

## TOPIC: THE PURPOSE AND RATIONALE OF THE COURSE

### 1.1 INTRODUCTION: Study Guide

Dear students I want you to examine the case study of Bernice: provide reasons of her change of attitude after 9 years.

Yes, this is where we need to intervene by providing guidance to this learner. We have to closely examine what went wrong in the classroom that this learner is apathetic towards school: is it the other learners? The negative influence of the educator, perhaps she cannot cope with the curriculum, or the home situation has changed now?

### 1.2 A SUPPORT BASE

It is important to intervene at this stage as the consequences will be devastating. What is necessary at this stage is constructive guidance, counselling and the development of life skills to enhance or uplift her education.

These are the stages that a learner will have to go through in his /her schooling career: PREPRIMARY PRIMARY SECONDARY. Hence, guidance, counselling and life skills is an integral part in all these stages of schooling.

### 1.3 GUIDANCE, COUNSELLING AND LIFE SKILLS

Life Orientation comprises of one's inner self, self - pride, self - worth and the trust that one has in one self, thus this will enable one to manage with challenges that one will be confronted with.

(1) Learning outcome 1.

(2) Dear students, I would like you to provide examples about how to deal with certain health issues for example environmental health, dealing with air pollution; providing a clean-up plan to keep our community clean in order to eradicate germs and diseases, bacteria, sewerage problems,

(2) Learning outcome 2.

How will can display religious and cultural tolerance?

Name a few of the learner's rights: and demonstrate how one can display religious and cultural tolerance.

(3) Learning outcome 3.

Name a few ways in which the learner can exhibit his /her own worth and ways in which one can overcome one's challenges.

(4) Learning outcome 4.

Name various ways in which the learner will be able to take part in various tasks.

(5) Learning outcome 5.

Name a few ways in which the learner can decide on choosing different career options.

### ***Life Orientation***

According to the Draft National Curriculum Statement (2001:16), there are five learning

Outcomes:

(1) Learning outcome 1. The learner has to make relevant about issues relating to health, namely the environment and the community.

(2) Learning outcome 2. The learner shows positive involvement certain government issues and has to respect other cultures.

(3) Learning outcome 3. Through the use of life skills, the learner can be proactive and encounter various challenges in life.

(4) Learning outcome 4. The learner has an opportunity to partake in physical activities

(5) Learning outcome 5. The learner can demonstrate his/her ability to choose different careers.

These aspects should reflect on the learner's ability to face challenges and develop the learner's full ability.

### ***1.4 SCHOOL GUIDANCE AND COUNSELLING***

These concepts are interrelated. If we are viewing these concepts in a school context, it should be useful for one's environment and more effective the school situation. We are moulding the learner as a whole, by giving the learner guidance and counselling.

The platform of School Guidance and Counselling are based on the following: vision and aims, objectives, outcomes methods and method techniques.

#### **1.4.1 THE VISION OF SCHOOL GUIDANCE AND COUNSELLING**

Every person and an institution have an ambition and an aspiration to achieve good things and to prosper. This is the purpose of a person on the planet earth. However, there are obstacles: Hence, the ambition of School Guidance and Counselling is to formulate a fully functioning society, to be respectable, intelligent and display good qualities of life.

#### **1.4.2 THE NATURE OF SCHOOL GUIDANCE AND COUNSELLING**

The nature of School Guidance and Counselling works hand in hand with Life Skills.

These concepts form help to develop the learner holistically. They form the building block of assisting the learners to cope with problems that they are going to face in the future.

#### **1.4.2 THE NATURE OF SCHOOL GUIDANCE AND COUNSELLING**

There is a comparison made to a man building bricks, this comparison is made to the make - up of a person, which is the inner qualities of a person. We all have different qualities, hence we should realise the type of career that a learner chooses must suit his/her personality. The counsellor has to view the strengths and weaknesses of a person, that is every individual is unique.

The purpose of life skills is to build the foundation for the learner, to assist and guide him/ her to a better future and at a young age choose his/her career. Life skills education helps the man to decide on the purpose of his structure. It is important for the educator to view the learner holistically.

Dear students I would like you to provide ways as to how to develop a student holistically: emotionally, socially etc.

#### **1.4.3 THE AIMS OF SCHOOL GUIDANCE AND COUNSELLING**

The aim is to create a functioning society.

Teach learners to become involved in the community and to take ownership of the community.

. To create an atmosphere of learning.

- . To develop and motivate learners to envisage on a clean society.
- . To develop a strong, fully functional educational infrastructure.
- . To motivate the growth of developing or teachers.

Therefore, the and aims of School Guidance and Counselling must be correlated to

concrete performance outcomes. One needs to ensure that one works in cohorts with certain learning programmes or subjects.

Dear students i would like you to add your viewpoints as to how to create a solid educational structure

### ***1.5 OBJECTIVES AND PERFORMANCE OUTCOMES OF SCHOOL GUIDANCE AND COUNSELLING***

It is important to ensure that these objectives are met. We will view this in School Guidance

and Counselling.

#### ***1.5.1 THE OBJECTIVES OF SCHOOL GUIDANCE AND COUNSELLING***

Let us examine the aims of School Guidance and Counselling

- . ensure that learners are safe and they don't feel afraid.
- . learners to ensure the real world.
- . ensure that the learner is in focus of the real world, not living in a world of fantasy.
- . Always focussing the learners about what the future has in store for them.
- . encourage and coax the learners to make use of their talents.
- . Try not to ignore the leaners weaknesses and find ways to face the challenges that the learners are facing.
- . ensure that the learners are an asset to society.

These aims are linked to the principles of guidance and counselling

It is important for the educator to know his/ her learners. If the educator makes sure that there is a way in which problems can be solved, certain targets can be reached.

The guidance educator comes into contact with the learner in the following situations:

- . school the educational situation
- . at home
- . the type of career the learner is going to choose

Hence, the guidance educator must help the learner; however, the learner needs to play an active role also.

Dear students I would like you to do the activity 1.3 on page 8 and then compare these answers.

- 1: social - lots of interaction with people
- 2: depression - always tense, full of anger
- 3: divorce – separation and the negative consequences of it.
- 4: cognitive - perception, insight into things.
- 5: entertainment - lots of exposure to materialistic aspects, cars, money

## 1.5.2 THE PERFORMANCE OUTCOMES OF SCHOOL GUIDANCE AND COUNSELLING

Performance outcomes provide solid results. As stated in Curriculum 2005 (1997:7), the focus is on outcomes, that is one can determine the extent to how much one has gained.

Performance outcomes indicate that the criteria has been met. Outcomes are linked to working out solutions, setting out information in a logical way, and breaking down the information in order to make the right decisions.

Hence it is important for the educator to achieve these outcomes:

- try to give help to these young learners.

- encourage learners to be positive so that they can work out problems easily.
- assist learners to be an asset to the community

Although the problem can become too much at times, we should work effectively to solve the problem to the best of our ability.

## 1.6 DIFFERENTIATED AND FUTURE-ORIENTED EDUCATION

### 1.6.1 DIFFERENTIATED EDUCATION

A differentiated education system views learner to differ in various ways: the rate at which learners perform, different qualities that learners have and a sense of concern and curiosity that a learner has. The learner's uniqueness should always be considered, hence one is able to better understand the learner's needs effectively. It is here at this point where the intervention of school guidance and counselling is important. One is in a better position to develop the learner optimally with honesty and integrity.

### CASE STUDY 2: APPLYING DIFFERENTIATION

Phumula is in grade one. She is one of the more fortunate learners in that she comes

from a relatively stable family background. She knows that she is loved and accepted.

Her parents realise that the home is an essential stimulant in the education process.

They, therefore, introduce stimulating activities such as jigsaw puzzles.

Imagine her excitement and enthusiasm when her class educator informs the class that

they are going to do a jigsaw puzzle together. Jane soon realises that she has done

this puzzle numerous times before. She is so excited that she tries to take over. She

makes comments, such as ``Here, Mrs Jones, let me do it! No, not there, this piece

belongs here", which are a source of irritation to the educator.

The educator, feeling that Jane is being inconsiderate and selfish, asks her to leave the

class. "You must stand outside if you keep disrupting the class."

The educator's response was immature. She must realise that each child excels at a different pace. She should have given both learners a chance to express their views.

Dear students I would like you to state your responses please.

### 1.6.2 FUTURE-ORIENTED EDUCATION

The crux of the argument is to equip our learners for the future that is things that are going to happen. In order to envisage upon a career, one has to start from the beginning years of education. This type of system goes through one's schooling; primary school prepares one for high school.

Take note that if one wants to attain in one's life one needs to climb each step of the ladder in education with lots of hard work. One has to make up one's mind as quickly as possible when embarking on career. However, one needs lots of guidance and counselling to guide one to make a good career choice. Learners generally are lost when deciding on a career, and they definitely need lots of supervision and guidance. Success at one level will contribute towards success at the next level, because the

Hence the emphasis on future-oriented education is to ensure that learners are given the correct skills and supervision on a life decision pertaining to the type of career that they are going to embark upon.

. Mwamwenda (1995:464) stresses upon the importance of guidance and counselling at school level.

### 1.7 CONCLUSION

Guidance, counselling and life skills is an integral part of the syllabus, hence one needs to have the expertise in the area. It should form the basis of the educational system.

Dear students I would like you to provide examples on your understanding of future orientated education.

1.8 One needs to include the concept of Guidance, counselling and life skills in a syllabus. We are going to examine the work of certain theorist, hence, also determine the effect of this in a learner's progress.

## 1.9 THE FIELD: PARAMETERS OF GUIDANCE, COUNSELLING AND LIFE SKILLS DEVELOPMENT

Guiding the learner is the most important function of guidance, counselling and life skills. Five activities form the basis of guidance as discussed in your study guide. You are expected to

3.1 Name these five activities

1. securing the learner
2. confronting the learner
3. orientating the learner
4. Allowing the learner to anticipate future options
5. Facilitating the actualisation of the learner

### 1.9.1 GUIDING THE LEARNER

Guiding the learner is the most important function of guidance, counselling and life

skills. The following five activities form the basis of all "guiding".

#### 1.9.1.1 SECURING THE LEARNER

It is important to be actively involved in the learner's concerns, and to be eager to give the learner some attention. In this way the learner develops a sense of confidence and trust in that he/she can confide in the adult. Some ideas need extra attention and the learner will feel confident to disclose information as he/she expects the adult not to disclose information about certain matters.

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#### 1.9.1.2 CONFRONTING THE LEARNER

Just by being close to the learner, will open up other important avenues. The learner will not be bewildered and try to gain more clarity of the situations. Hence, it is important for the adult to display empathy,



compassion and have a sound understanding of the learner. The whole idea is to look for a way forward.

### 1.9.1.3 ORIENTING THE LEARNER

These factors of providing direction for the learner and making the learner feel more at ease will contribute to the learner's orientation. Just by providing guidance and assistance,

### 1.9.1.4 ALLOWING THE LEARNER TO ANTICIPATE FUTURE OPTIONS

The task of the adult is to assist to learner to achieve his/her goals and at the the same time to know what are their expectations. They need to view their level of competence.

### 1.9.1.5 FACILITATING THE ACTUALISATION OF THE LEARNER

Try to make the world a meaningful place for the learner.

Try to alleviate feelings of insecurity.

Try to make the learner to view the world in a positive light.

### **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.

#### **1.9.3.2 Others**

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

#### **1.9.3.3 Objects**

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

#### **1.9.3.4 The Other**

The learner needs guidance when relating to God

#### **1.9.4 The Learner in Reality**

Ways in which the learner the learner can get guidance counselling 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 e answerable for something trustworthy for his/her course of action.

#### **Table 1.1**

Summary of Guidance Counselling and life skills

#### **1.10 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,

### **1.11 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, counselling and life skills cannot be divorced from your lessons. It is like a web, cannot be separated.

### **Assignment 1**

In Question 3.1 do one name the guideline for instance: Learners manifesting exceptional command of and aptitude for languages. for 1 mark and then explain for 2 more marks?

Firstly, the purpose of the question is to determine whether you understand the concept of a gifted learner. One needs to explicitly explain this. Thereafter, one needs to in cooperate one's knowledge of giftedness into this case study. Lastly one needs to confirm as to whether Lina falls in this category. One needs to provide evidence and facts from the case study. These questions are in separate categories, hence it is not an essay, but one needs to state all the facts, the marks are out of 16 each.