

APPENDIX A:

Personal skills:

Self-knowledge - SWEAT analysis

Self-knowledge - Johari window

Assertiveness - How to say "no"

Sweat analysis

S: Strengths

W: Weaknesses

E: Education and experience

A: Affiliations

T: Target

(See Exercise 1, p151-152)

Johari window (Retrieved from <https://www.toolshero.com/communication-skills/johari-window-model/>)



(Also see Exercise 2, p152-153)

Assertiveness

(See Exercise 3, p153-155)

How to say "no"

(See Exercise 4, p 155-156)

Ability to make friends (Ex 11, p169-171 and Ex 12, p171-174)

Developing efficient listening skills (Ex 13, p174-178)

Budget (Ex 14, p179-180)

Curriculum Vitae (Ex 15, p180-181)

The addendum has exercises on the following thinking skills:

- Study skills (Ex 5, p156-159)
- Memory skills (Ex 6, p159-162)
- Decision-making skills (Ex 7, p162-164 and Ex 8, p164-166)
- Creativity (Ex 9, p166-168 and Ex10, p168-169)

Study skills

Step 1: Overview (globalization)

- Skim-read the chapter or topic
- Establish the outline of the chapter. This serves as the container to hold the details that have to be learned later.
- Divide the chapter into manageable sections or topics.

Step 2: Analysis

- Break down the information into fragments:
- Read through the passage carefully
- Underline the keywords in every sentence
- Use a dictionary if you do not understand words
- Change every important piece of information in a question

Step 3: Interpretation

- Try to make sense of the study material and explain it in YOUR OWN WORDS. Only then will you be able to remember the material.

Step 4: Arrangement

- Arrange the material in a way you find logical. This means that you are creating your own cognitive structure and meaning which will enable you to remember the content.

Step 5: Synthesis

- Now you put the parts back together into a whole.
- Answer the questions that you formulated earlier IN YOUR OWN WORDS
- Do it orally or in writing.
- Confirm in the study guide that your answer is correct and complete.

Step 6: Repetition

- Repeat steps 2 to 5 with the remaining sections into which the chapter has been divided.

Step 7: Final overview (final globalization)

- Put all the sections together to have a complete picture of the study material.
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IMPORTANT

Arrange your study corner in a well-lit area away from distractions.

Draw up a study schedule and stick to it.

DO NOT GIVE UP if you fall behind on your schedule.

Memory skills

Memory techniques: Retrieved from <https://www.mindtools.com/memory.html>

1. **Mnemonics:** A **mnemonic** helps us to remember facts or a large amount of information. It can be a song, rhyme, acronym, image, or a phrase.

Example of a phrase:

RICE for the instructions for treating a sprain:

- **R**est the injured area,
- **I**ce the sprain,
- **C**ompress with a wrap or bandage,
- **E**levate the injured area

Examples of spelling mnemonics:

NECESSARY: **N**ot **E**very **C**at **E**ats **S**ardines. **S**ome **A**re **R**eally **Y**ummy.

GEOGRAPHY: **G**eorge's **E**lderly **O**ld **G**randfather **R**ode **A** **P**ig **H**ome **Y**esterday

2. **Puzzles and games** can also be used to develop thinking skills. There are a variety of mind-building games, books and puzzles in bookstores and on the internet.

<https://www.mindgames.com/Memory+Games>

3. **Break mental routines**

According to Albrecht (1992), the brain uses an enormous quantity of mental routines, to carry out information processing. A mental routine is a sequence of mental steps, taking place so fast you cannot consciously observe them. They serve to organize and manipulate memories for a given purpose. Your brain has dedicated a vast number of these standard sequences to memory and can easily and automatically call them up when they are needed

Simple problems are solved by developing mental routines. Mental routines usually engage standard mental patterns, thereby giving the brain a very efficient way to process information quickly. By using the mental routines as building blocks, the brain can solve a typical problem and arrive at a conclusion without having to examine every tiny element of the information.

4. **De Bono's thinking tools**

De Bono is seen as a leading authority on the teaching of thinking skills

One of his tools is the PMI tool:

P – Positive points

M – Minus or negative points

I – interesting points

Read more on his tools: <http://debonothinkingsystems.com/tools/>

5. **Tony Buzan's mind maps**

Buzan believes that mind maps are an effective way to understand, summarize and recall study material.

He wrote two books which make for interesting reading on the subject:

"Use both sides of your brain"

"The mind map book"

A mind map is a diagram which summarizes material by using lines, drawings, doodles and words. Our brains remember this visual material better than when faced with long, uninteresting pages of words. Mind maps make learning fun.

Tony Buzan (1991:77±95; 1995:83±91) developed the following mind mapping laws:

- Start with a colour image in the centre.
- Use images throughout your mind map.
- Words should be written.
- The word should be written on lines, which should be connected to each other.

- Words should be in "units" and only one word per line. This leaves each word free to link to related words (hooks) and gives note-taking more freedom and flexibility.
- Use colours in the mind map. Colours enhance memory, delight the eye and stimulate the right cortical process.
- The mind should be left as "free" as possible. Any thinking about whether things should be included or where they should go will slow down the process. Try to recall everything in your mind about the central idea.

Decision-making skills

Sensible decisions are based on valuable information.

The following are four principles of decision making (Linhard and Oosthuizen, 1985)

- Aims and value: Determine what you want to achieve.
- Information: Collect all information that will influence the decision and weigh the possibilities against each other.
- Solutions: Brainstorm solutions. Remember some may not be immediately apparent.
- Decision: Choose the best solution. Test the solution against the aims and values and evaluate consequences. Make the decision and take the required action.

Creativity

Creativity is a way of life and cannot be taught. The more creativity is practiced the easier it becomes.

Encourage learners to follow their hunches.

Intuition is crucial for creativity.

Examples of ways to stimulate creativity:

- Ask divergent-thinking and evaluative questions
- Ask "just suppose" questions
- Give incomplete beginnings
- Ask for product improvements
- Make up story titles, book titles, song titles and picture

APPENDIX B:

HIV and Aids

- **AIDS IS REAL**
- **It affects people of all races, colours, faiths and nations.**
- **There is no cure for AIDS**
- **It is spread through unsafe sex, through blood and from mother to child during birth and breastfeeding.**
- **Condoms give protection if it is used correctly.**

Aids is caused by a virus called HIV which lives in blood, sperm and vaginal juices. It is passed from one person to another through body fluids such as sex-juices or blood. A new-born baby can get Aids if the mother has the HIV virus.

HIV attacks the immune system. The immune system protects the body against germs and diseases. The virus damages the immune system and the body can no longer protect itself from germs or viruses. This leaves the person vulnerable to all kinds of illnesses like pneumonia, TB and diarrhoea.

HIV negative means the HIV virus is not present in the body

HIV positive means the virus is present and the person can infect others

Aids is passed on in the following ways:

- Sex. The HIV virus in the sperm or vaginal juices of a person who is HIV positive can be passed on to another person through unsafe sex.
- Pregnancy. The virus can be passed on to the baby if a pregnant mother is HIV positive
- Blood. The HIV virus can pass from one person to another through blood. Blood transfusions are safe in South Africa because all blood is tested before it is given to people.

Early signs of Aids.

- weight loss
- swellings in the neck, behind the ear, under the arm and in the groin
- sores on the lips which do not heal
- thrush - a white rash inside the mouth or on the private parts
- signs of TB (tuberculosis) like coughing, sweating and weight loss
- painful sores or rashes

- fevers and sweating at night
- sores on the private parts which do not get better
- recurrent diarrhoea

Later signs of Aids

- TB (tuberculosis)
- pneumonia
- painful rashes
- “pins and needles” and pains in the hands and feet
- weakness and tiredness
- dark blue marks on the skin
- losing a lot of weight
- headaches, fits, blackouts, memory loss and concentration problems

Aids is **not** transmitted by:

- casual contact like sitting next to someone, kissing, hugging, working together
- people who cough and sneeze
- living together and sharing cups, spoons, et cetera
- toilet seats or taps or towels
- swimming pools or rivers
- pets
- sharing a cold drink, ice-cream or food
- donating blood

Learners can get Aids:

- Learners can be born with the HIV virus. They often get sick and die before they are five years old.
- Learners can get Aids through sexual abuse by an older infected person.
- A breastfeeding mother who is HIV positive can pass Aids on to her child.
- Learners can get Aids if they use things that have an infected person's blood on them, such as razors, knives or used needles.

SEX EDUCATION

Sex education has been absent in many South African schools:

- Educators held parents responsible to provide sex education.
- Educators did not have the proper training to provide sex education.
- It was thought that sex education at school would cause a learner to become sexually active at an earlier age. This would increase the risk of pregnancy and sexually transmitted diseases.

However, sex education is a vital part of the learner's formal education. Ignorance of sexual matters could lead to problems, such as rape, sexual abuse, increased pregnancies and Aids.

What is sex education?

Sex education is part of personal, social and health education. It has moral, legal, cultural and ethical dimensions. It involves assertiveness and communication (Massey 1988:9). Sex is also about exploring feelings of love, sexuality and responsibility towards oneself and others.

Purposeful sex education is effective education (Massey 1991:9±10) if:

- It is developmentally appropriate to the age and stage of the learner.
- It provides factual knowledge and encourages evaluation of facts.
- It needs to be taught repeatedly and in various ways.
- It examines opinions and encourages discussion of a range of opinions and concepts.
- It assists in the development of personal and interpersonal skills.
- It encourages respect of self and others.
- It inspires reflection and responsibility.
- It requires negotiations with learners to establish what their point of reference is, rather than assuming common levels and experiences.
- Sex education is not just a topic for adolescence or for crisis intervention. It should begin in the early years and must be provided consciously and unconsciously by parents, educators, other significant adults, the peer group and the media.

The aims of sex education

The aims of the sex education programme is directed by the needs of the learners.

Some of the needs may be:

- Clarification of information
- Decision-making framework
- self-esteem
- self-improvement
- evaluation of values and attitudes
- peer group cooperation and support
- support from significant adults (The aims of sex education, study guide p184)

These four perspectives provide guidelines:

Educational.

- To develop skills
- explore concepts
- gain knowledge and information
- classify attitudes and values
- be aware of differing views on sexuality

Pastoral.

The pastoral perspective aims to recognize problem areas and offer support.

Preventive

The preventive perspective aims to prevent unfulfilling relationships, unwanted pregnancy and sexually transmitted diseases.

Social.

The social perspective focuses on outreach to parents and community as well as moral, ethical, religious and legal dimensions.

According to Massy (1991:16), the following factors will influence the aims of sex education:

- the learners' ages and developmental level
- the learners' specific needs
- available resources
- the ethos of the school

Sex education is a sensitive and controversial issue. It should be handled by an educator with special qualities (Louw et al 1996:71):

- A positive role model
- Is trusted and respected by the learners and parents
- Has a sense of humour, without being crude
- Is able to guide learners individually or in groups towards making morally responsible choices about their sexual behaviour
- Is willing to read and learn more about sexuality and be trained for the task of sex education
- Is an experienced educator with the ability to use audiovisual media
- Is empathetic
- Has a healthy heterosexual orientation
- Can accept the sexuality of others without judgment
- Is strict but not rigid in his or her approach
- Is able to answer sensitive questions
- Does not preach or talk down to learners

Keep the following in mind when doing sex education:

- Do not show embarrassment.
- Be open and honest.
- Use the correct biological terminology.
- Use humour to relieve tension but always be tactful.
- Never preach or judge the actions of parents or learners. Teach learners to understand which behaviour is acceptable and which is not to enable them to make responsible choices.
- Ask learners to give their opinion on sexual issues and encourage open discussion.
- React calmly to the use of street words or other coarse remarks and replace the words with biological or medical terms. Explain what they mean.
- Speak with sensitivity to prevent offensive interpretations and to maintain respect for human sexuality.
- Maintain discipline so that meaningful discussions can take place.
- Avoid teaching sex techniques - this leads to sex information instead of sex education.
- Do not discuss personal sexual experiences with learners.

The abused learner

It is not easy to identify an abused learner. They often display behavioural problems and are often labelled as challenging and quarrelsome. Educators should be knowledgeable about learner abuse. That will enable them to identify an abuse learner and render the necessary assistance

Child abuse can take different forms. Children have the right to nutrition, shelter, healthcare and overall well-being. Each child has the right to be protected against abuse, neglect and indignity. If a child is abused his rights are abused and he may lay claim to legal protection. The educator is thus legally compelled to report child abuse.

Forms of abuse:

- Physical abuse: When a child is hit, bitten, burnt, pushed around, had things thrown at him, shocked, hit with a fist, kicked.
- Neglect: This refers to emotional, social or physical mistreatment.
- Psychological abuse can take place through neglect.
- Sexual abuse includes
 - paedophilia (nonviolent sexual contact between an adult and a child, with the child as a sex object)
 - violent molestation
 - pornographic exploitation
 - incest (between a father and daughter, a mother and son, father and son, mother and daughter, and brother and sister)
 - rape

Behavioural characteristics of abuse (according to Pretorius (1998:368) :

- Disagreeable social behaviour
- Troubled relationships with the peer group
- Temper outbursts

- Anxiety and fear
- Enuresis
- Encopresis
- Low frustration tolerance
- Theft
- Lies
- Hyperactivity
- Impulsive or negative behaviour
- Sleeping disorders
- Self-destructive behaviour (attempted suicides and threats)
- Brothers and sisters who attack each another
- Low self-concept
- Socially withdrawal
- Excessive caution
- Learning problems at school

Regular assessments may help educators to identify abused learners.

- Your learners must know that you are willing to help them.
- Be approachable and not judgmental.
- The education department prescribes how cases of abuse should be reported and each school may also lay down certain requirements. Acquaint yourself with the procedures prescribed by your institution.
- Ensure that you accumulate enough evidence (from assessments, records, etc).
- Should a learner take you into his or her confidence, it is essential that you can convey the disclosure as precisely as possible.
- This is particularly important in terms of possible court procedures.
- Remember that the situation is confidential.
- Ensure the learner that you believe and trust him or her and that it is not his or her fault.