?
 - How can I free myself up to work on my unresolved anger?
 - What inhibits me to work on my unresolved issues?
 - How can I forgive, forget and heal the past anger?