FIT FOR LIFE AND WORK
LEARNERS 21ST CENTURY SURVIVAL KIT

Learner’s Own Workbook

Learner Welfare Psychological Services and Special Needs Education (LEPS) Department
FIT FOR LIFE AND WORK

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Introduction And Acknowledgements

Dear Learner

This Workbook is for you

It is a guide to help you explore and widen your knowledge about common matters that one faces as part of growing up. A number of activities are provided to guide you in expanding your skills for achieving the best in your health, studies, social life and future plans.

How did this Workbook come about? That is a good question indeed.

Briefly, this is what happened. In 2020, the Ministry of Primary and Secondary Education introduced a radio programme for learners to benefit from the Guidance and Counselling –Life skills Empowerment services that are available for all from the level of Early Childhood Development (ECD) to Advance level (Upper 6th Form). The programme covered a range of topics under the theme: Fit for Life and Work: Learner’s 21st Century Survival Kit.

From the feedback that was received from learners, it was realized that a printed Workbook is a useful guide that can be used by most learners at anytime, anywhere.

It is also a useful guide for teachers to lead interactive Guidance and Counselling sessions with groups of learners at their schools it can also be used through online platforms.

Our aim is to make this Work Book easy for all learners regardless of literacy level, disability, language or other barriers. That is why there are pictures and illustrations on every topic.

Much support was received from the Permanent Secretary, for Primary and Secondary Education, Mrs Tumisang Thabela in facilitating the task- team drawn from the Curriculum Development and Technical Services, Primary Secondary and Non Formal Education, Communication and Advocacy as well as the Learner Welfare Psychological Services and Special Needs Education Departments.

Under the leadership of the Chief Director for Learner Welfare Psychological Services and Special Needs Education, Ms Kwadzanai Nyanungo, this team listened to the recorded Interactive Guidance and Counselling Sessions from the four different Radio Stations that ran the programme from 2020- mod 2021and enriched the content to produce this Workbook for the benefit of all learners in Zimbabwe.

Above all, the Ministry of Primary and Secondary Education greatly appreciates the technical and financial support received from the UNFPA under the Spotlight Initiative to Eliminate Violence Against Women and Girls supported by the European Union, which enabled the drafting of this Fit for Life and Work: Learner’s 21st Century Survival Kit Workbook, particularly during the challenging period of the COVID-19 global pandemic.
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About this Workbook

Who is it for?
If you are of school-going age, from Early Childhood Development Education (ECD) to Secondary School level, this Workbook is for you. Your teacher will help in simplying the exercise to your level.

Where can you find this Workbook?
There are many ways of getting this document.

1. You may download this Workbook from the Ministry of Primary and Secondary Education website www.mopse.co.zw. Also the Facebook page: Ministry of Primary and Secondary Education-Mopse Zim, Twitter: @ MoPSEZIM. You may request it through the telephone by dialing the Toll Free Line: 317.

2. You can borrow it from your school or other local library

3. Your school-based Guidance and Counselling-Life skills-Empowerment core team of teachers can print copies and make sure that you have access to this.

More ways will be created, so keep checking.

How to Use this Workbook
This is a guide to help you research, discover and make use of new knowledge, insights, skills and resources for your own development. You are encouraged to do all the exercises provided in each unit.

Using this Workbook, you may develop your own notebook, where you write down, draw, pin or paste important information for your own use, now and in future.

It is also a good idea to use this in group work with your friends and learn together. At school, this workbook is also a resource for the Guidance and Counselling- Lifeskills Empowerment sessions.

It is hoped that you will have fun as you learn!

What if you cannot read everything well?
There are pictures and diagrams to help you to quickly understand the subject matter.

You may then ask for help from someone who can read better than you, so that you can follow and benefit too.

You may ask your teacher to help you to simplify this to your level.

What is important is that you learn more about life and work.
What about Other Languages besides English?

It is indeed a good thing for learners to access this material in their preferred language.

When resources allow, the same workbook will be translated to different languages and also simplified for the lower grades.

Learners are also encouraged to ask their Indigenous Languages teachers for help with translation.

What if you have a disability?

Learners with visual challenges are free to ask for Braille copies through the Special Needs Education teachers within their school, or cluster. Heads of schools know how to facilitate this. Voice output reading software is also feasible on some ICT gadgets. Learners who use sign language are encouraged to approach the Special Needs Education teachers at their school or ask for assistance from the head of school.

The same support is extended to learners with physical challenges who may need further help.

Learners with intellectual challenges may need further simplification from their teachers.

If you cannot find help through your school, please ask your parent or guardian to contact the Remedial Tutor at the nearest District Office of the Ministry of Primary and Secondary Education. The contact details are on the Ministry website www.mopse.co.zw

The ministry also has a toll free number that you can call without paying for airtime at all.

You simply call 317
UNIT 1

SAFE SCHOOLS, SAFE HOMES AND SAFE NEIGHBOURHOODS

Introduction

It is important to keep safe and protected at all times. Some dangers are easy to identify but many are hidden. This is why bad things can happen to anyone at anytime and anywhere. In this unit we are going to explore current safety and risks in various environments which you may find yourself in. You will learn to assess different safety and risks in different surroundings. This will help you to understand some of the causes, contributing factors, circumstances and resources within your reach for your own personal safety. You will also learn to identify your own personal resources and individual safety. In this regard, you should be able to identify prospective resources through research about safety, survival skills and all known dangers that can affect other children in physical space.

Objectives

By the end of this unit you will be able to do the following:

• Follow a systematic way of measuring the safety of any place, situation, activity or individuals
• Conduct a risk mapping exercise and pinpoint places, situations and people to avoid.
• Make your own directory of resources, contacts and child protection services around you.
• Demonstrate your ability to ask for help and receive it.
• Practice kindness to anyone who is unaware of danger.
• Offer help to another child who needs to be put in contact with child protection service providers
• Act wisely and protect yourself and others when there is a public health threat like cholera, typhoid or COVID-19
Activity: What you know. What your experiences are

A. A disease-prone school environment - dirty, no water etc

a. Briefly state what is happening

b. Where can this happen?

c. Do you know any story where such a thing has happened to anyone?
Can this be avoided? How

a. Briefly state what is happening

b. How can this happen?

c. What are the problems with a school like that one?

d. Is it safe to be in a school like that? Explain your answer
List 10 things that make a school safe for everyone

- Electric cables
- Sockets
- Swimming pool
B. Dark places where bad things can happen/ bad people hiding

a. Briefly state what is happening

b. Where can this happen

c. Do you know any story where such a thing has happened to anyone? Please write it down

d. Can a child do anything to avoid this? How
C. Isolated places

a. Briefly state what you see

b. What makes this a safe place to be?

c. What makes it an unsafe place for the child?

d. Do you know any story where something bad has happened to anyone in a place like this? Please write it down.

e. Can a child do anything to avoid this? How?
D. A kidnapping into a vehicle

a. Briefly state what you see

b. Do you know any story where this has happened to anyone in a place like this? Please write it down

c. Can a child do anything to avoid this? How
E. Drowning

a. Briefly state what you see

b. When is it safe to be in a place like this?

c. When is it not safe to be in a place like this?

d. Can a child do anything to avoid such danger? How?

e. What can happen in a place like this?
F. Electrocution

a. Briefly state what you see

b. Is this a safe thing to do? Why?

c. Do you know any story where something like this has happened to anyone in a place like this? Please write it down

d. Can a child do anything to do this safely? How?
Physical assault

a. Briefly state what you see

b. Why is the boy doing that to another boy?

c. How is the other feeling?

d. Do you know any story where something bad has happened to anyone in a place like this? Please write it down

e. What should a child do if one finds self in this situation? How?

f. What should one do if they see this happening to someone else?
H. Lightning

a. Briefly state what you see

b. What helps to prevent the danger?

c. What are the safest places to be when this is lighting?

d. What should one avoid touching when there is lightning?

e. What is a lightning conductor?
I. Sexual abuse of a male child and of a girl child

a. Briefly state what you see

b. Which people are known to have abused children in this way?

c. How can one tell if one is at risk of abuse from someone they know?

d. What does the word grooming mean?

e. Can a boy be groomed? By who?

f. Can a girl be groomed? By who, how?

g. If it happens to you or someone that you know, what steps should you take?
Children selling things at an obvious alcohol drinking place/ Growth point/ Roadside

a. Briefly state what you see

b. What dangers are there for children in places like this?

c. Do you know any story where something bad has happened to anyone in a place like this? Please write it down

d. Can a child do anything to avoid this? How

e. If something bad happens to you in a place like this, what steps should you take? Why?
Exercise 2

This exercise is for you to think about your safety in different situations. You are encouraged to do your own research so that you discover more things that you were not aware of. Copy the table below and fill it in.

<table>
<thead>
<tr>
<th></th>
<th>I feel safe when/if</th>
<th>I sense danger when/if</th>
<th>I know something bad that happened to another child or an adult in a place like this</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Visiting or staying in other homes besides my home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having visitors at our home</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>In your neighbourhood</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>On way to school</td>
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<td></td>
<td></td>
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<tr>
<td>On way back from school</td>
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<td></td>
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<tr>
<td>At the shops</td>
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<td></td>
<td></td>
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<tr>
<td>When all adults are away</td>
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<td></td>
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<tr>
<td>When alone with one other person at home</td>
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<tr>
<td>When using transport vehicles</td>
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<tr>
<td>When at church, at weddings funeral gathering</td>
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<td></td>
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<tr>
<td>Attending sporting events</td>
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<tr>
<td>Attending a party</td>
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<td></td>
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<tr>
<td>Music galas and other entertainment events</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fetching water</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Swimming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossing a river</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossing roads/streets</td>
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</tr>
</tbody>
</table>

What have you learnt from this exercise? 

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Making Myself Safer

Now you will do a number of activities that help you to understand resources within your reach for your own personal safety

<table>
<thead>
<tr>
<th>How to keep yourself safe</th>
<th>Where to seek help if in need? Contact details</th>
<th>How do you ask for help</th>
<th>Exactly where to seek help near you. Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selling vegetables and other items at the growth point, market place or bus stop</td>
<td></td>
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<tr>
<td>Waiting for transport at a bus stop to go to school</td>
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<tr>
<td>Boarding a commuter</td>
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<tr>
<td>Omnibus or private vehicle</td>
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<tr>
<td>Applying for a job</td>
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<tr>
<td>Approached by a stranger</td>
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<tr>
<td>Seeking information or assistance at a Police</td>
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<tr>
<td>Station, hospital, church</td>
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<tr>
<td>Research more on other activities that can keep you safe</td>
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</tbody>
</table>

Practical Problem solving Activity: Hazards in the home

Our home is meant to be the safest place for us, but there are potential dangers even there. This exercise is for you to quickly assess hazards in your home environment and know how to look after yourself and others if exposed to any danger.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Preventing accident or harm</th>
<th>First aid if injured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poison</td>
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<tr>
<td>Fire</td>
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<tr>
<td>Electrocution</td>
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<tr>
<td>Robbery</td>
<td></td>
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<tr>
<td>Snakes</td>
<td></td>
<td></td>
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<tr>
<td>Sharp objects</td>
<td></td>
<td></td>
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<tr>
<td>Dog bites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bees</td>
<td></td>
<td></td>
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<tr>
<td>Wasps</td>
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<tr>
<td>Lightning</td>
<td></td>
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<tr>
<td>Crocodile attacks</td>
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</table>
Case study 1

Boy (13) electrocuted

May 22, 2019

BY NIZBERT MOYO – NEWSDAY

A THIRTEEN-YEAR-OLD Form 1 student from Emakhandeni suburb in Bulawayo was on Monday electrocuted while fetching lemons from a tree, acting chief fire officer, Edward Mpofu has confirmed.

“On Monday morning we attended a fatal incident at house number XXXX Emakhandeni suburb. A 13-year old boy got electrocuted while getting lemons from a tree using a long wire that got into contact with overhead electric cables. Zimbabwe Electricity Supply Authority (Zesa) switched off power to allow fire fighters to remove the body from the tree,” Mpofu said yesterday.

Mpofu advised residents to educate children on the danger of using items that are good conductors of electricity or to avoid playing near power lines. Ward 11 Emakhandeni councillor, Pilate Moyo said residents are deeply pained by the death of the juvenile.

“This is very painful; he was not supposed to die in this way, worse I understand he was getting lemons to prepare for his breakfast to go to school. He stays with his parents and his father was away at that time fending for his children,” Moyo said.

Decision Making and Personal Action Plan

Draw a picture of your school, house and community. Indicate in red where you were injured or attacked by thieves and give the reason why. Indicate in green the areas where you will be safe and explain why.

Five steps to risk assessment

Step 1. Identify the hazards—walk around your venue and look what could reasonably be expected to cause harm.

Step 2. Decide who might be harmed and how.

Step 3. Evaluate the risks and decide on precautions—having spotted about the hazards, you then decide what to about them.

Step 4: Record your findings and implement them.

Step 5. Review your risk assessment and update whenever necessary.

What are safety measures that this boy could have taken?
Developing Own Safety plan

From this Unit, what key areas do you need to look at in order to improve your safety? Please follow the guiding table below

<table>
<thead>
<tr>
<th>Areas /Places/ Situations/ People that make me unsafe</th>
<th>My safety steps</th>
<th>When I will take the steps</th>
<th>How will I know that I am safe?</th>
<th>Date, Time and Place of any safety events in my life from now onwards</th>
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UNIT 2

DEVELOPING MYSELF INTO THE BEST PERSON I CAN BE

Introduction

Personal development is a never-ending journey of self-improvement as each and every one of us has to continue striving to reach their personal best in every sphere of one’s life. Through this Unit you will learn a new way of understanding some of the issues that enhance or disturb you from becoming the best person that you can be.

You will also learn how to use the resources around you, as well as new contacts and links that you will discover, so that you can get help when you need it.

Objectives

• By the end of this Unit, you will be better able to do the following:
  • Demonstrate a deeper understanding of your total identity, including your culture and beliefs and values in the way that brings out the best in you.
  • Learn new ways of getting the most out of your strongest points as a person.
  • Follow the systematic steps in describing your purpose in life and ways of improving your focus on that purpose.
  • Explain the basis of your personal values, habits and character.
  • Make your own plan for personal growth and how you will monitor it as you get older.
  • Sign your own directory of ideas, resources, local contacts and possible sources of help on issues where you need support for your own self-improvement.

My total Identity, culture, beliefs and Values
Exploring my world

Please copy this table and fill it in.

Yes, you can interview other people to get some of the answers.

By the time you finish filling in this table, you will realise that you learn new things about yourself every day.

<table>
<thead>
<tr>
<th>What?</th>
<th>My notes,</th>
<th>What I need to find out more about</th>
<th>What I am not happy about</th>
<th>What I need to improve on</th>
<th>When do I start working on self-improvement on this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My origins and family</td>
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<tr>
<td>Languages that I know</td>
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<tr>
<td>What I eat and drink</td>
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<tr>
<td>My region/Faith</td>
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<tr>
<td>My appearance</td>
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<tr>
<td>My disabilities</td>
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<tr>
<td>When I am not well, it is usually a problem of.....</td>
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<tr>
<td>My talents and special abilities</td>
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<tr>
<td>5 best things about my character and behaviour</td>
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<tr>
<td>5 best things that I like about my brothers</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 best things I like about by sisters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 best things that my friends like about me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 best things that my parents like about me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5 best things that my teachers like about me</td>
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<td></td>
</tr>
<tr>
<td>What?</td>
<td>My notes, What I need to find out more about</td>
<td>What I am not happy about</td>
<td>What I need to improve on</td>
<td>When do I start working on self-improvement on this?</td>
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<td>---------------------------------------------------------------------</td>
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<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5 best things that my neighbours like about me</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>What I like about my cousins is ..................................</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>My favourite uncle is .......... because ..........................</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>My favourite Aunt is ............ because..........................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10 things that I know about my grandmothers are........................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 things that I know about my grandfathers ..........................</td>
<td></td>
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<tr>
<td>For me, a god person is someone who has the following 10 characteristics/does the following 10 things..............</td>
<td></td>
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</tr>
</tbody>
</table>
Becoming the best I can be with my Strengths and Weaknesses

On a scale of 1 to 10 please rate yourself on the following.

1 = lowest strength,
10 = the best you can be

Self rating (1-10) Reasons for score What to improve on

a. How I communicate with others

b. How I manage my time

c. My ability to budget money

d. My personal appearance

e. My performance in class

f. My performance at sport

g. Developing my talents

h. Looking after my health

i. Being a good friend to others

j. Choosing friends that encourage me to be my best self

k. How I react to criticism

l. My sense of responsibility

m. How I look after my property

n. How I contribute to the environment around me

o. How helpful I am to those that need help

p. How I spend my free time

So, what is your total score out of 150?

What percentage is that?

What have you learnt from this self-rating exercise?
My purpose in life

Assignment

Read as much literature as you can about Purpose in life. You are encouraged to ask your teacher, pastor or other people who know about the idea that every person was created for a purpose.

Draft 5 questions that you will use to learn more about how people find out their own purpose in life. You can add more questions, if you like

Find an adult who you admire for the way he or she seems very organized and is achieving what other people also admire. Make an appointment to interview this person. You can interview more than 1 person. Write down their answers here.

What lessons have you learnt from the interview?
**Setting my own goals to fulfill my Purpose in life**

You may now begin setting your own personal goals. You can choose from the list below, the areas you want to focus your goals on. Yes, you can add other areas too.

- My studies
- My talents
- My family life
- Social life and friendships
- Financial goals and managing money

Skills I want to learn e.g. driving, swimming, ICT, new languages, public speaking

Character weaknesses I need to overcome

Building on my character strengths

My spiritual life

What 5 goals are you setting for yourself to reach this year? For each goal state the reasons why.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Reasons</th>
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Now do the same to set your goals for the next year

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<th>Goal</th>
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Goals for the next 5 years?

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<th>Goal</th>
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Goals after finishing Secondary school?

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<th>Goal</th>
<th>Reasons</th>
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Goals after reaching adulthood?

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<th>Goal</th>
<th>Reasons</th>
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Goals before you grow very old?

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<th>Goal</th>
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Goals before you die at old age?

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<th>Goal</th>
<th>Reasons</th>
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Practical Problem Solving

Exercise 1

List the common challenges, temptations and confusing issues that one can meet at different stages of personal development?

What lessons have you learnt from interviewing adults on what challenges they faced and how they coped?

Decision Making and Personal Action Plan

Basing on your own understanding of the topic

Make your own plan for personal growth and how you will monitor it as you get older.

<table>
<thead>
<tr>
<th>Goal</th>
<th>When I plan to reach that goal</th>
<th>How I will make sure that I reach it</th>
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UNIT 3

PERSONAL PRIORITIES: RIGHT THING RIGHT TIME FOR BEST RESULTS

Introduction

Every person has a reason to live and has the responsibility to identify the most important things to spend one’s time and energy on.

It is important to remember that there are only 36 days in a year, 7 days in a week and 24 hours in a day. In this unit you will learn new ways of making sure that you improve doing things at the right time in order to realize your fullest potential in life.

Objectives

By the need of this Unit, you will be better able to do the following:

• Demonstrate a deep understanding of the human life cycle and what one must achieve at each stage
• Relate the human lifecycle to the goals that you set for yourself in the last Unit
• Follow a systematic way of organizing your activities in order to achieve your priorities
• Critically evaluate common challenges, circumstance and factors that lead to one doing the right thing at the wrong time; or the wrong way, in the wrong place, with the wrong people
• Reflect on the relationship between choices that one makes and their consequences
• Develop your own survival plan against common things that prevent one from achieving one’s goals
• Refocus on your goals, if something happens to disturb your plans
The human life cycle

Activity

Research on what changes happen at each of the stages mentioned in the human life cycle above?

<table>
<thead>
<tr>
<th>Stage</th>
<th>What developmental changes happen at that stage</th>
<th>Your own experience</th>
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<tbody>
<tr>
<td>Birth and Infancy</td>
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<td>Childhood</td>
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<tr>
<td>Adolescence</td>
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<td>Young Adulthood</td>
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<td>Middle age</td>
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<td>Young adulthood</td>
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<tr>
<td>Old age</td>
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</table>

Questions

a. What developments happen at that stage (one's body, behavior, achievements, etc)
b. Any experiences at that stage you think have shaped your current self?
c. When one reaches that stage, what achievements or signs show that they are meeting generally expected milestones
d. At your present age, what should you be doing in order to be ready for the next stage(s) of your life?

<table>
<thead>
<tr>
<th>What is expected of one at that stage</th>
<th>What to prepare to be ready for that stage</th>
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</table>
**Personal Goals, Preferences**

<table>
<thead>
<tr>
<th>Personal Goals, Preferences</th>
<th>My strengths</th>
<th>My weaknesses</th>
<th>Order of importance</th>
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<tbody>
<tr>
<td>Physical development, health and nutrition.</td>
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<tr>
<td>Self-care, hygiene and safety.</td>
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<td></td>
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<tr>
<td>Character, cultural values and expectations.</td>
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<td></td>
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<tr>
<td>Self-discipline.</td>
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<td>Social behavior in a family set up.</td>
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<tr>
<td>Friendships.</td>
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<tr>
<td>In the community and neighborhood.</td>
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<tr>
<td>At school.</td>
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<tr>
<td>Your faith, beliefs and spiritual growth</td>
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**Importance of making good life choices**

Remember the statement ‘life is what you make it’. Though some believe in fate or destiny, most of the choices you make will determine your future. Use the following checklist to understand more on life choices:

- So in your opinion what are good life choices?
- How do you decide good life choices from bad life choices?
- Do friends influence the choices that you make?
- Do you think you should always do what your friends say or do?
- In your community or at school, do you know of people who made good life choices? Where are they now? Did you learn anything from it?
Decision Making and Personal Action Plan

Develop your own survival plan against common things that prevent one from achieving one’s goals. The plan should be able to help you refocus on your goals, if something happens to disturb your plans.

Conclusion

It is important to bear in mind that completing school and being able to make right choices goes a long way in breaking the cycle of poverty and will enable you to have a good decent life. Always know your rights as a learner and as a human being and keep in mind that it is important to make wise choices and stay on track and if you should make a mistake you should learn from it to become a better and wiser person and always fight to get back on your feet and get on with your life.
UNIT 4
A HEALTHY MIND IN A HEALTHY BODY

Introduction

The choices that you make in life have a strong bearing on your physical and mental health. Although it is not always easy to see, the health of the mind is as important as that of the body. As we grow up, there are changes in our bodies and in our mind and feelings. Some are easy, but some can be a challenge. Therefore, we need to recognise the changes and seek help when necessary.

Objectives

By the end if this unit, you will be better able to do the following

• Demonstrate your awareness of things that help you keep your body in good health and how to use such knowledge for your survival
• Describe the things that affect your mental health in a positive and negative way
• Analyse the positive and negative influence that the media, friends, role models and inner voice have on your health choices
• Exercise your roles and responsibilities in maintaining a health mind in a health body

Picture of whole body
Circumstances, activities, environment and substances that affect your health in a positive and negative way

Please fill in the box showing the part/s of the body that are affected by

<table>
<thead>
<tr>
<th>Positive</th>
<th>Why and how it works positively</th>
<th>Negative</th>
<th>Why and how it works negatively</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you eat</td>
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<tr>
<td>What you drink</td>
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<td></td>
<td></td>
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<tr>
<td>What you breathe</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What goes on skin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What goes into blood stream</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The brain and nervous system</td>
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<tr>
<td>What enters your bodies through the skin</td>
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<tr>
<td>What goes into your blood system</td>
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<tr>
<td>What enters your minds</td>
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<tr>
<td>What affects your emotions</td>
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<tr>
<td>What affects your physical fitness</td>
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<tr>
<td>What affects your character</td>
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What knowledge for your survival have you discovered from this exercise?----------

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Explore the healthy habits that prolong your life and promote good health?

What is your conclusion about your physical and mental health?

Choices, Circumstances and Consequences

Here are some examples of choices that one has to make in life. Some have positive consequences while some may cause problems in one’s life.

Please do your research and see what you learn from this exercise.

a) an underage girl

What is happening in the picture?
In your own view, what could be the things that led to what is shown in the picture?.....

What is this likely to lead to?

In 5 years, what is likely to happen to the characters in the picture?

b)

What is happening in these two pictures?
In your own view, what could be the things that led to what is shown in this picture?

What is this likely to lead to?

In 5 years’ time, what is likely to happen to the characters in this picture?

Why do you say so?

For the future to be brighter, what should the girl do?

And the boys do...

The lessons that you have picked from thinking about this picture are

If you find yourself in such a situation, you would seek help from...
c) a child helping an older citizen (bringing buckets of water, or helping with laundry)

a. What is happening in this picture?

b. Why is this child behaving like this?

c. List some of the consequences of such an activity

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d) A wild party with adolescents drinking and smoking

a. What is happening in this picture
b. In your own view, what is causing these children to behave like this?

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c. List some of the likely consequences of such an activity

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d. In 5 years, such behaviour is likely to result in

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e. If this continues into adulthood, this may lead to

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f. Who is benefitting from such an activity? How do children have an alternative to this? Explain the activities?

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d) a teenage in a romantic pose

1. What is happening in this picture?

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2. In your own view, what is causing these children to behave like this?--------------------------

3. Is it possible to enjoy the company of another teenager whom you are attracted to?

4. Where does one get the encouragement and confidence to behave like this?

5. What are the dos and don’ts of such relationships? Why?

6. If one has not set one’s own rules about such relationships what could be some of the consequences to watch out for?
Children and adolescents playing a common sport

What is happening in each picture?

a. Basketball
b. Hockey
c. Cricket
d. Football
e. Athletics
f. A gym

List some of the likely consequences of such an activity?

If one does not take part in such activities, what will happen to them in future?
teenagers with knives, guns, weapons

a. What is happening in this picture?

b. In your own view, what is causing this type of situation?

c. What does the law concerning such behaviour say?

d. List some of the likely consequences of this situation on the life of the girl?

e. How can one be helped out of such a situation?
children and teenagers going into a church/any organized youth activity

a. What is happening in this picture-------------------------------------------------------------

b. In your own view, what is causing these children to behave like this?-------------------------

c. List some of the likely consequences of such an activity-------------------------------------

d. In 5 years, such behaviour is likely to result in-----------------------------------------------

e. If this continues into adulthood, this may lead to---------------------------------------------

f. The lessons that you have picked from thinking about this picture are------------------------

a violent fight

a. What is happening in this picture

b. In your own view, what is causing these children to behave like this?

c. What are short term gains form such an activity?

d. What are the issues that make society concerned about such activities among children below 18 years of age
a learner with a phone and writing notes, sitting at a desk

a. What is this picture?

b. What are the gadgets on the desk?

c. How does that gadget help one when studying?

d. If one does not have a gadget like that, how else can one enjoy the same advantages?

e. What are the issues that make society concerned about such activities among children below 18 years of age
A group watching naked pictures

a. What is happening in this picture

b. What type of images are the children watching?

c. What does age restriction mean

Children hanging out/idle loitering

Decision Making and personal plan

a. After going through this Unit, please list the priorities that will help you to reach your goals in life

b. Write down your own promise to yourself on what you will do to make sure that you keep your focus

Good luck!!
UNIT 5

HOW TO MANAGE UNHEALTHY LEVELS OF STRESS

Introduction

Stress is a normal part of life. However, when circumstances get too much for our ability to manage, stress level become unhealthy. This unit is a guide for you to be better prepared to manage stress, when it becomes too much to manage.

Objectives

By the end of this Unit, you will be better able to:

• Recognise the signs that show that you need to manage stress before it harms you
• Identify some of the possible causes, contributing factors, circumstances that may be affecting you
• Use some of the common ways of getting stress relief in a positive way
• Identify unhealthy ways of managing stress.
• Seek the right help at the right place and at the right time
• Identify stress within your circle, family, school and the community and play your part
• Understand what happens if stress is not managed well
• Suggest positive ways of dealing and coping with stress

My knowledge and experience of Stress: Knowledge (Research Activity)

Two learners in obvious distress

a. What do you see happening in this picture?

b. List some of the ways that one can feel stress in one's body?
c. How do you recognize stress in the behavior of others? What do you see them doing?

d. When you feel very stressed, you begin to think that

e. From the stories that you have heard, when under stress, what feelings do you experience?

f. What are some of the bad things that happen if stress gets too much for him/her?

Understanding some of the highly stressful Circumstances

A learner holding an ‘O’ level result slip with poor grades

a. Comment on what you are seeing on the picture

b. Which learners are most likely to find themselves in this situation? Why?
c. List some of the causes that lead to this stressful situation---------------------------------------

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d. What things can one do to control one’s situation?-----------------------------------------------

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e. What things are beyond one’s control-------------------------------------------------------------

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f. How could you handle such a situation?-----------------------------------------------------------

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A child being neglected by parents

a. Comment on what you are see happening on the picture?-------------------------------------------

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b. What are the children feeling?-------------------------------------------------------------------

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c. What are they thinking?

d. Which learners are most likely to find themselves in this situation? Why?

e. What things can one do to control one’s situation?

f. What things are beyond one’s control?

How can the children’s life be changed for the better?

A child headed family

a. Comment on what you are seeing on the picture.
b. Which learners are most likely to find themselves in this situation? Why?———

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c. Who is there to help children in a situation?---------------------------------------------

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d. In your own neighborhood, what help is available, Where?--------------------------------------

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A married child and husband

Define a stressor

A stressor is something that one finds and it leads or cause increased level of stress. It can be a place, an object, a situation, an activity or even the environment.

Activity

List many stressors as you know from:
Objects-----------------------------------------------------------------------------------------------

Places-----------------------------------------------------------------------------------------------

Situations-----------------------------------------------------------------------------------------------

Activities-----------------------------------------------------------------------------------------------

People-----------------------------------------------------------------------------------------------

Environment-----------------------------------------------------------------------------------------------

Other-----------------------------------------------------------------------------------------------
What one can do to control the stress level?

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How to keep stress under control

Please conduct your own research on how best to manage stress in a healthy way.

You may read books, browse the internet, interview any of the teachers in the Guidance and Counselling-Lifeskills Empowerment Core team at your school or even the local clinic nurse.

What have you learnt about healthy ways of keeping your stress levels under control?

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Unhealthy Ways of managing stress

There are many things that children, adolescents and even adults do when trying to reduce their unpleasant stress levels. Some of the things actually make one happy for a short time but do not improve the situation. Some may even make the situation worse or have terrible results.

Please do more research and use the table below to record your findings’

<table>
<thead>
<tr>
<th>Choice of method to reduce stress</th>
<th>How it works at that time</th>
<th>Why it is a useful method</th>
<th>Why it does not really help solve the problem</th>
<th>Possible harm from such a method</th>
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</table>
Resources, contacts and links for help in Managing Stress

Now that you have had time to think about managing stress, where would you find help when you need it?

What help would you get from who?

Important places, contacts and reference links to keep for future use?
UNIT 6

MANAGING THE CHALLENGES OF HAVING A DISABILITY

Introduction

Do you have a disability? Would you like to understand more about the challenges that your friends, relatives, neighbours or teachers who have disabilities are managing every day?

This unit is for you to gain more insights and ideas on how to become the best person you can be, no matter what disability you may have. It is also meant to make you better able to support any other person who may have a disability whenever they need help.

Objectives

This unit is focus on sharing information. By the end of this unit you should be able to

- Share information and improving on the quality of support for learners with disabilities
- Outline the not so obvious disabilities you have witnessed at home, school and community
- Explain the unique experiences you and others have witnessed at home, school and community.
- State the resources required to meet your needs and those of others with disability
- Identify support systems within your circle of friends, family, school and community

Suggest ways of minimising challenges you face when you live with a disability?

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Knowledge and Experiences (Research)

a. From the picture above, identify the persons who have disabilities and state what kind of disability each has.

b. What helped you to identify each?
c. How does one get to have a disability like that? Do your research and record your findings in your notebook

What are the challenges that one faces because of each type of disability

<table>
<thead>
<tr>
<th>Type of disability</th>
<th>Which part of the body is/are affected</th>
<th>What does one find more difficult to do because of that disability?</th>
<th>What are some of the things or methods that can make one manage to do the difficult things in an easier way?</th>
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Now that you have done your research, what new things have you learnt?

Examples of people with disabilities who managed to be the best that they could be

This exercise if for you to discover how some people overcame the challenges of disability and reached their goals in life.
To complete this, you are encouraged to browse the internet, search for information in a library, interview any person who has a disability and look for stories about persons with disabilities from your own community.

From your research identify at least one person with a disability who has achieved their goals in the following:

Musicians

Sportspersons

Academic achievers

Writers

Public figures like politicians, journalists, radio personalities, TV hosts or sports commentators

Lawyers

Medical professionals

Teachers and lecturers

Artists. Designers

Scientists

Business people

Marriage and family life

Leadership

What are the things that helped these people with disabilities to be the best they can be?

Disability can make one more vulnerable than others

Is this true or false

Explain
If you agree that having a disability can make one vulnerable to bad things that can happen, please answer the question below.

People with disabilities are more vulnerable to bad things like the following

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Places, organisations, contacts and links for one to get services to address the challenges that come from having a disability

In your notebook please make your own list of important resources for any person who has a disability

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Action Plan

Now that you have researched and learnt more about disabilities. What actions will you take to support anyone who has a disability in achieving their goals? If you have a disability then write about your own plans to overcome the challenges that you are facing

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UNIT 7

HOW TO ACHIEVE MY BEST PERFORMANCE IN SCHOOLS THROUGH BETTER STUDY METHODS

INTRODUCTION

Do you ever think about how you could improve the way you do your studies? Are there times when you feel that your efforts are not giving you the results that you deserve?

This unit is for you to assess your study methods and explore new ways to help you to perform at your personal best level in different learning areas.

Objectives

By the end of this Unit you will better able to

• Use a systematic way of measuring how well your study methods are working for your success
• Identify and explain what is most helpful for your success in the learning areas that you are strong in, how that works and how to make it even better
• Identify the areas that you are not strong in and how to improve on these
• Identify the things that disturb your study and find ways of managing each of them
• Learn from the examples of how other learners are managing their studies
• Develop your own study timetable
• Maintain your study habits throughout the year

Knowledge and Experiences

Study Skills
a. What grade/form are you in?

b. How many learning areas are you taking at school?

c. When given homework how do you create time for your homework?

d. Do you have a study timetable?

e. How much time do you allocate for each learning area?

f. From the way you are studying which activities do you think you should maintain and improve on them to give you better results?

g. What challenges do you face in preparing for your study?

h. What can you do to overcome these challenges?

Safe study environments

Most of the times studying requires a quiet environment. It needs a place where one needs to concentrate on the concepts they are studying. It can be done as an individual, in pairs or as a group. The choice of where to study from is very important if one is to achieve their goal.

1. Where do you study from?

2. Is the place you use for your studies have the right environment for that? Why do you think so?
Studying alone or with others?

3. Studying alone is most helpful when

-----------------------------------------------------------------------------------------------------

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4. Some of the disadvantages of studying alone

-----------------------------------------------------------------------------------------------------

I. Studying in pairs is most helpful when?

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Sometimes studying in pairs is a disadvantage when

-----------------------------------------------------------------------------------------------------

ii. Studying in groups is most helpful when

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The disadvantages of studying in a group are

-----------------------------------------------------------------------------------------------------

iii. Identify and explain what is most helpful for your success in the learning areas that you are strong in, how that works and how to make it even better

-----------------------------------------------------------------------------------------------------

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The learning areas that I am doing very well in are

-----------------------------------------------------------------------------------------------------

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What is helping you to succeed in each of the learning areas that you listed above?

Please use the self-rating scale below

A= excellent
B= above average
C= Average
D+= below average and improving
D- = below average, trying hard but not improving,
E= content very difficult for me to follow
F= If I do not get help I will fail

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>My self-rating</th>
<th>The reasons why I am performing like this are</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Which are the learning areas where you are not doing so well?

Please use the self -rating scale as explained

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>My self-rating</th>
<th>The reasons why I am performing like this are</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Now that you have thought about your performance in different learning areas. How do plan to improve on your weaker areas? Select from the following possible ideas?
<table>
<thead>
<tr>
<th>Action to improve on performance</th>
<th>Yes</th>
<th>No</th>
<th>What help you expect from your choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss with my teacher for that learning area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change my study methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek help from my bothers/ sisters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek help from my friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask my parents to find me some help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Join a library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other options</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**a.** Describe any other ideas that you will try

---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**b.** Identify the things that disturb your study and find ways of managing each of them

---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**c.** The days of the week when I can get more time for school work are-----------------------------

---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**d.** The time of day when I do not get many things that disturb my studies are -----

---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
e. The quietest place for me to study is-----------------------------------------------------
----------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------

f. Do you have enough lighting to study at night? Yes/No?-------------------------------
----------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------

Do you have enough of the following? If not, what alternatives are you using?

<table>
<thead>
<tr>
<th>Study Item</th>
<th>Yes</th>
<th>No</th>
<th>Alternative</th>
<th>What advice has your school given you on this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other reference materials</td>
<td></td>
<td></td>
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<tr>
<td>Notebooks,</td>
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<tr>
<td>Pencils? Pens</td>
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<td></td>
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<tr>
<td>A computer/tablet</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Smart phone</td>
<td></td>
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</tbody>
</table>

Learn from the examples of how other learners are managing their studies

Now that you have gone through this unit, discuss your answers with other learners who are performing well and compare notes.

What lessons have you picked from others and how they study for success?
----------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------
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----------------------------------------------------------------------------------------------------
iv. Develop your own study timetable

Please ask your Guidance and Counselling teachers for help in developing your own study timetable.

This is part of the syllabus.

**Maintaining your study habits throughout the year**

It is important to use your time wisely all year round. This will help you to be relaxed, without any panic at the end of each year.

Please copy fill in the table below in your notebook. This is your own plan for managing your studies.

<table>
<thead>
<tr>
<th>To maintain my best performance in the learning areas that I am good at</th>
<th>To improve on my gap in learning areas where I have 50:50 chance of success, I will take the following steps</th>
<th>On Weekends and school holidays, I will balance my activities and create study time as follows</th>
</tr>
</thead>
<tbody>
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</table>

**Good luck!**
UNIT 8

SAFETY ON THE INTERNET AND SOCIAL MEDIA

Introduction

The internet and social media are useful tools of the 21st century. However, there are dangers that one must be aware of and learn how to protect oneself from potential harm. 21st century learning involves the use of Information Communication Technologies (ICTs) as part of school activities.

Therefore, the responsible use of the various ICTs can bring very good results in our lives. Irresponsible use of ICT’s can also pose challenges and even cause harm. It is important for you to be aware of services that are readily available for you whenever you need assistance.

In this Unit, you will gain more insights into this important topic and learn more practical online safety skills for your own protection.

Objectives

By the end of this Unit, you will be better able to do the following:

- Demonstrate a deeper understanding of safe and unsafe online activities
- Make use of child protection features on as many ICT gadgets as you are able to use
- Protect your own identity and location as well as those of others, against possible harm
- Know when and how to block unwelcome internet messages
- Identify local Internet Regulatory authorities and service providers and how to contact them
- Follow the steps for making a report, to the responsible authorities, on any illegal internet contact or pop-up content

Knowledge and experiences

Picture of desktop, laptop, ICT tablet, smartphone, IPAD, Game machine like

a. Which of the ICT gadgets in the picture above are you using?--------------------------

b. Do you know how to browse the internet? Yes/No--------------------------------------

c. How do you browse, describe the steps that you take-----------------------------------

----------------------------------------------------------------------------------------------------
## Internet sites

Research on 10 kinds of internet sites that are safe for a learner of your age on the internet

<table>
<thead>
<tr>
<th>Type of Internet site</th>
<th>What information one finds there</th>
<th>What you use the information for</th>
<th>Why do you think it a safe type of internet site?</th>
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</thead>
<tbody>
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</tbody>
</table>

Research on 10 kinds of internet sites that are not safe or helpful for a learner of your age

<table>
<thead>
<tr>
<th>Type of Internet site</th>
<th>What information one finds there</th>
<th>How does such content affect the mind of a child of your age</th>
<th>What are some of the behaviours that can result from watching such content</th>
</tr>
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</tbody>
</table>
Social Media

Social media refers to ICT applications such as sms, Facebook, WhatsApp, TicToc, Instagram Twitter. Please add more social media applications that you know--------

Which social Media Platforms do you use? What do you use each platform for?----

Research on the misuse of Social media

<table>
<thead>
<tr>
<th>Type of social media</th>
<th>Example of how it has been misused</th>
<th>Who was affected is an unpleasant way by such (not name but age, circumstances etc)</th>
<th>How such misuse affected</th>
<th>What are the best ways to protect yourself from the same misuse</th>
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</tbody>
</table>
Safe Use of ICT Gadgets.

Good things that have come out of common Social Media

The following services are some of the advantages of using social media. Explain what you understand by each. Complete the table. Number 1 has been done for you

<table>
<thead>
<tr>
<th>Service</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Product advertising</td>
<td>This is when companies or individuals in business create advertisements of the products, goods and services they offer and share on various social media and internet platforms such as Facebook, whatsapp etc in order to reach more customers</td>
</tr>
<tr>
<td>2 E learning</td>
<td></td>
</tr>
<tr>
<td>3 Cooperate branding</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Connecting with family and friends who are far away</td>
</tr>
<tr>
<td>5 Having a platform to show case technological savvy and creativity</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Boosting of self-confidence and empowering introverts to express their ideas freely with the online community</td>
</tr>
<tr>
<td>7 The ability to create lifelong friends</td>
<td></td>
</tr>
<tr>
<td>8 Strengthening social awareness and empathy</td>
<td></td>
</tr>
</tbody>
</table>
Safety online

Case Study

Jane Mamutse is a grade 5 Learner and Sadzarinopisa Primary in Gweru. She was told by her friend that these days people no longer write letters to send with a post office to friends. It is now easier to connect with people from all over the world to become friends. Her friend Sibongile Ncube had already joined social media platforms to chat with new people she had met online. Sibongile’s parents had bought her a smartphone that she could use to access whatsapp, facebook and create an email address. Jane asked Sibongile how she had done it, and Sibongile said her elder sister created a profile for her on Facebook and also downloaded WhatsApp for her. Sibongile went on to tell Jane that her that she had posted her pictures and a lot of people were commenting. Some were sending her private messages to be her friend and others want to send her money and an airticket to go to Europe where she can have better education and better opportunities. Jane became interested and asked Sibo a question, “these people that want to take you to Europe, have they talked to your parents?” Sibongile told Jane that it was a private arrangement with her friends and didn’t want her parents to know. She also said they had taken her number from facebook and were now chatting on WhatsApp and sending each other pictures. She also said that her friends will use her pictures to find her sponsors for the air-ticket and money for better education in Europe. Jane asked Sibongile how safe this arrangement was? She asked Sibo if she was not afraid of sharing her personal information and pictures with total strangers? What if the she gets stolen by these online friends since they don’t want her parents to know what they are planning? Sibongile simply told Jane that she will die poor if she asks such questions. Jane decided to share with their teacher what was happening in Sibongile’s online and social media activities as she felt her friend was in danger.

a. From the above story, what dangers do you think Sibongile was faced with through her use of Social Media?

b. When creating a social media platform profile, there are terms and conditions given, What purpose do they serve

c. What information is safe for sharing on social Media?
d. Why is it safe to share this?

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-----------------------------------------------------------------------------------------

e. ii) Not wise for sharing on Social Media?

-----------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------

Why is it unwise to share such information?

-----------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------

f. If Sibongile continued planning the strangers she met online to go to Europe, what could possibly happen to her?

-----------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------

g. What advice would you give to other children about being safe when using social Media?

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-----------------------------------------------------------------------------------------

How to find and use Child Protection Features on ICT gadgets

ICT gadgets come with safety features that help to protect children who are 18 Years and below from content that is not age appropriate. Each gadget has a manual that states the safety features. Each internet website and Social Media platforms has terms and condition that one should agree to and also have age restrictions.
Complete the table below and state safety features found on these gadgets, Websites and Social media Platforms

<table>
<thead>
<tr>
<th>Gadget/Website/ Social Media</th>
<th>Safety Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Television</td>
<td>Movies or Programmes show signs like PGA-Parental Guidance a Must of SNVL18 Sex, Nudity and Violence no Under 18. A Safety Feature Icon in the settings where all programmes can be locked and only given access by an adult through a pin code.</td>
</tr>
<tr>
<td>2 Dstv, Open View HD Decoder</td>
<td></td>
</tr>
<tr>
<td>3 Smartphones</td>
<td></td>
</tr>
<tr>
<td>4 Computers</td>
<td></td>
</tr>
<tr>
<td>5 Facebook</td>
<td></td>
</tr>
<tr>
<td>6 Whatsapp</td>
<td></td>
</tr>
<tr>
<td>7 Instagram</td>
<td>Age restriction to register. No sharing or posting of nude pictures or sexual materials. No attacking or Insulting any other Member. Has a Report Icon for you to press once you see any content that is offensive.</td>
</tr>
<tr>
<td>8 TIC TOK</td>
<td></td>
</tr>
</tbody>
</table>

Research Activity : Protecting your Self From Harm on Social Media

Role of Internet Service providers (ISP)

- ISP are responsible for making sure you can access the internet,
- Connects customers to the nearest gateway,
- Provides a modem for dial-up,
- Connecting an information service to a user of the World Wide Web,
- Allows a user to use the services of electronic mail (email)
Finding the Internet Regulatory Authority

The Postal and Telecommunications Regulatory Authority Of Zimbabwe

The Postal & Telecommunications Regulatory Authority (POTRAZ) is responsible for issuing licenses in the postal and telecommunications sector. The POTRAZ website provides information about the authority itself, licensing, legislation, and consumer protection.

**CONTACT TELEPHONE**
- +263 242 333032
- +263 242 333046
- +263 242 333048

**FAX**
- +263 242 333041
- +263 242 333014

**WEBSITE**
http://www.potraz.gov.zw

POTRAZ has a policy on online Safety for Children.

Please download and read it carefully.

Here is the link:
http://www.potraz.gov.zw/wpcontent/uploads/2015/05/POTRAZ_COP.pdf
Internet Service Providers in Zimbabwe

<table>
<thead>
<tr>
<th>Name of Internet Service Provider</th>
<th>Is it covering the area where you are? Yes/No</th>
<th>What are the contact phone numbers?</th>
<th>Any other ways of contacting then? Sms, email, Facebook, Whatsapp etc?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telone Broadband Services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Netone</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Econet Wireless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquid Telecommunications</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Telecel</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Zol Zimbabwe</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Utande internet services</td>
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<td></td>
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<tr>
<td>Africom</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Powertel</td>
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</tbody>
</table>

Safeguarding yourself from being harmed or harming others on internet and social media

From the activities and stories you have read in this chapter, you have noticed that it is important to practice safety online. It is how we behave that makes us or others safe or unsafe when online. You have to use the internet and social media in a responsible way in order to ensure your safety and that of others.

From the two stories we have read above, both Sibongile and Rutendo were in danger. Sibongile was facing a very serious danger of human trafficking, possible sexual abuse or even murder by the strangers that were telling her of a beautiful life in Europe without wanting her to tell her parent.

Quick review.

1. Materials that I share on social media are-----------------------------------------------

----------------------------------------------------------------------------------------------
2. From the story of Sibongile and Jane, list the dangers associated with sharing too much information on social media?

3. When you see that your life is in danger, who is the first person you should inform so that your safety is guaranteed?

4. Name authorities where one can make a report of illegal intrusions on the internet, cellphones and social media.

5. From the safety features discussed earlier, which buttons on social media should you click to avoid intrusions.

6. What are the dangers of sharing too much information on Social Media?

7. Which type of support would you give to a friend or a relative who has been exposed to cyberbullying?

Conclusion

It is your responsibility to safeguard your welfare and that of others. You should be alert to the signs of abuse and crimes and follow the necessary precautions and make use of the services offered.
UNIT 9

SMART CHOICES OF ACTIVITIES TO DO IN YOUR FREE TIME

Introduction

Time is very valuable. Every minute that goes is time gone and can never be recovered. How you spend your free time is very important because managing time is like budgeting for money. Time is a very important thing. Once a minute has passed, it cannot come back again.

Objectives

By the end of this Unit, you will be better able to do the following and more

v. Demonstrate how you understand how best to balance work, play and rest in your life
vi. Follow a systematic way of deciding on free-time activities that benefit you and those that may cause problems for you
vii. Identify places, people and resources to help you manage your free time in a way that makes your life even better

Knowledge and experiences

Let us look at how you spend your time from Sunday to the next Saturday each week?

During the school term
### Activities

<table>
<thead>
<tr>
<th>Time Of day</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>From when you wake up to midmorning</td>
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<td></td>
</tr>
<tr>
<td>Midmorning to Lunch time</td>
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<td></td>
<td></td>
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<tr>
<td>After lunch till early evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early evening to your evening meal</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>After your evening meal</td>
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</tbody>
</table>

Now add up the hours from Sunday to Saturday: 24 x 7 = -----------hours per week. This means-----------hrs x 60 minutes = --------per week during the school term.

Let us work out how many hours or minutes you spend per week on the following:

Sleep (Sunday to Saturday)-----------------------------------------------Hrs

Exercise-------------------------------------------------------------

Watching TV/movies---------------------------------------------------

Listening to music/radio---------------------------------------------

Eating---------------------------------------------------------------

Doing housework------------------------------------------------------

Looking after cattle/goats--------------------------------------------

Helping in the garden or fields---------------------------------------

Fetching water--------------------------------------------------------
Reading novels and magazines

Revising school work

Doing homework

Just chatting with friends

Walking around the neighbourhood

Visiting friends and relatives

Going to the shops/town/growth point

Self care and grooming (making yourself look good)

Playing sport or games

Browsing the internet

Doing nothing at all

Trying to earn some money

Other—Please write down any other activities that you do during the school term.

From the above analysis, please rate your time usage per week of school term

**Rating scale**

- Too much = 3
- Enough = 2
- Too little = 1
<table>
<thead>
<tr>
<th>Hours spent each week</th>
<th>The Activities that the hours are spent on</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Reason for your rating</th>
<th>What should you do about this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time for sleep and rest</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Time to do practical activities that you are responsible for at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play, relaxation and fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>School work</td>
<td></td>
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<tr>
<td>Social activities with friends and relatives</td>
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<tr>
<td>Doing nothing or trying to reduce boredom</td>
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</table>

What have you learnt from this exercise?

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School holidays

Now let us do the same exercise, looking at school holidays. How do you spend your time

<table>
<thead>
<tr>
<th>What are the times when you are free</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>What do you do during free time</td>
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<td>where do you spend your leisure time</td>
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<tr>
<td>Who do you spend time with</td>
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</table>
Activities during Free time

<table>
<thead>
<tr>
<th>When do say you have nothing to do, what do you end up doing?</th>
<th>What are the benefits of that activity?</th>
<th>Possible disadvantages?</th>
</tr>
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</table>

What else is there to do with free time?
Which of the 10 activities are shown in the picture above do you also do?

What other activities do learners of your age do in their free time?

Research Assignment

For this assignment you may search the internet, read books in the library, interview friends, relatives, neighbors, community leaders and teachers. You may also use stories of things that have happened in your community for some of your information.

You research must help you to identify some free time activities that are very enjoyable and may cause problems for all learners of your age.
**Enjoyable Activity that also cause problems**  
**What is enjoyable about the activity**  
**Possible problems that may result from the activity**  
**What precautions should one take for own safety?**  
**Does any safety measure 100%**  
**So, what is your own decision on this activity?**

<table>
<thead>
<tr>
<th>Enjoyable Activity that also cause problems</th>
<th>What is enjoyable about the activity</th>
<th>Possible problems that may result from the activity</th>
<th>What precautions should one take for own safety?</th>
<th>Does any safety measure 100%</th>
<th>So, what is your own decision on this activity?</th>
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</table>

Remember that your decision comes with consequences, therefore choose wisely

**Key points**

List any 10 important lessons that you have learnt from this Unit, and give a reason for each

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Reason why it is important</th>
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UNIT 10
THE WORLD OF WORK, MONEY, WEALTH AND INSURANCE

Introduction

Every adult has the responsibility to earn a living so as to be able to afford what he or she needs to have a comfortable life.

It is very important to know how to make money without breaking the law. When one has money, it is important to know how to manage it well. There are somethings that can happen in life and disturb our plans or even destroy our wealth. That is why we need to know about insurance.

This Unit is about preparing you for independent life as an adult.

Knowledge and experiences

Making a living

How do the adults you know earn their money?

It is true that one can also make money by breaking the law. List some of the ways that some people have made money but risk being arrested?

It is also true that some people make money in ways that are dangerous to their health and safety. List any 5 examples of such ways and why each is dangerous

1.----------------------------------------------------------------------------------------

2.----------------------------------------------------------------------------------------

3.----------------------------------------------------------------------------------------

4.----------------------------------------------------------------------------------------

5.----------------------------------------------------------------------------------------
Different ways of Earning a living

<table>
<thead>
<tr>
<th>What does each of the 15 people in this picture do for a living?</th>
<th>What learning areas are most related to</th>
<th>What qualifications does one need for each of those careers?</th>
<th>Where in Zimbabwe can one obtain those qualifications</th>
<th>What related qualification can one get after O level?</th>
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</tbody>
</table>
More research

Find out about as many other types of work that one can do for a living under the following categories

<table>
<thead>
<tr>
<th>Category of career choices</th>
<th>What learning areas are most related to</th>
<th>What qualifications does one need for each of those careers?</th>
<th>Where in Zimbabwe can one obtain those qualifications</th>
<th>What related qualification can one get after O level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
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<tr>
<td>Animal Science</td>
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<tr>
<td>Business</td>
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<tr>
<td>Beauty</td>
<td></td>
<td></td>
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<tr>
<td>Caring for others</td>
<td></td>
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<tr>
<td>Health</td>
<td></td>
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<tr>
<td>Mining</td>
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<tr>
<td>Manufacturing</td>
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<tr>
<td>Design and Technology</td>
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<tr>
<td>ICT</td>
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<tr>
<td>Natural Sciences</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Mechanics</td>
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<tr>
<td>Robotics</td>
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<tr>
<td>Arts and crafts</td>
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<tr>
<td>Tourism and Hospitality</td>
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<tr>
<td>Food Science</td>
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<tr>
<td>Visual and Performing arts</td>
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<tr>
<td>Law</td>
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<td>Police</td>
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<tr>
<td>Child care</td>
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<tr>
<td>Domestic work</td>
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<tr>
<td>Transportation (road, rail, water and air)</td>
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</tbody>
</table>
Military

Now add as many others as you can find from your research


Lessons from successful business people

A Business man standing in front of a fleet of buses

Interview or read about anyone who has succeeded in a business like this one?

What are the lessons to learn from the success story?
A factory

Interview or read about anyone who has succeeded in a business like this one?

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What are the lessons to learn from the success story

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A dairy farm

Interview or read about anyone who has succeeded in a business like this one?

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What are the lessons to learn from the success story

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A Beekeeper

Interview or read about anyone who has succeeded in a business like this one?

What are the lessons to learn from the success story?

A Vendor

Interview or read about anyone who has succeeded in a business like this one?

What are the lessons to learn from the success story?
10 Key lessons learnt from success stories

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...
UNIT 11

PLANNING FOR A CAREER AFTER FINISHING SCHOOL

Now that you have explored more about the world of work and how one can earn a living, it is important to begin planning for your own future and setting goals to achieve that.

This exercise gives you the steps in assessing yourself and matching your profile to the kind of career you may want to follow after your school years.

You have time to learn more about yourself, so you should this exercise as many times as possible as you grow older.

Know your Strengths

a. From childhood up to now, what 5 things have you been complimented for?

b. What do you feel are the best 10 things about yourself?

Understand your Character

c. How do people describe you as a person? Your character. What kind of person do others say you are?

Do you agree with that? If not, then describe your true character
Understand Your Weaknesses

d. What things have people discouraged you from doing, saying that you will fail?

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e. Do you agree with them? Explain your answer

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Understand Your Talents, Abilities, Skills

f. What do you see as your talents?

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g. List 10 things that you do very well that relate to possible career choices. Please refer to your research about the world of work (Page----)

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h. Which learning areas/subjects are you very good at in school

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Know your interests

i. What are the things that you enjoy doing?

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j. List 5 types of work that you admire the most and the reasons for each

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k. List 5 types of work that you do not admire at all. For each of the 5, explain what you do not admire it

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Assess your opportunities

l. What opportunities are available in your area?

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Study your Personal Background, Exposure, Experiences, Circumstances and Needs.

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Action Plan

Having gone through the questions above, you need to further explore the following in order to make informed decisions about your future career choices. It is wise to consider more than one possibilities and take the necessary steps until your final choice.

It is normal to change from one choice to another until you settle for your best.

<table>
<thead>
<tr>
<th>My Strengths and weaknesses and how they relate to the world of work</th>
<th>My character /Personality and how they relate to the world of work</th>
<th>My interests, likes, preferences and how they relate to the world of work</th>
<th>My talents, abilities and skills and how they relate to the world of work</th>
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LOOKING AFTER MONEY

List as many banks as you know that are operating in Zimbabwe

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a. What are the things that one needs to open a savings account in a bank? How does one get each of these?

b. Why is it wise to have a savings account?

c. Does one need a lot of money to begin saving?

d. Why do some people always ask to borrow money from others?

e. What makes people happy to lend money to others?

f. Why do people refuse to lend money to others?
UNIT 12

INSURANCE COVER

What do you see in this picture?

What is the person holding?

What is the purpose of that thing that the person is holding?

That is the idea behind insurance.

Research Assignment

You may search the internet, read local newspapers and advertisements, read billboards around you, interview adults around you and listen to radio programmes that are sponsored by insurance companies.

Your assignment is to find out as many types of insurance cover as you can. 10 is a good number, but more is better.
Fill in this table to record your findings:

<table>
<thead>
<tr>
<th>Type of insurance cover</th>
<th>What is insured under that cover</th>
<th>What does one benefit from having that cover</th>
<th>What one must do in order to benefit</th>
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<tbody>
<tr>
<td>Example: Car insurance</td>
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**Key lessons learnt and why**

10 things about careers and making a living

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10 things about money

10 things about insurance
**Appendix 1**

**List of Participants**

<table>
<thead>
<tr>
<th>NAME</th>
<th>DESIGNATION</th>
<th>DEPARTMENT</th>
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<tbody>
<tr>
<td>Antonio</td>
<td>Loreen</td>
<td>Deputy Director Psychological Services</td>
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<tr>
<td></td>
<td></td>
<td>Learner Welfare, Psychological Service and Special Needs Education</td>
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<tr>
<td>Chidota</td>
<td>Kaunda</td>
<td>A/Deputy Director Infant</td>
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<td>Primary and Secondary Education</td>
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<tr>
<td>Chinamasa</td>
<td>Cecilia</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learner Welfare, Psychological Service and Special Needs Education</td>
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<tr>
<td>Dondo</td>
<td>Blessing R.</td>
<td>Executive Assistant</td>
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<tr>
<td></td>
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<td>Learner Welfare, Psychological Service and Special Needs Education</td>
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<tr>
<td>Jera</td>
<td>Maketirida</td>
<td>Principal Executive Assistant</td>
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<tr>
<td></td>
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<td>Learner Welfare, Psychological Service and Special Needs Education</td>
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<tr>
<td>Maisiri</td>
<td>Hannah</td>
<td>Director</td>
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<tr>
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<td></td>
<td>Learner Welfare, Psychological Service and Special Needs Education</td>
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<tr>
<td>Mandihlare</td>
<td>Francisca</td>
<td>Script Writer</td>
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<td></td>
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<td>ICT, e-Learning and Technical Services</td>
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<tr>
<td>Mapfumo</td>
<td>Stonard</td>
<td>Material Production Officer</td>
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<td></td>
<td>Curriculum Development Unit</td>
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<tr>
<td>Masuka</td>
<td>Moreblessing</td>
<td>Teacher</td>
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<td>Correspondence</td>
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<td>Mlambo</td>
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<td>Curriculum Development Unit</td>
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<td>Mujaji</td>
<td>Ishumael</td>
<td>Material Production Officer</td>
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<td>Muvirimi Mukarakate</td>
<td>Nancy</td>
<td>Learner Welfare Officer</td>
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<td>Furishia</td>
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<td>Kiyasi</td>
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<td>Mushukuto</td>
<td>Munyaradzi</td>
<td>Deputy Director Learner Welfare</td>
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<td>Ncube</td>
<td>Lucian</td>
<td>A/ Deputy Director Secondary</td>
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<tr>
<td>Nyamaropa</td>
<td>James</td>
<td>Education Research Officer</td>
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<td>Susan</td>
<td>Librarian</td>
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<td>Nyanungo</td>
<td>Kwadzanai R. L</td>
<td>Chief Director</td>
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<td>Learner Welfare, Psychological Service and Special Needs Education</td>
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<tr>
<td>Sibanda</td>
<td>Siphatsiwe M</td>
<td>Teacher</td>
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<td></td>
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<td>MOPSE</td>
</tr>
<tr>
<td>Tanda</td>
<td>Josephine</td>
<td>Deputy Director Special Needs Education</td>
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<tr>
<td></td>
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<td>Learner Welfare, Psychological Service and Special Needs Education</td>
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<tr>
<td>Tsingano</td>
<td>Clever</td>
<td>Artist</td>
</tr>
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<td>ICT, e-Learning and Technical Services</td>
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<tr>
<td>Zumbo</td>
<td>Patrick</td>
<td>Comm. Officer</td>
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<tr>
<td></td>
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<td>Communication Department</td>
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</tbody>
</table>
FIT FOR LIFE AND WORK

LEARNERS 21ST CENTURY SURVIVAL KIT

Learner’s Own Workbook

Learner Welfare Psychological Services and Special Needs Education Department