

LIFE ORIENTATION GRADE 7

Term 2



Spot on page 50

Dealing with abuse. Discuss as a class :

- How to identify threatening and risky situations.
- Effects of abuse
- Healthy and unhealthy relationships.

Page 50 :Write the notes and keywords

Page 51: only keywords

Abuse between adults and children

Here are some of the ways that children can be intentionally harmed by an adult:

Physical abuse: This is the most easily identified form of abuse because physical injury usually leaves bruises or marks.

Sexual abuse: This includes all forms of inappropriate behaviour or inappropriate touching.

Emotional and verbal abuse: This includes behaviour such as excessive criticism, angry yelling or behaviour that causes humiliation.

Neglect: When an adult chooses to neglect the basic needs of a child to things like food, housing, clothes, medical care, supervision after school hours and emotional support.

Abuse between peers

Bullying is a form of abusive behaviour. Bullying somebody by calling them names or intimidating them can be just as abusive as beating somebody up physically.

Bullying is an aggressive form of behaviour that is usually repeated if it is not reported. People who bully others have usually been bullied themselves by somebody – this does not give them the right to bully! Report bullying and keep on reporting it until the bullying stops.

Unit 5 Dealing with abuse

Although the law protects us, there are still many ways in which people harm us. We must be aware of situations where we could be harmed and learn to protect ourselves from them.

Identify threatening and risky situations

If your family members have been violent before, you may know what their "danger signals" are and you can make a plan to protect yourself. Danger signals may be:

- when they are drunk or drugged
- when their mood changes dramatically
- when they look very restless, are pacing up and down.

It could also be dangerous if they:

- shout at you
- threaten you with violence
- threaten to kill or harm themselves
- touch you on your private parts
- hit or harm you in any way.

Effects of abuse

Healthy relationships make us feel happy. In healthy relationships, people respect, trust and support each other. Thoughts, feelings and problems can be discussed openly. You feel free to be yourself.

In unhealthy relationships, one person may try to control you. They might scare you or threaten you, call you names, make fun of you, hurt you or tell you who you can be friends with. These are all signs of abuse. If abuse continues, it can affect your health and maybe even put your life at risk. This is why it is important to choose your friends, boyfriends, girlfriends and life partners carefully. They will affect your health and happiness.

If your parents or care givers are in an abusive or destructive relationship, it could also affect you. Adults sometimes struggle to resolve problems but it is never the fault of the children if the adults in the house are fighting. In these situations, the children may want to talk to a trustworthy adult about their feelings, thoughts and worries. A teacher, social worker, religious leader or a neighbour could help.

Key words

healthy relationships
respectful, caring,
supportive
relationships

**unhealthy
relationships** one
person controls the
other with threats
or violence

abuse being hurt or
treated badly

SPOT ON PAGE 54, 55

Write notes

Read the article on page 55 'Looking for karate kids'.

Complete **activity 9**.

Corrections

Write down notes on page 55- Places of protection and safety

Keywords and purple block

Spot on page 64+ 65 PASTE IN WORKSHEETS

Discuss as a class

Interests and abilities

Worksheet on page 65- ACTIVITY 17 in the table, **HIGHLIGHT** the things you can do well. Add up the highlighted ones in each group.

Which block has the highest scores?

Which jobs match your abilities?


World of work
World of work

Unit 7 Career fields

It is a good idea to start thinking as early as possible about what you would like to do when you leave school. Having a basic knowledge of careers is a start. Career fields are the areas into which jobs and careers are grouped.

Career Field	Jobs
Farm and figure	accountant, cashier, doctor, engineer, informal trader, pharmacist, surveyor, weather forecaster, town planner
Business	shop keeper, business manager, advertising agent, banker, stock broker, advertiser
Words	actor, journalist, lawyer, politician, teacher, translator, tv or radio presenter, writer, copywriter
Visual and performing arts	graphic designer, artist, clothing designer, dancer, jewellery designer, musician, photographer, singer, window dresser
Practical tasks	builder, carpenter, dress maker, driver, engineer, factory worker, gardener, mechanic, hairdresser
Physically active	ambulance and emergency worker, farmer, game ranger, gym instructor, mine worker, model, acrobat, professional sportsman
Social and people skills	estate agent, nurse, principal, politician, psychologist, salesman, social worker, teacher, doctor, tour guide
Science and technology	electrician, computer programmer, mechanic, technician, video game designer, dentist, dental technician, astronomer, pilot
Outdoors (plants and animals)	farmer, game ranger, land surveyor, geologist, horse trainer

Your interests and abilities
Your unique combination of abilities, interests, values and personality will guide you and help you choose a career direction. As you learn about each career, try and imagine if that job would suit you. It is important not to rush a decision about your future career. Your abilities and interests may change and develop.



Activity 17 Assess your abilities

- Read the table at the bottom of this page. Draw the outline of the table and the right headings in your exercise book.
- In each block, copy only the comments that are correct for you.
- Count the number of items you have written down in each block and then write your score in each block.
- In your table, which block or blocks have the highest scores? A high score is 4 or 5 and these are your strong areas. Do you think these are really your strong areas?
- Look at the career fields table on page 64. Which jobs match your abilities?

Things I can do well	
Words <ul style="list-style-type: none"> ✓ I have a large vocabulary ✓ I write easily and well ✓ I am a good reader ✓ I can do crossword puzzles ✓ I can find words that rhyme 	Physically active <ul style="list-style-type: none"> ✓ I don't catch colds easily ✓ I am supple ✓ I am strong ✓ I am fit ✓ I can run fast
Numbers <ul style="list-style-type: none"> ✓ I can do sums in my head ✓ I am good at explaining mathematics to others ✓ I can work quickly and accurately with numbers ✓ I have a good memory for numbers ✓ I am able to spot mistakes in sums 	Practical tasks <ul style="list-style-type: none"> ✓ I can fix plugs and simple electrical appliances ✓ I am good at working with tools ✓ I can read and understand diagrams and instructions ✓ I am good at working with my hands ✓ I can make things
Visual and Performing Arts <ul style="list-style-type: none"> ✓ I am good at art, music or dancing ✓ People tell me my art is good ✓ I am good at designing clothes, jewellery, cars or models ✓ I am alert and observant 	Organising <ul style="list-style-type: none"> ✓ I like my home to be tidy ✓ I remember where I have put things ✓ My written work is neat ✓ I plan ahead when I do something ✓ I like to finish everything that I start
Social and people skills <ul style="list-style-type: none"> ✓ I have been elected as a leader (e.g. class captain) ✓ I make things fun in a group ✓ I can make and keep friends easily ✓ People like to talk to me 	Science and Technology <ul style="list-style-type: none"> ✓ I am able to turn the TV ✓ I know how to install software ✓ I understand how Xbox, Play Stations and computer games work ✓ I can make a circuit ✓ I can plan how to build things

64 Unit 7: Career fields
Term 2, Week 3 65

Unit 7 Career fields

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Social and people skills	Science and Technology
<ul style="list-style-type: none"> ✓ I have been elected as a leader (e.g. class captain). ✓ I make things fun in a group. ✓ I can make and keep friends easily. ✓ People like to talk to me. 	<ul style="list-style-type: none"> ✓ I am able to take the TV. ✓ I know how to install software. ✓ I understand how Xbox, PlayStation and computer games work. ✓ I can make a circuit. ✓ I can plan how to build things.

Pg 66-

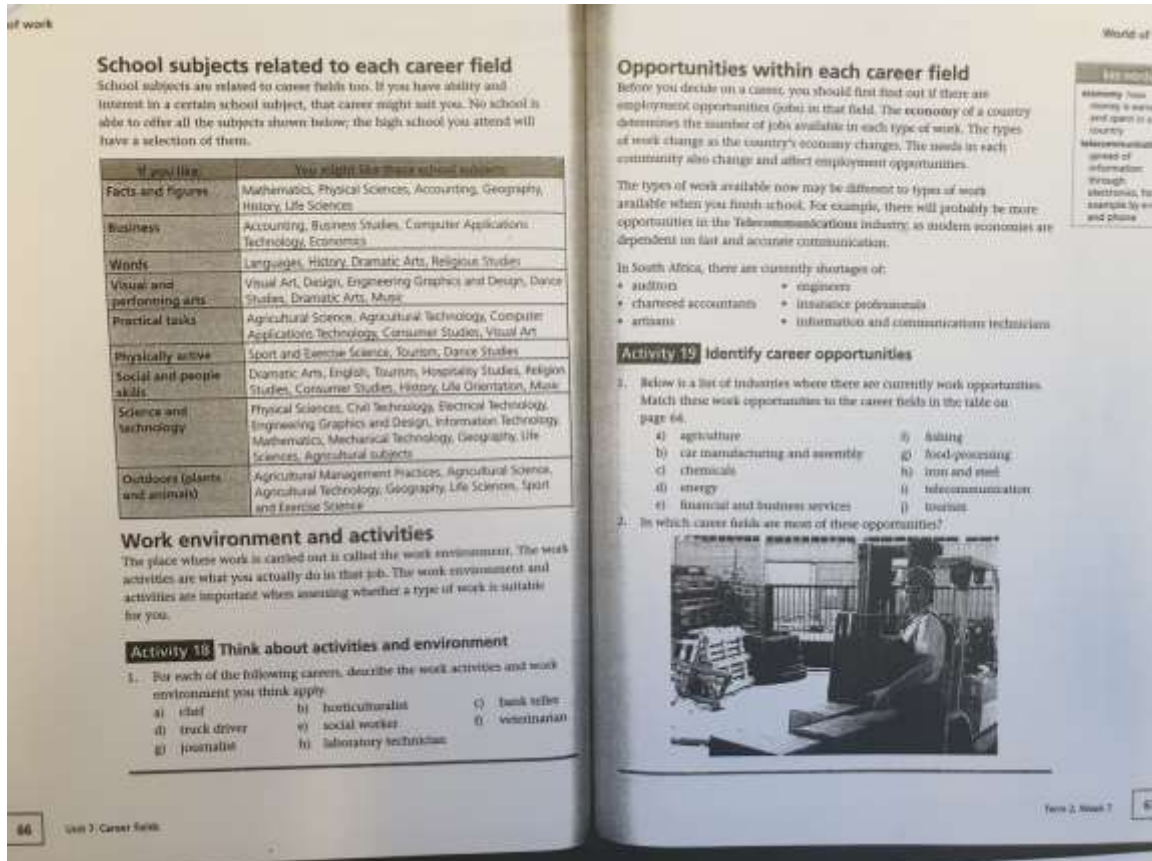
-School subjects related to each career field
-Work environment and work activities

- Complete activity 18, corrections

Page 67-

Opportunities within each career field

- Complete activity 19



Page 68

Challenges within each career field

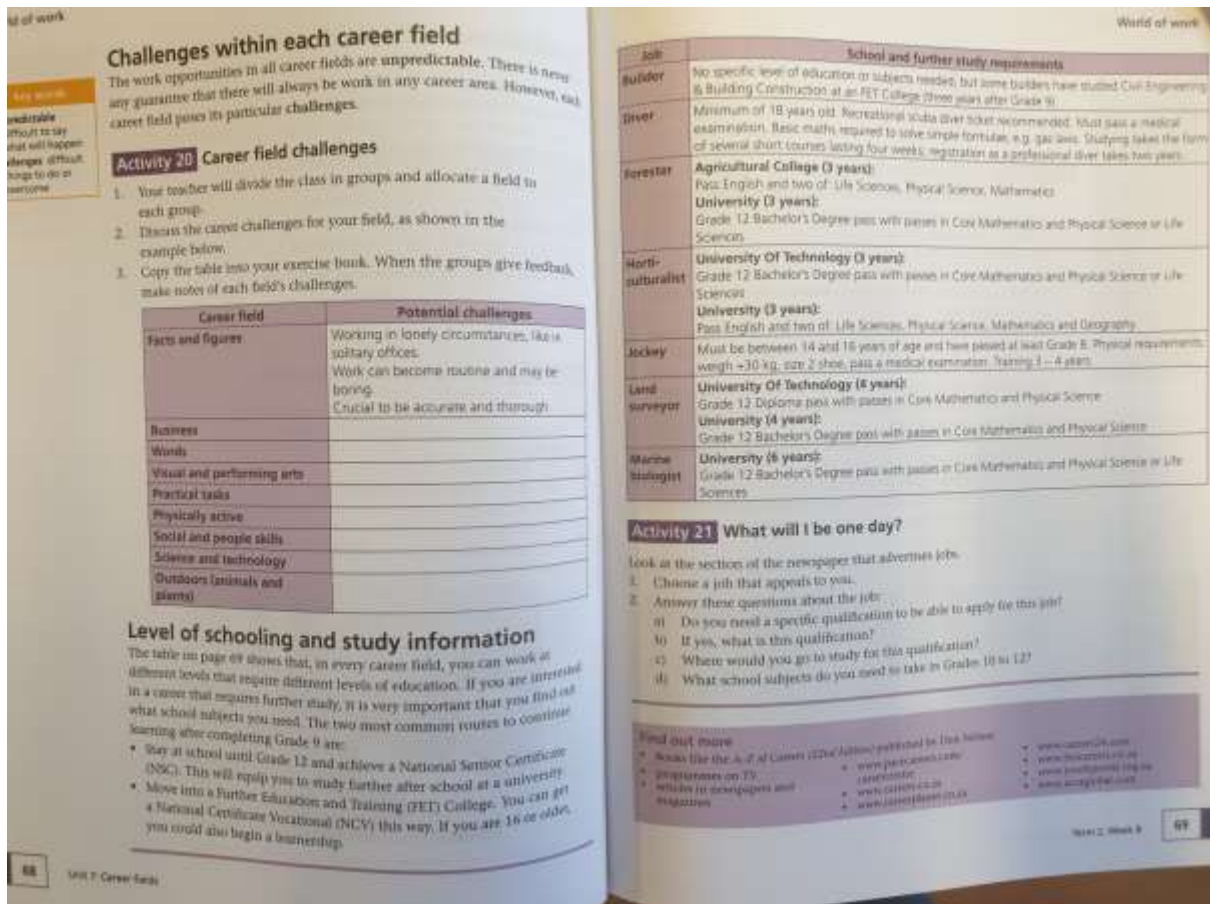
- Activity 20

Choose **2 career fields** and write down 3 potential challenges for each.

Pg 68 and 69

Level of schooling and study information

- Activity 21 'What will I be one day'



No assessment tasks for term 2

Term 2 complete