

# **EDA3013 – EXAM PREP**

## **Unit 1: The self**

### **1.9.1.3**

The learner as a rational being

The learner will need help in order to associate with people.

### **1.9.3.1 Self**

Issues that come to mind are one's pride, one's image and the ability to accommodate oneself.

#### **1. Others**

Difficulties arise in our relationships with our friends, work colleagues, and family.

#### **1. Objects**

Learner's attitudes to school related matters may diversify and we have the intervention of guidance, counseling and life skills.

#### **1. The Other**

The learner needs guidance when relating to God

#### **1. The Learner in Reality**

Ways in which the learner the learner can get guidance counseling and life skills assistance:

- Knowing oneself
- Getting helpful suggestions about one's community
- Tackling school related matters
- Enhancing learner's knowledge about different careers so that the learner chooses the right path.
- Assist the learner to be answerable for something trustworthy for his/her course of action.

**Table 1.1**

- Summary of Guidance Counseling and life skills

**1. Inclusion into the Curriculum – How?****Activity 1.4**

What are the shortfalls of having a guidance period?

- At times the content that is discussed does not relate to the learner
- The emphasis is minimal as one feels you don't have to pass, it's not an exam subject.
- One can alleviate this problem by taking into cognizance of the learner's background, hence the discussions becomes important and of interest to the learner, able to identify to the needs of the learner.

**Incidental Learning****Example 1**

Try to bring things of the real world when doing a lesson; for example, a comprehension passage on Igloos.

What comes to mind? Different houses; ask the learner's the type of homes that they live in, take cognizance of how they live, the environment etc.

**Example 2**

During this lesson it was discovered that someone had died. The educator can use Mathematical concepts of addition and subtraction in the lesson. The educator can draw a graph on the number of deaths in each province, does it escalate.

Hence it is the task of the educator to take a holistic approach; take cognizance of cognitive, physical, social and emotional factors.

One should take heed that both these examples can be used, and refrain from teaching other subjects during this period, as one needs this in one's life, teach education to develop a holistic learner.

## 1. Conclusion

One must be able to incorporate issues pertaining to one's subject matter in one's lesson and diversify if needs be, taking into cognizance your learner's background.

Guidance, counseling and life skills cannot be divorced from your lessons. It is like a web, cannot be separated.

## Group Work

May/June exam – 2014

### Question 1

Describe the following five (5) concepts in four or five sentences per concepts:

1. Group work as a teaching method

2. Giftedness

3. Remedial Education

4. Survival skills

5. Rules for brain storming

### 1. Group work

There should be 5 or 6 members in the group.

This involves brainstorming of topics and to jot down ideas, name given is koi. The good thing is that each and every answer is valuable, basically one cannot pinpoint that a certain thing is right or wrong.

There are diverse methodologies used to enhance group work namely: have a newsprint and jot down the ideas. In this way one can do research and hence take cognizance of various ideas. The idea is to build hope and confidence in the learner. Once all the ideas are noted, one must have a questionnaire to do a self-evaluation test.

5x5 =25

## **2. Giftedness**

- A learner who has great intellect and displays natural talent.
- Learners with a high IQ, and possess a wide general knowledge. These learners are awesome, always getting the awards and come up with fabulous ideas.
- These learners are generally talented and have inherent abilities, especially in subjects that require thinking skills, problem solving activities, like Maths and Science; not forgetting the languages to make judgements of characters, the ability to foresee things.
- These learners are generally originaive, and excel in producing brilliant things as they have a powerful mind, hence, envisage awesome ideas and breath-taking things for example a structure. They are flexible in their ideas, and try to work on their own and do lots of practice to figure things out on their own. They are not conventional in their thinking.
- These learners are talented in carrying out tasks diligently. They have a huge impact on other people especially their friends. These exceptional qualities are displayed at a very young age. These learners are confident; hence they have very good control of their actions and display a sense of responsibility. They are able delegate activities effectively; hence they have an art of displaying interacting with people tactfully.
- These learners have an excellent repertoire with languages; especially literary writing, verses, dramatic plays, etc.
- Due to these learners being creative, they also extend their creativity to music and drama; aspects like theatre come to mind. They perform in these concerts to express their natural talent, and they are emotionally hyped up, especially when performing on stage. One should note that these learners are aesthetically inclined, hence they take pleasure in working with pictures, images etc. They have special talent in making artefact, creating figures or designs in three carving dimensions.
- These learners often also excel in the sports field as they have good coordination of their muscles and are mentally strong to withstand the pressure. They are able to endure tough times. They are prepared to go the extra mile and hence tend to take part at an international level.

According to Kokot (1992), Giftedness falls on three levels: a natural ability; to have lots of talent; and exceptional intellectual ability. Thus, one can say that to have a talent means that that one has a special gift, be it in the academics, that is school work or in the sports field, that is excel in a sport; or in the drama world of music, art dance painting, where one's creative skills are

used. One should note that to be gifted is not an ordinary thing, it is displaying extraordinary talent, and thus one can compete at a higher level, outside of one's normal domain.

### **3. Remedial Education**

Remedial education will take place if the school has a professional remedial teacher. Hence the guidance counsellor cannot take the place of a remedial teacher. Instead the counsellor will acknowledge the skills of a remedial teacher. We are going to determine the important aspects in remedial education at this moment.

It is important to understand that if a learner is placed in the ELSEN class, that is the remedial class in grade 3, he/she should do grade 3 work, but at a slower pace. The ELSEN educator should ensure that the concepts are taught properly at a slower pace. The learner should be taught the same content and the remedial educator should ensure that all the learning material is covered, so that the learner is eventually placed in the mainstream.

One should take heed that giftedness comprises of many facets. According to Kokot (1992:49±59), one should follow certain methods to distinguish a gifted learner at classroom level:

### **4. Survival skills**

Jobs are indeed very stressful it is a give and take situation.

One must abide by the code of conduct: for example: time, dressing. One needs curriculum vitae before applying for a job. The curriculum vitae depicts your age, job qualifications, interests, hobbies, work experience, marital status, nationality, driver's licence, work experience, belonging to voluntary organizations, belonging to various committees. A vital point to remember that in any work place honesty and integrity are very important. One must be able to multi –task as well, the ability to do a few tasks at a time. Take note that when the boss is angry, give him/her a hearing, because at that point in time he/ she thinks that only they are right, there will be no other way. Once things have calmed down, you go to the boss and reason things out, explain oneself in a dignified way and as to why you would also make a positive input. Always, one looks for solutions and not negativity. Your contribution might be effective and valuable to the institution.

## **5. Rules for BRAINSTORMING**

- To come up with ideas in a required time.
- Try not to show the faults or shortcomings of other. Don't be negative, be positive.
- A suggestion is to use flashcards, to jot down certain concepts, form images in one's mind and write it down.
- If there is a problem, one should buzz other groups, however, there is certain protocol to follow.
- Try not to make judgements; every person's contribution is valuable.
- Get all the ideas together and choose the one that will work.

## **1. Group work as a teaching method**

Exam Paper

### **1. Group work as a teaching method**

There should be 5 or 6 members in the group. This involves brainstorming of topics and to jot down ideas, name given is koi. The good thing is that each and every answer is valuable, basically one cannot pinpoint that a certain thing is right or wrong. One can realize one's potential through a collaboration of ideas and work harmoniously' especially in projects and assignments. The educator only gets involved when certain concepts are not clear to the learner. In the end one should assess the event on give suggestions to improve on certain shortfalls.

### **5. There should also be a brainstorming of ideas.**

- To come up with ideas in a required time.
- A suggestion is to use flashcards, to jot down certain concepts, form images in one's mind and write it down.
- If there is a problem, one should buzz other groups, however, there is certain protocol to follow.
- Get all the ideas together and choose the one that will work.

## **2. Career education**

Career education places emphasis on what type of job a learner is going to embark on when he/she finishes school. It should start at a young age and go through a learner's whole schooling. As learners begin to develop their personalities, they develop their likes and their wants. They begin to mould their personality as to what they would want. When they are very young they role-play these careers. It makes a difference to encounter people in one's life with different careers, for example a doctor, a dentist, a teacher, etc. This career choice also depends on a person's talents, for example a child who likes drawing can pursue this passion and become an artist.

## **3. Giftedness**

One should take heed that giftedness comprises of many facets. According to Kokot (1992:49±59), one should follow certain methods to distinguish a gifted learner at classroom level:

- A learner who has great intellect and displays natural talent.
- Learners with a high IQ, and possess a wide general knowledge. These learners are awesome, always getting the awards and come up with fabulous ideas.
- These learners are generally talented and have inherent abilities, especially in subjects that require thinking skills, problem solving activities, like Maths and Science; not forgetting the languages to make judgements of characters, the ability to foresee things.
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One should note that to be gifted is not an ordinary thing, it is displaying extraordinary talent, and thus one can compete at a higher level, outside of one's normal domain.

## **Self-knowledge is a feeling of understanding and a deep perception that a person has of one-self.**

### **Exam Paper**

#### **Question 1**

Self-knowledge is a feeling of understanding and a deep perception that a person has of one-self.

This perception could be good or bad. However, it is better to have self-confidence and trust in one-self as one will be expected at some point in one's life to confirm things, and the ability to take a stance in doing things coherently and spontaneously.

Each person is special and has different beliefs, hence we should respect one another, and in this way, we have more knowledge of ourselves.

We should also have our own self- pride. We should have a sense of self - worth and function as a whole human – being.

Our thoughts and emotions play a huge role in determining our actions



## Question 2

**Discuss the stages of short term counselling model. Indicate how you will implement the model with any learner who needs your support. You may make use of any case study. (25)**

The following model is suggested by Gillis (1994:84±93)

There are few procedures one needs to adhere to prior the counselling phase. There must be an amicable relationship provided to create a friendly relationship.

### 1. PREPARATION STAGE

The learner is expected to get acquainted with the counsellor, the venue will be determined by the school, perhaps in a place where there is privacy, classroom or office or HOD room, just depends.

One's reaction, bodily movements, tone and the way the counsellor presents himself or herself will be very important.

It is important to get acquainted with the class teacher to extract some information about the learner. Take note that there is information about the learner in the learner's profile, the phone numbers, address, medical history, academic record, previous schools, notes, achievements etc. It is from here that one will gain some insight into the learner's history

The way that one position himself or herself is important, try to create a relaxed atmosphere by sitting in the opposite direction. Try to give the matter some attention, show lots of concern for matters that need to be addressed.

### 2. MEET AND GREET STAGE

One should be cautious on the way that one appears to the learner, especially one's speech, bodily movements, one's 'one also not to be harsh. Try to portray the image that you are willing to help, remember your role now is one of a counsellor. It will take you and the learner to give the problem the utmost attention, work hard at it, and try to come to an amicable agreement.

It is very important in any given situation to greet one another. Take note that the learner is tense, and does not know what to expect, so you can create a warm greeting, and to enhance a cordial atmosphere. The learner is worried that you will tell the others, but you have to tell him/her that you will not disclose any information to anyone.

You must tell the learner the procedure of the counselling process. The counsellor needs to have information about the problem in order to know how the learner is feeling or going through.

It is important that the learner can find a solution to the problem instead of the counsellor. However, you must inform the learner that you also took cognisance of the problems also.

## October /November exam

### Question 3

**Choose any career and explain how you would explain it to a group of Grade 10 learners.**  
**Use your own lesson plan.**

Dear students, in order to answer this question, one need to do lots of theory on career guidance.

#### **INTEREST**

Firstly, take note of the career that one has chosen: for example, medicine. He/she must have a strong interest in this field of serving the people. Hence, when one displays some form of passion, one will do well at school, and concentrate on the Science subjects.

Interest is an inner quality of a person that will vary as an individual grows. It is obvious that we all do not have the same taste in choosing a career; some people only want to go into the academics, whilst others are good with their hands. However, if someone is concerned about a task, it does not mean that he/she is the best person to do the task and that they display enthusiasm for the task. Hence it is important to question the learners on their likes and dislikes. Their classwork will also give an indication on their talents or in which field they tend to excel in.

#### **SOCIAL SKILLS**

Take note that in any career, one needs to interact with a particular person or group. When we examine the word social, we think of people, more so interaction with people, in a group. However, it is important how a person behaves towards others, etiquette is important. In the medical field one needs lots of patience and understanding as there are old and young people.

In these settings, people become acquainted with one another and the manner in which people relate to one another, in a good and bad way. It is important the way we can control our tempers and the ability to work under pressure.

Some jobs, like the medical field require certain kinds of knowledge, specialised skills and lots of involvement of key players, however, it cannot function in isolation, and it requires lots of social skills, especially if one is working in theatre.

#### **HIGHER INTELLECT OR FACULTIES**

This section pertains to certain beliefs, and principals, and the idea of what is positive and negative. If a patient is extremely ill and he /she is not your patient, or does not have enough money, one should still assist them.

On the contrary if certain tasks or ideas are not in line to our society, one regards this as wrong, for example cheating the medical aid, one should not continue one's service.

In contrast if they are in with our beliefs, then it is regarded as right, one should continue in doing well.

Therefore, one should direct one's way of choosing one's career, in line with one's beliefs. If a person believes that he /she is people orientated, that should embark on a career path that chooses to give to society, for example if one has a passion for medicine, and to give one's skills, one should go for it, irrespective of the immense pressure.

## **October /November exams**

### **Question 3 Continue**

#### **Choose any career and explain how you would present it to a group of 10 learners. Use your own lesson plan**

Lesson plan

Date:

Lesson 2 / activity 2

**Aims and objectives:** awareness of different careers, orientation of careers; some of the factors to consider when choosing a career.

**Skills:** Adherence to stipulated rules in any type of career

Understanding the monetary value attached to a particular career.

Exposure to various careers.

## **CAREER AND JOB AWARENESS**

Have a discussion with the learners about what is important for learners; also, one must have prior knowledge of the type of subjects that they are going to choose during high school. This will determine the type of career that one is going to choose. Furthermore, it is essential that both educators and the parents also take cognisance for the different types of careers.

It is also important for the learners to be exposed to many careers. However, the mistakes that most learners make are to choose the subjects that narrow their perspectives on the type of career choice.

We are going to look at diverse ways of how we are going to carry out and pursue aspects on career education.

- Learners are exposed to various careers and revolving around different careers.
- Taking into account the rules and regulations of various careers. Basic aims of career education.
- Ways in which one can gather information about a career.
- A detail explanation of the careers to enlighten the educators.

## **ORIENTATION OF CAREERS**

### **(a) General orientation**

The concentration is in the early stages of schooling, that is the in the pre-primary school; which is the inception of a child's schooling.

The main idea is to stimulate the child's enthusiasm for learning by showing a huge interest and directing a child to develop certain values and good incentives towards the selection of a suitable career choice.

This procedure takes a long time; therefore, it is useful to acknowledge the type of pre-school education. The type of activities which are carried out informally through various games will place emphasis on the learner's likes and dislikes.

These children are indirectly rehearsing their career choice, for example they play 'doctor, doctor;' teacher, teacher;' innocently to stimulate their minds. However, this becomes a reality when they have to choose their subjects.

### **(c) Orientation in respect of the economy**

It is important for these learners to acknowledge the monetary implications of a career. The learner must be made aware that things just don't come like that; their parents have to work hard for it and try to put food on the table. They should be made aware particularly of the current economic issues in our country. They should be exposed to basic areas such as farms; this is where our vegetables come from; the mines that bring revenue to our country, basic necessities such as the hospitals where one has to pay admission fees; our government services for lights and water; the army and police to protect our citizens and our country.

Learners should be able to raise money for certain projects to enlighten them on the value of money and how money is used; terms like profits, loss; gross expenditure etc., should be explained. This will further pursue their ambitions to enhance their careers.

#### **(d) Orientation in respect of occupational choices**

This is a normal occurrence in a child's life, when they ponder upon certain activities continuously. They visualize their careers through play. They innocently role - play diverse activities through fun and game; however, they are indirectly creating a career choice.

### **CONSIDERATIONS GOVERNING A CAREER CHOICE**

We will focus on the following aspects when selecting a career:

#### **(a) Job description**

One needs to acknowledge certain aspects that comprise working conditions:

What are one's responsibilities?

What kind of work is one going to do?

- To understand what is required.
- Utilize diverse areas of where to get data.
- To take heed of where to get one's data.
- To determine and assess what is important.

## October /November exams

### Question 3 Continue

### Choose any career and explain how you would present it to a group of 10 learners. Use your own lesson plan

Lesson plan

Date:

Lesson 3/ activity 3

**Aims:** To understand the different type of job opportunities

To understand the aims of career education.

**Skills:** confidence, independence, social interaction with others, understanding the technology that is used in different work places, understanding the social and political conditions, understanding the reward of working.

#### **Job opportunities**

- Technological development; it is established that technology has impact on our education system and certain working expectations. Try to discuss modern and updated technology.
- The following skills are required; the ability to interact in that one exchanges ideas, important information, thinking skills, have knowledge of computers, and the ability to lead and face challenges. These workers must keep abreast with information especially with new advancements made with respect to technology. One should note that it is difficult to get jobs, because technology can replace manual labour. On the contrary there will be more jobs for people to help maintain these machines.
- Social and political conditions: have a fruitful discussion with learners on these factors.
- Try to make learners aware that our country South Africa is undergoing a huge transition, in terms of growth and planning, especially the demand for more houses. The ripple effect is that it creates more jobs for people putting up these homes: carpenters, tilers, builders, electricians; hence it's important to learn a skill
- Economic recession, try to discuss the rand /dollar exchange; what impact does it have on the economy?

Firstly, understand the term of what recession means: Recession is a widespread decline in GDP and employment. This has a huge impact on large businesses; hence they will give out their work to small businesses. The reason being that these companies pay little wages; they have all types of workers, not so many expenses. Therefore, it will be good for the economy to grow and create job opportunities.

### **Basic Aims of Career Education**

- One must be well equipped for life. Discuss various ways of how one can achieve this.
- One needs to keep up with new prospects. Encourage learners to go on the website, read newspaper etc.
- One should take note that certain conditions can change and one has to be ready to adapt to it. Encourage learners to be flexible.
- One has to display confidence in one's job. Make it known to learners that they must take the initiative to show some form of enthusiasm.
- One has to be independent to carry out tasks on one's own.
- One has to liaise with others, interact and work closely with one another.
- One can have the opportunity to select one's work, try to see what the alternatives are.
- Take note that one's job is prestigious or worthwhile.
- The job is also of great significance and value.
- It is exclusive and one is fortunate to do this kind of work.
- One gains blessings and one gains personal satisfaction.
- One has high regard and appraises work that is completed for.

One should take note that the learner in the primary school years has a vision to assist the learner to choose a career.

Try to make learners aware that they must take cognisance of the fact that

- They capacity to make one's own decision on one's own.
- They have a chance to enhance one's skills.
- They can gain lots of personal satisfaction.

## **Exam Revision**

**Name and discuss the aims and give examples of any three (3) different types of interviews. Indicate in each instance when the particular interview will be used.**

### **TYPES OF INTERVIEWS**

#### **1. AN EXPLORATORY INTERVIEW**

To be in contact with the learner is the main part of the interview, to discover things. Basically, the counsellor needs to look at avenues where he / she gain a deeper understanding of the learner's problem by searching for meaningful information through intensive research. The educator tries to view things from the learner's perspective. This further needs lots of dialogue and mutual interaction through making new discoveries by gathering information together. More in-depth interviews are conducted to learn more of the difficulties that the learner is experiencing. Furthermore, lots of resources are needed to assist in the investigation of this interview, especially if the learner is at a young age. Take note that particular learning resources are essential.

#### **2. A HISTORICITY INTERVIEW**

The word 'history' connotes one's past and 'historicity' connotes the concept of historically authentic. Basically, this involves the learner's past experiences and what impact has it on his/her present circumstance; for example, if one has a history of abuse this can filter down through generations, the learner's experience of existence. Hence, it is always useful to gain an understanding of the learner's history, most importantly the home circumstance and environment is also vital. This will enhance one's understanding of the learner's circumstance and attitude to education.



### **3. AN INFORMATIVE INTERVIEW**

One should note that by gaining information of the learner, one has a better understanding of the learner, the behaviour, temperament and the learner's emotional state of mind. One can also gain knowledge of the learner's schooling. Hence, once one takes cognisance of this information, one can move forth. The key players are the parents and educators who spend quality time with the learner.

### **4. AN ADVISORY INTERVIEW**

The advisory interview consists the parents and learners who are experiencing problems. The parents are helpless and need the assistance of the educator urgently.

The parents are concerned about their child and seek help and want the educator to take action. Hence it is the task of the educator to guide the learner in the appropriate direction. This is conducted through meaningful dialogue with the learner to make better the situation. Furthermore, it should be noted that the learner may need the professional knowledge of the educator on the choice of a career in the time to come.

## **Study unit 3**

### **Counselling**

## **THE COUNSELLING RELATIONSHIP, ASSESSMENT AND OBSERVATION**

### **3.1 INTRODUCTION**

Gillis (1994:2), one has to assist people to deal with problems and focus on the talent that people have. The counsellor should make use of diverse strategies in assisting learners to face their challenges.

#### **3.1 What is a facilitative process?**

It is a close relationship between two people. Take note that it is not only for the educator to give assistance and upliftment to the learner, it is also good to see through the eyes of the learner and see what the learner is going through.

### **What is "a special helping relationship"?**

Remember that if there is trust in any relationship, there will be a sense of ease between the counsellor and the client. In the school situation the educator that is the guidance counsellor and must show a sense of concern, and the learner must be at ease to liaise with him /her. The main factor is to show a sense of integrity.

### **What helping skills do you need?**

One should take note that you are dealing with a human element, hence, certain skills are imperative to deal with one's emotions.

### **What does "assist people to help themselves" mean?**

The impact of this is if you cannot help yourself, nobody can help you. Firstly, they need to acknowledge that they need help and know that we are there to assist; we are not going to turn a blind eye. What positive information are you going to elicit from the learners?

## **3.2 THE CHARACTERISTICS AND SKILLS OF THE COUNSELLOR**

Petrick (1986:7) views counselling as interview the educator and learner converse with each other.

There are three steps to counselling: it forms a bond, it steers the learner in a certain way, it provides a certain methodology

Take note that it is important for the counsellor to make sur that things work out.

The counsellor has to embark on various skills namely concern for the learner: an interest in the learner, a sympathetic attitude towards the learner, empathy with the learner, patience with the learner, friendliness towards the learner and various other skills. These skills will ensure that very good counselling skills take place.

Confidentiality is very important and making the learner feels at ease.

## **Personal skills**

### Exam Revision

The following aspects will be discussed in this case study: personal skills: self-knowledge; assertive skills; Thinking skills social and communication skills communication/listening skills and survival skills. At this moment in time he is displaying an aggressive behaviour; he is hostile because he feels threatened by his new environment. Instead we have to instil the skill of being an assertive person: How are we going to encourage him to state how he feels? He is a child; he needs to be a happy go lucky child, how are we going to find ways for him to be content? Building a sense of trust; take note of his new caregiver who is his uncle. Growth: physically, intellectually, emotionally, take note he is only 10 years old.

Name the ways in which you are going to develop Henry's life skills, note well, just a brief discussion.

### **PERSONAL SKILLS**

- He has poor self- concept, he need to enhance this self- concept.
- He needs certain incentives to do things.
- He needs to be trustworthy.
- He needs to view he feelings.
- He needs to show his feelings in a respectable way.
- He needs to have a vision to reach his aims

### **SOCIAL COMMUNICATION**

We do not live in a world of isolation, we are social beings, hence we need to develop one another and work hand in hand with one another. Thus, we build upon a meaningful world, a world of knowledge and communication. This gives us direction in attaining knowledge through lots of communication and interaction.

Henry is now under the care of his uncle, he feels trapped, he becomes aggressive, he perhaps feels that he will be heard in in this way. However, there are various ways to express his behaviour: non –assertive behaviour: one feels insecure and cannot express one's feelings.

Aggressive behaviour: can be damaging, as a person can be rude, especially a young person behaving rudely to an older person.

Assertive behaviour: this is the way to follow; work diplomatically, say things in a nice way as how you feel, and be direct, not lie about your feels and at the same time to be respectful.

In this case study Henry should adopt an assertive behaviour stance. He must not hide his feelings; he must feel free to express his feeling, to be heard, especially with the language. He must be able to tell his uncle that he needs support to understand the language and he must not have a fear for his uncle. At the same time, he must be respectful, and courteous. In the same breath, his uncle must be firm, but friendly. He must respect Henry but also lay down certain rules, remember there is a difference between an adult and a child. Both Henry and the uncle must draw the line, there are limits to everything, do not overstep the line! Even with our natural parents, we must not be rude and overstep the line.

Once this is achieved, Henry will become confident to do things; He will develop a sense of trust in his uncle. He will be in full control of his emotions and carry out tasks accordingly. Furthermore, he will behave in a poised manner, be cool, calm and collective.

## **Exam Revision**

### **Giftedness**

- A learner who has great intellect and displays natural talent.
- Learners with a high IQ, and possess a wide general knowledge. These learners are awesome, always getting the awards and come up with fabulous ideas.
- These learners are generally talented and have inherent abilities, especially in subjects that require thinking skills, problem solving activities, like Maths and Science; not forgetting the languages to make judgements of characters, the ability to foresee things.
- These learners are generally originaive, and excel in producing brilliant things as they have a powerful mind, hence, envisage awesome ideas and breath-taking things for example a structure. They are flexible in their ideas, and try to work on their own and do lots of practice to figure things out on their own. They are not conventional in their thinking.

- These learners are talented in carrying out tasks diligently. They have a huge impact on other people especially their friends. These exceptional qualities are displayed at a very young age. These learners are confident; hence they have very good control of their actions and display a sense of responsibility. They are able to delegate activities effectively; hence they have an art of displaying interacting with people tactfully.
- These learners have an excellent repertoire with languages; especially literary writing, verses, dramatic plays, etc.
- Due to these learners being creative, they also extend their creativity to music and drama; aspects like theatre come to mind. They perform in these concerts to express their natural talent, and they are emotionally hyped up, especially when performing on stage. One should note that these learners are aesthetically inclined, hence they take pleasure in working with pictures, images etc. They have special talent in making artefact, creating figures or designs in three carving dimensions.
- These learners often also excel in the sports field as they have good coordination of their muscles and are mentally strong to withstand the pressure. They are able to endure tough times. They are prepared to go the extra mile and hence tend to take part at an international level.

According to Kokot (1992), Giftedness falls on three levels: a natural ability; to have lots of talent; and exceptional intellectual ability. Thus, one can say that to have a talent means that that one has a special gift, be it in the academics, that is school work or in the sports field, that is excel in a sport; or in the drama world of music, art dance painting, where one's creative skills are used. One should note that to be gifted is not an ordinary thing, it is displaying extraordinary talent, and thus one can compete at a higher level, outside of one's normal domain.

## **Exam Revision**

### **1.5 Creativity**

Creativity involves uniqueness, the ability to be beautiful in a unique manner. One has the capacity to produce things. Those are extraordinary. It involves one's perceptual skills and one's intellectual skills; one has good fine motor coordination. One finds different yet exciting ways to solve problems and overcome challenges.

Great people who are creative often take the risk and plunge into challenges.

## **True and False Questions**

In question 1 you have to choose between true or false, substantiate your choice and give your study guide reference for your answer.

### **STATEMENT**

#### **1.1 Too much parental involvement may cause underachievement.**

- True

See section 2.12.1.1

unrealistic expectations on the part of the parents (expectations either too high or not high enough)

- . excessive pressure from the parents
- . too much or too little parental involvement
- . overprotection of the child

#### **1.2 An IQ of 140+ is now regarded as giftedness.**

- False

See section 2.13.1

. The old idea that an IQ of over 140 represents giftedness is no longer valid. Giftedness, according to Kokot (1992), can be identified at three different levels:

talent, giftedness and genius.

Talent usually expresses itself in a specific field and is thus synonymous with giftedness in a specific academic, artistic or sporting field.

#### **1.3 Career education should only be introduced in the secondary phase since these learners are more realistic.**

- False

it should begin at preprimary level and continue with greater differentiation as the learner goes into primary and secondary school. (The focus in the early childhood development stages should be on career awareness, rather than on specific career choices.) See section 2.15

**1.4 A learner's style of communication is one of the richest sources of obtaining information.**

- True

The learner's way of communicating is one of the richest sources of obtaining information about him or her

See section 3.6.3.1

**1.5 The basis of personal life skills is self-discovery.**

- True

The basis of personal life skills is the element of self-discovery.

See section 4.9.

**Exam: May/June**

**2.1 Aggression must always be answered with aggression to demonstrate that the teacher is in control**

- False

2.4.3.4 one must use a constructive approach.

**2. 2 Most individuals can use only one cognitive style.**

- False

Table 2.1 various cognitive styles.

**2. 3 Kholberg believed that a person's moral development corresponds with a person's physical development**

- False

it corresponds with a person's cognitive development

**2.4 Consolidation is one of the steps of remediation education.**

- True

2.11.2.3 step 3 - support the learner

**2.5 A learners' style of communication is one of the richest sources of obtaining information**

- True

**2.6 Educational guidance is only concerned with certain aspects of learning**

- False

Page 22 it is concerned with all aspects of learning.

**2.7 Junior primary learners want to conform to the peer group, for example change their views to suit the group.**

- False

2.4.4.1 Senior Primary learners want to conform to the group.

**2.8 Teachers should not participate in classroom activities as this will result in a loss of authority.**

- False

teachers are active participants to assist learners.

**2.9 According to Piaget's cognitive development theory it can be assumed that learners in the intermediate and senior phase are only capable of concrete thinking.**

- False

2.4. 2.1 concrete level on formal operational and sometimes both.

**2.10 The basis of personal life skills is self-discovery.**

- True

**2.11 Kohlberg's theory identifies four general levels of moral thinking with two stages at each level.**

- False

2.4.5.3 three general levels.

**2.12 The composite interview is only interview centred**

P106 3.10.3 It is neither centred nor interview centred



**2.13 Fantasy is one of the seven modes of learning.**

- True 2.9.6

**2.14 Teachers should never display a willingness to accept a responsibility for any learner.**

- False

2.1.12.1.2 also 3.2.2.20 stand by the learner.

**2.15 Piaget's theory forms a basis for encouraging learner's moral development.**

2.4.5.2 Piaget's theory, a learner's moral development corresponds with his /her cognitive development.

**QUESTION 4: LIFE SKILLS CASE STUDY 32 MARKS**

Ithando is 12 years old. Until last year he was always in the top academic three of his class. He has a special interest in soccer and helps out over weekends at the local soccer club. He does not know his biological father. His mother's new lover has been staying with them for the last six months. His friends are mocking him for being the son of a prostitute. In the last three months Ithando's behaviour has changed. He is withdrawn and tearful. His homework is not done and he is untidy and dirty.

Discuss how you would develop Ithando's life skills with specific focus on helping him to become assertive. Refer to the study guide as your primary reference source.

Extra marks will be allocated for using your own words

**TO BE ASSERTIVE**

One must be dynamic, to the point and be creditworthy. By showing that one is assertive: one is firm but fair, and respectful, and tries to explain what the right thing to do. One must be able to articulate one's feeling from the bottom of one's heart.

Assertive people usually

. They feel satisfied to do things they like, for example Ithando will show a special interest in soccer and helps out over weekends at the local soccer club.

. Have a lot more positivity and be self –convinced than people who are not rigorous to do things, be a top achiever.

- . Have more fulfilling lives as they go out the extra mile, try to be occupied, do more things for the soccer club.
- . They are more stable and have harmonious personalities, try to be strong at this time.
- . People can confide in them because they have stable personalities, he must be able to confide in the counsellor.
- . They have the ability to refuse to do things, especially if they exploit him at home, take note that his mum has a new lover.

### **CREATIVE THINKING SKILLS**

Creative people are awe inspiring and their interests have no boundaries, take for example designers, artists, architects, dancers, they exhibit great talent. They follow their passion with much zest and enthusiasm. However, these creative skills will see beyond this and see an opportunity in difficulty. We are aware that until last year he was always in the top academic three of his class. He has a special interest in soccer and helps out over weekends at the local soccer club. We will try to explore this talent. We can make him the class captain, he can take part in extra activities, belong to book clubs. He can also be the captain of his soccer team.

### **SOCIAL COMMUNICATION**

We do not live in a world of isolation, we are social beings, hence we need to develop one another and work hand in hand with one another. Thus, we build upon a meaningful world, a world of knowledge and communication. This gives us direction in attaining knowledge through lots of communication and interaction. Indicate how lthando is going to do this? He is shy and withdrawn at the moment, he needs more social interaction.

### **THE ABILITY TO MAKE FRIENDS**

He needs to gain the confidence of the children: sustain good friends to assist him in his school work; we will make use of peers to assist him.

## Exam – May/June

### Question 1

**Explain the following:**

#### **1.1 Memory**

MEMORY

This is the vivid imagination to learn information, facts and try to recall this in one's memory. This forms an important mode of learning and recalling information.

#### **1.2 Normative Support**

NORMATIVE SUPPORT (MORAL/RELIGIOUS)

Different social groups have certain values or rules that they need to abide by. These are righteous deeds and indeed form the framework of a particular society. One needs to abide by these doctrines.

#### **1.3 Corrective teaching**

Identify the mistake as soon as possible, for example if a person reads a certain word incorrectly, one should correct it straight away.

#### **1.4 Paraphrasing**

Try to break up large chunks of information. One should try to analyse intricate information and simplify it. Hence, one can analyse the information.

#### **1.5 Self-knowledge**

Self-knowledge is the capacity of a person to do certain things, one needs to view one's ability. One needs the confidence and drive to embark on certain decisions. One needs to know if one has the insight to carry out certain tasks. Sometimes it could be the right move and at other times it could be the wrong move. One also needs to display a certain level of Self-knowledge is a feeling of understanding and a deep perception that a person has of one-self. One needs to examine one's inner most thoughts.

This perception could be good or bad, for example if one chooses a certain occupation, one will have mixed emotions. At times will feel that he/she is not capable of doing certain things, which is one, does not have the potential to do things.

However, it is better to have self-confidence and trust in one-self as one will be expected at some point in one's life to confirm things, and the ability to take a stance in doing things coherently and spontaneously. This is a tough decision but it will pay off in the end.

Each person is special and has different beliefs, hence we should respect one another, and in this way, we have more knowledge of ourselves. We must make our grade 12 learners that they have to do an inner search; we are different, yet unique, hence we need to know ourselves to a deeper length.

We should also have our own self- pride. We should have a sense of self - worth and function as a whole human – being. We are proud to have achieved thus far, hence we have the potential to excel, we have the ability to do things and function at higher cognitive level.

Our thoughts and emotions play a huge role in determining our actions. The way we view things will definitely have an impact on our lives. It is important to be positive and have self-reflection of one self.

## **Exam Paper October –November**

### **Question 4 – Self Knowledge**

Self-knowledge is a feeling of understanding and a deep perception that a person has of one-self. One needs to examine one's inner most thoughts.

This perception could be good or bad, for example if one chooses a certain occupation, one will have mixed emotions. At times will feel that he/she is not capable of doing certain things, which is one, does not have the potential to do things.

However, it is better to have self-confidence and trust in one-self as one will be expected at some point in one's life to confirm things, and the ability to take a stance in doing things coherently and spontaneously. This is a tough decision but it will pay off in the end.

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We should also have our own self- pride. We should have a sense of self - worth and function as a whole human – being. We are proud to have achieved thus far, hence we have the potential to excel, we have the ability to do things and function at higher cognitive level.

Our thoughts and emotions play a huge role in determining our actions. The way we view things will definitely have an impact on our lives. It is important to be positive and have self-reflection of one self.

Assertive behaviour: this is the way to follow; work diplomatically, say things in a nice way as how you feel, and be direct, not lie about your feels and at the same time to be respectful. It is important to always speak the truth.

One must not hide one's feelings, he must feel free to express his feelings, at the same time one must be respectful, and courteous. There must be a mutual understanding between one's parent's teacher and the learner. One must become confident to do things; and must be in full control of one's emotions and carry out tasks accordingly. Furthermore, one will behave in a poised manner, be cool, calm and collective.

A detailed discussion on one's personal skills must be discussed; namely: personal skills: self-knowledge; assertive skills; Thinking skills; social and communication skills; communication/listening skills and survival skills. After developing these skills, it is hoped that the learner will be able to make a choice.

### **Question: 4**

**Dear students please pay careful attention to the mark allocation in question 4.**

**The three types of behaviour: aggressive behaviour, non-assertive and assertive behaviour.**

**Please elaborate on these types of behaviour.**

**Non-assertive behaviour:** one feels insecure and cannot express one's feelings.

**Aggressive behaviour:** can be damaging, as a person can be rude, especially a young person behaving rudely to an older person.

**Assertive behaviour:** this is the way to follow; work diplomatically, say things in a nice way as how you feel, and be direct, not lie about your feels and at the same time to be respectful.

In this case study Ithando should adopt an assertive behaviour stance. He must not hide his feelings, he must feel free to express his feelings, at the same time he must be respectful, and courteous. There must be a mutual understanding between his mum and Ithando. Ithando must become confident to do things; and must be in full control of his emotions and carry out tasks accordingly. Furthermore, he will behave in a poised manner, be cool, calm and collective.

One must take note that a life skill is not an isolated issue, it encompasses all aspects of life; the various that we have discussed, personal skills, social and communication skills, coping skills, and thinking skills.

He has a poor self- concept; he needs to enhance this self- concept, start achieving again.

He needs certain incentives to do things, start developing an interest in soccer again.

He needs to be trustworthy. We need to view his feelings, at the moment it is one of rejection, he is tearful and withdrawn. He needs to show his feelings in a respectable way, especially knowing that the other children are mocking at him. We need to cultivate a vision to reach his aims: to achieve and make a more meaningful life.

Take note that we have to re-build Ithando's self - image through the enhancement of these skills. At this moment he is an emotional wreck.

Firstly, he has to accept or take cognisance of the situation. One has to guide him through to being assertive, so that he is truthful and sincere about what his future holds for him. The educator has to be persuasive in finding fulfilling ways in developing his confidence. He is at the moment very depressed and has lost interest in everything. One has to find strategies to uplift his self-image.

Another useful skill to focus on is on the thinking skill. Take note that this is a huge mental strain and it could lead to devastating consequences. Hence, it is crucial that he regains some positivity in this dilemma that he is in. He needs to state how he feels and try to reason things out.

One has to re-build his study skills: enforce all the different methodologies of studying. He needs to focus seriously on his studies as this could be a bright future for him. He needs lots of incentives to study. Mum has to ensure that he does his homework.

One needs to find ways to develop solid friendships now. He is withdrawn at the moment, isolated and perhaps could become a recluse. His friends are mocking at him. They are using derogatory remarks, that he is the son of a prostitute.

This family needs good survival skills as mum needs guidance, she needs to focus more attention on Ithando. This is a huge challenge and one needs to find creative strategies to overcome this dilemma.

## **Exam Revision**

### **DECISION MAKING**

Decisions involve selecting from an answer to the problem and what resolution one can come with. When one is deciding upon something, one has to see to it that there are many alternatives to the problem.

When one is making judgements about something, lots of intellectual activity is involved.

Decision-making will involve the process of translating an idea into action and hence one can always have the ability to select alternatives.

Van den Aardweg and Van den Aardweg (1988:46±47) argues that when a learner has the ability to make selections, he must make a commitment to select and act upon it. This plan is intended to achieve or not to achieve. Therefore, learners must learn to make responsible choices.

One should identify on a scale; the less important decision-making skills, which cereal must I eat today? As opposed to the very important ones, one's future, for example choosing the correct subjects at school for one's career. This decision is a main issue in the intermediate and senior phases; it revolves around important team players; the teachers and parents.

It is a huge load for the learner to make these choices of choosing a career. At times the educator expects too much from the learner, at times takes control of the learner's choices, with regard to choosing a friend or what type of sports to play, may at the end cause more chaos for the learner

Therefore, one should note that career education will involve making the right choices. However, this is not an easy thing for an educator to do. Nevertheless, the educator can guide the learner on the choices that they are choosing, and stating whether it is appropriate for the learner.

### **DIFFERENTIATED EDUCATION**

One must note that every learner is different: every learner has different sets of needs however, it is a daunting task for the educator to give each learner individual attention. Therefore, we have incooperated school guidance and counselling into this system.

## **Exam: May / June**

### 2.8 Making learning programme more

Accessible

Try to ensure that the learning material is easily obtained.

#### **2.8.1 STUDY ASSISTANCE**

It is the task of the educator to implement various ways to assist the learner on how to study.

SQR4 (Survey, Questions, Reading, (W)riting, Repetition and Review), survey

**Questions:** when you want to know more about the subject matter, one enquires about the learning material.

**Writing:** just by writing the subject matter, one will realise that one missed out certain concepts.

**Repetition and review:** saying the concepts over and over again so that one does not forget it.

#### **2.8.2 TIME PLANNING**

The learners experience difficulty in organising their time fruitfully. In today's time there are lots of entertainment which makes these learners obligated to do, hence in the process in the process they neglect to do important things.

When the educator pleads with their learners all the time, the learners become very angry and feel bitter about being told on how to manage their time for their studies. In contrast if one explains to the learners that if they are more discipline, they will realise that it is important to attach value to time and begin to work rationally. It is difficult to explain to a learner that they must have an inner sense of discipline; they eventually need to take the initiative by themselves. These factors of discipline, working independently and planning one's time wisely, is an indication that the learner is maturing and it uplifts the learner's self-esteem and is a consolation to the learner.

Dear learners, please attempt to do activity 2.9.

The key words are "disorderliness", "disorganization", "negligent" and "untidy". However, he has above-average intelligence, so there is some hope and the educator can develop the learner through guidance and understanding.



## Exam May /June

### STUDY SKILLS

Study skills involve lots of brainstorming of ideas on academic matter. We must probe deeply into our learning content for examples assignments, projects and tests. It is thus very important for educators to assist learners with learning. There are various guidelines used to assist learners with the subject content. There are few criteria that must be used for learning:

Next, we give a few characteristics of learning:

- Learning is a given order, it is important to understand this.
- Learning has lots of value.
- Learning includes going over the subject matter rigorously, trying to understand the subject matter properly.

The word "study" is derived from the Latin word *studeo* which means to be overly happy about something, to give one's time and devotion to it. It suggests a personal endeavour or self-motivated. One needs to brainstorm the subject matter rigorously and go through the content with a fine comb, be precise and always try to reflect on things properly.

#### **The characteristics of study are the following:**

- Take note that studying is compulsory, hence one needs to give utmost attention to the subject matter.
- The learner must be happy to learn and find the learning matter fruitful.
- The learner must show some initiative to learn the content that pertains to the subject.
- The learner must be trustworthy and ambitious to do the assignments.
- The learner needs to put in lots of effort to understand the content thoroughly.
- One must try to study on one's own.

Take note that one would always come across new and different concepts, hence one needs to understand it fully and try to make use of the knowledge gained, and relate it to other situations.

The whole argument is to learn with enthusiasm and understanding.

## **2.12.2 IMPLEMENTING EDUCATIONAL SUPPORT**

### **2.12.2.1 EDUCATIONAL SUPPORT FOR THE UNDERACHIEVER**

One should take cognisance that one cannot implement individual support for each learner, when devising a programme of support for the remedial learner. Some important pointers should be implemented when devising a programme for the remedial learner:

- Examine various reasons as to why the learner could not cope in the normal mainstream class.
- It is important to note that the learner is prepared to show some interest in this programme; hence the educator should display qualities of being positive, sincere in assisting the learner, show concern, show a feeling of affections, so that the learner will be encouraged to participate.
- Make the learner aware that he/she needs to follow a certain standard of work and that there is room for improvement, if the learner makes an effort.

One should draw the learner's attention of how useful and beneficial their work can be.

- Make an effort to engage the parents to participate in the learner's school work.
- It is only once the educator has assessed the situation, and acknowledged the reasons for it, and then goals which the learner can attain can be set, thereafter various activities can be implemented. It could be optional to seek the assistance of a counsellor.

### **2.12.2.2 EDUCATIONAL SUPPORT FOR THE UNDERACHIEVING**

#### **GIFTED LEARNER**

Here are some views by Kokot (1992:135) to provide assistance to the underachieving gifted learner:

- Try to provide the learner with useful suggestions to enhance his/her self-esteem as it really appears to be, not to be far-fetched. However, it is important for the learner to acquire dignity, trust and hopefulness in his /her capabilities.
- One needs professional care to relief oneself of enormous stress. It is important to have a solid family structure for a warmth and affection.

- Some direction on how to deal with violence and hostility positively.
- Assist the learner to become more suitable by adjusting to circumstances. The learner needs to accustom gradually to take charge of one's plans for the future. The learner must have the ability to assess his /her one's conduct; and the ability to hold one's temper; learn self - restraint; and try to adjust to situations. The learner must feel at ease to be part of his friends and community.
- The learner must be given some advice on how to plan his/her future in terms of their capabilities, hence on what types of courses to select eventually for his/her occupation.
- Try to work out a plan of action on the work that the learner missed out when he/she was in the remedial class. Take note that at this stage the learner has overcome this learning barrier.
- To make an assurance that there is more of a positive outcome than a negative outlook at the end of the learner's schooling.

### **2.13.2.2 THE EDUCATOR'S BEHAVIOUR IN THE CLASSROOM**

- The educator's reaction could boost the confidence of the gifted learner or on the other hand could inhibit the learner to facilitate a healthy environment of learning. Hence, the following criteria should be adopted:
- Ensure that there are no disruptions, and chaos in the classroom. Try to take cognisance of the views of the learners and try to interrogate them on all the time so that they are free to answer the questions without fear or feel stifled to answer the questions.
- As far as possible try not to look for faults in the learners by criticising them. Instead enhance them to come up with new ideas, explore their talents, and go to great lengths to broaden their horizons. Remember, they are in a better position to judge their own work and their colleagues without being bias.
- Try to persuade your learners to come up with new and brilliant ways to face new challenges, by being positive and strong minded.
- Try to give your learners little honour of the learner's worthy actions as this could strengthen the actions. However, one must be cautious on the choice of honour as these learners have distinct qualities, with extra-ordinary abilities.

- Encourage actions that sustain usefulness, creativity in order to arouse the curiosity of the learner. In this way learners will go to great lengths to want to learn more by exploring their environment, looking at other resources.
- The educator should be involved in the discussions by being an active participant. He / she should not be isolated in the activities, their input is vital. In this way the learner feels that there is interest being displayed by the educator.
- The educator should ensure that the learners do not feel despondent; in fact, they should be active participants of the discussion. They should not be discouraged to do things or fear of criticism, sarcastic remarks at times.
- Encourage your learners to find out the value, or significance of various methods that are adopted in the classroom. However, it is not always the case that some things might be useful in one case may not be useful in another context.
- Take heed that these learners are unique, hence one needs to enhance their enthusiasm to learning by going the extra mile to have a look at other resources to discover new information.
- Encourage these learners with unique skill to participate in activities that are special and require extra attention. This will be uplift the image of the school and not forgetting to get lots of praise for their class
- One should not fear that is one experiences difficulty to find a solution to the questions being posed by the gifted learner, one should find alternate ways of resolving the problem, with lots of brainstorming of ideas
- One should always inspire the learners to explore a vast amount of resources to enhance their skills namely books, magazines, pertaining to the subject matter, in-depth discussions, technology: internet, journals etc.

## **2.4.2.2 COGNITIVE CHARACTERISTICS OF THE LEARNER IN THE INTERMEDIATE AND SENIOR PHASES**

It is important for educators to take note of the significance of knowledge, extracting the best in these adolescent learners, and uplift learner's skills to great heights.

However, the educator should take note that not all learners are the same, and have the ability to achieve things at that particular age group.

On the contrary, some learners move from abstract concepts to concrete concepts at times.

Hence it is advisable for educators to proceed, even if all the learners are not on the formal operational level.

The way forward is to begin with the concrete concepts, then move to the abstract concepts. The idea is to enhance learner's skills.

The idea is for the learners to adjust, they must be taught to be competent and use their skills to the best of their ability. However, it is important for the educator not to show his/her authority, and make it known that his/her views should be followed because that are right answers.

Communication and expression of one's feelings are important. It is important for the educator to communicate with his/her learners and make them aware the importance of life, life has some substance in it. Learners should be taught to elicit information and work through the challenges in life. Educators should provide thought provoking exercises.

It is important to have lots of communication, meeting with the learners and teaching them not to be so self- centred, that is only he /she is right, ignore other learner's viewpoints. It is the task of the educator to see that the learner gets rid of this self- pride and take into cognizance the other learner's viewpoints. Hence, this will enhance learner's skills.

On the other hand, if the learner feels that he/she is unique, the educator needs to examine the extent, degree of the learner's skills.

Educators must provide thought provoking exercise in order in order to ascertain what are the learner's capabilities and strengths. Hence there is no limit to learning.

## **2.4.2.3 PRACTICAL EXAMPLES**

By this stage one has the idea of these two stages: concrete operational level and the formal operational level.

### 2.4.2.5 SUMMARY OF STERNBERG'S THEORY

We will go into greater detail into the cognitive styles of senior primary students:

There are three functions which we will examine in detail:

- Legislative, executive, judicial
- Four forms: monarchic, hierarchical, oligarchic, and anarchic

The **legislative** function deals with the following aspects:

Learners want to be artistic and feel free to do activities independently.

Some of the task that they would like to engage in is: making and devising their own experiments; relating interesting events; and coordinating to working amicably as a team.

The **executive** function comprises of the following:

These learners of the executive function carry out what the legislative function had designed. In fact, they are comfortable with abiding to all these principles.

They in fact take delight to pay attention to activities in class and try figure out some solutions to various questions.

**The judicial** function focus is to access literature by forming critical opinions, for example if they can evaluate various people in the story accordingly and the impact that it could have on the story.

**Monarchic style** is to do one activity at a time and achieve one aim at a time, i.o.w. doing one thing at a time.

Learners with a **hierarchical** style: the word hierarchy is derived from positions that are superior, hence it is implicated that these learners don't do things haphazardly; they pursue to arrange there priority first, there ultimate visions; that is to achieve academically. Thus, they spend lots of time on school work rather than on pleasure, namely cricket, tennis soccer, or watching movies, play station etc.

Learners with an **oligarchic** style final aim is to achieve more than one thing and attach immense value to each aspect; for example, if they are writing exams five subjects, they would allocate, they would adopt an attitude of uniformity, adequate time for all five subjects. In addition, if there is a book quiz, newspaper quiz, math's Olympiad, the same attitude would be adopted, sufficient time for each of these activities.

Learners with an anarchic style enjoy freedom, not to be bounded by rigidity that is conforming to norms. They want to express creativity and their innate ability. They do not want activities to be rigid; it should be spontaneous and flexible.

### **2.4.5.3 KOHLBERG'S THEORY OF MORAL DEVELOPMENT**

Kohlberg (1969, 1983) also believes that a learner's standard of behaviour based on certain principles can perhaps be related to a person's perception and intuition.

As indicated in the table below, he discusses

Three general levels of moral thinking, with two stages at each level.

#### **TABLE 2.2**

Kohlberg's six stages in the development of moral thinking

#### **Level 1: Preconventional Morality Age**

##### **Stage 1 Heteronomous morality**

One is submissive and abides to rules because one is scared to be hurt.

A self-centred person with little regard for others, just worry about oneself.

A person does not take heed of what is right or wrong.

One's conduct can be managed with rewards because particularly one is scared to be hurt.

##### **Stage 2**

Basically, one still wants to be self-reliant and independent.

However, one is also still self-reliant, but takes cognisance that other people are also ambitious.

Nevertheless, will still focus on his/her own interest, slightly concerned about the other person's interest and sly because he /she want to see if their own interest can be fulfilled also. Therefore, what is good is viewed as not favouring oneself or this adds up to being the same.

**Stage 3** having the same connection with people in a personal relationship, thus abide by rules.

Try to live up to what a parent would expect from a child, or what people in reputable positions with expect from their friends. Try to display good manners by being honest, having good morals.

#### **Stage 4 Social system and conscience.**

It is important to display good morals everywhere and lead a certain lifestyle, and see how others view this. One also values authority and conforms to rules and regulations hence this becomes a person's duty to maintain the system and it should be held in high esteem only in instances where there are clashes between doing things differently.

**Stage 5** A person feels obliged to adhere to their duties, and laws to be in writing for many people to see.

Take cognisance that certain beliefs should gain more preference over social interactions where one is bounded to.

To acknowledge that beliefs and laws are not the same and may cause a clash and furthermore one is not sure when a dilemma occurs.

#### **Stage 6 Universal ethical principles.**

Basically, a common belief of all religions about human's rights. These laws are genuine and abided by all humans and they form a platform for all beliefs and hence these beliefs come first, before certain rules and regulations.

Generally, educators find Kolberg's theory very useful.

Educators should take cognisance of these seven principles Vrey (1979),

- into consideration when giving normative support to learners:
- When one is teaching children self-control, one must consider what standard of behaviour the child has. What are his/her beliefs?
- One should not terrorize a child so that he can adhere to your and norms and standards.
- Try to use visual cues to assist learners and get your message across, learners will look up to you and appreciate this behaviour.
- Discuss with your learners how to carry oneself out in a dignified manner, and why it is valuable for him /her.
- Give learners the opportunity to seek reasons for certain morals that are set out. Explain to learners that to abide to certain norms and standards should come naturally and one must be willing to abide to it, rather that feel that one was forced to do so.



- The educator should look for moments in their lesson to incorporate good beliefs, standards and principles. For example, a topic like taking a person's life because there is no hope, he /she could be on the life support for years, hence switch the machine off; or would you let the person die on his own, his issues allow for lots of argument.
- However, it will be noted that there will be learners who are not in agreement with their religious beliefs, some of the principles that are ordained. Hence, they will also express their disapproval and the educator will experience minimal positivity concerning religion.

## **2.5 THE ROLE OF THE EDUCATOR IN DEALING WITH LEARNERS WITH BEHAVIOURAL PROBLEMS**

In spite of the fact that it is not the task of the educator to find out whether a particular learner who experiences psychological problems, is in need of professional help; it is advisable to assign a learner to the school psychologist. In the absence of a psychologist, then one should enlighten the principal, and then inform the parents. It is important to note that the educator should not make any judgement about the learner and forecast anything; that is blame the home conditions, in front of the parents. Instead one should try to convince the parents about seeking psychological help from the parents.

### **2.5.1 MANIFESTATIONS OF BEHAVIOUR**

The manner in which the person conducts oneself indicates that he/she experiences difficulty. The educator must note that a learner will express negative behaviour at times.

The educator should take cognisance of learners who exhibit unruly behaviour all the time. Indeed, these learners need professional help. Educators should not confuse normal behaviour of a child, where it is natural for children to be naughty.

One should note that a child who is diagnosed as psychotic: a severe mental disorder in which contact with reality, will not function normally, and difficulty to socialize normally.

An example of psychotic behaviour is Autism, which is condition where a learner has communication disorders and short attention span and socialisation problems, these learners need professional help.

## 2.5.2 EVALUATING LEARNER BEHAVIOUR

Here are some pointers to indicate whether a learner is in need of help:

### Emotional traits

- Does the learner's behaviour change?
- Does the learner cry a lot?
- Is the learner in doubt all the time?
- Is the learner inactive all the time?
- Is the learner nervous all the time and displays compulsive behavior?
- Is the learner living in solitude, show apathy towards people?

### Intellectual traits

- Can the learner behave rationally?
- Is the learner to carry out tasks?
- Is there a drop in the learner's work?
- Can the learner complete tasks timeously, at school and at home?
- Does the learner fantasies all the time, not living in the real world?
- Does the learner struggle to focus all the time?
- Does the learner look around the classroom all the time aimlessly?

### Physical traits

- Is the learner functioning well?
- Does the learner truant school, stay away for no reason?
- Does the learner take part in sports?
- Does the learner have regular meals?
- Does the learner bring some food to eat?
- Does the learner feel tired all the time, show lack of concentration?

## Value traits

- What sort of beliefs does a person have?
- Does the learner act accordingly to certain rules and regulations, norms of society?

## Relationships

- How would you view the learner's interaction with other people?
- What are the opinions of the other educators about this learner?
- Does the learner interact with elders?
- Does the learner have other acquaintances?
- How does the learner associate with others in the class?
- How does the learner relate to his friends during break?
- What is the parent's view of their child?
- How does the learner interact with other members of the family, his /her siblings etc.?
- What is the opinion of the learner's friend concerning this learner?
- Does the learner display hostile behaviour, thievery, destroy property, break the desk at school, being mischievous?

## 2.8 Making learning programme more Accessible

Try to ensure that the learning material is easily obtained.

### 2.8.1 Study assistance

It is the task of the educator to implement various ways to assist the learner on how to study. SQR4 (Survey, Questions, Reading, (W)riting, Repetition and Review), survey

Questions: when you want to know more about the subject matter, one enquires about the learning material.

Writing: just by writing the subject matter, one will realise that one missed out certain concepts.

Repetition and review; saying the concepts over and over again so that one does not forget it.

## 2.8.2 TIME PLANNING

The learners experience difficulty in organising their time fruitfully. In today's time there are lots of entertainment which makes these learners obligated to do, hence in the process in the process they neglect to do important things.

When the educator pleads with their learners all the time, the learners become very angry and feel bitter about being told on how to manage their time for their studies. In contrast if one explains to the learners that if they are more discipline, they will realise that it is important to attach value to time and begin to work rationally. It is difficult to explain to a learner that they must have an inner sense of discipline; they eventually need to take the initiative by themselves. These factors of discipline, working independently and planning one's time wisely, is an indication that the learner is maturing and it uplifts the learners' self-esteem and is a consolation to the learner.

## 2.9 MODES OF LEARNING

**Guided learning:** to advise the learner and a model to follow.

**Cognitive learning:** perception and learning and reasoning

### 2.9.1 SENSING

It is important to note that learning takes place through one's five senses: hearing, seeing, smelling, feeling and tasting.

### 2.9.2 PAYING ATTENTION

It is important for learners to participate in the learning process through cognitive learning: perception and learning and reasoning.

### 2.9.3 PERCEIVING

The learner need to comprehend, understand what he /she has learnt, hence the process of communication is very important.

### 2.9.4 THINKING

This form of learning is to face challenging questions. There are two types:

- A) **Reproductive thought:** memorising concepts
- B) **Productive thought:** abstract thinking; may be inductive; one concept, too many concepts or deductive: many concepts to one concept.

### **2.9.5 IMAGINING**

To form a mental image of concepts and envisage the concepts.

### **2.9.6 FANTASISING**

To form illusions of concepts.

### **2.9.7 MEMORY**

The ability of a learner to retain and recall information.

## **May / June exam - 2014**

### **Question 3**

Identify an area of poorly developed life-skills of learners in Grade 8 (about 12 -13 years old). Take into consideration their developmental level with specific needs and possibilities.

You would like to prepare these learners for a better future and decide to formulate their need into a lesson plan which you will follow to teach as an appropriate life skill in the classroom. Your scientific knowledge on this life skill enables you to give your learners the correct information.

Make use of any lesson plan as long as it contains a clear Aim, Content, and Plan of action (how to implement your lesson). (25)

### **PERSONAL SKILLS**

- They have poor self- concept, they need to enhance this self- concept.
- They need certain incentives to do things.
- They need to be trustworthy.
- They need to view their feelings.
- They need to show one's feelings in a respectable way.
- They need to have a vision to reach one's aims

### **HOW TO BE ASSERTIVE**

One must be dynamic, to the point and be creditworthy. By showing that one is assertive: one is firm but fair, and respectful, and tries to explain what the right thing to do. One must be able to articulate one's feeling from the bottom of one's heart.

## **CREATIVE THINKING SKILLS**

Creative people are awe inspiring and their interests have no boundaries, take for example designers, artists, architects, dancers, they exhibit great talent. They follow their passion with much zest and enthusiasm. However, these creative skills will see beyond this and see an opportunity in difficulty.

## **SOCIAL COMMUNICATION**

We do not live in a world of isolation, we are social beings, hence we need to develop one another and work hand in hand with one another. Thus, we build upon a meaningful world, a world of knowledge and communication. This gives us direction in attaining knowledge through lots of communication and interaction.

## **THE ABILITY TO MAKE FRIENDS**

Dear students could you list various ways of how we are going to sustain good friends in our school or work environment or in our community? At school we make use of peers to assist the weaker learners.

We implement group activities as well.

During reading lessons, we have group reading, paired reading, and shared reading.

Dear students I would like you to provide examples of you would implement these diverse reading strategies at school.

During breaks we have 'soul buddies' who would assist the weaker learners in for example buying from the tuck shop.

## **Question 4**

**“Traditional teaching methods not effective in teaching life skills.”**

**Discuss the statement from your study guide while referring to five (5) useful teaching methods for teaching life skills.**

TABLE 4.1: The difference between traditional and life skills approach

One can concur that group work by far and large the most effective way of teaching methods in the classroom, it is a cumulative effort of knowledge rather than learning in isolation.

Let us take an example; if we are doing an experiment, we need lots of things to discuss, explanations, issues to redress. This can only be possible in a group, it is a team effort.

The result will be more effective in a group. Learners need to play an active role in the discussions; hence it is a cumulative effort.

There are bound to be mistakes, thus we can be more flexible and learn from each other. Furthermore, the focus is not content based, rather than a practical based approach.

Another vital sign to consider is that of peer learning, indeed very effective when learning informally. This is especially effective in divers reading methodologies: shared reading, group reading and paired reading.

### **1. GROUP DISCUSSIONS**

There are various roles for each person: the group leader, scribe; person who writes the notes; the timekeeper; there will be a person giving the report back. Hence, this gives every member of the group to be an active participant. This proves to be effective as it affords a person, especially a shy person an opportunity to play a certain role and gain more self-confidence. There will inevitably input from all key players, hence a fruitful group discussion.

One also learns tolerance and respect in that we learn to be patient and respect people for who they are. This is very enriching as this prepares on for the working environment where we get people from all walks of life.

## **2. GROUP WORK**

There should be 5 or 6 members in the group.

This involves brainstorming of topics and to jot down ideas, name given is koi. The good thing is that each and every answer is valuable, basically one cannot pinpoint that a certain thing is right or wrong. An example of a lesson plan:

- One must take cognizance of different ideas
- Search for ideas
- The learner must assess himself/herself

## **3. COOPERATIVE LEARNING**

One can realize one's potential through a Collaboration of ideas and work harmoniously' especially in projects and assignments. The educator only gets involved when certain concepts are not clear to the learner. In the end one should assess the event on give suggestions to improve on certain shortfalls.

## **4. BRAINSTORMING AND BUZZ GROUPS**

- To come up with ideas in a required time.
- Try not to show the faults or shortcomings of other. Don't be negative, be positive.
- A suggestion is to use flashcards, to jot down certain concepts, form images in one's mind and write it down.
- If there is a problem, one should buzz other groups, however, there is certain protocol to follow.
- Try not to make judgements; every person's contribution is valuable.
- Get all the ideas together and choose the one that will work.

## **5. CASE STUDIES**

Provide case studies that are relevant to your topics, for example from newspapers, the magazines and certain events. The purpose of a case study is to make evaluations and gain a clear perception of the problem and see what the way forward is.



## May /June exam 2014

### Good Evening students

#### Question 2

Name and discuss the aims and give examples of any three (3) different types of interviews. Indicate in each instance when the particular interview will be used.

#### **TYPES OF INTERVIEWS**

##### **1. AN EXPLORATORY INTERVIEW**

To be in contact with the learner is the main part of the interview, to discover things. Basically, the counsellor needs to look at avenues where he / she gains a deeper understanding of the learner's problem by searching for meaningful information through intensive research. The educator tries to view things from the learner's perspective. This further needs lots of dialogue and mutual interaction through making new discoveries by gathering information together. More in-depth interviews are conducted to learn more of the difficulties that the learner is experiencing. Furthermore, lots of resources are needed to assist in the investigation of this interview, especially if the learner is at a young age. Take note that particular learning resources are essential.

##### **2. A HISTORICITY INTERVIEW**

The word 'history' connotes one's past and 'historicity' connotes the concept of historically authentic. Basically, this involves the learner's past experiences and what impact has it on his/her present circumstance; for example, if one has a history of abuse this can filter down through generations, the learner's experience of existence. Hence, it is always useful to gain an understanding of the learner's history, most importantly the home circumstance and environment is also vital. This will enhance one's understanding of the learner's circumstance and attitude to education.

##### **3. AN INFORMATIVE INTERVIEW**

One should note that by gaining information of the learner, one has a better understanding of the learner, the behaviour, temperament and the learner's emotional state of mind. One can also gain knowledge of the learner's schooling. Hence, once one takes cognisance of this information, one can move forth. The key players are the parents and educators who spend quality time with the learner.

#### **4. AN ADVISORY INTERVIEW**

The advisory interview consists the parents and learners who are experiencing problems. The parents are helpless and need the assistance of the educator urgently.

The parents are concerned about their child and seek help and want the educator to take action. Hence it is the task of the educator to guide the learner in the appropriate direction. This is conducted through meaningful dialogue with the learner to make better the situation. Furthermore, it should be noted that the learner may need the professional knowledge of the educator on the choice of a career in the time to come.

(25)

**NB! I have discussed four interviews, the question only asked for three interviews.**

**Let us have some background of counselling**

#### **3.1 INTRODUCTION**

Key words: help, skills, assist, develop, enhance, support, uplift, encouragement, but all these require certain skills.

**What is ``a facilitative process"?**

Showing empathy by identifying with their grief and try to let them come up with their own solutions. Please provide a few examples in order to ascertain that you understand this concept.

**What is ``a special helping relationship"?**

Remember that if there is trust in any relationship, there will be a sense of ease between the counsellor and the client. In the school situation the educator that is the guidance counsellor must show a sense of concern and the learner must be at ease to liaise with him /her. The main factor is to show a sense of integrity. List a few examples of how you would show integrity.

**What helping skills do you need?**

One should take note that you are dealing with a human element, hence, certain skills are imperative to deal with one's emotions. What difference would your skills make to a particular problem?

### **What does "assist people to help themselves" mean?**

The impact of this is if you cannot help yourself, nobody can help you. Firstly, they need to acknowledge that they need help and know that we are there to assist, we are not going to turn a blind eye. What positive information are you going to elicit from the learners?

### **3.2 THE CHARACTERISTICS AND SKILLS OF THE COUNSELLOR**

Firstly, the counsellor needs to acknowledge that he/ she is dealing with a human relationship. The task of the counsellor is to guide the learner by allowing him/ her to take action for his /her doings. Thus, the counsellor has to display certain skills to supervise these actions. At the onset the counsellor needs to have good listening skills. Provide ways in which the counsellor can be dynamic.

One should take note that by showing a sense of concern, you are already winning over the learner, he/ she will look up to you, feel a sense of trust and want to confide in you.

One should also take note that you have to take control of the situation, you are the driving force, the learner wants to see this and this will make him/ her confident. However, if you display a weakness by stepping back, losing your temper, unable to control your emotions, you are definitely not going to get a positive outcome.

### **3.13.1 INDIVIDUAL INTERVIEWS**

#### **3.13.1.1 BEGINNING THE INITIAL INTERVIEW**

##### **Working from an internal frame of reference**

Now here is an example of how his interview (presented in figure 3.3) can proceed, working from the internal frame of reference:

Therapist or counsellor = T; learner = L

T: Johnnie, you wanted to discuss a problem with me?

L: Yes, sir. My problem is that I feel bored and aggravated

T: Do you have a problem with your parents?

L: No mam

T: Are they abusive towards you?

L: They are firm, but I have a lot of anger in me.

T: Is it affecting your school work?

L: Not so good. I think I could do better.

T: How do you do in the other subjects?

L: I like English, but not Maths

In this interview, the therapist receives straight forward answers, there is very little probing.

##### **Working from an external frame of reference**

If the therapist uses an external frame of reference, the interview would be something like the following:

T: Sandra why, why, what's wrong?

L: Mam, I'm totally upset, I just can't sleep at

- Mum and dad are fighting all the time.

L: There is tension all the time.

T: I cannot study, I'm feeling very upset.

L: I have endless arguments, we scream all the time.

There is too much tension.

T: Sandra, what are you parents saying about this problem?

L: Yes, sir, they are very stubborn.

T: How can they not give you a hearing?

L: I think they hate me.

they did not really want me.

The therapist enters the subjective life of the learner's world. He can identify with the learner's problem.

### **3.13.1.2 DEALING WITH THE PROBLEM**

Discuss the structure and progression of individual interviews identified by Mwamwenda (1995) as explained in your study guide in your own words.

The first step is at the time when the counsellor meets the client, he can extract from the client the reason for this call and meeting. However, if the counsellor requested this meeting because there is some information to be discussed, then he/she will have to give reason for the call. Hence, it is the duty of the counsellor to determine the extent to which there is some effort to find a solution to the problem. Some of the questions that could be raised are: is there some positivity being achieved? Are there certain issues that can be resolved? Or there is there is no success to the problem, are there no solutions to the problem? Hence, when relating to client, the counsellor should identify with the client's feelings, gives the client confidence, care for them and show consideration to their needs.

Some aspect that need to be addressed for counselling is that the counsellor should try to display feelings of caring, both by speaking, voicing one's opinion, and by actions. The counsellor should understand the client's problem by looking at the client's perspective, what's going on in the client's mind, what is the client thinking about, what is the reason that the client cannot achieve, that is to enhance the client's perspective. This will give the client the feeling or opinion to confess the problem as he /she feels that the counsellor values the problem.

Once the counsellor shows an understanding, and identifying with the client's feelings, he has the ability to communicate about the problem. In this way the counsellor is able to provide the gist of

the argument; explaining concepts clearly, have the ability to stress on important facts by providing an in-depth discussion.

Subsequently, it is important for the counsellor to use simple gestures for example: show a smile or slight grin; express feelings of being welcome, friendly; embrace a person in happiness and care. Take note that there are differences found in some cultures. In these cultures, a person looks down to show respect. One should take heed that it is unacceptable to touch the client inappropriately. The counsellor should display an appropriate contact distance with the client, not too close to give an impression of promiscuity; or too far to show less involvement. On the other hand, the counsellor should not be rude and give the impression by gaping at the client to show a feeling of tiredness.

The counsellor should take heed of the client's problem, have positive communication and thereafter take into consideration the client's views. The counsellor should have the ability to give a judgement or notion to the client that he/she has added to the problem, but nevertheless the problem can be solved. There will be horrible, painful things that will be said or discussed, but ultimately this could be the answer to the problem. However, this should not harm the wonderful, honest relationship between counsellor and client.

Secondly, it is imperative for the counsellor and the client to work co-operately to find a resolution to the problem and find ways to accomplish this. However, it is crucial that the client is focussed, in overcoming this dilemma and showing dedication and utilizing himself or herself while the counsellor does supervision throughout the process.

## **\*EDA3013 REVISION\***

### **1. \*Paraphrasing\***

-The expression of somebody's words using different words especially to make it easier to understand.

-When paraphrasing you restate the main ideas contained in the interviewee's communication.

-Paraphrasing gives direction to the interview.

-You can paraphrase when the interviewee is threatened by the discussion of his/her feelings.

## **2. \*Fantasising\***

- To fantasize is to imagine you are doing something you would lyk to do or somethong you would like to happen is happening even though this is very unlikely.
- The learner is able to project his/her into the unknown through fantasy.
- We see creative moments coming into being during fantasy.
- A learner comes up with new ideas and designs as a results of his/her fantasies.

## **3. \*Underachievement\***

- The general definition of underachievement states that,an underachiever is a learner who shows a big discrepancy between his/her school performance and true ability.
- Underachievement is normally caused by the three areas namely the family, the school and the learner.
- When looking at these areas, you have to remember that it is not easy to identify the cause of underachievement.
- The three areas may interact therefore become too complicated to deal with them.

## **4. \*Life Skills\***

- Are practical skills in an act of living.
- Life skills are categorized into 5 categories namely: personal,communication,social,thinking and coping.
- The purpose of life skills is to make meaningful contribution to the world and people.
- Educational life skills teach skills for life.

## 5. \*Values\*

- The beliefs that something is right and wrong and important in life.
- Values shows personal preferences.
- Each person has his/her values.
- Each person has his/her sets of values that fits their lifestyle.
- That means you should not try to impose your sets of values on another person, but you should recognise the differences and respect them.

## 6. \*Emotional instability\*

- It is one of the eight areas of problems of learners with learning disabilities.
- It occurs when someone react in an intense emotion to low or moderate external cues.
- Reactions can also be a flood of emotions.
- It can be identified by the learner's mood swings, by depression, excessive fits of anger and by temper tantrums.

## 7. \*Assertive behaviour\*

- It is active, direct and honest.
- By being assertive a person views his/her wants, needs and rights with equal to those of others.
- \*Being assertive means you honestly states your feelings without denying your rights to express yourself or without denying the rights of others to be respected.
- The difference between aggressive & assertive behaviour mainly lies on whether there are any damages or not.



## **8. \*Internal Frame Of Reference\***

-It is how the client sees himself/herself, how he/she feels about a situation.

-Refers on a person,his/her feelings,desires, attitudes etc.

-According to this frame of reference,the interviewer is operating in terms of his/her frame of reference.

-The interviewer chooses and deciding which questions he/she is going to ask....

