

# **LIFE ORIENTATION**

## **HOLIDAY PROGRAMME**

  
**GRADE 10**

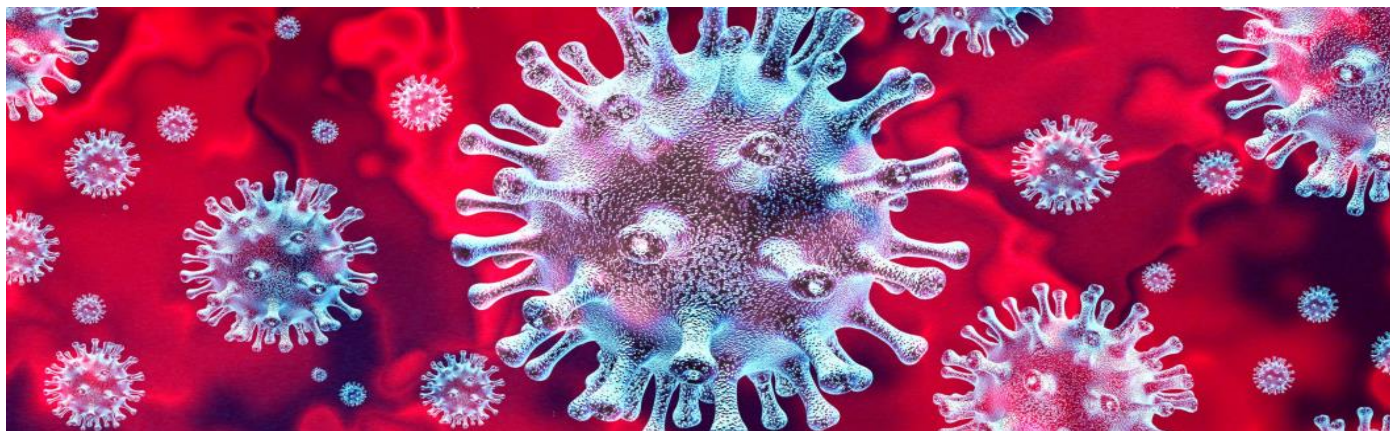
**GRADE 11**

**GRADE 12**

**NB: ALL LEARNERS MUST COMPLETE THE ACTIVITIES ON THE  
CORONO VIRUS AND THE SPREADING OF HIV/AIDS**

Read the text below and answer the questions that follow.

## The ultimate guide to the new coronavirus



A new coronavirus called SARS-CoV-2 is spreading across the globe. Young people like you are likely wondering, "Will school be closed?" and, "Should I be worried about getting sick?" To help guide you through a confusing situation, here are answers from science to all the questions you may have.

### What is a virus?



A [virus](#) is a teensy, tiny germ, way smaller than anything you can see. Viruses can make us sick, but they can't do anything on their own — they need to live inside another creature (their host) to survive. To do that, they have to get into our cells.

### What is the coronavirus?

You may have noticed lots of articles talking about a "coronavirus." There is a new kind of this virus spreading around the world. It's called [a coronavirus](#) because "corona" means "crown" in Latin. And the virus looks like it's wearing a spiky crown. Mostly, it makes people cough, feel tired and have a fever. But older people and people who have other conditions can get very sick from it. The disease the virus causes is called COVID-19.

### Where did the coronavirus come from?

The virus was first found in a city in China, called Wuhan, last December. But we think the virus actually comes from bats. From there, it hopped into another type of animal, who gave it to humans. No one knows for sure what this mystery animal was, but some people think it might have been a pangolin, a scaly animal that eats ants.

### **How does the virus get into cells in the body?**

The virus enters cells using a special "door" on the outside of human cells. The new coronavirus also needs a "key" to get into cells. In this case, the coronavirus has a special "spike" on its surface that it uses as a key to open the door. Once inside cells, the virus makes lots of copies of itself. Those copies break out of cells, then infect other cells. At a certain point, there are so many virus particles being produced that our normal cells can't work properly ... and we get sick.

### **How does it make people sick?**

Viruses make people sick by killing human cells or making them not work properly. Like we said, the new coronavirus uses a special door to get into cells. Those special doorways are on cells in the nose and lungs. If the virus grows too much in the lungs, it can make it hard to breathe. That is called pneumonia.

Luckily, your body has an army to fight germs like the coronavirus. It's called the immune system. When a virus enters your body, the immune system attacks the virus. You know how you can get a fever, headache or runny nose when you're sick? That's caused by the immune system, and it's good! These yucky symptoms are signs that your body is fighting the virus.

Most people who get COVID-19 just have symptoms like a cough, fever or runny nose. Doctors are not sure why, but some people get really sick. Some peoples' immune systems may not fight hard enough. Other peoples' immune systems may fight too hard, hurting their own cells. Both of these things can make people sicker.



### **How will I know if I get it?**

There's a special test to see if you have COVID-19. If you feel sick, tell your parents. They will call your doctor to see if you need the test. It's just like a flu test; they stick a Q-tip up your nose and test your snot for the virus. The results come back a day later.

### **What can I do to help?**

You can help stop the virus by washing your hands. This means sudsing up with soap and rubbing your hands together to clean all your fingers, under the fingernails and between the fingers. You can sing the ABCs or come up with another tune that lasts about 20 seconds.

Also, try to keep your hands off your face, so no rubbing your eyes or nose or putting your hands in your mouth. That way, if there is any of the virus on your hands, you won't give it a way to enter the body where it can make you sick. And remember to cough or sneeze into your elbow (like a vampire!), and stay home when you're sick.

### **Should I be worried?**

There's no need for you to worry, because adults are working very hard to keep kids and other adults safe. Even if you do get this virus, kids usually don't get very sick from it. It's more like a mild cold.

But you still have a special role to play in protecting others! Older people, like grandparents, need your help to stay healthy. That means washing your hands and staying home if you're sick. It may also mean skipping your activities or not going to school if your principal and other grown-ups in charge decide that's best. That can slow down the spread of the virus and protect older and sicker people.

### **What is being done to keep us safe?**

Doctors and government officials are working hard to make sure families stay safe. That's why they may ask people to cancel activities, like sports events. They may close schools to stop the virus from spreading. They may tell you to keep your distance from other people when you're out. All these tricks make it hard for the virus to jump from one person to the next. If the virus can't spread, fewer people get sick.

Doctors are also working hard to care for sick people. Scientists are trying to make a coronavirus vaccine — kind of like the shots you get at the doctor's office. Others are trying to make medicines to help sick people get better.

### **Will my school close?**

Schools in Gauteng will be closed. It's not easy to close schools, but the decision had to be made as a precautionary measure. There are many things to think about before doing that. For example, some children eat school meals and may not have enough food at home if schools close. And parents who work in hospitals may not be able to care for sick people if they need to stay home with their children. Parents, teachers and principals probably won't decide to close a school on their own. City leaders will help make the decision.

If your school does close, they may teach your classes online. Or they may send home workbooks so you can still learn.

### **Will I be able to see my friends?**

It may be harder to see your friends if you are told to stay in your home. However, there are lots of great ways to stay in touch online. You probably already know about these, and you can also get creative! There are ways to play games and have fun with friends, even if you're not able to see them in person.

If you can meet with friends, you'll probably have to keep the group small. So, no birthday parties for now. Meeting in large open spaces like parks, where you can keep lots of distance, is probably the best choice.

### **When could the coronavirus outbreak end?**

We don't know for sure. (I know, not what you want to hear!) But using math, we can make educated guesses. Left on its own, the virus would take many months to spread all around the world. But that doesn't mean your city would be affected for that long. And a vaccine could stop the virus sooner — if scientists can create one.

Some scientists think that the virus will go away when the weather gets warm. That's what happens with other coronaviruses and the flu. Lots of viruses like cold, dry air. But we don't know if that is true for this new virus.

*Originally published on [Live Science](https://www.livescience.com).*

### **Activity 1**

- 1.1 What is a virus? (2)
- 1.2 Distinguish between the corona virus and COVID-19. (2x2)
- 1.3 Where did the current corona virus originate from and what was the source of the virus? (1+4)
- 1.4 Identify at least 10 countries that have been affected by the corona virus. (10x1)
- 1.5 Clarify the meaning of epidemic versus pandemic. (2x2)
- 1.6 Is the spread of the corona virus representing an epidemic or pandemic? Substantiate your answer. (3x2)
- 1.7 Which other 5 virus have led to epidemics/pandemics in the last 20 years? (5x1)
- 1.7 Could the corona virus be classified as a lifestyle disease? Substantiate (2x2)

### **Activity 2**

- 2.1 What symptoms do people present who have contracted the virus? List 3. (3x1)
- 2.2 Explain 5 ways how you can protect yourself from getting the corona virus. (5x2)
- 2.3 Tabulate the social, psychological and economic impact of the corona virus. (3x4)
- 2.4 List 5 measures that have been put in place to curb the spread of the virus in SA. (5x1)
- 2.5 Critically evaluate each measure by showing the pros and cons. (5x4)

### **Activity 3**

- 3.1 Conduct research on the number of people who have been infected by the corona virus in the 10 countries that you mentioned in 1.4 above and present the information on a bar graph. (5)
- 3.2 Which country seems to be leading in terms of corona virus infection? (1)
- 3.3 Some countries have been termed “epicenters” of the corona virus.
  - 3.3.1 What does the word ‘epicenter’ mean?
  - 3.3.2 Mention one country and explain why it is termed an epicenter of the corona virus. Base your response on research evidence. (1+2)
- 3.3 Critically discuss what could be the possible reasons why the corona virus has affected some countries more severely than others? (5x2)

### **Activity 4**

- 4.1 What strategies can be put in place in your home to ensure that you remain safe from contracting the corona virus? (5x2)
- 4.2 How will you advise your friend on time management during the extended break? (5x2)
- 4.3 Smoking of the hookah pipe seems to be a modern trend amongst the youth. Critically discuss the possible spread of the corona virus by means of the Hookah pipe. (4x2)
- 4.4 Critically discuss why going to the movies or restaurants during this period could pose a health risk. (5x2)

Read the story below and answer the questions that follow.



- My name is Sika, I'm a 23 year old taxi driver and I'm a chubby ass NIGGA. I've been living with HIV for the past 2 years and I have managed to sleep with more than 50 girls in the past year, 73 the year before.

**And this is a true story.**

- Which High School girl doesn't want a free ride to and from school and bag in the money her parents give her to pay for transport? Which High School girl doesn't want to kick it with a chubby, good looking, popular guy who is always behind the wheel? Because the truth is - Girls love a guy with a car. They don't give a TOOT whether it's a worn out Mazda 323, a beat up Toyota Siyaya or a pimped out Golf 5 or a nice Quantum, as long as it's on wheels and as long as it moves. Girls love convenience.
- Girls also love food, being a taxi driver, I always had money in my air-con vents and in my socks. So when they wanted a kota, I'd get them a kota. If they wanted a McDonald's, I'd fetch them and hit the drive-thru with them. Order anything you like, I'd say. I'm the one paying. This would somehow make them giggle and order. They felt good about it. Like, I am milking this guy dry! And little did they know, I just wanted to eat that TOOT and a R50 mean didn't do much harm to my pockets, I'd pick up 5 people and its already back in my pockets.
- They'd sit on the passenger seat and cross their legs, show me some thigh and tilt their bodies towards me as I worked my tool and made the rounds around eKasi dropping off passengers, while she eats and plays with the radio. See, I'd still be making my money while she sits next to me, stuffing her face with food, not doing her assignments.
- The amusement on their faces. My goodness. They'd be so amused, busy pressing the buttons on the radio, turning it up and down, playing whatever song they wanted. While I crack my silly taxi driver jokes, looking at her laugh and enjoy her McWhatever!
- Once all the passengers were off the taxi, I'd drive to our "SECRET spot" which was a veld where NOBODY came around, only some of my colleagues from the taxi line when they came with their high school booties.



- I'd do my thing in the back seats of the Quantum. Sometimes it took a bit of negotiation to do it without a condom, sometimes it automatically happened. It only took negotiation if it was the first time, after that, no more condoms. The only thing they were worried about is being pregnant. We'll get some Morning After pills, I'd say, if I don't manage to pull out. If they didn't wanna know nothing about it and demanded a condom, I'd grab one, slip it on. I'd quickly pull out the condom when the girls were not paying attention. I don't know why they never stopped me, but they didn't stop me. Because I am pretty sure they enjoyed it. Anyway, I don't give a TOOT, they allowed it.
- Now, I am on my death bed, laptop heavy on my tiny thighs and I'm typing stories about my life as a taxi driver spreading AIDS and making money for my boss at the same time. I'm typing stories about all the girls I've been with, it's not exposing the girls, but it's just raising awareness on how quickly HIV can spread, revealing the tricks we use to getting these girls and promoting the importance of using condoms, because you never know who carries the germ.
- Because most of these High School girls were cheating on their High School boyfriends, although some were loyal to me. Once I was done with them, they would go back to their high school boyfriends. They obviously won't use condoms. And if that guy is also cheating on her with another girl. You see?
- One of them called me a few weeks ago and told me she just got tested and her results are positive and she has only slept with me in the past year without a condom, she was crying and obviously cursing. She also hates me, but being hated by a HIV positive girl isn't new stuff to me, both my Baby Mama's hate the hell out of me.
- But why are they blaming me? I also didn't know when I got infected, till this day I have no friggen idea who infected me. And I only blame myself for not using a condom. I can't blame anyone but myself.

MAKE SURE YOU SHARE TO 3 GROUPS ATLEAST PLEASE.

### Activity 1

- 1.1 What do we call a relationship where a girl dates a guy just for material benefit? (2)
- 1.2 What do we call older guys who date young girls? (2)
- 1.3 Explain briefly why girls become involved in these kinds of relationships. (5x2)
- 1.4 This taxi driver was involved in multiple relationships, busy spreading HIV.  
Discuss and substantiate the following:
  - 1.4.1 He was aware/unaware of his HIV status when he was engaged in risky behavior. (4x2)
  - 1.4.2 He is ashamed/regrets his behavior (4x2)

### Activity 2

- 2.1 What is a Morning-after-Pill? (2)
- 2.2 Critically discuss the use/abuse of the Morning-After-Pill. (10)
- 2.2 How does risky behavior impact on your career goals? (10)
- 2.3 How can one ensure that you will not get infected with the HI-virus? (6)





Week 2

Date: \_\_\_\_\_

The role of the media in a democratic society: electronic and print media

Discuss the Concepts:

1. Censorship

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2. Editor

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3. Freedom of expression

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4. Limitations to freedom of expression

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5. Extent to which media reporting reflects a democratic society:

- Topics covered,

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- Positions taken by editors,

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- Space allocated to topics and

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-Geographical distribution (accessibility of information to different groups in society)

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## Week 4

Date: \_\_\_\_\_

Discuss the Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders

 EcoleBooks

Gr 11

Weeks 1-4

Study Skills

Date: \_\_\_\_\_

Week 6: Reflect on the process of assessment and examination writing skills and apply these skills:

Checklist A: Study Attitude	1	2	3	4	5
1. Do you feel motivated to study?					
2. Do you set academic goals for yourself?					
3. Are you interested in what you study?					
4. Do you study without being told to do so?					
5. Do you believe that you are able to succeed?					
6. Do you feel that the more time you spend on your studies, the more you achieve?					
Checklist B: Study Habits	1	2	3	4	5
1. Do you tend to study at a specific time?					
2. Do you always study in the same place?					
3. Do you study at a desk / table?					
4. Is your study area uncluttered and free of noise and distractions?					
5. Do you use a study time table to organize / plan your study times?					
6. Do you study for periods of approximately 45 minutes with short breaks in – between?					
7. Do you sleep 7 – 8 hours daily before or after study?					
8. Do you eat well and drink a lot of water during study session?					
9. Are your books always up-to-date (no notes missing, all activities completed, corrections done accordingly)?					
Checklist C: Study Styles	1	2	3	4	5
Score yourself but do not include your score from this section in your <b>overall score!!!</b>					
1. Do you create pictures in your mind whilst learning?					
2. Do you make visual and written summaries?					
3. Do you prefer using colour codes when studying?					
4. Do you normally write key words or symbols in the margin of your notes.					
5. Do you read your notes onto tape and play them back?					
6. Do you prefer to study with a friend or study group?					
7. Do you make up memorable rhymes or songs to help you remember what you have learnt?					
8. Do you play soft music at the background when studying?					
9. Do you discuss what you have learnt with a parent / sibling / friend?					
10. Do you prefer playing with a stress ball while you study?					

11. Do you walk and talk while you study?					
12. Do you frequently use a computer to type up your summary notes?					
13. Do you act things out / demonstrate your understanding? – Role play					
14. Are you actively involved in your learning?					
<b>Checklist D: Study Methods</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Do you make sure that you understand the work before you attempt to memorise it?					
2. Do you find it easy to concentrate when you study?					
3. Do you always learn all the necessary work ( not just those sections of work that you think will come up in the examination / test)?					
4. Do you first get a general overview of the work to be studied by reading the headings and sub-headings of the study materials?					
5. Do you make written summaries of work while you study?					
6. Do you make visual summaries of your work while you study ( for example: mind maps)					
7. Do you recite your work when you study?					
8. Do you make –your questions as you study and try to answer them later?					
9. Do you begin studying early enough in order to allow time for the revision?					
10. Do you study better on your own than you do with a partner or group of learners?					
<b>Checklist E: Tests / Examination Writing Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Are you able to recall facts easily during a test or examination?					
2. Are you able to complete test / examination papers in the time allowed?					
3. Are you able to identify key words in the questions?					
4. Do you underline / highlight key words in the questions?					
5. Do you generally understand the questions?					
6. Are you able to formulate your answers easily/					
7. Do you check your work for mistakes once you have completed the test / examination paper?					
8. Do you feel very nervous / anxious when you have to write a test / examination?					
<p><u>Score Analysis:</u></p> <p>Remember!! Do not include your score under checklist C: Study Styles</p> <p>124 – 155 = Excellent Study Skills            93 – 123 = Very Good            62 – 92 = Needs Improvement            31 – 61 = Immediate Attention Required            0 – 30 = Critical Situation</p>					

**Define the following concepts:**

a. Assessment

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b. Flash cards

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c. Mind maps

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d. Mnemonics

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e. Summaries

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f. Tables

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A. TABLES

- Help you to organise information in a logical and connected way.
- Only uses key words or short bits of information.


Example of a table:

Lifestyle Diseases	Causes	Prevention	Treatment
Cervical cancer in women	<ul style="list-style-type: none"> <li>• Virus</li> <li>• unsafe sex</li> <li>• Multiple sexual partners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Safe sex</li> <li>➤ Vaccination</li> <li>➤ Screening</li> </ul>	<ul style="list-style-type: none"> <li>✓ Surgery</li> <li>✓ Chemotherapy</li> <li>✓ Radiation</li> </ul>
Lung Cancer	<ul style="list-style-type: none"> <li>• Smoking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Avoid tobacco products</li> </ul>	<ul style="list-style-type: none"> <li>✓ Surgery</li> <li>✓ Chemotherapy</li> <li>✓ Radiation</li> </ul>
Hepatitis B	<ul style="list-style-type: none"> <li>• Virus, unsafe sex, drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Abstain from sex</li> <li>➤ Do not use dirty needles or abuse drugs</li> <li>➤ Vaccination</li> </ul>	<ul style="list-style-type: none"> <li>✓ None</li> <li>✓ Liver transplant</li> </ul>
Hypertension ( High blood pressure)	<ul style="list-style-type: none"> <li>• Overweight</li> <li>• Eating high fat foods</li> <li>• Too much salt</li> <li>• Lack of exercise</li> </ul>	<ul style="list-style-type: none"> <li>➤ Screening</li> <li>➤ Eat healthily</li> <li>➤ Exercise regularly</li> <li>➤ Lose weight</li> <li>➤ Stop smoking</li> </ul>	<ul style="list-style-type: none"> <li>✓ Medication</li> </ul>
TB	<ul style="list-style-type: none"> <li>• Virus</li> <li>• Malnutrition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eat a healthy diet</li> <li>➤ Let in fresh air</li> </ul>	<ul style="list-style-type: none"> <li>✓ Medication</li> </ul>



## LEARNING STYLES

- **Visual Learner**: relies on his sense of SIGHT when learning and remembering.
- **Auditory Learner**: relies most on his sense of HEARING when learning & remembering
- **Tactile / Kinesthetic Learner**: relies most on his sense of TOUCHING & MOVEMENT when learning & remembering.



**Important things that you need to know about  
learning styles**

- Learning styles have no basis on how intelligent you are.
- Your learning style has to do with how your brain works most efficiently to learn new information.
- There's no good or bad learning style, no right or wrong.
- By being aware of your learning style, you will learn more effectively.
- To understand what a learning style is, just think of how you prefer to learn new things.

## LEARNING STYLES

**Activity 1:** Complete the Questionnaire below

It's time for you to find out which of the three is your learning style. (I.e. Visual, Auditory & Kinaesthetic)

**STEP 1:** -Read the activities and put a tick next to the answer that best describes / applies to you.

**STEP 2:** - Tick ONE option only

**STEP 3:** – Try to be as honest as possible so you can get the true reflection.

**STEP 4:** – Take note that the column with most ticks in it at the end of the activity will indicate your Preferred Learning Style.

Activity	Visual Sense: <u>Sight</u>	√	Auditory Sense: <u>Hearing</u>	√	Kinesthetic Sense: <u>Touch &amp; Movement</u>	√
<b>Learning:</b> 1. Concentrate well when.....	Visualise – form mental pictures in my mind.		Play background music.		Walk around when studying.	
2. My memory strategies are	Visualise – form mental pictures in my mind.		Study tapes help me to retrieve information better.		Role-play: act it out.	
3. The following help me to study better.	Colour coding: photographic pictures.		Play background music.		Write on surface with fingers/ white board.	
4. This helps me to revise the learnt material.	Mind maps & summaries.		Discussions with class / study mates.		Hold my notes and walk as I read.	
5. I spend my leisure time .....	Watching TV, Movies, etc.		Listening to music, talk to my friends.		Walking Exercising Sporting activities.	
6. When I want a direction I ...	Visualise the information / look at the map.		Prefer a person to give verbal direction. Verbalise it, repeat it to myself aloud.		Prefer a drawing to explain. Use a compass or a GPS for direction.	

Activity	Visual Sense: <u>Sight</u>	√	Auditory Sense: <u>Hearing</u>	√	Kinesthetic Sense: <u>Touch &amp; Movement</u>	√
<b>Behaviour:</b> 7. In a problem-solving situation, I ....	Wait to see if the situation will right itself.		Recall past experience that were successful and implement them.		Think about it, write down all alternatives, arrange them according to priorities & pick up the best.	
8. In an argument. Do you tend to....	Just become withdrawn.		Find an authority to support your point.		Push tables, pound them, talk louder, yell. Talk until point is taken.	
9. In thinking about activities of the day, my style is .....	I picture the places I will go, people I'll see.		I just let it happen.		I plan the day's schedule, blocking out times for each activity.	
<b>Character:</b> 10. The following items are true about myself	Visualise characters, setting and plot of reading material.		I enjoy taking the lead in a discussion.		I take a lot of notes at meetings & lectures.	
11. When I listen to a piece of music I .....	I sing along to the lyrics.		I listen to the lyrics & the beat.		I dance to the music & add my style.	
<b>Preferred Study Methods:</b> 12. During class I prefer .....	<ul style="list-style-type: none"> <li>- Watch lips of an educator as he/she talks.</li> <li>-Mind maps</li> <li>-Colour Coding</li> <li>-Note-taking</li> <li>-Summarising</li> <li>-Key points</li> </ul>		<ul style="list-style-type: none"> <li>- Listen carefully without taking notes.</li> <li>- Study tapes</li> <li>- Study partner</li> <li>- Rhymes &amp; songs</li> <li>- Playing background music</li> <li>- Reading aloud to oneself</li> <li>- Record class notes</li> </ul>		<ul style="list-style-type: none"> <li>- I prefer to play with a stress ball / tap my feet.</li> <li>- Type notes</li> <li>- Underline</li> <li>- Hold the reading material as you study.</li> <li>- Pretend to be a teacher.</li> <li>- Walk around while reading.</li> <li>- Act things out while studying.</li> </ul>	

## SUGGESTED AIDS FOR DIFFERENT LEARNING STYLES

VISUAL Sense of Sight	AUDITORY Sense of Hearing	KINESTHETIC /TACTILE Sense of Touch & Movement
<ul style="list-style-type: none"> <li>▪ Visualisation – form mental picture in your mind.</li> <li>▪ Color coding – highlighting</li> <li>▪ Watch TV</li> <li>▪ Film Strips</li> <li>▪ Watch movies</li> <li>▪ Use charts, graphs, maps, etc.</li> <li>▪ Watch lips move in front of a mirror</li> <li>▪ Mind maps</li> <li>▪ Use study cards</li> <li>▪ Photographic pictures</li> <li>▪ Use drawings</li> <li>▪ Summaries</li> </ul>	<ul style="list-style-type: none"> <li>➤ Study tapes</li> <li>➤ Listen to music</li> <li>➤ Listen to speakers</li> <li>➤ Read aloud to yourself</li> <li>➤ Talk to yourself</li> <li>➤ Repeat things orally</li> <li>➤ Have discussions</li> <li>➤ Sound out words</li> <li>➤ Use theatre</li> <li>➤ Use mnemonics</li> <li>➤ Play background music</li> <li>➤ Question &amp; answer session</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use pencil to highlight</li> <li>✓ Write</li> <li>✓ Use a highlighter to underline</li> <li>✓ Hold module in your hands as you read</li> <li>✓ Movement</li> <li>✓ Type your notes</li> <li>✓ Pace / walk as you study</li> <li>✓ Take notes</li> <li>✓ Stretch</li> <li>✓ Move in chair</li> <li>✓ Role play teacher</li> <li>✓ Breath slowly</li> <li>✓ Write on surface with fingers</li> <li>✓ Use mnemonics</li> <li>✓ Walk around while studying</li> </ul>

### Revise examination writing skills:

-read the question

-plan the response

-answer the questions, etc.

Development of the self in society	TERM 2: Week 1
STUDY SKILLS	Date:

## Study skills

Reflect on study performance and identify strengths, weaknesses, threats and opportunities in this regard (complete a profile of your results for the first term)

## SWOT Analysis

The SWOT analysis is an extremely useful tool for understanding and decision-making for all sorts of situations in business and organizations. SWOT is an acronym for STRENGTHS, WEAKNESSES, OPPORTUNITIES and THREATS.

		Favourable	Unfavourable
	Internal	<b>Strengths</b> 1) What are your strengths? 2) What do you do better than others? 3) What unique capabilities and resources do you possess? 4) What do others perceive as your strengths?	<b>Weaknesses</b> 1) What are your weaknesses? 2) What do your competitors do better than you? 3) What can you improve given the current situation? 4) What do others perceive as your weaknesses?
	External	<b>Opportunities</b> 1) What trends or conditions may positively impact you? 2) What opportunities are available to you?	<b>Threats</b> 1) What trends or conditions may negatively impact you? 2) What are your competitors doing that may impact you? 3) do you have solid financial support? 4) What impact do you weaknesses have on the threats to you?



Complete the grid below (SWOT Analysis) with regards to your study performance:

<u><b>Strengths</b></u>	<u><b>Weaknesses</b></u>
<b>SWOT</b>	
<u><b>Opportunities</b></u>	<u><b>Threats</b></u>

Review your annual study plan by explaining how you could address the WEAKNESSES and THREATS in your study performance:

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# PERFORMANCE PROFILE

**Activity 4:** Complete a bar Graph

**STEP: 1** – Complete a graph for every subject.

Write the % you need to enter into higher education to study a specific career.

**STEP: 2** – Write the mark for the term down and draw the graph.

This will enable you to see if you are aiming for your desired results.

**STEP: 3** – If you do not perform up to standard do the following self – assessment:

- Do you use the most suitable study methods / techniques suitable for learning style? Yes / No \_\_\_\_\_
- Did you spend sufficient time to prepare for these assessments (test / exam/ formal task)? Yes / No \_\_\_\_\_
- Do you experience any academic stress / anxiety (Physical, emotional, intellectual, etc.) If yes, seek help from your guidance counsellor / LO educator, or any person you trust. Yes / No \_\_\_\_\_  
Subject (for example: Math / Lit.) \_\_\_\_\_

Desired % for this subject \_\_\_\_\_

%									
100%									
90%									
80%									
70%									
60%									
50%									
40%									
30%									
20%									
10%									
<b>Subject</b>	<b>HL</b>	<b>2<sup>nd</sup> L</b>	<b>M/ML</b>	<b>LO</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>



**WORKSHEET:**

**SELF REFLECTION on ACADEMIC PERFORMANCE:**

1. In which subject did you score the HIGHEST mark?

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2. What did you do to score such a high mark? Explain in DETAIL.

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3. In which subject did you score the LOWEST mark?

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4. What did you do to score such a LOW mark? Explain in DETAIL.

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5. How can you use your STRENGTHS and OPPORTUNITIES to IMPROVE on your low performance?

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6. Would you consider changing the subject/s if you thought it's a poor choice?

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7. Do you need this subject/s for further study? \_\_\_\_\_

<b>CAREERS and CAREER CHOICES</b>	<b>TERM 2: Week 2</b>
<b>STUDY SKILLS</b>	<b>Date:</b>

Term 2: Week 2

Date: \_\_\_\_\_

Study skills: listening, reading, comprehension, memory, organisation and time management

## Listening skills: TIPS



- **Make a habit of not interrupting the person(s) that is/are talking to you.** As simple as this may seem, it is very important that you abide this rule.
- **Take a notebook with you and write down all the discussions that you have today.** Write down for each discussion: what was the subject of it, who talked more - you or the other person(s), what do you know more now after this discussion, that you didn't know before.
- **Set yourself a goal for today to ask a couple of questions on the first conversation you participate in today.** 3 to 6 questions is a reasonable number to start with. After that, set a goal for the next week. Make it a habit of yours to ask questions in every conversation. This way you will learn new things and improve your listening skills as well.
- **One of the differences between hearing and listening is that when you are listening you can try to give some acknowledgments, from time to time, to the person that's talking so they know that you are really listening.** Words like "I see", "Aha...", "Yes", "I know", "I understand", "I know the feeling", and you can name even more are of great help.
- **It is very important that you feel good in a conversation. You must be relaxed and comfortable.** This way, the chances are that you will be more attentive to the speaker. If you feel some sort of discomfort, you won't be able to pay attention to the discussion.

Source: <http://www.razvandobre.com/10-Exercises-to-Improve-Listening-Skills-and-Become-an-Active-Listener.html>

### **1.1. Improve your listening, reading and comprehension skills**

- **Listening**
  - Listen carefully to what is said
  - Look and listen.
  - Make notes.
  - Ask questions.
  - Repeat content in own words.
- **Reading and comprehension**
  - Read more slowly than usual.
  - Read the material more than once.
  - Reading out loud may help you understand.
  - Ask who?, what?, where? and when? , while you are reading.
  - Make notes and underline important words.
  - Look new words up in a dictionary.
  - Make sure you understand what you are reading.
  - Read small sections at a time.

### **1.2. Increase your concentration and memory skills**

- Avoid distractions.
- Find a quiet place to study
- Switch off cell phone
- Put up a “do not disturb” sign
- Take deep breaths and stretch regularly
- Take a 5 minute break every hour
- Try studying in a group
- Reward yourself when you have completed a section
- Understand what you want to remember
- Make summaries and learn them
- Make a mind picture of what you want to remember
- Learn actively
- Tell someone else what you have learnt
- Make acronyms
- Make up your own questions and try to answer them

### **1.3. Organise and manage your time**

- Watch out for the following time wasters :
  - Computer games
  - Cut / file your nails
  - Read all the messages you have send and receive on your cell phone
  - Run around looking for stationary
  - Sharpen your pencils
  - Let people interrupt you



# Time management



Source: <http://www.mindtools.com/page8.html>

## TIME WASTERS

**Identify FIVE TIME WASTERS in your life. Provide possible strategies to eliminate or reduce time wasted daily on these activities:**

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

e.

## **2. Study methods**

### **2.1. Note taking**

- Listen carefully to the teacher
- Listen with an aim
- Use abbreviations and symbols when you take notes
- Use short sentences and key words
- Write down only the main points
- Group ideas together
- Use your own words
- Connect ideas with arrows and lines
- Underline / highlight important facts
- Reread your notes as soon as possible
- File your notes

### **2.2. Mind mapping**

- Write the topic in the middle of the page
- Write the heading / subheadings around the topic
- Group similar headings together
- Join the topic and headings with lines / arrows
- Add facts and ideas, only using key words
- Use colour / different fonts
- The mind map should be an “at glance” summary of the content

### **2.3. Construct an essay / assignment**

- Understand the topic
- Plan your task / essay
- Write an introduction
- Write the body of the essay
- Show what you know
- Stick to the topic
- Write a conclusion

### **2.4. Select concepts and content**

- Look at the headings and subheadings of each chapter; it will give you a good idea of what is important.
- Look for key words.

## NOTE TAKING



Source: <http://www.mindtools.com/page.html>

### IMPORTANCE OF NOTE TAKING

#### Why take notes?

Reason: 90% of learning material is in the form of notes.

#### How to take notes?

- Get the right amount of information.
- Use diagrams & pictures.
  - Use colour codes.
- Keep notes on the file

#### Advantages of Note -Taking:

- Assist to organise studying.
  - Effective Memory Aid
- Used for revision purpose.
- Provide a permanent record of what you are reading.

#### Narratives Notes:

- E.g. Keywords Extraction
  - Paragraph Method
  - Question Method
  - Listing & Labelling
  - Time line Notes

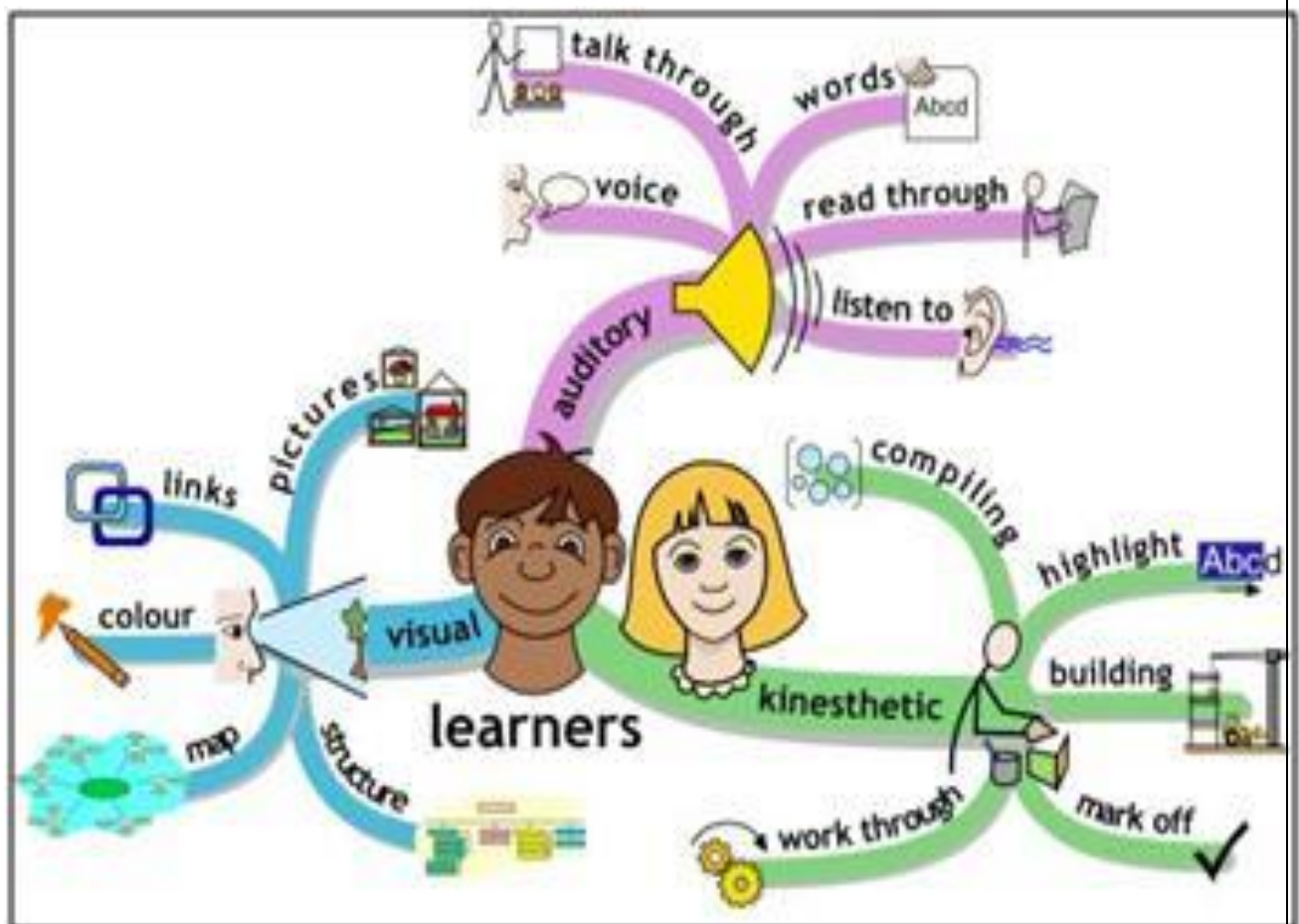
#### Visual Notes:

Examples:

- Mind map
- Spider diagram
  - Tables
- Flow Charts

## Mind mapping

- Your mind map MUST have:
  - main topic or heading in the middle of the page
  - sub-topics/sub-headings
  - important facts and ideas
  - keywords, symbols, shapes, images, patterns
  - different colours
  - abbreviations
  - choose a topic and develop your own mind map using above tips



### TOPIC: MOBILE NOTES / CUE NOTES

- a. Mobile Notes are excellent tools for learning all key concepts in the textbook.
- b. They are very short summaries.
- c. Mobile notes are easy to make and you can take them with you wherever you go.
- d. You could have different pack of cards for each subject, containing all the essential information.

#### • Mobile notes/cue notes

##### STEP 1

- Fold a blank piece of paper in half. Fold it in half again. Fold it again.
- Open the paper. It will now be divided into 8 parts

##### STEP 2

- Cut or tear neatly along the folded lines.

##### STEP 3

- Write the basic concept on one side of
- each of these 8 bits of paper.

##### STEP 4

- On the other side, write the meaning or
- the explanation of the basic concept.

##### STEP 5

- Use different colours and add pictures
- to help you remember.

##### STEP 6

- Take these mobile notes with you wherever
- you go and look at them whenever you can.

##### TAKE NOTE

- Make sure that you do not accidentally carry these cards
- into a test or exam session or you'll be accused of cheating