

**Yellow Dot Series  
Life Skills - Grade 7  
Personal and Social Well-being**

**Term 3**

**Module 8 (Week 1-3)  
Environmental Health**

**Module 9 (Week 4-5)  
Investigating Careers and Related Activities**

**Module 10 (Week 6-7 and 10)  
Substance Abuse**

**Formal Assessment (Week 8-9)  
Project  
Informative Poster**

**Term 4**

**Module 11 (Week 1-2)  
Personal Diet and Nutrition**

**Module 12\_(Week 3-5)  
Common Diseases**

**Module 13 (Week 6-7)  
The Role of Oral Traditions in Major S.A. Religions**

**Formal Assessment (Week 8-10)  
Examination**

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## Module 8: Environmental Health

### Unit 8.1 - Local Environmental Problems



The environment that we live in can affect our **emotional**<sup>1</sup>, **social**<sup>2</sup> and **physical**<sup>3</sup> well-being. A person's environment could be a small area such as a bedroom or bathroom. It could be a larger environment such as a suburb, town or country. Planet Earth is an environment. No matter what the size of the environment, if the condition or quality of that environment is unhealthy then it can cause diseases.

Environmental health deals with the physical, chemical and biological factors that have a negative effect on human health. Its aim is to **eliminate**<sup>4</sup> or reduce these factors to create healthy environments.

The **World Health Organisation**<sup>5</sup> (WHO) is a special branch of the **United Nations Organisation**<sup>6</sup>. It is responsible for providing information about world-wide health matters, providing support in countries where there are health problems and keeping track of known and new diseases.



World Health Organisation

The WHO has identified the following major environmental health issues that contribute to the **mortality rate**<sup>7</sup> in South Africa:

Household air pollution, Industrial air pollution,  
Vehicle exhaust fumes, Water pollution, Sanitation and hygiene,  
Litter and Second-hand smoke.

<sup>1</sup> **Emotional** (say: ee moh shin nil) – to do with feelings

<sup>2</sup> **Social** (say: soh shil) – to do with people and relationships

<sup>3</sup> **Physical** (say: fizz eekil) – to do with the body

<sup>4</sup> **Eliminate** (say: ee lim a nate) – to get entirely rid of something

<sup>5</sup> **World Health Organisation** website: [www.who.int](http://www.who.int)

<sup>6</sup> **United Nations Organisation** website: [www.un.org](http://www.un.org)

<sup>7</sup> **Mortality rate**: The number or frequency of deaths

## Activity 8.1.1

Work in groups of 2-3.

Match the pictures below with the health issues identified by the WHO.

A



B



C



D



E



F



G



H



I



## Unit 8.2 - Strategies and Projects to Deal with Environmental Health Problems

Some environmental health problems are created by **industry**<sup>1</sup> or large organisations. Other environmental health problems are caused by individuals or groups of people who:

- i. don't care about how their actions affect the environment.
- ii. are ignorant and therefore don't know that their actions affect the environment.
- iii. know that they are destroying the environment but don't have any option but to do what they are doing.

<sup>1</sup> **Industry** (say: in dust tree) – companies or organisations that build or construct things

# Who is responsible for protecting the environment?

Have you seen the following slogan?



The message in this slogan suggests that global environmental health depends on local environmental health. In other words, if people consider environmental health in their own suburb or town, then global health is likely to follow.

## **Global Strategies**

1. Some environmental health problems are very complicated and can only be solved by organisations that know how to find effective solutions or that have enough money to put the solution into action.
2. Some environmental health problems require the help of organisations that have the power to influence governments to pass laws and put compulsory control measures in place. The United Nations is an example of this kind of organisation.
3. Some companies that cause damage to the environment when they manufacture goods or supply services are concerned about the damage they cause, e.g. Sasol and Eskom. These companies often spend a lot of money researching and implementing less harmful ways to manufacture their goods or provide their services.

## **Local Strategies**

1. Local organisations, such as municipalities, have an important role to play in ensuring that the towns, cities and suburbs that they govern are clean and that lack of sanitization and clean water does not create an environmental risk.
2. Schools can make a contribution to environmental health by educating children about the danger that a particular action (or lack of action) can have on the environment. Schools can encourage children to behave in ways that do not damage the environment, report instances where other people are damaging the environment and/or take part in projects that can repair damage done to the environment. If schools can

educate children, these children will develop environmentally friendly habits such as recycling and not littering.

## Individual Strategies

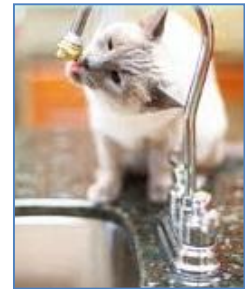
### Sanitation

Sanitation refers to where humans and animals 'go to the toilet'. It is important that body waste does not get into drinking water or water that will be used to bath or wash clothing and dishes, etc. Sanitation areas such as toilets and bathrooms should also be kept clean to reduce the risk of diseases being spread.



### Water

Water should be kept clean. If your house does not have municipal water, make sure that it is purified before you drink it. If you use tap water, be sure that the tap nozzle is clean. When you drink water directly from a tap, use your hands or a container, to collect the water instead of putting your mouth over the tap nozzle.



### Poisons and Pollutants

Make sure that your home is well **ventilated**<sup>1</sup> because some household products contain chemicals that are harmful. These products should also be stored safely and used carefully. Turn your home into a smoke free zone – this includes cigarette smoke and smoke from wood, coal or paraffin burning stoves.



### Hygiene

Wash your hands before eating or preparing food. Also, wash your hands after having been to the toilet. Keep your hair and body clean. Brush your teeth regularly – gum disease can cause many other diseases.

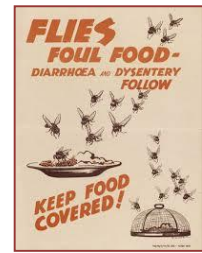


<sup>1</sup> **Ventilated** (say: ven till eye tid) – having lots of fresh air moving through



## Food

Keep **perishable**<sup>1</sup> food in the fridge - most bacteria cannot survive in cold temperatures. Cover food when it is not in the fridge or a cupboard – flies that land on food can spread disease. Throw rotten food away.



## Rubbish and Litter

Make sure that rubbish is thrown away and not left lying in the street or in the yard. Rubbish attracts rats and other creatures that spread disease. Use rubbish bin bags instead of throwing rubbish directly into the bin and disinfect bins regularly. When you are away from home, be litter wise – throw litter into a rubbish bin or keep it in a packet until you can throw it away. Pick litter up whenever you can even if you weren't responsible for putting it there – it's harming the environment that YOU live in. Recycle items that can be re-used or manufactured into other products.



## Unit 8.3 - Problem Solving Skills: An Action Plan

Environmental health is a global problem but it is an individual responsibility. The South African Government considers environmental health to be so important that the subject has been included in the Constitution. The Constitution of South Africa states the following:

***Everyone has the right:***

- a) To an environment that is not harmful to their health or well-being.***
- b) To have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measure that:***
  - i. Prevent pollution and ecological degradation;***
  - ii. Promote conservation;***

<sup>1</sup> **Perishable** (say: pear eesh a bill) – something than can go rotten

**iii. Secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development.**

The Constitution states that everyone has the right to a healthy environment. The government has a responsibility to ‘deliver’ this right to the citizens of the country. Some people think that only governments and big companies are responsible for looking after the environment. This is not true. Taking care of the environment is everyone’s responsibility.

The citizens of this country have a responsibility to contribute to any plans and strategies that the government puts in place to ensure the right to a healthy environment. They also have the responsibility to use their own initiative to find ways of reducing the chances of our environment becoming unhealthy.

### **Responsibility and the Constitution: What can you do?**

#### **Prevent pollution and ecological degradation<sup>1</sup>**

Individual responsibility can be achieved through litter prevention programmes, disposing of waste properly or by planting trees and shrubs in a way that reduces soil erosion.



#### **Promote conservation**

Individuals can promote conservation by making sure that non-renewable or scarce resources are not wasted, e.g. finding ways to stop wasting water or finding ways to prevent animals or plants from becoming extinct. For example: Individuals can volunteer at local zoos/animal shelters or become honorary game rangers.



#### **Recycle and re-use**

Recycling and re-using products/chemicals can have the following benefits:

- a) The use of natural resources, such as tree wood that is turned into paper, can be reduced.

<sup>1</sup> **Ecological degradation** (say: eek oh lodge ee kil /deh grid aye shin) – destruction of plants, animals and healthy soil



- b) Products such as plastic and glass bottles will not end up in rubbish heaps or waterways where they pollute the environment.
- c) People who collect re-usable or recyclable items can make a living out of this activity.
- d) Companies who specialise in recycling materials can offer work to people who might otherwise be unemployed.

## CASE STUDY 8.3.1

### *Waste pickers in South Africa*

*Mark Carras (adapted)*



*Image credit: Thomas Ferreira*

*In South Africa, it is estimated that 85,000 people make a living as waste pickers. Internationally, research reveals that around 15 million people in developing countries work as waste pickers. Waste pickers are people who collect, sort, and sell re-usable and recyclable materials (such as paper, cardboard, plastic, glass and metal).*

### *Average earnings of waste pickers in South Africa*

*Research by the Institute of Waste Management of South Africa reveals that the average South African waste picker can earn an income of up to R120 per day*

### *The role of waste pickers in environmental sustainability*

*Waste pickers contribute to higher levels of recycling within cities and towns, and help to divert waste from landfills.*

## **Problem Solving**

Once you have made a decision to be a responsible citizen and look after the environment, you can do some simple things, on your own, without much effort, e.g. stop littering. If you decide that you would like to contribute more, then you will have better

results if you have a plan. There are a number of different ways that you can go about solving a problem. Here is one suggestion:

### **Step 1: Identify the Problem**

Describe the problem and state what you would like to do.



### **Step 2: Brainstorm Possible Solutions**

Make a list of all possible options, even if they seem ridiculous. Sometimes the best decisions are not always obvious. Ask other people for their opinions.

Conduct research. Conduct interviews.



### **Step 3: Evaluate the Options**

Consider all of the options.

How practical is the option? How much could it cost? Do you need permission from anybody to do it? How many people you will need to help you? Which option seems to have the most advantages? What could the consequences of each option be?



### **Step 4: Select an Option**

Once you have considered all of your options, select the one that is most likely to give you the results you are looking for.



### **Step 5: Create an Action Plan**

Work out the '*who, what, when and where*' of the option you have selected. You can use the following questions as a guideline for designing an action plan. Remember that an action plan has the best chance of success if: it is written down, it has measurable goals, it has a specific time line and it is clear about roles and responsibilities.

What steps do I need to take? What is the point of or reason for each step?

Who needs to complete each step? When does the step need to be achieved?

What resources do I need? How will I know when the step has been achieved?



### **Step 6: Carry out the Action Plan**

Use the action plan to carry out the option you chose. As you carry out this plan, keep track of its progress so that you can make adjustments if you have to.



### **Step 7: Evaluate your Success**

Once your action plan has been carried out, you will need to decide whether you have reached the goals that you set. If you are not happy with the outcome, you might want to go back to Step 2 or 3 and try another option.

### Activity 8.3.1

Use the crossword puzzle in your Activity Book. Use the information in Module 8 to help you solve the clues and complete the puzzle.

#### Down

1. The abbreviation for World Health Organisation.
2. A local organisation that is responsible for keeping a city clean.
3. One of the factors that environmental health deals with.
4. The natural resource normally used to make paper.
5. Another word for a plan.
6. It is important that \_\_\_\_\_ waste is kept out of drinking water.
7. One of the major environmental health problems in South Africa.

#### Across

1. One way to promote conservation at a local level is to become an honorary \_\_\_\_\_ ranger.
2. Planting trees and shrubs stops \_\_\_\_\_ erosion.
3. The person responsible for keeping the school litter free.
4. Re-use and \_\_\_\_\_.
5. Think Global. Act \_\_\_\_\_.
6. A number that represents the frequency of deaths. (2 words)
7. Your home should be a \_\_\_\_\_ - free zone.

### Formal Assessment: Project

In week 8 of Term 3 you will be required to submit a project for Formal Assessment. Your teacher will discuss the project with you now so that you can begin to gather information, and plan your project.

## Module 9: Careers and Related Activities

### Introduction

For many people, the first career they select after they leave school is the career that they follow for the rest of their lives. It is important, therefore, to choose wisely and to consider whether the activities related to that career are things that you would be happy doing for 40 or more years – it's a long time to be doing something that bores you or irritates you.

**Activity 9**  
Yesterday, Today and Tomorrow

Work in pairs. Study the careers listed below. Decide which time frame the career fits best. Some may appear in more than one era.

Career	60 or more years ago	Today	100 years from now
Doctor			
Teacher			
Gym instructor			
Software engineer			
Astronaut			
Karaoke DJ			
Computer programmer			
Television presenter			
CD manufacturer			
Inter-planetary navigator			
Short order cook			
Space shuttle pilot			

**Unit 9.1 - Components of a Career**

Young people, today, are fortunate to have many resources available to research careers. They also have a lot more career options available to them than there were sixty years ago. When you are researching careers, consider the following components:

**Dress code**

Different careers have different dress codes. Some careers have very specific dress codes – this might be for the purpose of safety or comfort or it might be to create a certain image.



If you don't feel comfortable wearing a suit and tie, then perhaps a career in the police force or formal business is not for you.

## Tools or working equipment

Many jobs are performed using specific tools or equipment. Artists may use paintbrushes and an easel; Sculptors may use a chisel and/or clay; Seamstresses and clothing designers work with sewing machines and scissors; a microbiologist works with microscopes; a chef has to work with food, knives and pots and pans.



If you don't enjoy peering into a microscope for most of the day, then perhaps a career as a microbiologist or scientist is not for you.

## Work activities and the work environment

The work environment is the place where the work activities take place most often. A teacher teaches in a classroom; a surgeon works in an operating theatre; a pathologist examines microscopic samples in a laboratory; a sport coach works in a gymnasium or sports field; a farmer plants seeds and tends to his crops on a farm.



If you don't enjoy being outside all day, then perhaps you should not consider a career as a sport coach or farmer.

## Personality Characteristics

Your personality will give you a good idea of the kind of career you are most likely to be happy with and successful in. Psychologists need to be good listeners and observers; Nurses need to be caring and empathetic; Soldiers need to be good at following instructions; Accountants need to be accurate and organised.



If you are a shy person that does not enjoy public speaking, then perhaps a career in teaching is not the best choice for you.

## Interests and ability

Your interests and ability must also be considered when you select a career. You can develop an interest in a new career later on in your life but, usually, if you are interested in animal conservation when you are young, that interest will continue and develop even further. Physical and intellectual ability are also important components to consider. If you dislike reading or working with words and have never been good at creative writing then perhaps a career as a journalist is not for you.

## Employer

There are 3 main employer options available: Government, Private or Self-employment.

**The government** can offer the careers such as: drivers, accountants, teachers, doctors, scientists, security personnel, life-savers, politicians, etc.

**Businesses** may be owned by a group of people or an individual and can employ people in almost any type of career, depending on the nature of the business: mechanics, doctors, butchers, chefs, translators, secretaries, etc.

**Self-employment** is an option for people who would prefer to manage their own business or company. They can have businesses where they buy and sell goods (farmers, shopkeepers, etc.) or businesses where they offer a service (doctors, child-care, cleaning services, etc.)

## Studying and schooling

Many careers require a specific level of education or a particular qualification. It takes time, money for tuition and dedication to acquire these qualifications. Choose a career with subjects you will enjoy learning more about, or you may not be motivated to do well.

If you do not enjoy formal studying then find a way to get your qualification through more practical avenues or select a career that allows you to learn your craft through an **apprenticeship**<sup>1</sup>.

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<sup>1</sup> **Apprenticeship** (say: a pren tiss ship) – an arrangement where a person who wants to learn how to do a particular kind of work is trained, in practice, by an experienced person who is currently doing that job.



## Financial rewards

Each career has different financial rewards. Some careers are highly specialised or very unpleasant to do and, as a result, very few people select these professions. Because of the scarcity of these skills, people are expected to pay more for these services/skills. Other careers require skills that most people can do and the payment for these services is somewhat less. Although payment is very important, we also get other rewards from our work. For some people, feeling useful and satisfied with the work they do is so important that they are prepared to work for little or no money, as volunteers.

## Unit 9.2 - Research and Role-play a Career

### Activity 9.2.1 Career Day

Use one of your career choices from the Term 3 Formal Evaluation and role play the career by wearing the outfit normally associated with that career to school for a day. Make sure that you design and wear a career label so that people know what career you are role-playing. Your teacher will give you the date of this career day.



## Unit 9.3 - Value/Importance of Work in Fulfilling Personal Needs and Potential

When we find a career that suits us and we become successful at it, we feel a sense of pride and accomplishment. If the work we do benefits other people and they are pleased with our performance, then we feel useful and appreciated. 40% of all employed people do not enjoy the work that they do. If you make the right choices about your career then you can make sure you are part of the 60% who enjoy going to work every day.

### Activity 9.3.1

Read through the reasons why these people enjoy their work. Which, if any, would be good reasons for you to enjoy your job?

I love having the freedom to experiment, fail and try again.



I love the people I work with. They are practically my family.



I love having the freedom to create, improvise and be entrepreneurial.

I love my job because I am always learning something new.



I love being a part of something larger that makes a difference.

I know that I will have a chance to be promoted.

I love my job because every day is different and I get to meet interesting people.



I love my job because I don't have to be in an office all day.

I love my job because I get on better with animals than I do with people.



I love my job because I can use my experience and abilities and I know I am good at what I



I love my job because people respect my advice and opinions. It makes me feel valued and important.

I love my job because I enjoy being part of a team.



I love my job because I get to travel to interesting places to perform my music.



## Module 10: Substance abuse

### Unit 10.1 - Types/Forms of Substance Abuse

A drug is defined as any chemical substance that changes the way you feel. A drug can be a **natural**<sup>1</sup> or **synthetic**<sup>2</sup> substance which, when taken into a living body, alters the body's normal processes and affects its functioning or structure.

Drugs are used for many purposes, from **anesthesia**<sup>3</sup> during an operation, to just being able to wake up in the morning. Some drugs can be used legally and are freely available. Some drugs can be used legally when prescribed by a doctor. Some drugs are illegal. However, all drugs (legal or illegal) have the potential to become **addictive**<sup>4</sup> and harm the person who is taking them.

#### Activity 10.1.1

Work in groups of 3-4. Discuss whether the following statements about drugs are myths or facts. You may access the web to confirm your answers.

1. In South Africa, people over the age of 18 can purchase alcohol legally. Therefore, alcohol is not a drug.
2. Smoking helps people to control their stress levels.
3. Creatine has been used by many body builders because it makes them look good. Therefore, creatine is a not a harmful drug.
4. You can use heroin once and not become addicted.
5. Khat is a type of leaf that is chewed in order to make a person feel good. The feeling of happiness doesn't last for long so there isn't time for it to be harmful.
6. If you smoke marijuana, the chemicals released into your body stay in your blood stream for up to four weeks.

1 **Natural** (say: nat tjer il) - Existing in or derived from nature; not made or caused by humankind

2 **Synthetic** (say: sin thet ick) - Something artificial or purposefully changed into another substance

3 **Anaesthesia**: (say: an us thee zee a) – A state of unconsciousness caused by doctors so that they can operate on patients without the patient being aware of or feeling any pain

4 **Addictive**: (say: a dicktiv) - Habit forming

## Types of Drugs

Recreational drugs are drugs that are used purely for the purpose of pleasure. There are three types of recreational drugs: **Opiates, Depressants and Stimulants**

### Opiates

Opiates copy the brain's 'feel good' chemicals. These chemicals are called endorphins. They bring about a feeling of peaceful euphoria (a feeling of extreme happiness). Heroin, morphine and opium are examples of opiates.

Heroin



Morphine



Opium



### Depressants

Depressants are also sometimes called 'downers'. Depressants slow the messages in the brain and nervous system down. This results in people relaxing and feeling less emotional. Depressants can make people temporarily forget about their problems or poor self-image. Marijuana and alcohol are examples of depressants.

Marijuana



Alcohol



### Stimulants

Stimulants are sometimes called 'uppers'. Stimulants speed up the messages to the brain and nervous system. They increase a person's awareness and make them experience things in a more intense way. Caffeine, nicotine, tik, cocaine and ecstasy are examples of stimulants.

Tik  
Also called: speed,  
and crystal meth



Caffeine  
powder



Ecstasy  
tablets



Nicotine



Cocaine

## Forms of Drugs

Drugs come in many forms: Solvents (liquid), capsules, herbal (leaves and seeds), powder and pills.



## Unit 10.2 - Symptoms of Substance Abuse

People who are abusing a substance often display symptoms that are easy to identify if you know what to look for. Some signs of substance abuse are behavioural or attitudinal, e.g. irritability or **paranoia**<sup>1</sup>. Others symptoms of substance abuse **manifest**<sup>2</sup> themselves in changes in appearance.

<sup>1</sup> **Paranoia**: a mental condition in which a person thinks that people are 'out to get them'.

<sup>2</sup> **Manifest**: display or show



## Changes in behaviour or attitude

- Withdrawal from family and friends.
- Mood swings or sudden bouts of anger.
- Loss of interest in school, sport or other activities.
- Sudden drop in school marks.
- Lack of motivation or energy.
- Lying and/or stealing money or items.
- Secretive behaviour.
- Changes in sleep patterns.
- Loss of appetite.
- Excessive use of room deodorisers or incense.
- Forgetfulness or memory lapses.
- Being fearful or paranoid for no good reason.
- Hyperactivity – can't sit still.



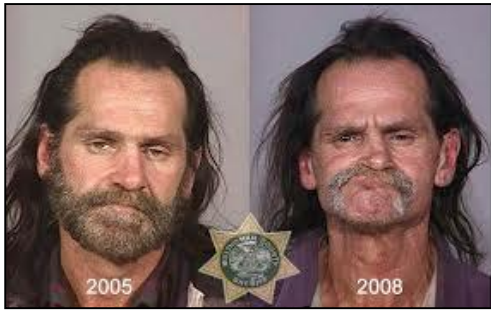
## Changes in appearance

- Not as neat or clean as before.
- Odd smells on breath or body.
- Dirty hair.
- Unexplained needle marks.
- Sudden change in clothing style or hair style or make up.
- Wears the same clothes for many days.
- Rash around the nose or mouth.
- Sudden and excessive weight loss or gain.
- Red, watery eyes.
- Pupils larger or smaller than normal.
- Unexplained bruising or blisters.
- Discolouration of fingers, nails, skin or teeth.
- Does not get dressed in the morning or sleeps in previous day's clothes.





## Long term visible effects of substance abuse



Tik/Crystal meth



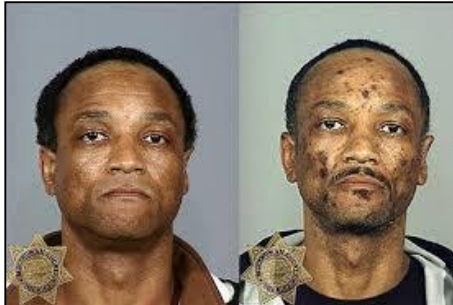
Cocaine



Crystal meth mouth



Marijuana



Heroin



Nicotine stains from smoking

### **Unit 10.3 - Intra- and Inter-personal Factors that Influence Substance Abuse**

Research has shown that some people are more likely to use substances in an excessive way or become dependent on them than other people. However, this likelihood is not equal to a certainty. In comparative studies, researchers show how two people with similar backgrounds, intellect and personalities make very different choices in the use of potentially harmful substances.

Many people who come from troubled homes never use drugs at all while others, who come from privileged backgrounds and appear to lack for nothing, experiment with drugs and become addicts.

**Substance abuse is a personal and deliberate decision – you cannot blame circumstances, or other people, for poor choices or decisions. Nobody can force you to take drugs. You have the right to say NO and not be treated unfairly for saying so.**

## Intrapersonal factors that may contribute to drug abuse

Intrapersonal factors are issues that concern the person him/herself. They are internal factors like personality, self-esteem, health problems, exposure to substance abuse during pregnancy, and so forth.



### Personality

Sometimes, the way a person thinks and the way a person reacts in a given situation can lead to drug abuse. For example, some people are impulsive, and tend to simply do things without thinking through their options. They do not make decisions based on consequences. **Impulsivity**<sup>1</sup> like this could cause people to experiment with drugs, while people who are more cautious might never dare to do so.

Some people, who are substance abusers, say that their addiction began during a rebellious stage in their life – they did not want to obey rules or authority. Other young people claim that they did not know that what they were ‘trying out’ would lead to substance abuse and they thought it would be alright because ‘everyone was doing it’.

### Self-esteem

The way that people view themselves will have an impact on how they experience their life. Those who have low self-esteem struggle to find success and happiness, mostly because they do not feel themselves worthy of enjoying such things. Their lack of self-worth affects every area of their life, especially their relationships with other people. Many

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<sup>1</sup> **Impulsivity**: a tendency to act without thinking of the possible consequences

people who are dealing with low self-esteem will turn to substance abuse because it makes them feel good for a short period of time.

### **Health problems**

People who have untreated difficulties with depression (feelings of sadness, pain, gloom, or anger), anxiety (concern or worry) or attention deficit (inability to pay attention or stay focused) may start to abuse drugs to help them deal with their feelings. One study revealed that depressed boys are twelve times as likely to become dependent on alcohol as boys not suffering from depression and that depressed girls are four times as likely to become dependent on alcohol as girls who do not suffer from depression.

## **Interpersonal factors that may contribute to drug abuse**

Interpersonal factors are about how a person deals with relationships with other people, e.g. family, friends (peers), media messages and the community.



### **Family factors**

If a family member abuses alcohol or another substance, or believes that experimenting with substances is normal, then the risk of the other family members 'trying out' those substances, and becoming dependent on them, increases. If there is not enough parental involvement or supervision, then children who are not yet experienced or knowledgeable enough to make wise decisions might be tempted to experiment with drugs.

### **Friends/peers**

Peer pressure is a significant factor in experimenting with substances. Some young people (and adults) find it very difficult to say no to drugs, even when they know their action could harm them. They don't want to be teased or excluded. They try new things so that they fit in and feel part of the group. The temptation to feel valued and liked is hard to resist. Sometimes, this experimentation leads to addiction.



## Community

Living in a community where drug use is common may also contribute to addiction. The behavior of the community and the free availability of drugs can make drug use seem normal. It can make a person feel as though substance abuse is common and harmless. Drug availability is a significant factor in drug abuse and addiction.



## Media messages

For many years, cigarette advertisers sold their product by portraying cigarette smoking as a 'sophisticated', 'manly' or 'mature' activity. People took up smoking because they wanted to be like the people they saw in the adverts. The adverts did not mention the dangers of smoking.

Today, cigarette companies cannot advertise their products in newspapers, magazines or on T.V. They are also required, by law, to put a warning on all of the packets of cigarettes that are sold. Unfortunately, there are still some addictive substances that are promoted directly through advertising of some kind.

### Activity 10.3.1

The YouTube links below are examples of how cigarette companies marketed their product by associating cigarette smoking with 'happiness, beauty, elegance, manliness and social acceptance'. Some of these adverts even say that smoking is good for you.

<https://www.youtube.com/watch?v=dIp1FE41tpE> (Peter Stuyvesant Cigarettes)

<https://www.youtube.com/watch?v=k-cRvZu2wFg> (Camel Cigarettes)

[https://www.youtube.com/watch?v=4MKjOTgo\\_B8](https://www.youtube.com/watch?v=4MKjOTgo_B8) (Mainstay Cane Spirit)

Watch a video clip to hear what modern doctors have to say about smoking.

<https://www.youtube.com/watch?v=SwYEFu-GKP4> How Smoking Affects the Body

## Unit 10.4 - Protective Factors

There are many ways in which you can protect yourself from falling into the trap of substance abuse. A few suggestions have been listed below. As you read through the list, notice the common thread that runs through all the suggestions – **You** have control over your decisions and actions.

Choose your friends carefully.

Don't make bad decisions out of spite or because you feel rebellious.

Be media wise. Don't let the messages in films, adverts and other forms of media fool you.

Choose good role models.

If you don't start you will never need to stop!!! If you never experiment then you will never be at risk of becoming dependant or addicted.

Don't be impulsive. Consider the consequences of what you do.

Take part in sport and/or some cultural activity. This will keep you physically and emotionally healthy and give you a sense of self-worth and social belonging.

Educate yourself about drugs so that people don't take advantage of your ignorance.

Be assertive. Learn to say 'No' and don't allow people to change your mind by exerting peer pressure on you.

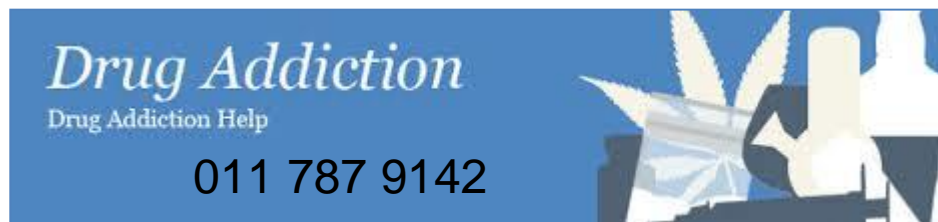
Understand that you CAN become addicted. Don't think that addiction is something that only happens to other people.

## Unit 10.5 - Prevention Measures

One of the most important prevention measures for substance abuse is early detection. In many cases, it is easier to help a person with a substance abuse problem in the early stages of their experimentation or use of a potentially addictive drug. The earlier the problem is detected, the better the chances of recovery.

Some people who are addicted to drugs don't realize that they need help or don't want to admit that they are addicted. In cases like this, friends and family need to ensure that the

person gets help. If somebody you know or care for has a substance abuse problem you should try to reach out to them and encourage them to get professional help. If you are not able to do this or your efforts are not successful, then speak to an adult or an organisation that can assist you. If the person you are concerned about is still a student, then you should speak to a trusted teacher. You could also speak to that person's parents. Here are some organisations that you can contact for professional advice about dealing with substance abuse:



## Formal Assessment: Project Poster: Careers

This project will be assessed and your performance will be recorded and shown on your Term 3 report.

### **Instructions**

Design a poster that provides information about two careers from the given selection. You must select one career from each group.

### **Important Information**

1. You will be required to design a poster that gives information for each of the following components, for the two careers:
  - a. Name and description of career
  - b. Dress Code



- c. Tools or working equipment
  - d. Place, environment or institution of career
  - e. Personality characteristics required
  - f. Qualifications and school subjects required
  - g. Expected financial income
  - h. Advantages and/or disadvantages of the career
2. The poster must be completed on the poster paper provided by your teacher. Your teacher will also provide some additional A4 paper in various colours.
  3. All information on the poster must be handwritten. You may write directly on the poster paper or you may write on the A4 paper provided, cut the information out and paste it onto the poster.
  4.
    - a. Your poster must have a main title: Careers.
    - b. Your poster must have two sub titles: i) Well-known career ii) Unusual career
    - c. Each information component must be labelled, i.e. information about the clothing requirements should have a heading Dress Code.
  5. Your research, planning and preparation can be done at home or at school. This information can be brought to school on the day that your teacher has assigned for the project. You are permitted to 'pre-write' the information that will be used on the poster, but it must be re-written in the time allocated.
  6. Your draft and final poster must be compiled and completed at school. **You may not complete this project at home.**
  7. You must write the information in your own words. If you copy straight from an article or book you will lose marks.
  8. Your poster must include a bibliography that lists the books or articles that you used to find information. The bibliography should appear on the back of your poster.
  9. Use the template and guidelines to help you with your poster composition and planning but also try to make your poster more interesting by adding to the suggestions given.
  10. Use the rubric that has been provided to check that you are doing everything that you should do.
  12. You may use pictures or draw illustrations to make your poster more effective.
  14. The time allocation for this project is 90 minutes. Make sure you are organised before you begin.
  15. A sample poster has been provided in the resources at the end of this workbook.

## Career Choices

Select one career from each group

<b>Group 1 Well-known careers</b>	<b>Group 2 Unusual careers</b>
Librarian	Social media manager
Accountant	Voice over artist
Pharmacist	Horse jockey
Pilot	Professional golfer
Teacher	Snake milker
Nurse	Iceberg mover
Mechanical engineer	Fortune cookie writer
Plumber	Professional line-stander
Actor	Bike courier
Chef	Body painter
Secretary	Feng Shui Consultant
Journalist	Flavourist
Web site designer	Fragrance Chemist
Town planner	Hippotherapist
Tour guide	Online Reviewer
Film director	Ocularist
Game ranger	Embalmer
Occupational therapist	Palm Reader or Psychic
Botanist	Baby Proofer
Zoologist	Blacksmith
Veterinarian	Pyrotechnician
Photographer	Astronaut
Hotel manager	Racing driver

## Module 11: Personal Diet and Nutrition

### Unit 11.1 - Factors that Influence Choice of Personal Diet

When people choose the food that they eat, they are influenced by a number of factors. Some choices are simply about taste. Others choices focus on the **nutritional value**<sup>1</sup> – the health factor of the food. Taste and nutritional value are factors that people can make a conscious decision about. There are other, less obvious, factors that influence a person's diet.



<sup>1</sup> **Nutritional value:** The nutritional value of food defines what a food is made of and its impact on the body

## Ecological factors

Where we live determines the crops that can be grown and the animals that can be reared. People who live near to the sea, a river or a lake are more likely to have fish as a **staple**<sup>1</sup> part of their personal diet. People who live in dry desert regions are not likely to have a great deal of vegetables in their diet. People who live in the city are more likely to eat take-away meals than those who live in rural areas.



Ecological factors also include the way that people feel about conservation of the environment and animals. For example:

- People refuse to eat food that has been transported from far away or imported from another country because of the **carbon footprint**<sup>2</sup> that transporting food leaves on the environment.
- People refuse to eat food that has been treated with any chemicals. Instead, they select organically grown food – organically farmed food is more environmentally friendly.
- People refuse to eat meat because they believe that killing animals for their meat is cruel. These people adopt a vegetarian or vegan diet. Follow this link to find out more about vegetarian and a vegan diets:

[http://www.diffen.com/difference/Vegan\\_vs\\_Vegetarian](http://www.diffen.com/difference/Vegan_vs_Vegetarian)



## Social factors

The people that we socialise with, or the people that we live with, influence the food choices that we make. For example:

- If all of your friends bring packed lunches to school instead of tuck money, you would probably do the same.
- If your packed lunch consisted of carrots, cucumber and Provita biscuits and your friends teased you about it, you would probably pack something else for lunch.

<sup>1</sup> **Staple** (Say: stay pill) – the largest or most important part of something

<sup>2</sup> **Carbon footprint** (Say: car bin footprint) – the amount of environmentally harmful carbon dioxide created by a person or event

- Families will generally eat together and therefore they are likely to eat the same kind of food.

## Economic factors

People usually follow a diet that they can afford. Some people eat home-cooked meals because it is more cost effective. Other people have more **disposable income**<sup>1</sup> available and their eating plan might include more meals from restaurants or fast food outlets.



## Cultural factors

Some cultural groups have strict guidelines for acceptable foods and other cultures simply have a generally accepted food selection. For example:

- In Jewish households, the food must be **kosher**<sup>2</sup> and no pork is eaten.
- In Muslim households, the food must be **halal**<sup>3</sup>.
- In Hindu culture beef is not eaten because cows are considered **sacred**<sup>4</sup>.
- In most western countries, eating bush meat (monkeys, bats, crocodiles, etc.) is considered **barbaric**<sup>5</sup> but in many African countries, bush meat is considered a **delicacy**<sup>6</sup> and sometimes it is the only meat source available.

## Political factors

The price and variety of food that is available throughout the year depends on whether a country is able to import food from other places. Some countries have trade agreements to ensure that certain food is available all year. Other countries have trade agreements that ensure that there is enough of a particular kind of staple food product (maize and wheat) because their climate or environment restricts the amount of those foods that can be grown in that country.

<sup>1</sup> **Disposable income** (Say: dis pows ibble in cum) – money that has been earned that does not have to be used for essential items like water, electricity and so forth

<sup>2</sup> **What is kosher food?** <http://www.independent.co.uk/life-style/food-and-drink/news/what-is-kosher-food-a-brief-explanation-9676266.html>

<sup>3</sup> **What is halal food?** Food that has been prepared according to specific Muslim rituals when animals are slaughtered

<sup>4</sup> **Sacred** (Say: say crid) – holy or special in a religious way

<sup>5</sup> **Barbaric** (Say: bar barrick) – brutal or cruel

<sup>6</sup> **Delicacy** (Say: delly kus see) – a special treat to eat

## Unit 11.2 - Ways to Improve your Diet

Eating a balanced diet is essential for good health. A balanced diet, combined with a life-style that includes exercise, will ensure that you are mentally alert and physically healthy.

Each person's metabolism is different so there is no single eating programme or diet that works for everybody. Some people will do better on a diet with lots of fruit and vegetables while other people will need more protein. However, there are some general guidelines for a balanced eating plan that most dieticians suggest. The most popular approach to a balanced daily eating plan is the inclusion of food from each of the five food groups identified by dieticians: Vegetables and Legumes, Fruit, Grain Foods, Protein and Dairy.

### **Vegetables and legumes/beans**

Many different types of vegetables are grown in South Africa and there is normally a large variety of choice throughout the year. Vegetables come from many different parts of the plant, including the leaves, roots, tubers, flowers, stems, seeds and shoots. Legumes are the seeds of plants and can be eaten in



their immature form (green peas and beans) as well as their mature form (dried peas, beans, lentils and chickpeas). Most adults should eat at least 5 serves from the vegetable group a day. A standard serve is 75grams.

Vegetables can be broken up into different groups, with each group providing their own unique nutrients. The main sub-groups for vegetables are:

#### **Green vegetables**

Broccoli, brussel sprouts, cabbage, cauliflower, lettuce, spinach, snow peas, etc.

#### **Root/tubular/bulb vegetables**

Potato, sweet potato, carrots, beetroot, onions, garlic, bamboo shoots, turnips, etc.

#### **Legumes/beans**

Soybeans, lima beans, cannellini beans, chickpeas, lentils, split peas, tofu, etc.

#### **Other vegetables**

Tomato, celery, sprouts, avocado, eggplant, mushrooms, cucumber, pumpkin, etc.

## Fruit

Because of South Africa's climate, a wide variety of fruit is available all year round. Just like vegetables, fruit can be grouped into different categories and each category has different nutrients. From the age of nine onwards, 2 serves of fruit per day are recommended.



**Pome fruit examples:** Apples and pears

**Citrus fruit examples:** Oranges, mandarins and grapefruit

**Stone fruit examples:** Apricots, cherries, peaches, nectarines and plums

**Tropical fruit examples:** Bananas, paw-paw, mangoes, pineapple and melons

**Berries:** Blackberries, raspberries and mulberries

**Other fruit:** Grapes and passion fruit (granadilla).

## **REALLY?**

**A strawberry is not an actual berry, but a banana is.**

By technical definition, a berry is a fleshy fruit produced from a single seed. The strawberry, however has its dry, yellow seeds on the outside (each of which is actually considered a separate fruit). True berries, such as blueberries and cranberries have seeds inside. The banana fruit is a berry because its seeds are inside the flesh.

## Grain foods

Examples of grains are wheat, oats, rice, rye, barley, millet, quinoa and corn. The different grains can be cooked and eaten whole, ground into flour to make a variety of cereal foods like bread, pasta and noodles, or made into ready-to-eat breakfast cereals. Consuming at least 4-6 serves of grain (cereal) foods



per day is recommended for most adults, while the amount recommended for children depends on their age and gender. Grains foods can be broken up into four main groups:

**Breads** - Wholemeal, wholegrain, white, rye, pita, naan, focaccia and crispbreads.

**Breakfast Cereals** - Oats, porridge, muesli and whole-wheat biscuits.

**Grains** - Rice, barley, corn, polenta, millet, sorghum, rye and quinoa.

**Other grain foods** - Pasta, muffins, rice cakes, couscous, popcorn and flour.



## Protein

Generally, protein is an important component of South African meals, culture and lifestyle. A braai just wouldn't be the same without boerewors and chops. Protein includes all kinds of meat and poultry, fish, eggs, tofu, nuts, seeds and legumes/beans. This food group provides a wide variety of nutrients such as:



iodine, iron, zinc, vitamins and essential fatty acids. Dieticians recommend that you eat 1-3 serves of protein a day, depending on your age. Foods from this food group fall into 6 categories.

**Meat** - Beef, lamb, veal, pork and sausages.

**Poultry** - Chicken, turkey, duck, ostrich and goose.

**Fish and seafood** - Fish, prawns, crab, lobster, mussels, oysters, scallops and clams.

**Eggs** - Chicken eggs and duck eggs.

**Nuts and seeds** - Almonds, pine nuts, walnuts, sesame seeds and sunflower seeds.

**Legumes/beans** - All beans, lentils, chickpeas, split peas and tofu.

## Dairy

Most South Africans consume only about half the recommended daily quantity of dairy products. A wide range of dairy products are available with varying levels of fat. Most people need at least 2-3 serves of dairy each day. Examples of dairy products include milk, yoghurt and cheese.

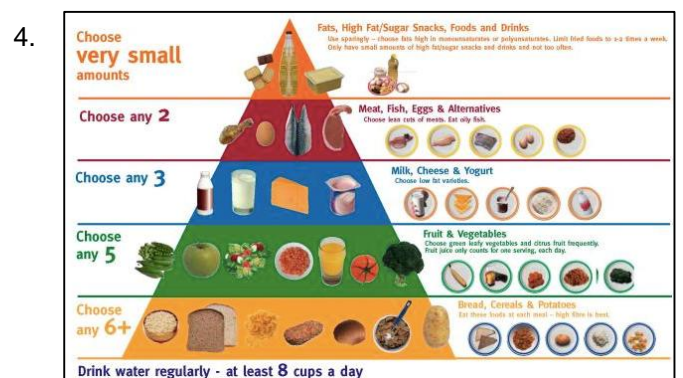
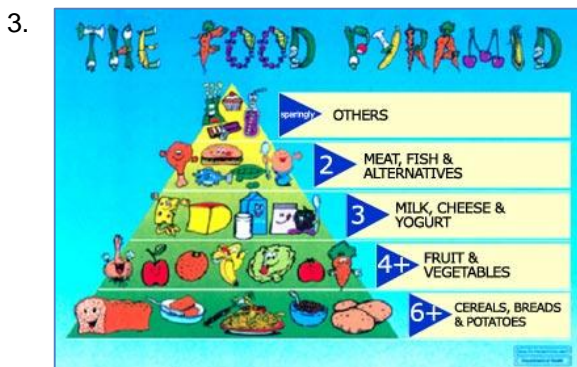
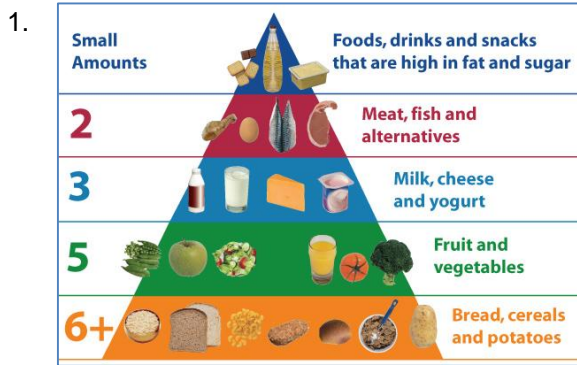


## Eating a balanced diet

To meet the nutrient requirements essential for good health, you need to eat a variety from each of the five food groups daily, in the recommended amounts. It is not necessary to eat from each food group at every meal. In some instances, you only need to eat some of the foods in each food group a couple of times a week. It is also important to eat a variety of foods within each of the Five Food Groups because different foods have different nutrients. For example, orange vegetables such as carrots and pumpkins contain more vitamin A than other vegetables. A balanced diet can include food that contains sugar and fat (oil). However, this type of food should be a treat rather than a regular visitor to your daily diet.

Water is also an essential part of a healthy eating plan. Water helps the body to dissolve the nutrients in food and to transport those nutrients to where they are needed in the body. Drinking enough water means that the body can get rid of waste products efficiently.

Here are a few suggestions for daily allowances and food required for a balanced eating plan.



**Activity 11.2.1**

Use the blank copy of a balanced daily eating plan in your Activity Book. Use Food Pyramid 1 to build your own balanced eating plan for one day. Here is an example of what is required:

Meal	Fruit	Vegetables	Grains	Dairy	Protein
Breakfast			Corn flakes	Milk	
Snack	Apple			Yoghurt	
Lunch		Tomato and lettuce salad	Whole wheat biscuits		Chicken
Snack	Banana		Whole wheat bread	Cheese	
Supper		Broccoli and pumpkin	Rice		Steak

**Food with sugar and fat: (Choose 2)**

Butter and a bar one

**Water (How many glasses/bottles?)**

5 glasses

**Other drinks:**

1 Coke Lite

**Condiments, spices and sauces:**

Salt, pepper, garlic and tobacco sauce

Visit the following sites for more information about the food groups and suggested allowances:

<http://healthyeating.sfgate.com/5-main-food-groups-3976.html>

[http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyEating/Suggested-Servings-from-Each-Food-Group\\_UCM\\_318186\\_Article.jsp](http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyEating/Suggested-Servings-from-Each-Food-Group_UCM_318186_Article.jsp)

<http://www.choosemyplate.gov/food-groups/>

Need some help with the eating plan?

Go to <http://www.choosemyplate.gov/myplate/index.aspx> and this site will help you design your eating plan. It's an American site so the measurements are in inches and ounces.

Once you have selected the foods and the quantities for your daily eating plan, design a food face using the shapes of the foods you have selected.

- The food face must be hand drawn on the blank paper plate provided by your teacher.
- Use the planning template in your Activity Book to design the face before you compile your final copy of the paper plate.
- Use a circular shaped fruit or the shape of a plate as the foundation for your face.
- The food face must be handed in to your teacher for evaluation on the due date provided by him/her.
- Remember to write your name and class on the plate before handing it in.
- Your teacher can display some of the assignments in the classroom or around the school.

Note: You are only allowed to include items listed in your personal eating plan. The face does not have to be realistic – Go for the Picasso look if you would like to do so.

**(Who is Picasso? Follow this link to find out: <http://www.pablopicasso.org/>)**

Need some help with the food face? OR Just want to have a bit of fun!

Go to <http://www.highlightskids.com/flash/funny-food-face> (Art Activities- Highlight Kids). This site will allow you to cut and paste food shapes onto a blank template. You will not be able to save the face but you can print it if your computer is connected to a printing device.



## Module 12: Common Diseases

### Unit 12.1 - Causes of Diseases

#### Diabetes

Most of the food we eat is turned into glucose, or sugar, for our bodies to use for energy. The pancreas, an organ that lies near the stomach, makes a hormone called insulin. Insulin allows glucose to enter the body's cells, where it is used as fuel for energy so we can work, play and generally live our lives. It is vital for life.



When you have diabetes, your body either doesn't make enough insulin or can't use its own insulin as well as it should. This causes glucose to build up in the blood. Too much



glucose can cause serious health complications including heart disease, blindness, kidney failure, and **extremity<sup>1</sup> amputations<sup>2</sup>**. The main warning signs that a person might have diabetes are: Increased thirst, increased need to urinate and increased hunger.

There are two main types of diabetes: Type 1 diabetes and Type 2 diabetes.

Type 1 diabetes develops when glucose can't enter the body's cells to be used as fuel because...



there is no key (insulin) to unlock the door to the cells. The pancreas is not working properly.



Insulin

10% of people with diabetes have Type 1 diabetes. It cannot be prevented.

If you have Type 1 diabetes, you can control the condition and lead a normal life by:

Following a healthy eating plan.

Doing adequate exercise.

Taking insulin through tablets or injections.

Type 2 diabetes develops when glucose can't enter the body's cells to be used as fuel because...



there is a key (insulin) to unlock but the lock is not working. The cells are not working properly.



Insulin

90% of people with diabetes have Type 2 diabetes. It can be prevented by having a healthy lifestyle.

Treatment includes:

Following a healthy eating plan.

Doing adequate exercise.

Testing blood glucose levels frequently and taking insulin through tablets or injections.

<sup>1</sup> **Extremity** – toes, fingers, tips of nose and ears.

<sup>2</sup> **Amputate** (Say: am pyou tayt) – to cut off

## Epilepsy

People with epilepsy tend to have **recurrent**<sup>1</sup> **unpredictable**<sup>2</sup> and uncontrollable seizures (fits). The seizures occur because of a sudden **surge**<sup>3</sup> of electrical activity in the brain - there is an overload of electrical activity in the brain. This causes a disturbance in the messaging systems between brain cells.

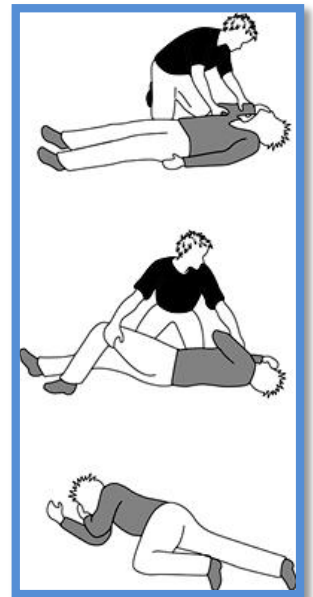


### **What to do if a person has an epileptic seizure**

Usually, when a person has an epileptic seizure, the person goes stiff; he/she loses consciousness and then falls to the ground. This is followed by jerking movements. A blue tinge around the mouth usually develops. This is due to irregular breathing. Loss of bladder and/or bowel control may also occur. After a minute or two the jerking movements should stop and consciousness may slowly return.

#### **Do...**

- Protect the person from injury (remove harmful objects from nearby).
- Cushion their head.
- Look for an epilepsy identity card or identity jewellery.
- Aid breathing by gently placing them in the recovery position once the seizure has finished (see pictures).
- Stay with the person until recovery is complete.
- Be calmly reassuring.



#### **Don't...**

- Restrain the person's movements.
- Put anything in the person's mouth.
- Try to move them unless they are in danger.
- Give them anything to eat or drink until they are fully recovered.
- Attempt to bring them round.

<sup>1</sup> **Recurrent** (Say: ree cur rint) – happening over and over

<sup>2</sup> **Unpredictable** (Say: un pree dikt ibble) – there is no pattern

<sup>3</sup> **Surge** (Say: sir j) – a sudden increase



### **Call for an ambulance if...**

- You know it is the person's first seizure, or
- The seizure continues for more than five minutes, or
- One seizure follows another without the person regaining consciousness between seizures, or
- The person is injured during the seizure.

### **Anorexia nervosa**

Anorexia nervosa (Say: an-oh-REK-see-uh nerv oh sah) is an eating disorder that causes people to obsess about their weight and the food they eat. It affects men and women. People with anorexia nervosa try to maintain a weight that's far below normal for their age and height. To prevent weight gain or to continue losing weight, people with anorexia nervosa may starve themselves or exercise excessively.



Anorexia nervosa isn't really about food. It's an unhealthy way to try to cope with emotional problems. When you have anorexia nervosa, you often equate thinness with self-worth.

Some people with anorexia lose weight mainly through severely restricting the amount of food they eat. They may also try to lose weight by exercising excessively. Others with anorexia binge and purge. They control calorie intake by vomiting after eating or by misusing laxatives. But, no matter how skinny they become, it's never enough.

Some of the physical effects of anorexia include:

- Constipation and bloating
- Tooth decay and gum damage
- Dizziness, fainting, and headaches
- Growth of fine hair all over the body and face
- Being severely underweight
- Severe mood swings; depression
- Lack of energy and weakness
- Slowed thinking; poor memory
- Dry, yellowish skin and brittle nails

## Obesity

Obesity is a condition that is associated with having an excess of body fat. Many individuals are affected by obesity and are not aware of it. People who are obese are at risk of developing one or more of these serious medical conditions:

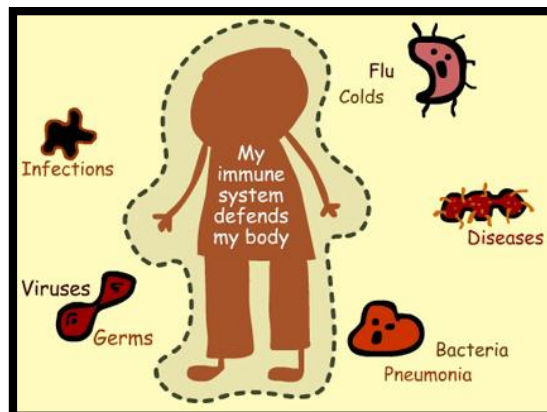
- High blood pressure
- High cholesterol
- Diabetes
- Heart disease
- Stroke
- Arthritis
- Breathing problems
- Cancer

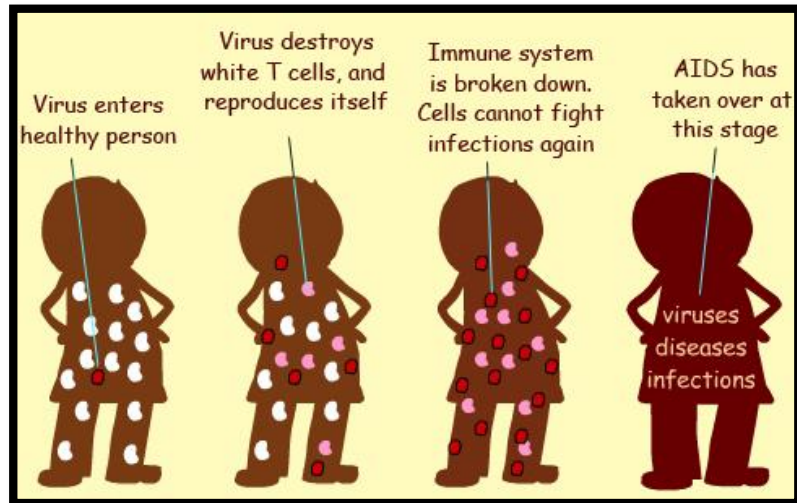


## HIV/AIDS

The Virus, that causes AIDS (HIV), was discovered more than 20 years ago. Since then, millions of people throughout the world have been infected with HIV. Most are adults, but there are children who have HIV, too. At the moment, about 40 million people in the world are living with HIV infection or AIDS. **HIV** stands for Human Immunodeficiency Virus (Say: ih-myoo-nuh-dih-fih-shun-see). **AIDS** stands for **A**cquired **I**mmunodeficiency **S**yndrome.

Every person has body protective system called the immune system. This system is made up of some 'good' white blood cells called T lymphocyte cells. (Say: lim-foh-site). The T-Cells fight off infections, diseases and bacteria that want to invade our body and attack us. The HI Virus attacks these T-Cells and, when enough of the T-Cells have been destroyed, AIDS develops.





AIDS related diseases such as Tuberculosis or Pneumonia can be treated but sooner or later a person with AIDS will die from one of the diseases that infect him/her.

## Unit 12.2 - Treatment Options, Care and Support

### Diabetes

Diabetes cannot be cured but the condition can be managed with medication, diet and lifestyle choices. Treatment varies for each individual but the general aim of any treatment is to keep, within reason, blood glucose levels as near to normal as possible. Medication to control diabetes can include insulin tablets or injections.

### Epilepsy

The most common approach to treating epilepsy is to prescribe anti-epileptic drugs. More than 20 different anti-epileptic drugs are available on the market, all with different benefits and side effects. People with epilepsy should follow their doctor's advice and share any concerns they may have regarding their medication. Epilepsy is not a curable condition but it can be controlled.

### Anorexia nervosa

Anorexia nervosa is a disease that has psychological and social causes and therefore it can be difficult to overcome. But, with psychological treatment, and the support of family and friends, people who suffer from this eating disorder can gain a better sense of who they are, return to healthier eating habits and reverse some of anorexia's serious complications.

## **Obesity**

Like anorexia nervosa, obesity is usually caused by faulty self-image or an unhealthy lifestyle. Changing the self-concept and lifestyle choices that may have contributed to obesity is one way to treat the disease. The involvement of family and/or friends will help an obese person to make the necessary changes to positively impact health.

## **HIV/AIDS**

There are many modern treatments that can help people with HIV. As a result, many people with HIV are living much longer and healthier lives than 20 years ago. Currently, medicines can slow the growth of the virus or stop it from making copies of itself. Although these drugs don't eliminate the virus from the body, they keep the amount of virus in the blood low. The amount of virus in the blood is called the viral load, and it can be measured by a test. Once on medications, patients must work with their health care providers to monitor how well the drugs are working, deal with side effects, and decide what to do if the drugs stop working. The good news is that experts are learning more about the virus and creating new treatments for HIV, making it easier to take these medicines. Right now, there is no cure for HIV infection or AIDS. So, once you start treatment, you have to continue to be sure the virus doesn't multiply out of control.

### **Unit 12.3 - Strategies for Living with Diseases**

People who suffer from life-threatening diseases need to educate themselves about the disease they have, make the necessary life-style changes, get support from friends and family and seek medical advice. While each disease has its own specific treatment, there are some general guidelines that can be followed:

- Maintain a positive outlook.
- Find a doctor that you can trust and follow medical advice.
- Surround yourself with people who care about you and can care for you.
- Avoid stressful situations and get enough rest.
- Find a support group where other people who have the same disease can discuss common problems, successes and concerns.
- Avoid bad habits such as smoking or alcohol abuse.

When diseases reach their end stage and people need specialised care, there are special hospitals that can provide treatment and support for the person with the disease and help the person's family and friends cope with what is happening. These hospitals are usually called hospices – they deal specifically with patients who are terminal (they are definitely going to die).

### CASE STUDY 12.3.1

#### *Jonathan Neil (Jonty) Rhodes: A Cricket and Epilepsy inspiration*

*By Kimberley Blozie*

*Jonty Rhodes was (and probably still is) the world's best Cricket fielder. Known for his indomitable catching ability, there are hundreds of pictures of him leaping many feet off the ground, catching high-speed cricket balls usually with one bare hand. Jonty's cricket talent was recognized while he was in business school. He played competitively while studying but could not enter into the international cricket scene due to the apartheid. But, something that was recognized earlier than his incredible catching ability, was his epilepsy.*

*Jonty was diagnosed with epilepsy at the age of 6. He doesn't need to take medication. He just needs to make sure he doesn't hit his head too hard as this triggers his seizures. He retired from playing cricket in 2003. He is now a cricket fielding coach and works as a business banker. He is also an ambassador for South African Epilepsy, an organisation that advocates for people with epilepsy and provides developmental opportunities for them.*

*Although retired, Jonty is an incredible inspiration and example for everyone. Indeed, his message is that even when afflicted with something like epilepsy, we can be truly great!*

*Source: <http://trialx.com/curetalk/2011/03/jonathan-neil-jonty-rhodes-cricket-epilepsy-inspiration/>*

**Follow these links to watch Jonty Rhodes in action at the 1992 world cup. This run out was called the Superman Run out. View the clip to see why. <http://tune.pk/video/25744/jonty-rhodes-superman-run-out-world-cup-1992mymu-media>  
<https://www.youtube.com/watch?v=mHqviooA38g>  
<https://www.youtube.com/watch?v=L4ZQ9bQJKKk>**

### Activity 12.3.1

Do some research to find successful people who are living with one of the following diseases: Diabetes, Epilepsy or HIV/Aids. Read about how they are dealing with their disease and how they have become successful in spite of their medical condition.

## Module 13: The Role of Oral Traditions in Major S.A. Religions

### Unit 13.1 - Religions in South Africa

South Africa is a spiritually diverse nation. Its religions include those that are indigenous and those that were brought to the country by immigrants. Our country's constitution makes sure that every religion is respected and seen as being equally important.

Religion is all or some of the things described below:

- a. A way of explaining the mysteries of life:
  - How the world was created and why.
  - Why there is life and death?
  - Why there is suffering?
  - What happens when people die?
- b. A way of explaining who or what created the world and all the living beings.
- c. A way of describing a dimension beyond the physical world - the spiritual world.
- d. A way of explaining how to lead a good life on Earth and in an afterlife.
- e. A way of worshipping the creator(s) or spiritual beings who are believed to have power over the world and people's lives and/or a way of paying respect and drawing inspiration from spiritual leaders.

Religion plays an important role in how people live their lives. Each religion has its own special way of explaining things like how the world was created, how to lead a good life and what happens to people when they die. Each religion also has a special way of worshipping, a place to worship and, usually, some form of written or oral scripture. Information about the different religions in South Africa has already been covered in Grade



4, 5 and 6 Life Skills. Here is a summary of some important facts about the religions in South Africa, to refresh your memory.

## **Buddhism**

Central figure: Buddha

### **Sacred Spaces and Places**

Although being in a temple is not essential for worship, Buddhists do visit shrines and temples to pay their respects to Buddha and to meditate with other Buddhists. Going to a worship space is not essential because Buddhism is a way of life - a way to act all of the time.

### **Religious Principles**

Buddhists follow a set of guidelines for daily life called the Five Precepts. These are:

- Do not harm or kill living things.
- Do not take things unless they are freely given.
- Lead a decent life.
- Do not speak unkindly or tell lies.
- Do not abuse drugs or drink alcohol.

### **Sacred Symbols and Texts**

The **Wheel of Life** symbolizes the Buddhist view on life. After Buddha died, his teachings were gradually written down from what people remembered. The **ripitaka**, or The Three Baskets, is a collection of Buddha's sayings, his thoughts about them, and rules for Buddhist monks.

## **Christianity**

Central figures: Jesus and God

### **Sacred Spaces and Places**

Christians worship in churches. It is customary to worship on Sunday, the Sabbath, and on other special festivals and celebrations. Some people, especially monks and nuns, attend church daily. In addition, most Christians pray or worship at home through individual or family devotions.

### **Religious Principles**

Christians follow a set of guidelines for daily life called the Ten Commandments. These are:

- You shall have no other gods except God.
- You shall not make idols.
- You shall not take the name of God in vain.
- Keep the Sabbath day Holy.
- Honour your father and your mother.
- You shall not murder.
- You shall not commit adultery.
- You shall not steal.
- You shall not lie about your neighbour.
- You shall not covet.

### **Sacred Symbols and Texts**

The best known Christian symbol is a cross. This symbol reminds believers that Jesus was crucified and died in order to save their souls and so that they could be forgiven for their sins.

The main text that Christians refer to is called The Bible. It contains a history of Christianity and the life of Jesus Christ as well as stories that help Christians make good decisions and inspire them in their daily lives.

## Hinduism

Central figure: Brahman

### Sacred Spaces and Places

A Hindu place of worship is called a mandir or temple. The spirit or spark of God is found in different forms in different objects or creatures and can be male or female. The presence of God in these things is called a deity. A temple is dedicated to a particular god or goddess (deity). The temple is the god's home on earth. The most holy part of the temple is an inner shrine called a garbhagriha with a statue to the god or goddess.

### Religious Principles

The fundamental teaching of Hinduism is that a human being's basic nature is not confined to the body or the mind. The spirit or spark of god is within us and also within everything we see. Anyone who takes the trouble to undergo the necessary training to purify and refine the mind and senses can begin to feel the truth of this. This training can take various forms and is known as yoga ("union"- union of the individual self with this inner spirit).

### Sacred Symbols and Texts

The philosophy, religion, and customs of the ancient Aryans are recorded in their sacred texts known as the Vedas. These texts were initially handed down by word of mouth from teacher to student. The basic teachings of Hinduism are contained in the last portion of the Vedas and are known as the Vedanta (the "end or concluding portion of the Vedas").

## Islam

Central figures: Mohammed and Allah

### Sacred Spaces and Places

Muslims build special temples called mosques in order to have a place to gather and worship Allah. When they pray, they must always face Mecca – the place where Mohammed was born. All Muslims are expected to make a pilgrimage to the place of Mohammed's birth, at least once in their lifetime. This pilgrimage to the Ka'bah, in Mecca, is called **Hajj**.

### Religious Principles

Islam is a faith centred on belief in the one God (Allah) and follows the teachings of a prophet called Mohammed.

### Sacred Symbols and Texts

Muslims believe that the last revealed scripture sent by God is the Qur'an or Koran. It is the speech of God revealed, in the Arabic language, to Muhammad.

## Judaism

Central figures: Abraham and God

### Sacred Spaces and Places

Israel is a sacred place to Jewish people. Jews who do not live there try to visit at some point in their lives. Jewish people worship in places called synagogues.

### Religious Principles

There are 10 main laws laid out in the scriptures. These are the rules for good living that were given, by God, to a man called Moses while he was on a mountain called Sinai. They are the same as the commandments followed by Christians.

### Sacred Symbols and Texts

Jewish people believe in the rules and guidance given in their holy scriptures called the TeNaKH. It is made up of 2 parts: Torah and Talmud.

### **African traditional religion**

Central figures: God and Ancestors

#### **Sacred Spaces and Places**

Being in a church or religious building is not essential to most African traditional religions. Worship can take place outside or at a person's home.

#### **Religious Principles**

There are many different traditional religions in South Africa and each has its own specific religious principles. Some include guidance from religions such as Christianity and others include practices such as sacrificing animals to ancestors.

#### **Sacred Symbols and Texts**

Learning about ancestors and how to behave have been passed on from one generation to the next through stories. There is no special text or religious book for this religion.

## **Unit 13.2 - The Role of Oral Traditions and Scriptures**



Religion and ways of explaining the world and how humans fitted into it started long before humans learnt how to record things in the form of writing. Traditional beliefs and ways of behaving were passed on from one generation to the next through stories, songs and pictures.

Over time, and as people learnt how to read and write, the oral information was written down and took on the role of a religious text. In some religions, followers are expected to memorise these texts or be able to read them in the language they were originally written. For example, Muslims are expected to memorise the Qur'an – some Muslim children attend special lessons, called Madrasa, where they are assisted with this memorisation. Jewish boys are expected to read fluently from the Torah, which is written in Hebrew, when they celebrate their Bar Mitzvah. This reading is done through a special form of talk-singing called a chant.

Most religions have an explanation for how and why the world and human beings were created. The San (Bushmen) also have a story to explain this. The San did not know how to write, so the story was told or painted on rocks. Most of their religious stories revolved around ways of explaining their surroundings and nature.



## San Story – The Creation

*People did not always live on the surface of the Earth. At one time People and animals lived underneath the Earth with Kaang, the Great Master and Lord of Life. The People lived peacefully with animals. No one wanted for anything. It was always light without the Sun. During this time of bliss, Kaang began to dream the wonders of the world above.*

*First, Kaang created a wondrous tree with branches stretching over the entire country. At the base of the tree he dug a hole that reached way down to where the People and the animals lived. He led First Man to the surface. He sat down on the edge of the hole and First Woman came out. All the People came out in awe of the new world. Next, Kaang helped the animals out. Some animals excitedly raced out through the roots and branches of the tree. Kaang gathered all the People and animals together and taught them how to live together in peace. He told the People not to start any fires, or an evil would unleash upon the Earth. Then, Kaang left them and secretly watched his world.*

*The People saw the sun set for the first time. It scared them. At night it was black and the People could not see like the animals could, nor did they have fur for the cold. They forgot Kaang's words and built a fire. The fire scared the animals, and they fled into the caves and mountains. Ever since then, the two have not been able to communicate with each other. Fear replaced their friendship.*



### Activity 13.2.1

Reading with understanding

Work in groups of 3-4 to prepare for a class discussion based on the following questions:

1. Why do you think most modern religions have some form of religious text or scripture?
2. Some religions require memorisation of either some parts or the whole of the religious text. Do you think this is necessary? After all, people can read the text when they want to find something out.

## Formal Assessment: Examination

Your assessment task for this term is a Formal Examination. The exam will be set on all of the work that you have covered during the year. However, your teacher will give you some guidelines on which information you should pay special attention to. Your teacher will also revise and consolidate some of the more complicated topics that you have dealt with this year. If there is anything specific that you would like him/her to explain or revise, then all you need to do is ask. Your teacher should be available to help you prepare for the exam.

### **Study Tip: Move Before You Study**

Exercising your body may help your brain. Moving can help get your brain ready to study.

### **Study Tip: Pick Your Study Spot**

The important thing is to find a place where you'll pay attention.

### **Study Tip: Listen to Music While You Study**

Some people study better with music because it helps them ignore other sounds around them. Other people get so into the music that they forget about what they're supposed to be doing. Try it and see how you do. Pick music that won't have you singing instead of paying attention to your work. Instrumental music from the Baroque period is excellent music to study by. Bach, Handel and Vivaldi are examples of Baroque composers

### **Study Tip: Take Breaks While You Study**

Taking a short break might help you concentrate. When you work on something for a long time, you may start thinking about other things. So, get up, do some jumping jacks or take a 10-minute walk. Then, come back to your studying. You should be ready to focus again. Be disciplined - you can't work for 10 minutes and take a 20-minute break!

### **Study Tip: Don't Cram for Tests**

When you have to remember information, it's best to go over it a many times over a few days. That way, you have a chance to really learn it. Don't wait and try to cram everything into your head the night before.

## Resource: Poster Layout for Formal Assessment Term 3

Careers	
Well-known Career	Unusual Career
Name of career. Description	Name of career. Description
Dress Code	Dress Code
Tools or working equipment	Tools or working equipment
Place, environment or institution	Place, environment or institution
Personality characteristics required	Personality characteristics required
Qualifications/School subjects	Qualifications/School subjects
Expected financial income	Expected financial income
Advantages and/or disadvantages	Advantages and/or disadvantages