

# Life Orientation

**TOPIC :** Life skills required to adapt to change as part of ongoing healthy lifestyle choices



**Grade :12**  
**Term 1 : Week 1-5**

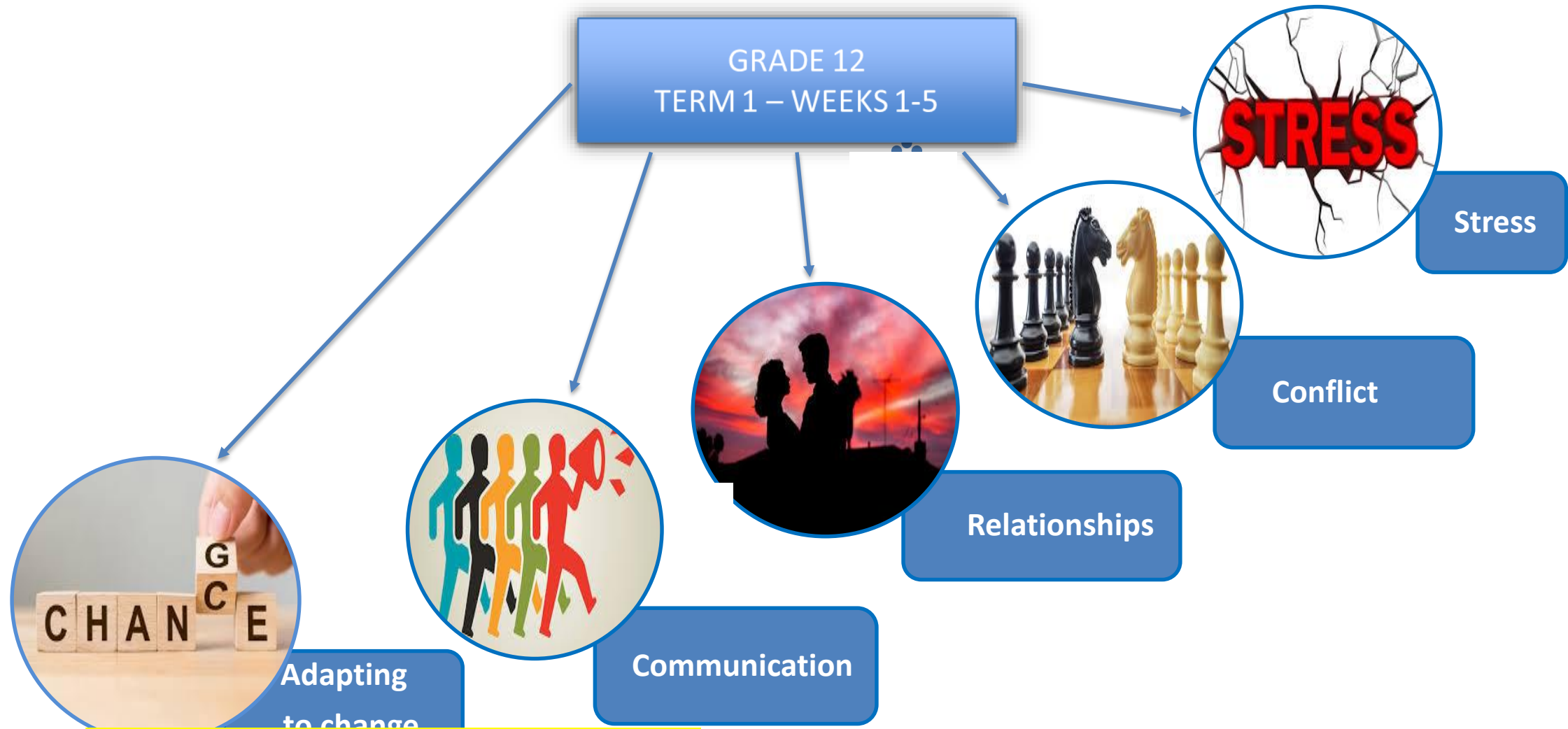
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**HEAD OFFICE**



**GAUTENG**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

**Growing Gauteng Together**

## OVERVIEW OF sub-sections



## WEEK 1 - STRESS





# STRESS

## Stress and your health

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous.

Stress is your body's reaction to a challenge or demand. In short bursts, stress can be positive, such as when it helps you avoid danger or meet a deadline. But when stress lasts for a long time, it may harm your health.

### Considerations

Stress is a normal feeling. There are two main types of stress:

**Acute stress.** This is short-term stress that goes away quickly. You feel it when you slam on the brakes, have a fight with your partner, or ski down a steep slope. It helps you manage dangerous situations. It also occurs when you do something new or exciting. All people have acute stress at one time or another.

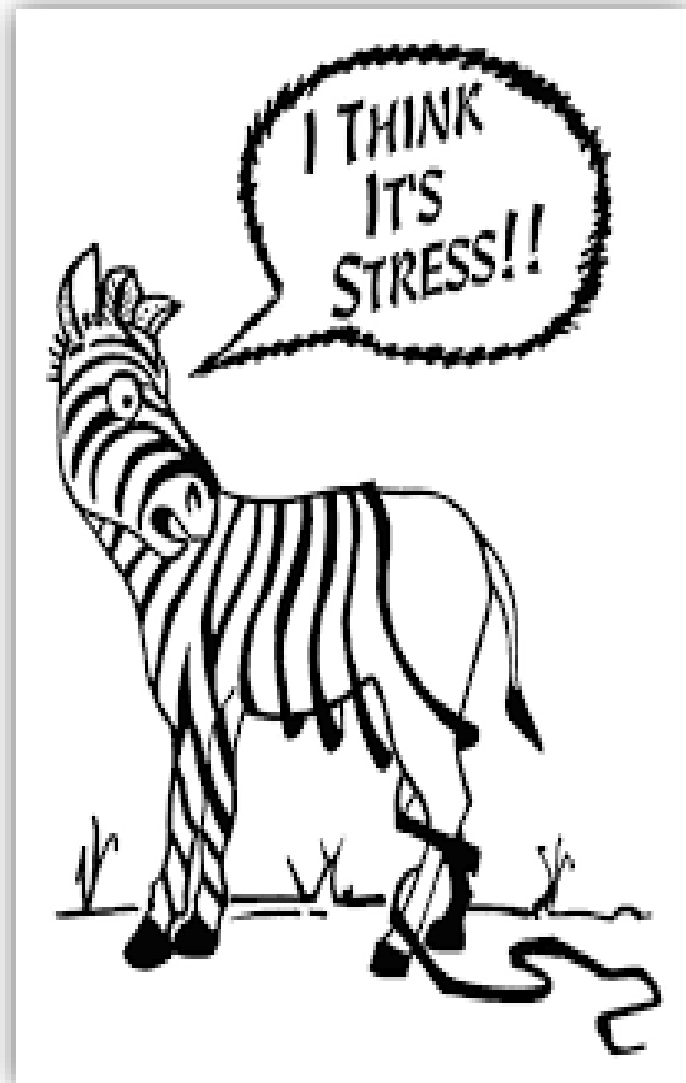
**Chronic stress.** This is stress that lasts for a longer period of time. You may have chronic stress if you have money problems, an unhappy marriage, or trouble at work. Any type of stress that goes on for weeks or months is chronic stress. You can become so used to chronic stress that you don't realize it is a problem. If you don't find ways to manage stress, it may lead to health problems.

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## WEEK 1 - STRESS

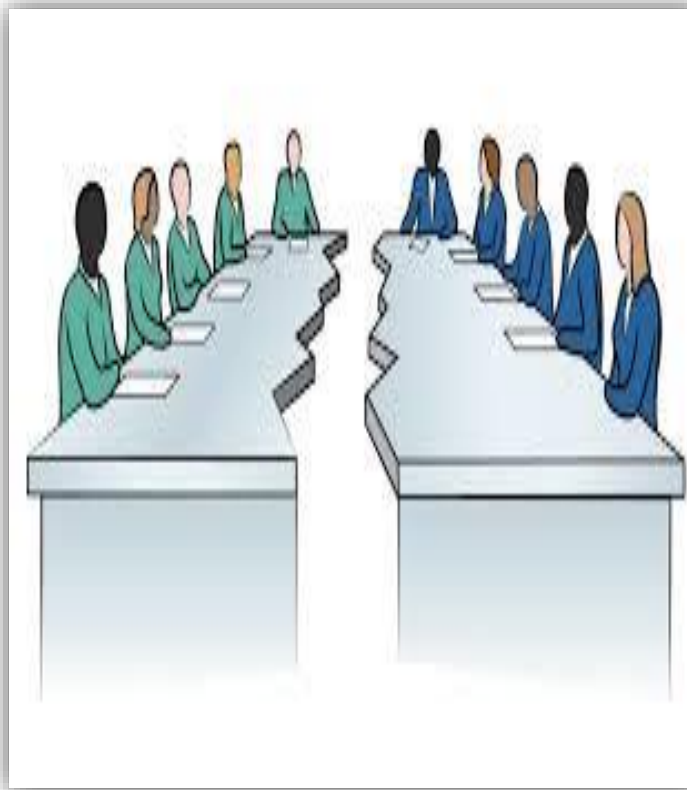
- 1.1 Define the following concepts:
  - 1.1.1 Stress
  - 1.1.2 Stressor
  - 1.1.3 Stress level
- 1.2 List 5 different stressors and provide examples of each.
- 1.3 Differentiate between eustress and distress.
- 1.4 What is the difference between acute and chronic stress?
- 1.5 Tabulate 4 symptoms of stress for each of the following categories:
  - 1.5.1 physical
  - 1.5.2 emotional
  - 1.5.3 mental
  - 1.5.4 behavioural



## WEEK 1 - STRESS

- 1.6 Stress only affects some people and not others. Discuss this statement by providing a well substantiated response to your argument.
- 1.7 Briefly discuss the factors that lead to:
  - 1.7.1 eustress
  - 1.7.2 distress
- 1.8 Girls stress more than boys. Critically discuss this statement.
- 1.9 The gr 12 exams are a great contributor to stress amongst learners. Advise a gr 12 learner stress busting techniques before the exams?
- 1.10 List 5 coping mechanisms for stress. Evaluate each mechanism to illustrate its effectiveness in beating stress.

## WEEK 2 - CONFLICT



## WEEK 2 - CONFLICT

- 2.1 Define the concept: conflict
- 2.2 Differentiate between inter-personal and intra-personal by clarifying the meaning.
- 2.3 What is meant by inter-group and intra-group conflict?
- 2.4 There are various techniques for dealing with conflict. Explain each technique below as well as its pros and cons:
  - 2.4.1 conflict avoidance
  - 2.4.2 collaboration
  - 2.4.3 consensus
  - 2.4.4 withdrawing
- 2.5 “Conflict is unavoidable”. Critically discuss this statement.
- 2.6 Evaluate 4 conflict resolution strategies.



## WEEK 3 - RELATIONSHIPS



## WEEK 3 - RELATIONSHIPS

- 3.1 List 5 ways through which you can initiate a relationship.
- 3.2 What is required to build and sustain a positive relationship?
- 3.3 Some relationships are *detrimental*.
  - 3.3.1 What is meant by the word detrimental?
  - 3.3.2 Which 5 factors contribute to detrimental relationships?
  - 3.3.3 Discuss 5 reasons why young people remain in detrimental relationships.
  - 3.3.4 Evaluate how detrimental relationships impact on the victim.
- 3.4 Provide advise to a friend who is in a detrimental relationship.
- 3.5 Research one organization that provides help for people in detrimental relationships and write a short essay on their vision and mission.

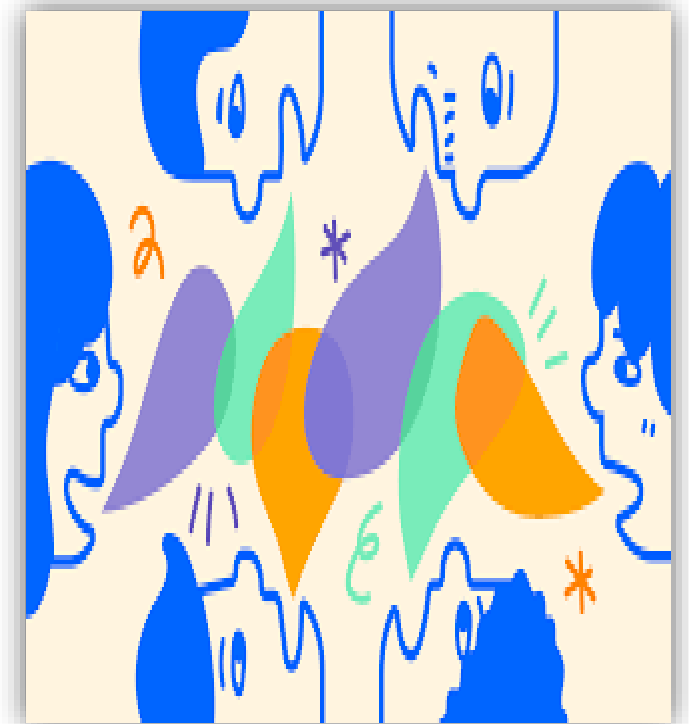
## WEEK 4 - COMMUNICATION



What is  
**Communication?**



Key Differences



## WEEK 4 - COMMUNICATION

- 4.1 What is meant by the term *communication*?
- 4.2 Distinguish between verbal and non-verbal communication.
- 4.3 “Do not go there!” Discuss how tone and volume would change the meaning of the phrase.
- 4.4 Study the picture below and answer the questions that follow:



Don't go  
there!

## WEEK 4 - Communication

- 4.4.1 Discuss how the man's body language, facial expression and context help determine what they may mean with the phrase.
- 4.4.2 From the image in the picture, who is the man possibly communicating with? How do you know?
- 4.5 Briefly evaluate how the following factors influence how we communicate with others:
  - 4.5.1 personality
  - 4.5.2 attitudes and values
  - 4.5.3 acceptance of responsibility
  - 4.5.4 expression of views and feelings
  - 4.5.5 respect
- 4.6 In a relationship its best not to communicate your feelings in fear of causing friction with your partner. Critically discuss this statement by explaining how you could communicate without causing animosity in your relationship.





## WEEK 5 - ADAPTING TO CHANGE



**"IT'S NOT THE STRONGEST OF THE  
SPECIES THAT SURVIVES,  
NOR THE MOST  
INTELLIGENT. IT IS THE ONE  
MOST ADAPTABLE TO CHANGE."  
- CHARLES DARWIN**

## 5.1 Read the case study below and answer the questions that follow:

Natalie du Toit was born on January 29, 1984, in [Cape Town, South Africa](#). She began to swim competitively at an early age. When she was 14 years old, she took part in the 1998 [Commonwealth Games](#) in Malaysia. In 2001 du Toit was involved in a traffic accident. Her left leg had to be amputated at the knee. Despite the loss of her leg, du Toit refused to give up swimming. Six months later she was practicing again. In 2002 du Toit was a member of the South African team at the Commonwealth Games in [England](#). She set two world records in swimming events for athletes with [disabilities](#). She also reached the final of the 800-meter freestyle event. In that race, she competed against able-bodied swimmers.

From 2003 to 2006 du Toit won several medals in the African, Afro-Asian, [Paralympic](#), and Commonwealth games. In 2008 du Toit came in fourth in the 10-kilometer open-water swim at the world championships in [Spain](#). That performance qualified her for the Summer Olympics in [Beijing, China](#). Du Toit carried South Africa's flag in the opening ceremony of the 2008 Olympics. She was the only disabled swimmer to compete. She came in 16th in the 10-kilometer race.

During her career, du Toit won 13 gold medals and 2 silver medals at the Paralympic Games. She set 10 world records for disabled swimmers in several events, including freestyle, butterfly, and individual medley races. In addition to her medals, du Toit received several important awards for her swimming achievements. In 2010 she was named the Laureus World Sportsperson of the Year with a Disability. Du Toit retired from swimming in 2012. She became a spokesperson for keeping illegal [drugs](#) out of sports. She also gave motivational speeches.

## WEEK 5 - Adapting to change

- 5.1 Define the concept change.
- 5.2 Refer to the reading about Natalie du Toit.
  - 5.2.1 Identify the major life change in Natalie du Toit's life.
  - 5.2.2 What Natalie's immediate reaction to the change?
  - 5.2.3 How else could Natalie have reacted, and what effect might this have had on the rest of her life?
  - 5.2.4 Why do you think Natalie was awarded the Laureus World Sportsperson for Outstanding Athlete of the 2002 Commonwealth Games.
  - 5.2.5 Discuss whether you think Natalie would be a

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## WEEK 5 - ADAPTING TO GROWTH AND CHANGE

- 5.3 Explain the positive and negative aspects of change, giving an example for each aspect.
- 5.4 Describe adaptive change.
- 5.5. List 5 life cycle transitions, generally accepted by most cultures.
- 5.6 Discuss 5 challenges that you will experience after matric.
- 5.7 Critically discuss why students drop out of university.
- 5.8 Advise a friend on how to prepare for the transition from school to post-school destinations.



# Personal lifestyle plan to promote quality of life

## DRAW YOUR OWN LIFE STYLE PLAN





# INTERGRATED ASSESSMENT

## Question 1.1 - Choose the correct alternative:

1.1.1 Choose the BEST description of chronic stress from the following options:

- A It is a reaction to an immediate threat, commonly known as the fight or flight response.
- B It is stress that is caused by physical harm, such as sexual abuse or violence.
- C It is stress caused by relationships, the inability to socialise and the social environment.
- D It is a state of prolonged tension from internal or external stressors which may cause various physical symptoms.

1.1.2 Behaviour that is conducive to managing conflict positively:

- A To work for a win-win situation
- B Try to blame the other person for the conflict
- C Speak louder to get your point across
- D To be manipulative – make the person feel guilty and shameful

1.1.3 An example of intrapersonal conflict is when ...

- A your friend wants to go to the movies with you, but you want to stay at home.
- B your sporting activities take up too of your time
- C you want to go to university, but your parents say you must find a job
- D you are not sure whether you should give in to your desire to smoke or act on your own values and beliefs regarding smoking,

## Q1.1 continued...

- 1.1.4 Which of the following is an example of an environmental stressor?
- A Death of a family member resulting in changes in the family structure.
  - B Poor self-image as a result of physical and verbal abuse.
  - C Lack of access to health care and poor sanitation.
  - D Personal conflict as a result of poor time management.
- 1.1.5 If you are engaged in conversation, the communication technique that is most likely to ensure that you understand what the other person is attempting to say to you is to ...
- A repeat what you believe the person is saying.
  - B nod your head in agreement while the person is speaking.
  - C ask the person to speak slowly and clearly.
  - D make continuous eye contact while the person is speaking.

## Question 1.1 continued...

- 1.1.6 When communicating effectively, assertive body language can be described as direct eye contact, an upright posture, ...
- A a loud voice and fast speech.
  - B fluent speech and firm gestures.
  - C a soft voice and hesitant speech.
  - D fast speech and firm gestures.
- 1.1.7 Which ONE of the following contributes to POOR communication in a relationship?
- A Flexibility in terms of making realistic compromises.
  - B It is a one-way process because it involves listening to the other person.
  - C Listening empathetically to the other person before you respond.  
Not always considering only your own feelings and interests, but
  - D also considering the other person's feelings and interests.

## Question 1.1 continued...

- 1.1.8 If a person is frustrated about a situation and wants to express himself/herself before moving on, it is best to ...
- A offer the person suggestions on how to calm down.
  - B politely excuse yourself without giving a reason.
  - C allow the person to express his/her feelings to get closure.
  - D tell the person that his/her current behaviour is unproductive.
- 1.1.9 One positive effect of stress is that it ...
- A causes changes in appetite, resulting in weight loss.
  - B forces you to slow down and do things at leisure.
  - C causes sleep loss, which gives you more waking hours to get things done.
  - D improves performance, efficiency and refocuses energy.

## Q1.1 continued

- 1.1.10 The following is a good practice for communication in healthy relationships:
- A Both partners express their desires and both do not understand that some issues are private.
  - B Both partners determine who the other partner interacts with, but one of them decides when this can happen.
  - C Both partners keep record of who wins and who loses arguments.
  - D Both parties enjoy spending time apart because they are secure and can explain their needs clearly.
- 1.1.11 In stress management you need to identify the causes of your stress and ...
- A be aware of your thinking patterns.
  - B drink lots of energy drinks.
  - C work longer hours and eat enough food.
  - D speak to everyone about your problems.
- 1.1.12 Assertive behaviour means that you ...
- A can communicate confidently, firmly and politely.
  - B can evaluate evidence and argue aggressively.
  - C criticise, evaluate and judge the other person.
  - D communicate by trying to make others see things your way.



## Question 1.2 - Provide one word

- 1.2.1 A type of stressor that originates from destructive relationships with others.
- 1.2.2 The ability to show that you understand the feelings of others and that you have sympathy and compassion for them.
- 1.2.3 State THREE positive aspects of change that could take place when learners finish grade 12 and go to institutions of higher learning.
- 1.2.4 The process of moving from one developmental stage to the next.
- 1.2.5 Form of stress with negative impact on health.

## Section B

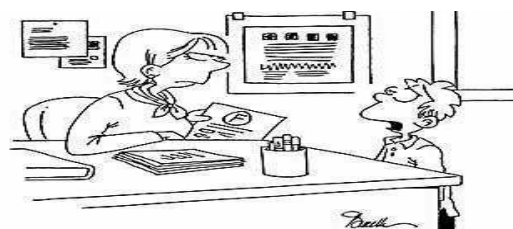
### SECTION B (COMPULSORY)

Answer ALL the questions in this section. Write your answers in full sentences.

#### QUESTION 2

Study the cartoon below and answer the questions that follow.

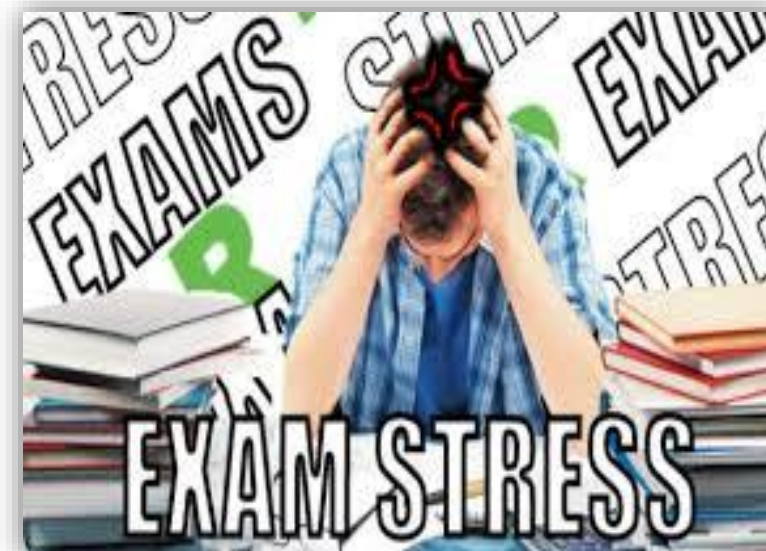
#### EXAMINATION STRESS!



"I am no longer afraid of writing tests and exams, but now I seem to have developed a fear for studying."

[Adapted from Google Images, accessed on 17 February 2017]

- 2.1 Define the term *stress* and state TWO possible reasons why the boy in the cartoon suffered from examination stress. (1+2)
- 2.2 Discuss ONE physical symptom of stress that may have a negative impact on studying. (1x2)
- 2.3. Explain how a personal mission statement may assist you to achieve your study goals. (1x2)
- 2.4 Evaluate how the following may reduce examination stress. (2+2)
  - Revision
  - Relaxation
- 2.5 Propose TWO practical solutions that a learner can use to resolve conflict with his/her parents about poor school performance. (2x2)



## Question 3

Study the cartoon below and answer the questions that follow.

### 'Sugar Daddy Girls'

The following scenario has become common in South Africa. Many young girls are lured by the 'sugar daddies' into unsafe sexual activities because of the money and the gifts offered to them. Once the girls fall into the trap of the 'sugar daddies' their lifestyle changes from one of innocence to a life of drugs, alcohol and sexual abuse. The unsafe sexual behaviour sometimes leads the girls to contracting HIV/Aids.

The girls, who find themselves trapped with the sugar daddies, find it difficult to cope at school. They lose their virginity and their identity. For most of these girls the initial glamour of wealth and status fades and often turns into sadness and regret.

Anon



- |   |              |
|---|--------------|
| 3.1 Give FOUR reasons why these girls are lured into unsafe relationships.                  | (4 x 2) (8)  |
| 3.2 Explain TWO actions which may be seen as immoral in the above scenario.                 | (2 x 2) (4)  |
| 3.3 Discuss FOUR ways in which these girls can change their present lifestyle.              | (4 x 2) (8)  |
| 3.4 Evaluate measures that society can utilize to reduce unsafe relationships.              | (5 x 2) (10) |
| 3.5 "Relationships between teens and adults often than not are transactional relationships" |              |
| 3.5.1 Explain what is meant by <i>transactional relationships</i> ?                         | (2)          |
| 3.5.2 Critically discuss what are the dangers of a transactional relationship.              | (2 x 4) (8)  |



## Question 4

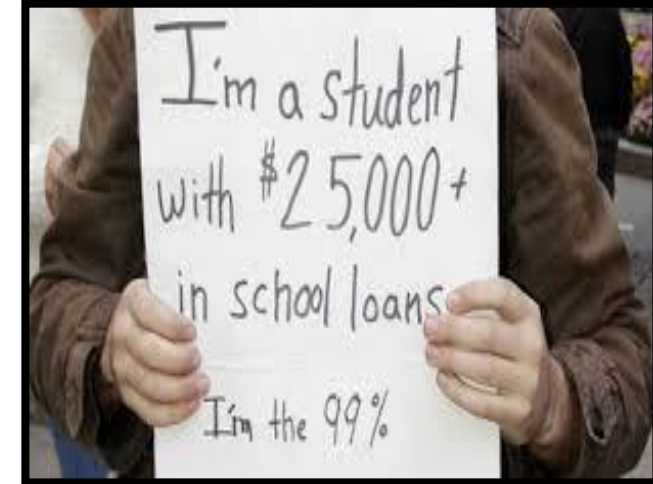
Read the extract below and answer the questions that follow.

### STUDENTS IN A FINANCIAL CRISIS

Protesting students in South Africa burnt down several buildings at universities, forcing administrators to close campuses. The violence came as student protests erupted on university campuses across South Africa. The aim was to pressurise universities to lower tuition fees in a campaign called #Feesmustfall. Chaotic scenes followed, resulting in police being called to restore order on campuses.

[Adapted from the article 'South African protesting students torch university buildings', [www.dailymaverick.co.za](http://www.dailymaverick.co.za). Accessed on 29 March 2016.]

- 4.1 Give any TWO reasons why many students commit to higher education without having the required funds. (2 x 1)
- 4.2 State THREE consequences of students accumulating tuition debt during their period of study. (3 x 1)
- 4.3 Discuss, in TWO well-motivated sentences, the importance of universities conducting impact studies before admitting students for a new academic year. (2 x 2)
- 4.4 Propose THREE practical ways in which students can effectively communicate their concerns without violating the rights of other students by destroying university property. (3 x 2)



**QUESTION 5**

Read the extract below and answer the question that follows.

**THE NEW GENERATION: GENERATION ME**

Generation Me (also referred to as *millennials*) consists of people born from 1980 to 2000 and is made up mostly of teens and twenty-somethings. They are the biggest age group in history. Every country's millennials are different, but because of globalisation, social media, the exporting of Western culture and the speed of change, millennials worldwide are very similar to each other.

Researchers describe them as 'lazy, entitled, selfish and shallow' because they are being raised in a culture that places more focus on the self and less focus on the group, society and community. This is reflected in personality traits, attitudes and relationships.

[Adapted from Stein, J. 'The Me Generation', *TIME*, 2013. Accessed on 18 May 2013.  
<http://www.time.com/time/subscriber/article/0,33009,2143001-1,00.html>]

Write paragraphs on the importance of relationships in which you include the following:

- Discuss how the attitudes of Generation Me, as stated above, affect the building of relationships. (2 x 2)
- Explain the impact of participation in a project for a charitable organisation on Generation Me and evaluate how it can positively transform the attitude of Generation Me towards improving relationships within one's community. (2 x 3)





## QUESTION 6

Read the extract below and answer the questions that follow:

*Communication works for those who work at it.*

John Powell

Write an essay on **communication** in which you:

- Discuss **THREE** ways in which one's **acceptance of responsibility** can influence effective communication. (3 x 2)
- Evaluate **THREE ways in which** conflict can help to build positive relationships between youth and their parents. (3 x 2)
- Advise your friend on why its important to communicate your feelings in a relationship. (3)

[15]



## Question 7

Read the extract below and answer the questions that follow.

### HALF OF SCHOOL CHILDREN SUFFER FROM STRESS

According to a psychologist writing for the *Daily Mail* newspaper, half of school children aged 8 to 18 are stressed and anxious about their academic performance. He maintained that the root of the problem pointed towards a culture of overexamination, as children in South Africa face tough examinations at the end of Grades 3, 6, 9 and 12. He added that the overemphasis of external examinations in this country is far greater than in other countries.

[Adapted from [www.fedhealth.co.za](http://www.fedhealth.co.za). Accessed on 24 November 2015.]

Write an essay on stress and examination writing skills in which you include the following:

- Define an *emotional stressor* and explain why the fear of failure in an examination can be classified as such a stressor. (1 + 2)
- Discuss THREE ways in which school-based assessment can assist in reducing the pressure of external examinations. (3 x 2)
- Advise your class mates on how to effectively implement the following examination writing skills to help reduce stress when you write an examination:
  - Reading questions
  - Planning responses
  - Answering questions(3 x 2)

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## Question 8

Read the extract below and answer the questions that follow.

### **From matric results to free higher education**

**Matric results, as a common social stressor, tend to raise a lot of emotions among learners and their parents, as some learners' commitment to further studies have not yet been finalized due to various challenges they may face.**

- 8.1 Define the term 'social stressor and explain how societal expectations with regards to matric results could affect learners emotionally.
- 8.2 Explain one coping skill that can help learners deal with the stress they might experience after receiving disappointing matric results.
- 8.3 Discuss possible challenges learners may face should they no longer qualify for their intended courses of study.
- 8.4 Advise unsuccessful university applicants on FIVE alternative opportunities they could consider to ensure that they can still follow their planned careers.
- 8.5 Critically assess FIVE possible negative implications that free higher education may have on prospective students.