



DEPARTMENT OF EDUCATION

GRADE 9

PERSONAL DEVELOPMENT

UNIT 1



WHO AM I?



FLEXIBLE OPEN DISTANCE EDUCATION
PRIVATE MAIL BAG, WAIGANI, NCD
FOR DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA

PERSONAL DEVELOPMENT

GRADE 9

UNIT 1

WHO AM I?

TOPIC 1	EXPLORATION OF SELF
TOPIC 2	SELF-ESTEEM
TOPIC 3	RELATIONSHIPS
TOPIC 4	COMMUNICATION SKILLS IN RELATIONSHIPS

ACKNOWLEDGEMENTS

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DIANA TEIT AKIS

PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 - 2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



UKE KOMBRA, PhD

Secretary for Education

COURSE INTRODUCTION



Dear Student,

Welcome to the Grade 9 Personal Development Course.

This Course is based on the National Department of Education approved Lower Secondary Personal Development Syllabus for conventional high school. The Course has been written to enable you to study at home what high school students study in school.

Personal Development is about relationships, character development, healthy living and spirituality. It contributes to integral human development.

In studying the Personal Development Course, you can achieve your potential to lead a productive and harmonious life wherever you live locally, nationally or internationally.

There are four units in this course.

Unit 1: Who Am I, covers Exploration of Self, Self-Esteem, Relationships and Communication Skills in Relationships.

Unit 2: Fitness and Me, covers Anatomy and Physiology in Relation to Fitness, Fitness, Prevention of and Care for Sporting Injuries and Framework for Sports and Fitness.

Unit 3: Health covers Preventive Health Care, Communicable and Non-Communicable Diseases, First Aid and Safety and Drugs and Substance Abuse.

Unit 4: The PNG Way covers Papua New Guinean Identity, Conflict Resolution Skills, The Spiritual World and Beliefs and Papua New Guinea Ways in the Future.

Each Unit is divided into topics and each topic consists of lessons, summaries, Practice Exercises and Answers. At the end of each lesson, you are expected to do the practice exercises. The answers to each practice exercise are found at the end of each topic. You must correct your own answers. A topic test is given in the Assignment Booklet.

There are four assignments for each unit. You must do these assignments after completing each unit of work and revising all the lessons. Remember to check all your assignments before you send them in for marking. The assignment marks will be added together with your final external examination marks. This will give you a final mark and grade.

There will be an examination after you have completed this course. You will do the examination only after all your Assignments have been marked.

We hope you will find this course useful and interesting.

Your Teacher

UNIT 1 INTRODUCTION



Dear Student,

Welcome to Unit 1 of the Grade 9 Personal Development Course. This Unit is called **WHO AM I?** You will study it, using the steps suggested in the **Study Guide** on the next page.

This Unit is based on the National Department of Education approved Syllabus for conventional high school Personal Development. So you will study at home what High school students study in school.

The four Topics you will study are:

1. **Exploration of Self**
2. **Self-Esteem**
3. **Relationships**
4. **Communication Skills in Relationships**

In Topic 1 – **Exploration of Self** – You will learn about Self Concept, Types of Self Concept, Unique Characteristics and Future Plans.

In Topic 2 – **Self-Esteem** – You will learn about Developing Self-Esteem, Roles and Behaviours, How does the community influence me and Expectations of your family and community.

In Topic 3 – **Relationships** – You will learn about Relationships, Types of Relationships, Factors influencing Relationships, Individual Roles, Rights and Responsibilities and Managing a good relationship.

In Topic 4 – **Communication Skills in Relationships** – You will learn about Communication Skills, Assertiveness in a Relationship, Empathy and Respect and Emotional Support.

Each Topic has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Topic. When you complete a Topic, you will then complete the **Topic Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Unit.

We hope you will enjoy studying this Unit Book for your Personal Development.

STUDY GUIDE

Follow the steps given below and work through the lessons.

- Step 1** Start with Topic1, Lesson 1 and work through it in order.
- Step 2** When you complete Lesson 1, you must do Practice Exercise 1.
- Step 3** After you have completed the exercise, you must correct your work. The answers are given at the end of each Topic.
- Step 4** Then, revise well and correct your mistakes, if any.
- Step 5** When you have completed all these steps, tick the check-box for Lesson 1, on the content page, like this:

☒ Lesson 1: Know About Yourself

Then go on to the next lesson. You are to repeat the same procedure until you complete all the lessons in a Topic.

As you complete each lesson, tick the box for that lesson on the content page, like this ☒
This will help you check your progress.

Assignment: Topic Test and Unit Test

When you have completed all the lessons in a Topic, do the Topic Test for that Topic, in your Assignment Booklet. The Unit book tells you when to do this.

Marking:

The Topic Tests in each **Assignment** will be marked by your **Distance Teacher**. The marks you score in each Assignment will count towards the final result. If you score less than 50%, you will have to repeat that Assignment.

Remember, if you score less than 50% in three (3) Assignments, your enrolment will be cancelled. So, you are encouraged to do your work carefully and make sure that you pass all Assignments.

ALL THE BEST IN YOUR STUDIES!

TOPIC 1

EXPLORATION OF SELF

In This Topic You Will Learn About:

- Self-Concept
- Types of Self-Concept
- Unique characteristics

TOPIC 1: INTRODUCTION

Exploration of Self

Welcome to Topic 1 on Exploration of Self. In this topic you will learn about Self-Concept, Types of Self- Concept, Unique Characteristics and Future Plans.

There are four lessons:

Lesson 1: Self-Concept

In this lesson you will define self-concept and identify the qualities and abilities of an individual.

Lesson 2: Types of Self-Concept

In this lesson you will identify types of self-concepts and describe the different components that make up your self-concept.

Lesson 3: Unique Characteristics

In this lesson you will look at features that make you unique, focus our attention on the different factors that shape you and identify characteristics that influence your behaviour.

In doing so, you will find out more about yourself and others. You will explore and learn about your personal profile, image and how you feel, how to increase your self –esteem, the roles, behaviours and the types of relationships you are involved in.

We hope you will enjoy studying this Topic.

Lesson 1: Self- Concept



Welcome to lesson 1 of unit 1. In this lesson you will learn about self-concept.



Your Aims:

- define self-concept
- identify the qualities and abilities of an individual

Self-Concept

a. What is self-concept?

Your self- concept is the overall picture you have of yourself. This includes how you see your abilities, strengths and weaknesses. People who have a good self-concept have a high self-esteem. They feel good about themselves and what they are able to do. They are people who are confident, happy and loving. They feel comfortable giving and receiving compliments. Self-concept may also be called *self-image*. Our self-concept is often viewed through our self-awareness. Let us now look at self-awareness and some aspects that help our awareness of ourselves.

b. Self- Awareness

The process of learning about yourself is called Self-Awareness. There are certain characteristics that you share with others. But you are also an individual. You are unique- which means there is no one else quite like you. Your identity is developed by many factors that shape your sense of self- for example your physical characteristics, skills, abilities and interactions with others.

Our self-awareness is often viewed through some aspects such as our, self-knowledge, self-attribution, self-perception and self-disclosure. Let us briefly look at each one of them to understand our self-concept

Self-awareness is the process of learning about you.
--

i. Self-knowledge

Self-knowledge refers to the understanding of self. It means an awareness or understanding of your own motives and behavior. Knowing about yourself can help you feel good about yourself and to make decisions that are right for you.

ii. self-attribution

Your self-attribution refers to the awareness of the qualities and abilities you have and accepting them. When you accept and acknowledge your qualities and abilities, it gives you the desire and encouragement to improve or develop them.

iii. self-perception

Self-perception is the impression of you. It refers to how you see yourself, your attitudes and your behaviors. Your impression of yourself means understanding what you observe and think about your attitudes and behaviours.

iv. self-disclosure

Self-disclosure refers to your ability to discover things about yourself that you are not aware of. It may mean also means finding the courage to deal with things that you know are within you but you don't like to accept or acknowledge them as part of you. This sometimes requires you to talk about bad experiences or secrets that may be a hindrance (burden) to achieving your full potentials.



Self-awareness is the process of learning about you

c. How Self-Concept Develops

You start forming your self-concept when you are very young. Perhaps your grandfather often commented on your warm smile or happy laugh. Maybe your mother praised you for running very fast or helping around the home. Your brother or sister may have teased you about your face. All these comments help to develop your self-concept. Where you live, the community that you are in and the environment also change what you think about yourself. As you have gotten older, you know that some of your childhood characteristics are changing and that you are developing many new qualities. As a result, your self-concept is changing. The way you see yourself now is different from the way you saw yourself a few years ago.

Activity 1.1



Do this activity.

This activity will help you list the qualities that you have.

Instructions:

a. Fill in the gaps in the letter below to create a description about some of your characteristics.

b. In the space that has been left (beginning 'I also') at the bottom of your letter, you may wish to write about such things as:

- Something you have done for your family
- A sporting achievement
- Any clubs you belong to and why
- A time when you helped someone in need
- Something you have done for charity
- Any other positive aspects of yourself that you may wish to describe

A letter to myself**A letter to 'Myself'**

Hi! My name is _____. I am _____ years old and I am attending school at _____.

I am writing to tell you about me. I am _____ cm tall, I have _____ hair and _____ eyes. I think my most attractive feature is _____. My favourite subject is _____ and the subject that I usually get the best marks in is _____. My proudest achievement at school so far was _____.

_____ In my spare time I like to _____.

_____ My proudest achievement in my spare time activity was when I _____.

_____ When I leave school I would like to be _____. I think I would be good at this or enjoy it because _____.

My favourite place is _____. I like it there because _____.

My best friends are _____, _____ and _____. I like spending time with them because _____. I think my friends like me because _____.

I also _____.

_____.

It has been nice writing to describe myself to you,

Your new friend

Sense of self helps identify individual qualities and abilities

How you see yourself and what you believe about yourself is your sense of self. We express our sense of self in various ways, such as the way we dress, how we behave, how we interact and treat other people, and through the things we enjoy or dislike. We are all different, with our own unique characteristics. How these factors influence us varies as we move through different stages of our lives. The more we become aware of our self-concept, the more we become aware of our abilities and qualities.

a. The Importance of Self-Concept in identifying qualities and abilities

Your **self-concept** or your view of yourself- is your key to becoming the person you want to be. If you are realistic about yourself, you'll know who you are, how you want to act and what you are capable of. You'll be able to focus on your good points and to find the confidence to improve the things you don't like about yourself. You might behave a certain way when you're with your family, but act very different when you are with your friends. Being unsure about things like this are normal, but you still need to sort them out. It is very important that you build up a realistic self-concept.



Being realistic about yourself will help you make the decisions about your life that are right for you.

b. Identifying your qualities and abilities

Learning about yourself is a lifelong process. As you grow and have new experiences, your thoughts and feelings will change. What you are, and capable of doing today may be different months or years from now. To identify your qualities and abilities, you may need to pay attention to the following areas

i. Interests

What do you like? Your interests may include computers, sports, flowers, music, art, dance, cooking, etc.

ii. Aptitudes

What are your talents and abilities? You may be good at soccer, music, looking after small children, taking care of plants, public speaking, listening to people, good verbal and written communication skills, baking or dealing with numbers.

iii. Attitudes

What are thoughts and feelings about people and things? You may be very trusting and assume everyone is trustworthy. Or you may be always suspicious of what people think and say. Or you may be restless and impatient that you can't wait long.

iv. Personality

How do you express yourself physically, mentally, emotionally and socially? You may be lazy, easy-going, active, excitable, shy, messy, talkative or friendly

v. Values

What things or qualities are important to you? You may value friendship, success, love, trust, honesty, fairness, tolerance, courage, humility, etc.

vi. Beliefs

What things do you think are true or real? You may believe that you can completely trust your friend or that everyone has a right to be treated fairly. Or you may believe that you ask for help from a divine being when you need it, etc.

We can easily identify our qualities and abilities if we really know and understand ourselves in all of these areas

Activity 1.2



This activity consists of an incomplete table and 2 short answer activities.

1. Look at the table below. For each description, give yourself a rating by writing the number in each of the three columns. Use the following numbers to rate yourself:
- 5 (*I am always like that*)
 - 4 (*I am like that most of the time*)
 - 3 (*I am sometimes like that*)
 - 2 (*once in a while I am like that*)
 - 1 (*I am never like that*)

Description	As I see myself now	As I would really like to be	How I think others see me
Friendly			
Boring			
Aimless			
Unimportant			
Worry A lot			
Clever			
Happy			
Sporty			
Kind			
Serious			
Don't Care			
Assertive			
Independent			
Creative			
Aggressive			
Funny			
Jealous			
Honest			
Ambitious			
Cheerful			
Complaining			
Generous			
Considerate			
Immature			
Healthy			
Shy			
Reliable			
Patient			
Slack			
Bossy			
Decisive			
Sensitive			

2. Are there any differences between the “way you think others see you”, and the “way you see yourself?”

Summary



- You self-concept is the total picture you have of yourself.
- Self-concept may also be called self-image.
- The process of learning about yourself is called Self-Awareness
- Your identity is developed by many factors such as physical characteristics, skills, abilities and interactions with others
- Sense of self is how you see yourself and what you believe about yourself.
- In forming your personal identity, you will probably adopt some of the values and standards of your parents.
- Understanding your self-concept can help identify your qualities and abilities

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE

Practice Exercise 1



The Practice Exercise consists of short answers.

You may start Practice Exercise 1

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- Self-concept

- Self-awareness:

- Sense of self:

- Personal Identity:

2. Compile a profile of yourself. This profile should show how you see yourself, your beliefs about yourself and what you value in yourself and others. You may wish to expand your profile, for example you may design a collage, write a short story or poem, or do a drawing or a painting. Consider the following:

- Who you are
- Where do you come from
- How you see yourself
- The things you like doing at home, or in other places

- How you get along with other people
- Things you are good at, not so good at and would like to improve
- Your future goals and dreams
- Your feelings about yourself and your life
- Your beliefs and the things you value
- Your family
- Your school experiences.

3. Look at your column 'As I see myself'. Write down your ten biggest strengths using the descriptions.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____
- viii. _____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Lesson Activities

Activity 1.1

Individual answers may vary. No standard answers.

Activity 1.2

Individual answers may vary. No standard answers.

Move this to lesson 3

1. What are things that make you unique from your friends?

Your characteristics, answers may include:

- Appearance; tall, red hair, brown eyes etc.
- Actions; kind, thoughtful, caring, sharing etc.
- Emotions you express
- Attitude, interests, etc.

2. What are the things that make you the same as your friends?

Your characteristics, answers may include:

- Appearance; tall, red hair, brown eyes etc.
- Actions; kind, thoughtful, caring, etc.
- Emotions you express
- Attitude, interests etc.

3. Why are there things about you that are the same as other people?

Individual answers may vary. No standard answers.

4. Why are there things about you that are different from other people?

Individual answers may vary. No standard answers.

Reference

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Lesson 2: Types of Self-Concept



Welcome to lesson 2 of unit 1. In the last lesson you learnt about self-concept. In this lesson you will learn about types of self-concept.

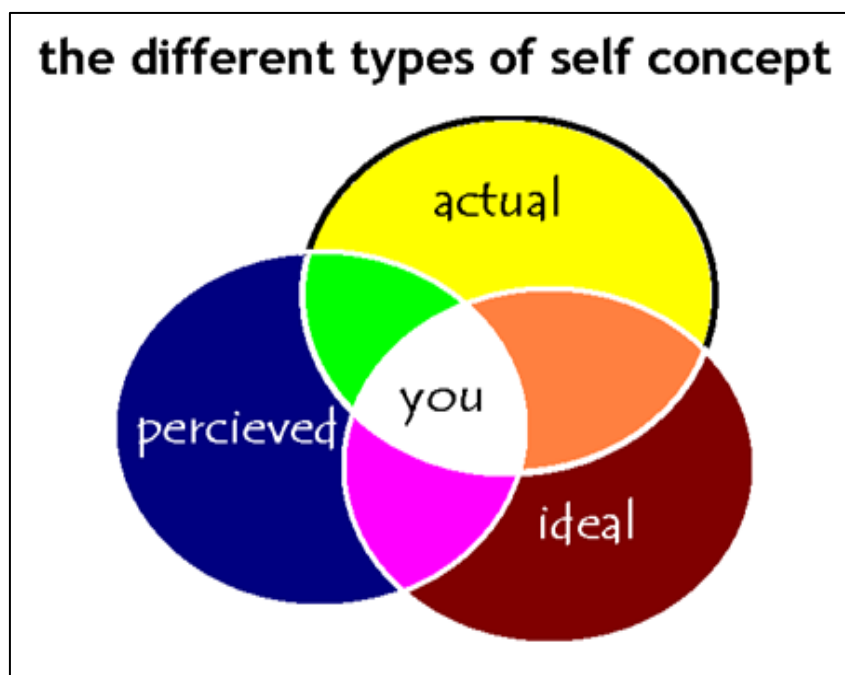


Your Aims:

- identify types of self-concepts
- describe the different components that make up your self- concept

Types of Self-Concept

Your self- concept is the total picture you have of yourself. Self-concept may also be called *self-image*. Some people would even say you have three different types of self-concept. You can have an **actual** self-concept, which is how you think of yourself, your beliefs about your behaviour, looks and abilities. Your **ideal** self-concept is how you would like to be if you could. A lot of people try to change so they can become more like this image. Your **perceived** self-concept is how you think others see you (other people's reactions and comments to you). Each one of these types of self-concept influence all the different ways of how you behave and act.



Activity 2.1

This activity consists of three short answer question.

Look at each of the types of self-concept below. For each one, write a short description about yourself.

1. Actual self-concept

2. Ideal self-concept.

3. Perceived self-concept.

Components of self-Concept

There are 5 different components that make up your self-concept. Let's explore these ideas.

Physical Self

The word physical relates to the body. Your physical self includes your physical skills, capabilities, and health as well as your appearance. The physical self-changes as you grow. This is especially true during adolescence.

Social Self

Your social self is all about you and others. It concerns the way you relate to others such as family, friend, colleagues, and other people in the community, how you treat them and how you communicate your feelings.

Emotional Self

Your emotional self is all about the feeling you experience. Fear, hate, love, anger, hope, boredom and excitement are feelings or emotions. Our emotions are often changeable.



How we feel at one moment can change the next. We can experience lots of different emotions at the one time and it can get confusing. Some people ignore their feelings. Others face them and try to understand them. We often experience physical reactions to emotions. Our emotions are what make us human.

Intellectual Self

This could also be called the 'thinking self'. It includes how you think and learn and how creative you are. If you are creative, you think of new ways of doing things and find new approaches. As you grow older, you will acquire more knowledge and develop new ways of thinking. Intellectual development involves the ability to solve problems and to reason. You should use every opportunity to develop your skills in reasoning and problem solving.

Your self-concept is influenced by two major forces:

- **Internal forces** - are the ones that come from within yourself. They are your thoughts and memories about past experiences. Positive experiences you had when you were younger can influence you now. For example, if you were good at

sport when you were younger you might now have positive feelings about your physical self

- **External forces** - are the people, situations and conditions around you. Significant forces are the people whose opinions are important to you – family, friends, teachers, and your peer groups.

Think about which internal external forces have had the greatest influence on your decision

- a. To choose the subjects you study at school
- b. To enjoy the hobbies you have
- c. About a career for the future



Two major forces influence your self-concept:

Internal and External forces

Moral / spiritual self

Moral/ Spiritual self is all about your beliefs you experience. Being religious, or living a spiritual life. It is what you think is right or wrong. Moral and spiritual development is closely interrelated with social self. One of the first words that children learn to say is 'NO'. Why? Perhaps it is because parents are teaching them right from wrong. This often seems like a game to children. But as they grow older, they begin to respond. The parents hope that discipline will help their children learn what they may or may not do. In fact, the example set by parents will be very important in determining the way a child's conscience develops. Similarly, the spiritual beliefs of children will also be determined in the early years by the beliefs of the parents. As children grow, they learn to apply their spiritual beliefs to their own life and this will influence their thoughts, attitudes to right and wrong.

Components of self-concept include: physical, social, emotional, intellectual and moral/spiritual self.

Activity 3.1



Do this activity.

This activity will help you better understand physical and social components of self-concept.

1. You can have positive or negative views of parts of your physical self. Look at the list of comments below; are the comments positive or negative and what would have made a person say such a thing?
 - a. 'I would really like to join the school soccer team'

- b. 'That style of hair cut doesn't suit me, it makes me look fat'

- c. 'I really enjoy using the computers in the lab'

2. What can you learn about other people's social self? Read the following comments. What could you conclude about the people who make comments like these?

- a. 'I'm really looking forward to the bride price ceremony on the weekend'

- b. 'The party at Lamana on Friday should be great'

- c. 'I can't wait for the class recollection's next term.'

Activity 3.2



Do this activity.

This activity will help you better understand emotional, intellectual and moral/spiritual and social components of self-concept.

For the following questions, write your answers in the spaces provided.

1. How do you react when you are nervous, frightened or angry?

2. What are some of the things that make you feel good? What are some of the things that make you feel bad? Select some particular emotions that you experience in these situations.

3. Who has a great influence on you moral/spiritual self? Give an example on how these people have helped you develop your moral/spiritual self?

4. Think about which internal and external forces have had a greatest influence on your decision

- a) To choose the subjects that you are studying

- b) To enjoy the hobbies you have

Summary



- You have three types of self-concept. Actual, Ideal and Perceived self-concept
- Your self-concept is influenced by the people around you and also your environment.
- There are 5 components of your self-concept. These are physical self, social self, emotional self, intellectual self and moral/ spiritual self.
- Physical self includes your physical skills, capabilities, and health as well as your appearance.
- Social self is all about you and others.
- Emotional self is all about the feeling you experience.
- Intellectual self also called 'thinking self. It includes how you think and learn and how creative you are.
- Intellectual self is influenced by two major forces:
 - Internal forces are the ones that come from within yourself.
 - External forces are the people, situations and conditions around you.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE

Practice Exercise 2



The Practice Exercise consists of Short paragraphs.

You may start Practice Exercise 2

1. Write a short description of each component of your self- concept on the spaces provided. You should include the following information given for each component:

a. Physical self

- Height , weight
- Appearance
- Capabilities
- health
- Physical skills
- Any other information relating to your body

b. Social self

- Social occasions that you attend, enjoys, or dislikes
- Variety of social contacts
- Special friends. Why are they special?
- Personality (e.g. leader, outgoing, popular)
- How you treat and communicate your feelings
- Anything about your family

c) Emotional self

- Emotions you display, how they are shown, what brings about these emotions?
- Reactions (e.g. punishment, frightened, to your class mate or another student or your parent etc.

- Who do you share your emotional feelings with and get your emotional support from? (e.g. parents, friends, teachers)
- Do you react quickly and openly to situations, or do you hide feelings.
- Emotional attachment to items

d) Intellectual self

- Level of intellectual skills
- Intellectual activities you participate in
- How do you reason and solve problems when they arise
- Do you decide, aim for and work towards the sort of job you want when you leave school. What is your ambition?
- Etc...

e) Moral/ spiritual self

- Your religion and your denomination
- Spiritual activities you participate in
- Are you honest with yourself in any situation
- What do you believe in. why do you believe it
- What are your values and how do you express them

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.
--

Answers to Lesson Activities

Activity 2.1

Individual answers may vary. No standard answers.

1. You can have positive or negative views of parts of your physical self. Look at the list of comments below; are the comments positive or negative and what would have made a person say such a thing?

a. 'I would really like to join the school soccer team'

Positive. A person may say such a thing because he/she enjoys playing sport and loves sport or is interested in sports.

b. 'That style of hair cut doesn't suit me, it makes me look fat'

Negative. A person may say this because he/she may not be happy about their appearance

c. 'I really enjoy using the computers in the lab'

Positive. A person may say this because he/she is good with computers or is interested in using computer

2. What can you learn about other people's social self? Read the following comments. What could you conclude about the people who make comments like these?

a. 'I'm really looking forward to the bride price ceremony on the weekend'

They enjoy socializing with family members and attending gatherings.

b. 'The party at Lamana on Friday should be great'

They enjoy partying with friends.

c. 'I can't wait for the class recollection's next term.'

They love to attend gatherings that enhance their spiritual self

Activity 2.2

Individual answers may vary. No standard answers.

Reference

Getley, A (1990) **Home Economics: *Learning for Life***, THE MACMILLAN COMPANY OF AUSTRALIA, Australia

Sunderland, G, Pickup, M(1993) ***In great Shape 2***, Rigby Heinemann, A division of Reed International Books, Australia Pty Ltd

Lesson 3: Unique Characteristics



Welcome to lesson 3 of unit 1. In the last lesson you learnt about types of self-concept. In this lesson you will learn about unique characteristics.



Your Aims:

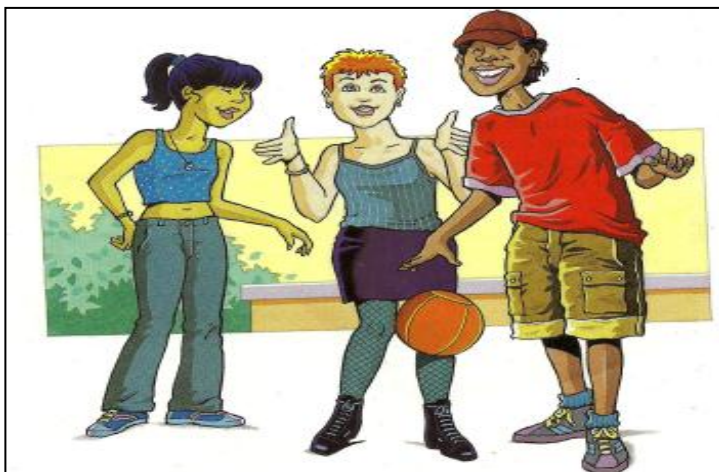
- look at features that make you unique
- focus our attention on the different factors that shape you
- identify characteristics that influence your behavior

You are Unique

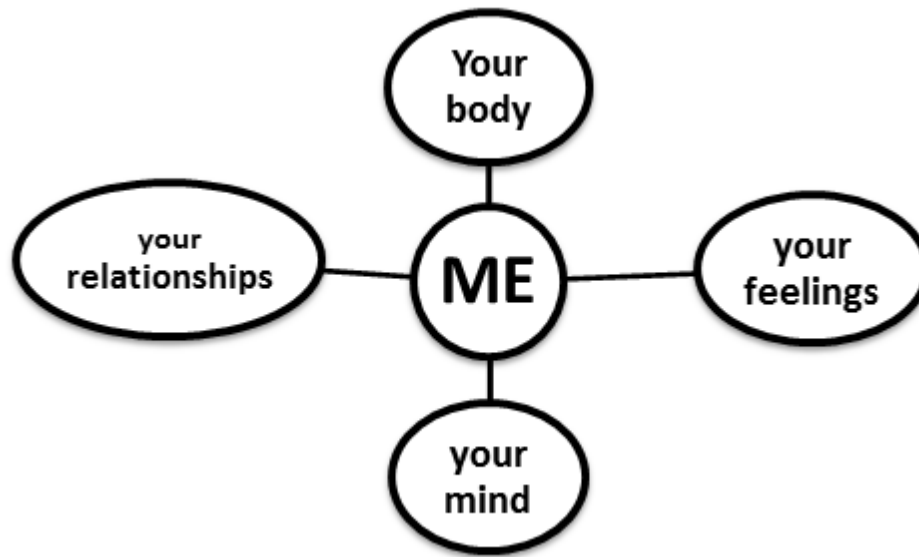
There are special features or traits that make you different from other people. These are called characteristics. Characteristics may relate to how you look or what you do. Looking at these characteristics will help you form a picture of yourself.

No single word could be used to describe you. These characteristics- physical, emotional, mental, and social- combine to make you the unique person you are.

- **Your body.** People notice your physical characteristics first. You might be tall or short, have straight or curly hair, be dark or light skinned. Your physical features affect the way people see you. Most likely you are pleased with some but may want to change others.
- **Your feelings.** You may find that your emotions swing from feeling very happy one day, to feeling low the next. Your emotional characteristics also affect the way that people see you.



We are all different, with our own unique characteristics.



- **Your mind.** Your mental characteristics involve your abilities, attitudes and interest. Perhaps you are good thinking about math problems. Maybe you like to read a book sometimes instead of playing outside.
- **Your relationships.** Your social characteristics include how you get along with other people. Are you a quiet person who likes to be alone or someone who enjoys being in with a group of people? This tells other people what you are like as a person.

Personal Identity

An important part of your social development is working out your personal identity. You will determine likes and dislikes, develop an image and lifestyle, you are happy and comfortable with, and decide on beliefs and values you would like to follow,

In forming your personal identity, you will probably adopt some of the values and standards of your parents. You may choose a respected friend, sports man or famous person to act as a model for your behaviour. During adolescence you will undergo many changes and if you are not prepared for them you may find it difficult to cope and do what you believe is right.

Personal identity is an important part of your social development which determines your likes and dislikes and develops your image and life style

Activity 1.2



Do this activity.

Write a short sentence to each of the following questions

1. What are the things that make you unique from your friends?

2. What are the things that make you the same as your friends?

3. Why are there things about you that are the same as other people?

4. Why are there things about you that are different from other people?

Activity 3.1

1. In each of the boxes shown, write a description about yourself.

Physical

Mental

YOU

Emotion

Social

Your Personality

Your Personality is the result of two forces. These are heredity and environment. Your *heredity* involves the characteristics that you inherit from your parents and ancestors. It is your heredity that decides many of your physical characteristics, like the color of your skin, hair and eyes, and whether you are tall or short, thin or fat. Your heredity also determines many of your emotions such as anger or happiness.

Although your inherited characteristics make you similar in many ways to other members of your family, they also make you different, a unique person. The environment plays an important part. Just about everything you interact with, such as food, disease, housing, people, experiences and situations can influence your personality.

Emotions

Every living person experiences the same basic emotions, yet each person feels and expresses emotions in different ways. For example, to show happiness you might yell and jump up and down. Or you might just simply smile and look happy. The emotions you experience are one of a kind to you.



Learning to recognize, accept and express your emotions in socially responsible ways is an important part of growing up.

Attitudes

Closely linked to your emotions are your attitudes. Your attitudes reflect thoughts and judgments you have about the world around you. It is this part of your personality that makes you approve of some people or issues, but disapprove of others.

Most people's attitudes begin to form when they are children. Perhaps as a child, you learned from your family to place a high value on helping other people. As you grow older, some of your attitudes may change. Others are likely to become a basic part of your personality.

Activity 3.2



This activity consists of a table to complete

1. Your life experiences play a major role in making who you are. Look at the activity-Road Map, below. In the column on the left give an example of a very important event that really happened in your life at that particular point in time. In the other column, write down what you would have liked to do.

ROAD MAPS

what happened		What might have happened if...
_____	age 1- 4	_____
_____		_____
_____	age 5- 8	_____
_____		_____
_____	age 9 - 13	_____
_____		_____
_____	age 14 -17	_____
_____		_____
_____	age 18+	_____
_____		_____
_____		_____

SUMMARY



- The special features of traits that distinguish you from other people are called characteristics; these are physical, emotional, mental, and social.
- Your Personality is the result of **heredity** and **environment**.
- Your heredity involves characteristics that you inherit, while environment looks at what is around you.
- Learning to recognize, accept and express your emotions in responsible ways are an important part of growing up.
- Your attitudes reflect thoughts and judgments you have about the world around you.
- Many factors including **gender**, stereotypes, **culture**, media images, peers and family help to shape our sense of self.
- These factors can also be **interdependent**- that is, they can influence the effect of another factor.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE

Practice Exercise 3



This exercise consists of 5 questions

1. What are characteristics?

2. What four types of characteristics does every person have?

- i)

- ii)

- iii)

- iv)

3. What are the two main factors that influence your personality?

- i)

- ii)

4. What is meant by the term environment?

5. Explain what attitudes are.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1

Answers to Lesson Activities

Activity 3.1

No standard answer.

Activity 3.2

No standard answer.

Reference

Proctor. K, Ruskin. R (2005) *Active Outcomes 1, 2nd edition*, John. Wiley & Sons, Australia

Glencoe, McGraw/Hill (1994) *Creative Living- Basic concepts in Home Economics*, USA

Getley, A. (1990) *Home Economics: Learning for Life*, The Macmillan Company of Australia

Bradford, Michelle-Anne (1999) *Queensland Health and Physical Education*, Australia

Answers to Practice Exercises 1- 3

Answers to Practice Exercise 1

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- **Unique:**

One of a kind. There is no one else like you. Your characteristics are different from other people.

- **Self-awareness:**

Learning about yourself, being aware or knowing the characteristics that you have as an individual.

- **Sense of self:**

The things you see about yourself or believe about yourself.

- **Characteristics:**

Special features or traits that show the difference between you and another person or group of people. It may relate to appearance or actions.

- **Interdependent:**

The Individual factors that are related or form your characteristics, may have an impact on or influence each other.

2. **Compile a profile of yourself.**

No standard answers available. Students may make a profile based on the given factors in the question.

Answers to Practice Exercise 2

Individual answers may vary. No standard answers.

Answers to Practice Exercise 3

No standard answers available. Students may make a description for each of the components based on the given criteria given in the question.

Answers to Practice Exercise 4

Students answers may vary, as long as the answers are in line or similar to the definitions below.

1. What are characteristics?

Characteristics are the features or factors that distinguish or make a person different from other people.

2. What four types of characteristics does every person have?

Physical, Emotional, Mental and Social characteristics.

3. What are the two main factors that influence your personality?

Heredity and Environment

4. What is meant by the term environment?

The term environment refers to both the physical area where you live or were raised and the social environment such as the people who you are surrounded with

5. Explain what attitudes are.

Attitudes are the beliefs and behaviours that you have as an individual.

TOPIC 2

SELF-ESTEEM

In This Topic You Will Learn About:

- What is Self -Esteem?
- How does the Community Influence me?
- Roles and Behaviours
- Expectations of Your Family and Community

TOPIC 2: INTRODUCTION

SELF-ESTEEM

Welcome to Topic 2 on Self-Esteem. In this topic you will learn about, What Self-Esteem is, How the Community Influence me , Roles and Behaviours, Expectations of Your Family and Community.

There are four lessons:

Lesson 1: What is Self-Esteem?

In this lesson you will define self-esteem, define affirmation and identify how affirmation develops your positive self-esteem.

Lesson 2: How does the Community Influence me?

In this lesson you will learn how different factors within your community influence your self-esteem and how to maintain positive self-esteem in future.

Lesson 3: Roles and Behaviours

In this lesson you will define roles and behaviour and how they change in different situations and define respect and discuss ways to earn respect.

Lesson 4: Expectations of Your Family and Community

In this lesson you will identify expectations of different

In doing so, you will find out more about how you feel. You will explore and learn about developing positive Self-esteem, define roles and behavior and how they change in different situations, define respect and discuss ways to earn respect, how you can be influence by your community and their expectations of you.

We hope you will enjoy this Topic.

Lesson 5: Self Esteem



Welcome to lesson 5 of unit 1. In the last lesson you learnt about unique characteristics. In this lesson you will learn about self-esteem.



Your Aims:

- define self esteem
- define affirmation
- identify how affirmation develops your positive self-esteem.

Self Esteem

What is self-esteem?

Self Esteem is how you feel about yourself. If you like yourself and feel good about yourself, you have **positive** self- esteem or in other words you have a **high** self-esteem. Negative self-esteem means that you have a low value of yourself as a worthwhile person.

Having a high self-esteem is important because people with high self-esteem tend to mix well socially, perform well at school, perform well at sport, have more confidence, make better decisions, be healthier, set more effective personal goals and generally have more success in life. When you have a high self-esteem you accept yourself and you do recognize your own strengths and weaknesses.



How you feel about yourself and the mental picture you have of yourself influences how you behave. Unfortunately teenagers with low self-esteem tend to demonstrate behavior such as being very moody, unhappy with life, self-critical, boosting self-esteem by showing off, boasting, smoking, drinking or taking dangerous risk, giving up to avoid failure and setting goals that are not challenging.



Self-esteem is how you feel about yourself. You have positive self-esteem when you feel good about yourself and negative self-esteem when you have low value of yourself

To understand how you feel about yourself you need to find out what you think and feel about yourself. Many people find it hard to think and feel that they have good qualities: we just need to recognize them, and feel proud of ourselves for having those qualities.

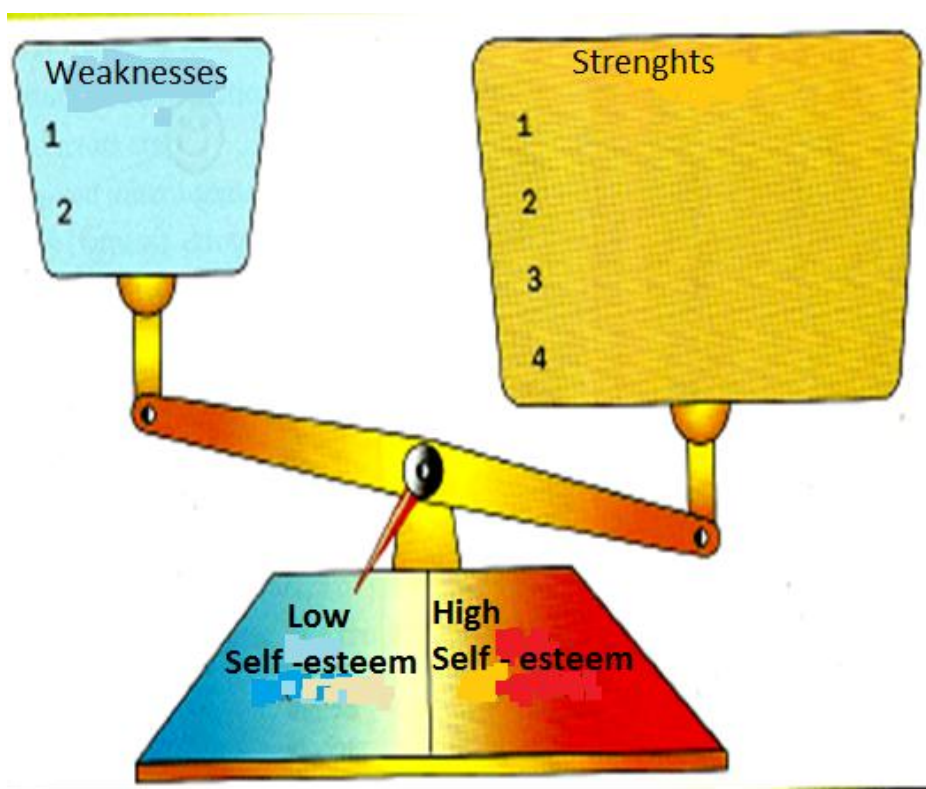
Activity 5.1



Do this activity.

For the following questions refer to the figure below.

1. Select two characteristics that you consider are your weak points and list these on the left side of the self-esteem scale.
2. Select 4 characteristics that you consider are your strong points. List these on the right side of the self-esteem scale.



3. For each of the weaknesses you have listed above, describe one way in which you could work towards overcoming it.

a) _____

b) _____

4. For each of your strengths, describe how you could use it to gain success

a) _____

b) _____

c) _____

d) _____

Affirmation

Sometimes you may be treated unfairly or perhaps have a low value of yourself, often you feel angry, upset and frustrated. However there are ways of dealing with this negative feelings and turning them into positives. Affirmations are far better for our health. It helps you develop higher self- esteem. It makes you feel good about yourself.

What does affirmation really mean?

Affirmation is saying something repeatedly to yourself and the only way these words can really be effective is to believe and accept them. Affirmative statements are basically positive phrases that you would repeat to yourself which describe how you want to be. Over time, these positive affirmations will strike out any limiting or negative beliefs or feelings you may have about yourself or about not being able to do something, and replace them with positive thoughts and beliefs which instil confidence, belief, positivity, ambition and much more.

In other words, whatever you tell yourself becomes your reality and affects the quality of your decisions. You are POWERFUL because you can always change the way you feel again by what you focus on and what you tell yourself and what you choose to do.

You may fall into a category of being so negative about life, feeling so bad, you can't imagine thinking anything positive. You may start with something simple such as "I am happy", think it, shout it out, pretend, walk around as if you are happy, think about the things you would be doing if you felt energized or happy .You will be surprised of how

your affirmation of “I am happy” begins to create the feeling of the situations of being happy and before you know it you will be happy. This is what affirmation is all about, using positive phrases, believing in it and turning the negatives into positives. Affirmation boosts your self-esteem.

It is important to use “I am” at the start of any affirmation as you are sending a message that you already believe in. Some examples of affirmations are:

- I am a worthwhile person
- I am intelligent
- I am confident, etc.



Activity 5.2



Do this activity.

1. Define the following terms

- Affirmation

- Belief

- Positivity

To answer question 2, look at the example of Positive affirmations for confidence

- I am confident
- I am a naturally confident person
- I am confident socially and enjoy meeting new people
- I am confident at all times and in all areas of my life
- Confidence comes naturally to me
- Being naturally self-confident and comfortable within me is just part of who I am.

2. Ambition is a strong desire to do or achieve something; this usually requires determination and hard work. Write a list of positive affirmations for ambition.

- _____
 - _____
 - _____
 - _____
 - _____
-

Summary



- Self-esteem is how you feel about yourself
- You have a positive or high self-esteem when you feel good about yourself and negative or low self-esteem when you have a low value of yourself as a worthwhile person.
- Having a high self-esteem allows you to accept yourself and recognize your own strengths and weaknesses.
- Affirmation helps you develop a higher self-esteem.
- Affirmative statements are positive phrases that you repeat to yourself which will strike out any negative feelings if you believe and accept it.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE

Practice Exercise 5



The Practice Exercise consists of short answers related to a case study.

Read the case study below and answer the following questions

Case Study

Thommo in this morning and his mother yelled at him. He was in such a hurry that he forgot his lunch, and then missed the bus to school. When he finally got to school, he found out that he had forgotten his homework book. His teacher was very upset and told him that he was always forgetting things and that he would forget his head if it was not screwed on. During math he received his exam and scored 40 out of 100. Then in Japanese he was asked to read a passage and everyone laughed at him.

a) If you were Thommo, how would you have felt by the end of the day

b) What could you do to make sure it didn't happen again?

c) If Thommo was your mate, how could you help?

d) Is there anything you can do in advance to avoid bad days that chip away at your self-esteem?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.

Answers to Lesson Activities

Activity 5.1

No standard answers. Answers may vary

Activity 5.2

1. Define the following terms

- **Affirmation**

Affirmation is a positive phrase that you repeat to yourself which describe how you want to be. It helps strike out negative feelings that you have.

- **Belief**

A belief is something that you think is true or has confidence in.

- **Positivity**

The quality or state of being positive

To answer question 2, look at the example of Positive affirmations for confidence

- I. *I am confident*
- II. *I am a naturally confident person*
- III. *I am confident socially and enjoy meeting new people*
- IV. *I am confident at all times and in all areas of my life*
- V. *Confidence comes naturally to me*
- VI. *Being naturally self-confident and comfortable within me is just part of who I am.*

2. Ambition is a strong desire to do or achieve something, this usually requires determination and hard work. Write a list of positive affirmations for ambition.

(Students answers may vary, as long as the answers are in line or similar to the answers below).

- I. Its ok to be peaceful and ambitious at the same time.
- II. I am peaceful and ambitious at the same time.
- III. I will do the thing I think I cannot do
- IV. I will love the ambitious for they can inspire me
- V. Ambition is the part to my success
- VI. People envy my ambition

Reference

Getley, A (1990) **Home Economics: *Learning for Life***, THE MACMILLAN COMPANY OF AUSTRALIA, Australia

Sunderland, G, Pickup, M (1993) ***In great Shape 1***, Rigby Heinemann, A division of Reed International Books, Australia Pty Ltd

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Proctor, K., Ruskin, R, Harper. K (2011) **Active outcomes 1: PDHPE stage 5, 2nd ed.** John Wiley & Sons, Australia

Proctor, K., Ruskin, R, Harper. K (2011) **Active outcomes 2: PDHPE stage 5, 2nd ed.** John Wiley & Sons, Australia

Lesson 6: Community Influence



Welcome to lesson 6 of unit 1. In the last lesson you learnt about self-esteem. In this lesson you will learn about community influence.



Your Aims:

- how different factors within your community influences your self-esteem
- how to maintain positive self-esteem in future

Your Community

Your community involves a lot of different people, places and experiences. The people you live with and meet every day, the place where you stay, visit or walk past and even what you see or do, are all part of the community. You will often create your personal values and positions because of the different community views and attitudes. Your self-esteem is influenced by your own internal feelings and by the reactions of people around you. If someone comments on how you have dressed (especially if it's good) it makes you feel better about yourself. But if someone makes a comment and they all laugh at you, this is likely to lower your self-esteem.

Factors that influence Self Esteem

Main influences on your self-esteem are *family, peers, body image, personal achievement, media, and social environment*. They influence how you feel positively about yourself.

Family- If members of your family treat you with respect, praise your achievement and support your efforts to succeed; your self-esteem will be high.

Peers- for many people the views that their peers have of them are the most important influences on their self-esteem. If your friends support you, make you feel good and enjoy being your friend, these helps boost your self-esteem.

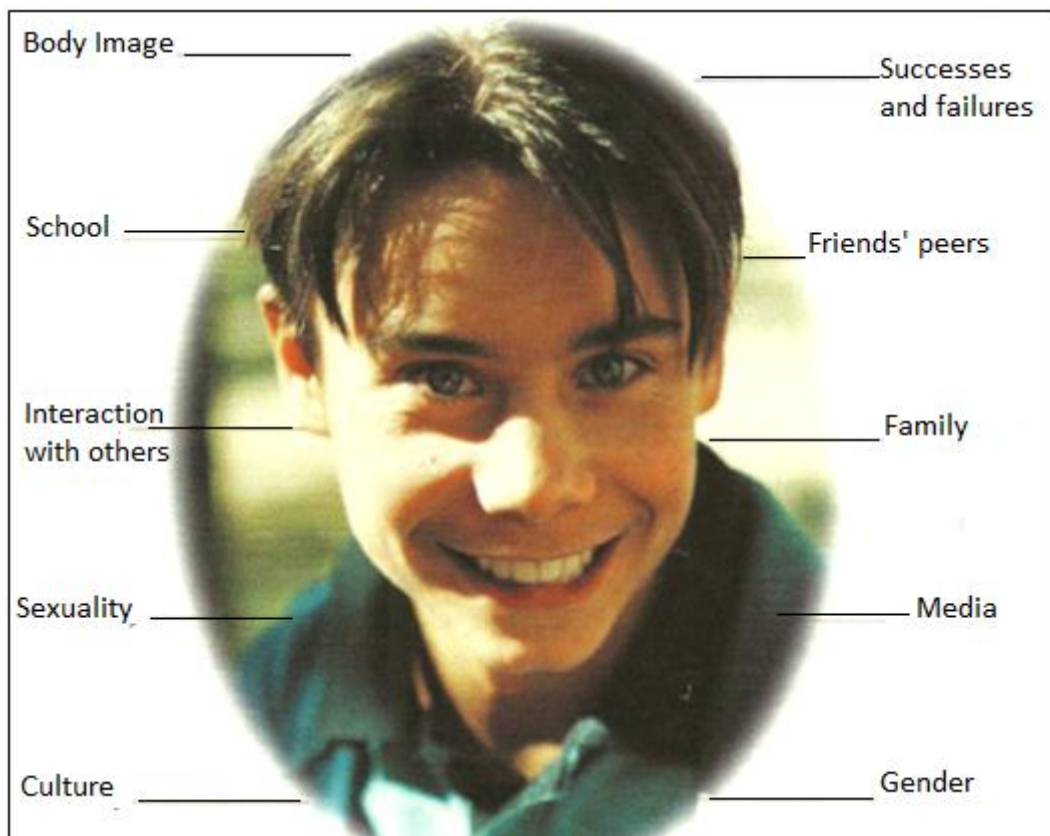
Body Image- if you are happy with your appearance and try to present yourself as well as possible, this tends to provide high self-esteem.

Personal Achievements-if you plan yourself reasonable goals that you regularly achieve, each achievement boosts your self-esteem.

Media- unfortunately the media, especially television, often has a negative effect on your self-esteem. This happens because television tends to show stereotyped males and females whose bodies and behaviour do not match yours.

Religion – taking part in church or religious activities increases your self-esteem.

Social Environment- environments such as school, families, workplaces, and even your cultural group, which provide levels of personal involvement and support, give satisfaction to most people. This results in higher self-esteem.



Activity 6.1



This activity consists of 2 short answer questions.

1. Your cultural group will affect your self-esteem, because the people in these particular groups (your wantoks) share the same or similar background to you. In what way, has your culture affected your self-esteem?

2. How can your body image influence your self –esteem?

Improving your self-esteem

You can improve your self-esteem by developing more positive feelings about yourself.

Here are some ways of improving your self-esteem:

- Know yourself. Learn to recognize your own abilities, and positive features, and concentrate on this rather than your failings.
- Have a positive approach to things that go wrong in your life. Plan for improvement next time (where this is possible)
- Use your talents to the fullest
- Set yourself real goals and be proud of your achievements
- Change negative beliefs you have about yourself to things that are positive
- Keep company with people who care about you and make you feel good, keep away from people who make you feel useless.
- Give everything your best effort so that you are more likely to achieve.
- Build a lifestyle that helps boost your body image.
- Use other people's feedback to improve yourself, not destroy yourself.

Activity 6.2



This activity consists of 5 short answer questions.

1. Make a list of 4 comments that you may have heard about yourself, both positive and negative, that you can remember this month. These comments may have been made by your parents, brothers or sisters, friends, people in the community etc.

i. _____

ii. _____

iii. _____

iv. _____

2. How did the positive comments make you feel?

3. What feelings did you have about the negative comments?

4. Did these comments influence your behaviour?

5. How would you modify your behaviour so that people will not make many negative comments about you?

SUMMARY



- You will often create your personal values and positions because of the different community views and attitudes.
- Your self-esteem is influenced by your own internal feelings and by the reactions of people around you
- Main influences on your self-esteem are family, peers, body image, personal achievement, media, social environment.
- You can improve your self-esteem by developing more positive feelings about yourself.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE

Practice Exercise 6



This exercise consists of 1 table to complete and 5 short answer questions.

1. Fill in the table below by describing each influencing factor. The column on the left write the words-positive or negative. In the right column give an example why you think it is either positive or negative. The first one has been done as an example.

Influencing factor	Positive or Negative	Example
School	<i>Positive</i>	<i>It helps me to learn a lot of things</i>
Family		
Peers		
Media		
Social environment		
Body Image		
Personal Achievement		

2. Out of all the positive influences on you, which is the strongest?

3. Of the negative influences, which is the strongest?

4. Which influences are stronger, the positive or negative?

5. How could you be a positive influence in someone's life?

6. In the space provided, describe in your own words, how you think taking part in a religious activity or going to church, would help with your self esteem

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2

Answers to Lesson Activities

Activity 6.1

1. No standard answer. Your cultural or ethnic group will affect your self-esteem because the behaviour and even the beliefs that you may have will be the same as theirs. They will give you a lot of confidence also, because they know your background and would understand the same things that you do. This will help in communication as well.
2. Your body image may influence your self-esteem because of the comments that other people may make about you. You may be encouraged or if not discouraged by their words.

Activity 6.2

1. No standard answer. However the list may include things such as the following:
 - i) They may have said a compliment because you worked around the house
 - ii) Said kind things about you
 - iii) Scolded you for not washing your clothes
 - iv) Praised you for doing something good outside
 - v) Listened to a story you said and showed their interest
 - vi) Asked you for help because they know you are good at something
 - vii) Complained about you losing some money
 - viii) Gave you a hug when they came home
2. No standard answer
3. No standard answer
4. No standard answer
5. No standard answer although students may talk about an improvement on the negative aspects or change of routine or company they are with

Reference

Proctor, k. Ruskin, R. (2011) *Active outcomes 1, 2nd Ed.* John Wiley & sons, Australia

Getley, A. (1990) *Home Economics: Learning for Life*, The Macmillan Company of Australia

Bradford, Michelle-Anne (1999) *Queensland Health and Physical Education*, Australia

Websites:

www.freeaffirmations.org

www.kkhsou.in

www.personaldevelopment.org

Lesson 7: Roles and Behaviour



Welcome to lesson 7 of Unit 1. In the last lesson you learnt about community influence. In this lesson you will learn about roles and behaviour.



Your Aims:

- define roles and behavior and how they change in different situations
- define respect and discuss ways to earn respect

Roles and behaviour

There are lots of tasks that must be done in different situations with people we interact with. Roles and responsibilities are an important part of this process. A role is a social position that carries with it expectations and responsibilities. Roles are the parts you play when you interact with others. Remember, you have many roles. You are your parents' child, your teacher's student, your friends' friend. You might also be a team member, a musician in the band, an employee or a neighbour.

Roles are the parts you play when you interact with others.

Behaviour is how people act as an individual or groups

Different roles produce different expectations. When you are in the role of the student you know the sort of behaviour that is expected from you. As roles change expectations change, too. When you were a child, for example, you expected your parents to provide everything—food when you were hungry or blanket when you are cold. As you mature, you may expect to be treated more as an adult. In turn your parents will expect you to assume more responsibility for your own life.

There are different types of behaviour that are considered to be expectable depending on the roles we play in a relationship. Even though some of your teachers may be of similar age to your parents or other adult relatives, you do not behave in the same way towards your teachers as you do towards your family. You may also find that you relate differently to the same people when you are in a different situation. The way you behave is influenced by the behaviour the people around you use or teach you. As children, our parents, teachers, and other adults teach us appropriate behaviour, including being respectful

You may have different roles, depending on who you are with. Different roles have different expectations.



Activity 7.1



Do this activity.

Sometimes the roles you play in different situations affect the behaviour you have.

1. Look the statements listed in the table below. For each one, put a tick in the appropriate column if you think it is a good behaviour or poor behaviour.

Behavior	Good	Poor
Good sense of humor		
Doesn't get on well with neighbors		
Understands what's wrong and right		
Hate teachers		
Follows instructions well		
Respects other people's rights		

2. List down 5 roles you play in 5 different situations.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

3. What are your expectations of the 2 roles you play?

- a) _____

- b) _____

4. How does your behavior change in the 2 different roles you play?

- a) _____

- b) _____

What is meant by Respect?

Respect is an attitude of caring about people and treating them with dignity respect is valuing yourself and others. You show respect by speaking and acting with courtesy and politeness. When you are respectful, you treat others as you want to be treated.

Self-respect is making sure no one hurts or abuses you. When you respect yourself, others respect you too. Respecting yourself helps you to make good choices.

As a young adult, you will learn that

- Taking responsibility for your choices and actions is an essential part of growing up
- Making choices based on what is right usually produces the best results
- When you respect yourself, you make your best choices

Honesty

Honesty is the human quality of communicating, telling the truth and being fair and just. When you are honest, you:

- Are trustworthy, refusing to lie, cheat or steal
- Tell the truth kindly and tactfully
- Admit your mistakes even when you know someone might be angry or disappointed
- Say what you mean and mean what you say
- Make promises you keep
- Don't pretend to be someone you're not



Respect is a feeling of admiration for someone or something as a result of their abilities, qualities or achievement or an important way of being kind and good to other people.

Honesty is the human quality of communicating and acting truthful and with fairness, as best one is able

Activity 7.2



Do this activity.

1. Make a list of 5 ways that you can show respect at home or in your community?
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

2. Why do you think being an honest person is important?

Summary



- A role is a social position that carries with it expectations and responsibilities. Roles are the parts you play when you interact with others.
- There are different types of behaviours that are considered to be expectable depending on the roles we play in a relationship.
- As roles change behaviour and expectations change as well.
- Respect is an attitude of caring about people and treating them with dignity, respect is valuing yourself and others.
- Honesty is the human quality of communicating, telling the truth and being fair and just.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE

Practice Exercise 7



The Practice Exercise consists of short answers

You may start Practice Exercise 7

1. Define the following terms?

- a) Roles: _____

- b) Behaviour: _____

- c) Respect: _____

- d) Responsibilities: _____

- e) Honesty: _____

2. What behaviour is expected of you as a family member and a member of a basketball team?

3. What role changes have you experienced in your life so far? As a result of this changes, how have your expectations and those of other people changed?

4. How do you earn respect from your family, friends and the community?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.
--

Answers to Lesson Activities

Activity 7.1

1. Answers may vary. No standard answers
2. Answers may vary. No standard answers.
3. Answers may vary. No standard answers
4. Answers may vary. no standard answers

Activity 7.2

1. What are some ways that you can show respect?
 - When you clean up after dinner, you are actively showing your family that you care about them and that you are willing to do your duty for them.
 - Respect your elders. Your deference shows that you consider them honourable
 - When you take care of your own body you are showing self-respect by meeting your own needs.
 - You ask someone for advice because you value their opinion.
2. Why do you think being an honest person is important?
Honesty is one of the most important thing for a relationship to exist and to last forever. It helps you be a better person not only to yourself, but to everyone around you and people who love you will appreciate the way you are.

Reference

Getley, A (1990) **Home Economics: *Learning for Life***, THE MACMILLAN COMPANY OF AUSTRALIA, Australia

Bradford. M, Dickens. S, Davis. D (2007) **Queensland Health and Physical Education: Years 8-10, 2nd ed.** MACMILLAN EDUCATION, Australia, Pty Ltd

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Lesson 8: Family and Community Expectations



Welcome to lesson 8 unit 1. In the last lesson you learnt about roles and behaviour. In this lesson you will learn about family and community expectations.



Your Aims:

- identify expectations of different groups of people in your community
- identify your family expectations

The Expectations of Your Family and Society

When you were born, you were not born with a set of values or expectations. A lot of these were learnt from our parents and relatives as we grew up. They influenced how we dressed and even the games and toys we played with. This is because many cultures and communities have expectations of what a boy or girl may or may not do.

Even the responsibilities and work that you do at home is because of this influence. As a result, boys and girls may have a lot of differences. But the differences you have are more than just something physical between males and females. You often have different attitudes, views and behaviours.

Activity 8.1



This activity consists of 4 short answer questions.

1. Think about your family for a moment. Make a list of six responsibilities you have in your family.

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____
- vi) _____

2. Do you share these responsibilities with other people in your family?

3. Why have you been given those responsibilities in your home or family?

4. Are there different expectations for boys and girls in your community?

Gender role

We learn roles as part of our socialization. Many of the expectations and responsibilities that these roles carry are determined on the basis of sex or gender. This isn't always a good thing. Some people might think it is alright for boys to be outgoing while girls should be dependant and quiet.

Traditionally, women were seen as those in charge for the care of children and looking after the house while men were the breadwinners. This was mostly because men were better educated and were given more opportunities. This view has slowly changed over the years. Now, in some cultures, men and women share similar responsibilities and jobs.

There are more women in the workforce, many of them in jobs that were traditionally held by men.



The sex you are born with does not determine your abilities. Females and males are capable of performing similar tasks.

Activity 8.2



This activity consists of a table and four short answer questions.

1. Look at the table below. In the column on the left, make a list of things that males are expected to do in your community. In the column on the right, list down the jobs that women can or may do in your community.

Things that men are allowed to do	Things that women are allowed to do

2. What things can men do that women cannot or are not allowed to do?

3. What things can women do that men cannot or are not allowed to do?

4. If men did the same jobs as women, and women did the same work as men, would

5. If you said yes, how would it change? If you said no, why not?

SUMMARY



- You were not born with a set of values or expectations. A lot of these were learnt from our parents and relatives as we grew up.
- Many cultures and communities have expectations of what a boy or a girl may or may not do.
- You will have different attitudes, views and behaviours because of your gender
- We learn roles as part of our socialization.
- Traditionally women were viewed as those responsible for the care of children and managing the household while men were the breadwinners.
- Now, in some cultures, men and women share similar responsibilities and jobs. There are more women in the workforce, many of them in jobs that were traditionally held by men.
- Females and males are capable of performing similar tasks.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE

Practice Exercise 8



This practice exercise consists of an extended response question.

In the space provided below, What are the disadvantages to men/women and society of being expected to behave in particular ways?

[illegible]

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2

Answers to Lesson Activities

Activity 8.1

1. No standard answers to questions. Students may have answers similar to those presented below.
 - i. Doing work around the home
 - ii. Looking after younger siblings
 - iii. Getting sent to the shop or market
 - iv. Cooking at home
 - v. Doing well in school
 - vi. Doing the laundry
 - vii. Cleaning around the home etc
2. No standard answer
3. These responsibilities may have been given because of the roles that I have in my family or community. Or I am expected to do these responsibilities because of my role as son/daughter, niece/nephew, uncle/aunt etc.
4. There are different expectations in any community for males/females.

Activity 8.2

1. No standard answers. However optional answers are as below

Things that men are allowed to do	Things that women are allowed to do
<i>Getting a job and working for money</i>	<i>Cooking in the kitchen</i>
<i>Driving the car</i>	<i>Looking after the children</i>
<i>Working in the garden</i>	<i>Washing the clothes</i>
<i>Speaking in public meetings</i>	<i>Cleaning the house</i>

2. Refer to given table
3. Refer to given table
4. Yes or No (depending on student reasons)
5. No standard answer. Community would definitely change because all roles would change. Therefore there would also be a change in gender expectations.

Reference

- Proctor. K, Ruskin. R (2005) *Active Outcomes 1, 2nd edition*, John. Wiley & Sons, Australia
- Glencoe, McGraw/Hill (1994) *Creative Living- Basic concepts in Home Economics*, USA
- Getley, A. (1990) *Home Economics: Learning for Life*, The Macmillan Company of Australia
- Burns, A.A, Lovich, R. Maxwell ,J. Shapiro, K (2010) *Where Women Have No Doctor- A Health Guide for Women*, Hesperian Foundation, California, USA

Answers to Practice Exercises 5-8

Answers to Practice Exercise 5

No standard answers. Answers may vary

Answers to Practice Exercise 6

1. *(table) no standard answer. However, properly explained examples on each*
 2. *no standard answer*
 3. *No standard answer.*
 4. *No standard answer*
 5. *You may be a positive influence in someone else's life by helping them make positive choices in the decisions they make.*
 6. *Taking part in a religious or church activity helps to improve your self-esteem because you have a belief or confidence in something (faith, god etc). this belief or confidence becomes part of you and therefore raises your self-esteem.*
-

Answers to Practice Exercise 7

1. Define the following terms? What behaviour is expected of you as a family member and a member of a basketball team?
 - a) Roles: Roles are the parts you play when you interact with others.
 - b) Behaviour: Behaviour is defined as how people act as individuals and as groups
 - c) Respect: a feeling of admiration for someone or something as a result of their abilities, qualities or achievement or an important way of being kind and good to other people.
 - d) Responsibilities: duties or obligations to satisfactorily perform or complete a task.
 - e) Honesty: honesty is the human quality of communicating and acting truthful and with fairness, as best one is able.
2. What behaviour is expected of you as a family member and a member of a basketball team?
Answers may vary no standard answers
3. What role changes have you experienced in your life so far? As a result of this changes, how have your expectations and those of other people changed?

Answers may vary no standard answers

4. How do you earn respect from your family, friends and the community?

Answers may include the following:

- Be respectful
- Help others out when they need it, if they need it
- Be friendly to others
- Be a person of your own words. If you say you will cut grass in the afternoon, do it don't blow it off
- Get involved with family members, visit relatives, try to make it to family events
- Be honest, one likes dishonest people
- Have clear boundaries
- Be forgiving
- Take time to acknowledge others when they do something good.

Answers to Practice Exercise 8

What are the disadvantages to men/women and society of being expected to behave in particular ways?

(no standard answers-may vary)

The disadvantages of men and women being expected to behave in a certain way is that they may not be allowed to reach their full potential, or may be restricted/limited from achieving.

TOPIC 3

RELATIONSHIPS

In This Topic You Will Learn About:

- Relationships
- Types of Family
- Factors Influencing Relationships
- Roles, Rights and Responsibilities
- Maintaining a Good Relationship

TOPIC 3: INTRODUCTION

RELATIONSHIPS

Welcome to Topic 3 on Relationships. In this topic you will learn about Relationships, Types of Family, Factors Influencing Relationships, Roles, Rights and Responsibilities, Maintaining a Good Relationship.

There are four lessons:

Lesson 1: Relationships

In this lesson you will define role, responsibility, and rights in families and identify one's role, responsibility, and rights in a family.

Lesson 2: Types of Family

In this lesson you will identify family conflict and its causes and ways of dealing with conflicts within a family.

Lesson 3: Factors Influencing Relationships

In this lesson you will define marriage and identify the types of marriages.

Lesson 4: Roles, Rights and Responsibilities

In this lesson you will define parenting and identify parental responsibilities and good parenting skills.

Lesson 5: Maintaining a Good Relationship

In this lesson you will define domestic violence and identify the causes of domestic violence.

In doing so, you will find out more about the types of relationships and families, individual roles and the qualities of relationships, the connection or bonds that people have with each other and the way you interact with people. You will also find out more and how to maintain a good relationship.

We hope you will enjoy studying this Topic.

Lesson 9: Relationship



Welcome to lesson 9 of unit 1. In the last lesson you learnt about family and community expectations. In this lesson you will learn about relationship.



Your Aims:

- define relationship
- identify the importance of relationship

Relationship

Your life is full of relationships with other people. A relationship is a relation between people. It exists when two or more people interact with each other. That does not mean that there has to be a physical presence. Some relationships exist through telephone or by letter writing.

Your current relationships include those with your parents, brothers, sisters neighbours, family friends, relatives, school friends, teachers, coaches, and perhaps, religious, sporting and hobby groups. Some of your relationships help to make you a happier, healthier or more knowledgeable person. Some may have a negative influence on you by undermining your self-esteem, making you unhappy and pushing you into conflict situations.

Relationship:

The connection or bond between two or more people or groups and their involvement with one another, especially the way they behave toward and feel about one another
--

Activity 9.1



Do this activity.

1. In the table below, record information about people with whom you have a good relationship. An example is given below.

Name	Type of Relationship	Relationship length	Good things about the Relationship.
Mum	Mother	13 years	Love, security, support

2. Of these relationships which are the most important to you. Explain

Importance of relationships

All human beings crave for and certainly need social contacts. Relationships are very important to humans, whatever age, whatever nationality, whichever sex. Without relationships, life is empty, boring and lonely. With relationships, lives are fun, fulfilling and sometimes stressful relationships are rewarding, but a struggle too, hence giving many headaches to a person.



The love you receive as a child helps you to form satisfying relationships as an adult.

Relationships are important because they help meet:

- Emotional needs: some of our needs are support, love and affirmation. (praise). These needs are met in different ways through various relationships. A relationship can be based on quiet, comfortable companionships or can be very intense and passionate. Everyone is different and we all need different things at different times.
- Acceptance: relationship can bring a feeling of being accepted and belonging. Being part of the family, or a group of friends, class, a club or a sporting team helps to do this.
- Enrichment: joining with others to share and learn things helps to enrich our lives. For example, we may enjoy arguing our points of view with others, share activities such as going to concerts, retreats or competing in sporting events.

Developing relationships

If a relationship is going to develop into a close one, considerable give and take is needed. Sociologists have talked about this process in these terms.

- Rapport
- Self-evaluation
- Trust
- Fulfilment



In order to get along well with others. You should treat them the way you want to be treated..

If we have rapport (pronounced rap-ore) with a person, it means we are comfortable in their presence and we can relate to them. To develop this rapport, we usually have to reveal some things about ourselves that is we confide in each other. This is self-evaluation. Good relationships are based on a give-and-take system. Support and friendship may be offered one to the other. After a while both people come to appreciate this friendship and trust develops.

Trust is very important in a relationship. Without it we cannot have closeness. It develops through rapport and self-evaluation. When we trust somebody, we are confident that he or she will not, betray or hurt us and we learn that we can depend on one another.

It is important that we build strong relationships with those we love. They are the one that matter the most to us. We should always treat them as such. Never take them for granted. We must treat everybody with respect. Accept people where they are. Allow them to make their choices in life. Remember you can't change anyone but yourself so concentrate on being the best person and the best friend you can be and you have no problem retaining real long lasting relationships.

Activity 9.2



Do this activity.

1. What is a relationship?

2. List the important needs that are met in a relationship?

3. Why is trust so important in a relationship?

4. How important are relationships to you? Do they make difference to your life?

Summary



- Relationships exist when two or more people interact with each other.
- Relationships range from very close to very distant
- Relationships meet a number of needs. These include; emotional needs, acceptance and enrichment.
- In order to develop, relationships need rapport, self-revelation trust and fulfilment
- Good relationships are built on respect and acceptance, allowing individuals a degree of space, or individuality.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE

Practice Exercise 9



The Practice Exercise is a short essay: Writing a description. This exercise will help you better understand relationships and how they enrich your life.

You may start Practice Exercise 9

You will continue to form relationships throughout your life. Each relationship can enrich your life and teach you something about yourself.

Write a short essay that describes the way your relationships enrich your life.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Lesson Activities

Activity 9.1

No standard answers. Answers may vary

Activity 9.2

1. What is a relationship?

A relationship is known as a relation between people you have with other people. It exists when two or more people interact with each other

2. List the important needs that are met in a relationship?

The important needs that are met in a relationship include:

- Rapport
- self-revelation
- trust
- fulfilment

3. Why is trust so important in a relationship?

Trust is the key to every relationship, and the following are some of the reasons why trust is so important.

Trust is important because

- without trust you would not be able to have confidence to share your feelings and emotions with others.
- no relationship can survive without trust. as soon as trust breaks, the relationship breaks.
- Trust is the foundation on which a relationship is built. If you don't trust a person, how can you love them.
- Trust is how a relationship starts, and it is through the development of trust that relationship grows.

4. How important are relationships to you? Do they make difference to your life?

No standard answers. Answers may vary.

Reference

Outram. A, Willies. C (1988) **Home Economics: *Skills for Living***, THE JACARANDA PRESS, New Zealand

Bradford. M, Dickens. S, Davis. D (2007) **Queensland Health and Physical Education: Years 8-10, 2nd ed.** MACMILLAN EDUCATION, Australia, Pty Ltd

Glencoe/McGraw-Hill, (1994) **Creative Living: *Basic Concepts in Home Economics*, 5th ed.** A Division of the McGraw-Hill Companies, USA

www.PersonalDevelopment.org

www.Cindysense.com

www.improvingyourworld.com/relation...

Lesson 10: Types of Relationships



Welcome to lesson 10 of unit 1. In the last lesson you learnt about relationship. In this lesson you will learn about types of relationships.



Your Aims:

- identify different types of relationships
- identify the importance your family's relationship with you
- identify the importance of your relationship with your friends and peers

Types of Relationships

In our life we come in contact with many other people: parents, brothers, sisters, aunties friends and people we meet through work, school, church or other interests.

Your relationships are not all the same. Your relationships with family members are different than those with friends. Your relationships can be divided into three groups: family, friends and acquaintances.

We relate differently to each person and each person relates differently to you. Therefore we have different types of relationships. The types of relationships we have with other people. Some of these are

- Their position in our life (relative, in the same church group, teacher, coach)
- Our thoughts and feelings about the other person
- Their thoughts and feelings about us
- How long we have known each other
- The age difference
- Gender differences
- How often we see each other
- Differences in family background
- How we spend our time together

Relationships can be quite complex. They can seem good one day but can change when other people or factors are added. As a result of this complexity relationships take work. It helps if you think about what you want and expect from a relationship.

Activity 10.1

This activity consists of a table and 2 short answer questions.

1. In the table below, give three examples for each column.

Family	Friends	Acquaintances

2. Which group of people do you find it easier to talk with?

3. Explain in the space below, why you chose this group of people.

Family

Have you ever thought what you would be like if you had been born into a different family? Without your parents, brothers and sisters, and other relatives you would not be the person you are today. Your family helps shape your personality: you learn how to think and act mainly from your parents. Your family teaches you values and what is important in your life. It provides you with food, clothing, and shelter. More importantly, your family gives you love and emotional support.

Family relationships provide in most case, the love security and care that people need. As children, we rely heavily on our family for all our needs. As we grow older, family may play less of a role in our lives, although they are still very important in providing love, support and guidance.

Activity 10.2

This activity consists of a table and a short answer question.

1. In the table below, list down the things that you receive from the relationship with your family. The table is divided into two columns. In the first column, 'Physical support', write down all the things you can see or touch. . In the column 'emotional support', write down examples of what how your family provides support.

Physical support	Emotional support

2. Think of a member of your family: in the space below, write down why you think the relationship you have with that person is important.

Friendships

Next to your relationships within the family, your most important relationships are with your friends in fact during your teenage years, you may find yourself interacting more with your peers (friends your age) than with your family. You will probably have two circles of friends who are either casual or close: these were described as friends and acquaintances.

- **Close Friends**

As soon as you were able to talk, you began to form friendships outside your family. You enjoyed running, playing and trying new games and toys. Your playmates were your

friends. When you started school, some of your classmates became your friends. Increasingly during adolescence a young person's peer group becomes a significant source for support. For some young people, making friends takes effort and can be a hard thing to do, particularly if you are a shy person. Perhaps you singled one out as your 'best friend' or you and your friends formed a group. Friends became more important as you enter the teens.

- **Acquaintances**

You also form relationships with people you don't know very well. A school-mate, co-worker or neighbour can be an acquaintance; someone you know but not as well as a good friend. An acquaintance can be someone you just met or someone you see occasionally. Sometimes these relationships develop into friendships



It is important to have different types of relationships

Activity 10.3



This activity consists of 2 short answer questions.

1. Why do you think you have a close relationship with your friends?

2. Identify two important characteristics of a close relationship and explain what you think they mean.
 - i) _____

 - ii) _____

SUMMARY



- Your life is full of relationships with other people.
- A relationship is any association you have with other people.
- A large part of your life is shaped by your relationships. Relationships are your connections with other people.
- Your relationships are not all the same.
- Your relationships with family members are different than those with friends.
- Your relationships can be divided into three groups: family, friends and acquaintances.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE

Practice Exercise 10



This practice exercise consists of 4 short answer questions.

1. What are three basic types of relationships?

2. How do you think family relationships differ from relationships with friends?

3. Why do you think people need different types of relationships?

4. Why do you think your relationship with your family has changed from when you were a child?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3

Answers to Lesson Activities

Activity 10.1

1. In the table below, give three examples for each column.

Family	Friends	Acquaintances
<i>Mother</i>	<i>Best friend</i>	<i>Church friend</i>
<i>Cousin</i>	<i>Team-mate</i>	<i>Trade store owner</i>
<i>Grand father</i>	<i>Next door Neighbor</i>	<i>Buai seller</i>

2. No standard answer. Dependent on table given above.
3. No standard answer. Although student may give examples on family situation, quiet/noisy personality and confidence or social/community setting

Activity 10.2

1. Any of the following answers may be suitable.

Physical support	Emotional support
Give you money	Saying hello when I come home
Buy your clothes	Showing affection (hugs, handshakes etc.)
Provide a house to live in	Give advice
Assist you in your education	Support you in sports, or other activity
Give you food to eat	
Provide health care	

2. No standard answer. May depend on specific relationship group- uncle, aunt, best friend, parent etc. any of the following answers may suffice. The relationship is important because general support is given, it may be financial, emotional, intellectual, physical etc.

Activity 10.3

1. You have a close relationship with your friends because you share a lot of things in common. Age, interests, likes and dislikes etc. you may also have similar family or cultural background
- 2.

- i) *Respect- when you have respect for a person in a relationship, you are able to express yourself freely and not worry*
 - ii) *trust- if you do not have trust in the relationship, you cannot be close to a person or know that person very well*
-

Reference

Proctor. K, Ruskin. R (2005) *Active Outcomes 1: PDHPE stage 4, 2nd edition*, John. Wiley & Sons, Australia

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Pickup. M, Sunderland. G (1993) *In great shape! 1: personal development, health and physical education*, Rigby Heinemann, Victoria

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Lesson 11: Factors Influencing Relationships



Welcome to lesson 11 of unit 1. In the last lesson you learnt about types of relationships. In this lesson you will learn about factors influencing relationships.



Your Aims:

- identify the factors that influence different types of relationships
- identify how different factors influence how one relates to the other and how the factors affect them.

Factors influencing Relationships

Over the course of our lives we learn to establish different relationships, with different values, expectations and commitments. Interpersonal relationships refer to individuals with similar mindsets entering into an association. Individuals who share identical goals and interests enter into an interpersonal relationship. It is essential for individuals in a relationship to get along well.



The types of relationships we have are influenced by different factors. It determines how close, casual or distant we are with other person in the relationship.

Let us go through various factors affecting interpersonal relationship:

- Compatibility

Two individuals in a relationship must be compatible with each other. There should be no scope of conflicts and misunderstandings in a relationship. Individuals from similar backgrounds and similar goals in life do extremely well in relationships. People with different aims, attitudes, thought processes find it difficult to adjust and hence fail to carry the relationship to the next level.

- Communication

Communication plays a pivotal role in all types of relationships whether it is personal or professional. Feelings must be expressed and reciprocated in relationships. Individuals need to communicate with each other effectively for better understanding. Do not stay silent as it leads to problems and misunderstandings. Two people in love must interact with each other on a regular basis through various modes of communication. Staying in touch is essential for the love to grow. Especially in long distance relationships where individuals can't meet quite often.

In professional relationships as well, colleagues must communicate well for better bonding. The recipient must understand what the sender intends to communicate and vice versa. Clarity of thoughts is essential in relationships.

- Honesty

Be honest in relationships. Do not lie or hide things from your partner. Remember every problem has a solution. Think before you speak. Transparency is important in relationships

- Stay calm

Do not overreact on petty things in relationships. Stay calm. Be a little more adjusting. Be the first one to say 'sorry'. It will solve half your problems.

- Forgiving

An individual needs to be a little more forgiving in relationships. Do not drag issues unnecessarily. Fighting over small issues is foolish and makes the situation all more worse.

- Smile

As they say 'smile is a curve that makes everything straight'. Flash your smile more often. It works. Take care of your facial expressions while interacting with the other person.

- Time

Time plays an important role in relationships. Individuals in love must spend adequate time to know each other better. Frustrations arise when people do not have time to meet or interact with each other. Even in organization, individuals must spend quality time with their co-workers to strengthen the bond amongst themselves. Married couples must take time out for each other for the charm to stay in relationship forever.

- Praise

Make the other person feel important. Appreciate your partner whenever he/she does something for you. Praise him/her in front of others. Every relationship needs time and an individual effort to grow. Sit with your partner and try to sort out the differences amicably. Don't be too rigid.

Factors that influence relationships include: compatibility, communication, honesty, stay come, forgiving, smile and time

Activity 11.1



Do this activity.

1. Define interpersonal relationships

2. List down 5 factors that affect interpersonal relationships.

a)

b)

c)

d)

e)

3. Out of these five factors, select two factors and describe how this factors influence relationships.

Summary



- Interpersonal relationships refer to individuals with similar mindsets entering into an association.
- There are different factors that affect interpersonal relationships which include:
 - Compatibility: Two individuals in a relationship must be compatible with each other
 - Communication: people in a relationship must interact with each other on a regular basis through various modes of communication.
 - Honesty: Be honest in relationships
 - Stay calm: Do not overreact on petty things in relationships. Stay calm
 - Forgiving: An individual needs to be a little more forgiving in relationships
 - Smile: Take care of your facial expressions while interacting with the other person.
 - Time: Frustrations arise when people do not have time to meet or interact with each other

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE

Answers to Lesson Activities

Activity 11.1

1. Define interpersonal relationships

Interpersonal relationships refer to individuals with similar mindsets entering into an association

2. List down 5 factors that affect interpersonal relationships.

Factors that influence relationships include:

Compatibility, communication, honesty, stay come, forgiving, and time

3. Out of these five factors, select two factors and describe how this factors influence your relationships.

No standard answers. Answers may vary

Reference

Proctor, K., Ruskin, R, Harper. K (2011) **Active outcomes 1: PDHPE stage 5, 2nd ed.** John Wiley & Sons, Australia

Sunderland, G, Pickup, M (1993) ***In great Shape 2***, Rigby Heinemann, A division of Reed International Books, Australia Pty Ltd

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Lesson 12: Individuals Roles, Rights and Responsibilities



Welcome to lesson 12 of unit 1. In the last lesson you learnt about factors influencing relationships. In this lesson you will learn about individual roles, rights and responsibilities.



Your Aims:

- identify the rights and responsibilities that you have in a relationship
- identify roles and expectations that affect relationships
- identify how to be responsible in a relationship

Individuals Roles, Rights and Responsibilities

In any relationship, whether you are in a big group or just with another person, you have certain rights and responsibilities.

- Your rights are the ways in which the other people in a relationship treat you
- Your responsibilities are the ways in which you treat other people in a relationship

Roles and responsibilities are an important part of this process.



An important and very easy rule to remember is this:

Treat others the way you would like to be treated

Roles

A role is a social position that carries with it expectations and responsibilities. Roles are the parts you play when you interact with others. Remember, you have many roles. You are your parent's child, your teacher's student, your friend's friend. You might also be a team member, a musician in a band or a neighbour. Different roles produce different expectations (what each person wants in a relationship). As roles change, expectations change too. When you were a child for example, you expected your parents to provide everything- food when you were hungry or a blanket when you were cold. As you mature, you may expect to be treated more as an adult. In turn your parents will expect you to assume more responsibility for your own life.

Activity 12.1



This activity consists of 3 short answer questions.

1. What is a role?

2. What role changes have you experienced in your life so far?

3. As a result, have other people's expectations of you changed. If yes, in what way?

Responsibility

There are things that we need in our relationship with others. We need to show our true thoughts and feelings, as this will allow the relationship to be honest. We need to consider what is happening for the other person and respect their feelings. In some relationships there are certain tasks that must be done. Think of all the responsibilities that your parents had when you were a child. They had to provide food, clothing and a home, they taught you how to talk and walk and socialize as well.

Sometimes the expectations of two people in a relationship may differ. Relationships often run into trouble when one person demands his or her rights but does not show any sense of responsibility. We say that a person is showing double standards in a relationship- she or he says: 'one standard for me, but a different one for you'. An example; Luke must share with Daniel, but Daniel never shares with Luke. Daniel has one standard for himself but a different one for Luke.

Rights in a relationship

A right in a relationship means that there are certain things in a relationship that you are free to do or have. These may include the right to have a say and express your opinions and also the right to feel safe and protected. Rights are not things that you ask for but instead are supposed to be provided by the person who you have the relationship with. Even they have the same rights that they expect from you.

Activity 12.2



This activity consists of 3 short answer questions.

1. Think about a good friend that you have and answer the following questions

a. What makes a good friend?

b. Describe the qualities of a good friend that you have

c. Why are you good friends with that person?

d. What qualities do you think you have that make *you* a good friend?

- e. Why is important to respect the rights of others in a relationship?

2. Write down three examples of double standards

- i) _____
- ii) _____
- iii) _____

SUMMARY



- In any relationship, you have certain rights and responsibilities.
- Your rights are the ways in which the other people in a relationship treat you
- Your responsibilities are the ways in which you treat other people in a relationship
- Roles are the parts you play when you interact with others.
- Different roles produce different expectations
- As roles change, expectations change too.
- Relationships may spoil when one person demands his or her rights but does not show any sense of responsibility.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE

Practice Exercise 12



This practice exercise consists of 2 short answer questions and a table to complete.

1. In your own words, what is meant by a 'right'?

2. How do you feel when your rights are not respected?

3. In the table below, write down some examples of rights and responsibilities in a relationship.

Rights	Responsibilities

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3

Answers to Lesson Activities

Activity 12.1

1. *A role is a part that you play in a relationship. Your role depends on the expectations or responsibilities that you may have.*
2. *No standard answers. Students may give any examples from their own experiences.*
3. *No standard answer- dependant on answers given for question 2*

Activity 12.2

1.
 - a. *A good friend is one who respects you and allows you to feel free to do the things you want to do.*
 - b. *Kind, caring, loving, patient, honest, strong, confident, funny,*
 - c. *No standard answer.*
 - d. *No standard answer.*
 - e. *No standard answer, students may use any answers from question (b).*
2. *It is important to respect the rights of others in a relationship so that the relationship may be content or happy.*
3. *The following answers may be accepted although not restricted specifically to;*
 - i) *You listen to other people but they don't listen to what you have to say*
 - ii) *Your friends/family are quick to give you work to do, but don't like helping you*
 - iii) *Your younger brother/sister is allowed to do whatever they want, but you must always follow your parents/ relatives instructions*

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Lesson 13: Qualities of Relationships



Welcome to lesson 13 of unit 1. In the last lesson you learnt about individual roles, rights and responsibilities. In this lesson you will learn about qualities of relationships.



Your Aims:

- identify the qualities of healthy relationships and unhealthy relationships
- identify the strengths and weaknesses in relationships and
- describe how weaknesses in relationships can be improved.

What is a healthy relationship?

Relationships are necessary part of healthy living, but there is no such thing as perfect relationship. Relationships, from acquaintances, family to romances, have the potential to enrich our lives and add to our enjoyment of life. However, these same relationships can cause discomfort and sometimes can even cause harm.

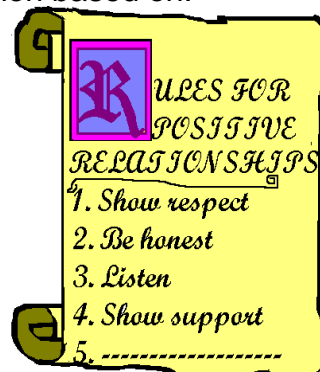


How do you know if your relationship with someone is healthy or not?
To help you identify whether a relationship is healthy for you, think about how you feel and how you are treated in the relationship

What qualities make a healthy relationship?

A healthy relationship is one in which both parties feel respected and feel a healthy sense of self, having a feeling of harmonious and spending time together to meet each other needs, and each can ask for help without fear of criticisms. A healthy relationship is when two people develop a connection based on:

- Love
- Mutual respect
- Trust
- Honesty
- Support
- Fairness/ equality
- Separate identities-acceptance
- Good communication
- A sense of playfulness/fondness



All of these things take work. Each relationship is most likely a combination of both healthy and unhealthy characteristics. Relationships need to be maintained and healthy relationships take work. This applies to all relationships.

What are signs of a healthy relationship?

A healthy relationship should bring more happiness than stress into your life. Every relationship will have stress at times but you want to prevent prolonged mental stress on either member of the relationship. Below are some characteristics that maybe present in your healthy relationships.

While in a relationship you:

- Take care of yourself and have good self-esteem independent of your relationship
- Maintain and respect each other's individuality
- Maintain relationships with friends and family
- Have activities apart from one another
- Are able to express yourselves to one another without fear of consequences
- Are able to feel secure and comfortable
- Allow and encourage other relationships
- Take interest in one another's activities
- Do not worry about violence in the relationship
- Trust each other and be honest with each other
- Have the option of privacy
- Accept influence
- Relationships are give and take; allowing your partner to influence you is important; this can be difficult for some men.
- Resolve conflict fairly



I have friends who I confide in and I trust them to keep everything a secret. I have smart friends, funny friends, sporty friends, bodyguard friends who will stick up for me no matter what and just friends who are there on the weekends to lie around and listen to music. So really, no one person fills all my needs for friendship.

What are the signs of unhealthy relationships?

A relationship is unhealthy when it involves mean, disrespectful, controlling or abusive behaviour. At all times relationships will have some of the characteristics listed below. However unhealthy relationships will exhibit these characteristics more frequently and cause you stress and pressure that is hard to avoid this tension is unhealthy for both members and may lead to problems in other areas of life.

While in an unhealthy relationship you:

- i. Put one before the other by neglecting yourself or your partner.
- ii. Feel pressure to change who you are for the other person
- iii. Feel worried when you disagree with the other person
- iv. Feel pressure to quit activities you usually/ used to enjoy
- v. Pressure the other person into agreeing with you or changing to suit you better
- vi. Notice one of you has to justify your actions (e.g. where you, who you see)

- vii. Have lack of privacy, and maybe forced to share everything with the other person
- viii. Notice arguments are not settled properly
- ix. Do not take time to spend with one another
- x. No lack of respect.
- xi. Experience a lack of fairness and equality

If your relationships have some of these characteristics, it does not necessarily mean the end of that relationship. By recognising these characteristics that affect you, you can begin to work on improving the negative aspect of your relationships to benefit you and the person in the relationship.

Activity 13.1



Do this activity.

1. What is a healthy relationship?

2. What characteristics can you find in a relationship that is unhealthy?

3. Name five qualities that are important in creating healthy relationships.

a) _____

b) _____

c) _____

d) _____

e) _____

4. Name five qualities that lead to having negative or unhealthy relationships.

a) _____

b) _____

c) _____

d) _____

e) _____

5. What is an unhealthy relationship?

- a) _____
- b) _____
- c) _____

How to Improve your Relationships

Any type of relationship, whether it is between family members, your friends, acquaintances, takes a lot of work to maintain and build upon. And much of the cement that improves our relationships is developing trust, compassion, and acceptance of the other. As well, differences must be taken into account-no two people are alike or have the same interests. Compromising your needs to keep someone else happy or avoiding an argument is not what healthy relationships are about. Caring and respectful relationships are those in which both people have their rights respected. Here are some ways that you can gain respect and improve your relationships:

- xii. Listen to the other person when they want to tell you their thoughts or feelings about something
- xiii. Try to understand their point of view
- xiv. Remember that they have a right to have different opinions, so don't interrupt or judge them if you don't agree
- xv. Don't put down the other person
- xvi. Provide support when they need it and accept their support when you need it
- xvii. Express your needs in a calm way, explaining clearly what you need without being aggressive. Avoid losing your temper-take a deep breath, count to ten and calm down
- xviii. Talk about the situation when there are differences. Listen to each other's needs and try to compromise so you both feel your needs are met.
- xix. Sometimes when there are differences in opinions or feelings, you will need to appreciate the differences and agree to disagree about some things.
- xx. Make sure there is a balance of give and take in the relationship
- xxi. Be honest and don't tell lies or mislead someone, even if you are afraid of what the person may think of you
- xxii. Develop trust in the relationship by being dependable and supportive.



Good relationships don't just happen, sometimes they take work and commitment.

Activity 13.2



Do this activity.

1. **Every one aims for the best. Though all of us wish to possess as much strength as possible, weaknesses also make an integral part of man. Here are some strengths and weaknesses that people have in relationships. Use this information to answer the questions below.**

Strengths

Forceful, Enthusiastic, Spontaneous, Trustworthy, Respectful, Tolerant, Observant, Optimistic, Caring, Generous, Practical, Considerate, Self-assured, Inspiring, Adventurous, Lively, Persuasive, Serious, Idealistic, Warm, Humorous, Friendly, Determined, Patient, Orderly, Disciplined, Ambitious, Dedicated, Flexible, Logical, Open, Accurate, Independent, Intelligent, Tactful, Creative, Honest, Straightforward, Appreciative, Versatile

Weaknesses

Rude, Passive, Aggressive, Bossy, Chaotic, Vague, Inflexible, Moody, Indifferent, Intolerant, Wasteful, Stubborn, Reckless, Naïve, Greedy, Fearful, Obstructive, Pushy, Mistrustful, Undisciplined, Strict, Shallow, Impatient, Complaining, Selfish, Lazy, Arrogant, Dull, shy

- a) List down 5 strengths in a relationship you have either with your family members, friend or acquaintances?

- _____
- _____
- _____
- _____
- _____

- b) List 5 weaknesses in a relationship you have with your family members, friend or acquaintances?

- _____
- _____
- _____
- _____
- _____

2. How can you improve on your weaknesses?

3. List down three ways of improving relationships that are unhealthy.

summary



- A healthy relationship is one in which both parties feel respected and feel a healthy sense of self, having a feeling of harmonious and spending time together to meet each other needs, and each can ask for help without fear of criticisms.
- Each relationship is most likely a combination of both healthy and unhealthy characteristics
- A healthy relationship should bring more happiness than stress into your life
- A relationship is unhealthy when it involves mean, disrespectful, controlling or abusive behaviour.
- It takes a lot of work to maintain and build upon relationships. And much of the cement that improves our relationships is developing trust, compassion, and acceptance of the other
- Caring and respectful relationships are those in which both people have their rights respected

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE

Practice Exercise 13



The Practice Exercise consists of a scenario and 2 questions that may challenge you on how you can evaluate on qualities of relationships.

You may start Practice Exercise 13

1. Read the scenario and answers the following questions below.

Sam is 13 years old and, because her parents are divorced, lives between two houses. Sam's dad has remarried and has a new baby. Sam really enjoys staying with her dad because she sees her new stepbrother. Her stepmother makes sure Sam feel's welcome by including her in all the family activities.

- a) Is this a healthy or unhealthy relationship?

- b) Why do you think this relationship is healthy or unhealthy?

2. Why are some relationships stressful or hard?

3. How can you improve the way in which you relate to others so your relationships are happy and respectful?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Lesson Activities

Activity 13.1

1. What is a healthy relationship?

A healthy relationship is one in which both parties feel respected and feel a healthy sense of self, having a feeling of harmonious and spending time together to meet each other needs, and each can ask for help without fear of criticisms.

2. What signs can you find in a relationship that is unhealthy?

While in an unhealthy relationship you:

- xxiii. Put one before the other by neglecting yourself or your partner.
- xxiv. Feel pressure to change who you are for the other person
- xxv. Feel worried when you disagree with the other person
- xxvi. Feel pressure to quit activities you usually/ used to enjoy
- xxvii. Pressure the other person into agreeing with you or changing to suit you better
- xxviii. Notice one of you has to justify your actions (e.g. where you, who you see)
- xxix. Have lack of privacy, and maybe forced to share everything with the other person
- xxx. Notice arguments are not settled properly
- xxxi. Do not take time to spend with one another
- xxxii. No lack of respect.
- xxxiii. Experience a lack of fairness and equality

3. Name five qualities that are important in creating healthy relationships.

Love
Mutual respect-
Trust
Honesty
Support
Fairness/ equality
Separate identities-acceptance
Good communication
A sense of playfulness/fondness, .Etc.

4. Name five qualities that lead to having negative or unhealthy relationships.

Lack of communication
Disrespectful
Mistrustful
Stubborn
Greedy
Rude
Inflexible
Passive

5. What is an unhealthy relationship?

A relationship is unhealthy when it involves mean, disrespectful, controlling or abusive behaviour.

Activity 13.2

1. a) List down 3 strengths in a relationship you have with your family members, friend or acquaintances?

No standard answers. Answers may vary. However students may refer to the information given in the activity for question 1.

- b) List 3 weaknesses in a relationship you have with either your family members, friend or acquaintances?

No standard answers. Answers may vary. However students may refer to the information given in the activity for question 1.

2. How can you improve on your weaknesses?

No standard answers. Answers may vary

3. List down three ways of improving relationships that are unhealthy.

Students may have the following answers:

- xxxiv. Listen to the other person when they want to tell you their thoughts or feelings about something
- xxxv. Try to understand their point of view
- xxxvi. Remember that they have a right to have different opinions, so don't interrupt or judge them if you don't agree
- xxxvii. Don't put down the other person
- xxxviii. Provide support when they need it and accept their support when you need it
- xxxix. Express your needs in a calm way, explaining clearly what you need without being aggressive. Avoid losing your temper-take a deep breath, count to ten and calm down
- xl. Talk about the situation when there are differences. Listen to each other's needs and try to compromise so you both feel your needs are met.
- xli. Sometimes when there are differences in opinions or feelings, you will need to appreciate the differences and agree to disagree about some things.
- xlii. Make sure there is a balance of give and take in the relationship
- xliii. Be honest and don't tell lies or mislead someone, even if you are afraid of what the person may think of you
- xliv. Develop trust in the relationship by being dependable and supportive.

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Answers to Practice Exercises 9-13

Answers to Practice Exercise 9

No standard answers. Answers may vary.

Below is a list of what student could be included in the essay.

How do Relationships enrich our lives?

- The most valuable things in life are in fact not things but people
- To live happy and full lives it's essential that people have relationships.
- Relationships bring joy in times of happiness, bring comfort in times of sadness
- Relationships shape your emotions and the way you deal with situations whether good or bad. Etc.

Answers to Practice Exercise 10

1. *Family, friends and acquaintances*

2. Answers should relate to the following:

Family relationships are different from friends because you are about the same age and share a lot of things in common. Your experiences are more the same and no set 'boss' or authority figure.

There is a lot more freedom to express how you are thinking and feeling when you are with your friends.

In a family, there are sets of rules that you must follow. With friends the same rules don't necessarily apply.

3. *People need different relationships in order to learn how to act or react in different social situations.*
4. Interact more with your peers (friends your age)

Answers to Practice Exercise 11

No standard answers. Answers may vary.

Answers to Practice Exercise 12

1. A right refers to feelings, actions or words that you are allowed and free to say, think or do.
2. You would have a feeling of not being loved, or secure in a relationship. You may also feel used and not appreciated as well.

3. Any of the following rights and responsibilities in a relationship may be accepted but no restricted to;

Rights	Responsibilities
<i>To feel safe</i>	<i>To be respectful</i>
<i>To be treated fairly</i>	<i>To be considerate of other people's feelings</i>
<i>To have a say</i>	<i>To listen</i>
<i>To be able to express thoughts, feelings and needs freely</i>	<i>To accept others' right to have an opinion or different point of view</i>
<i>To be respected</i>	<i>To respect the other person's needs</i>
<i>To say no</i>	<i>To provide support</i>
<i>To change your mind</i>	<i>To respect the other person's feelings</i>
<i>To make your own decisions</i>	<i>Not to put other's down</i>
<i>To be free to spend time with others</i>	<i>Not to harm others</i>

Answers to Practice Exercise 13

Read the scenario and answers the following questions below.

Sam is 13 years old and, because her parents are divorced, lives between two houses. Sam's dad has remarried and has a new baby. Sam really enjoys staying with her dad because she sees her new stepbrother. Her stepmother makes sure Sam feel's welcome by including her in all the family activities.

- a) Is this a healthy or unhealthy relationship?
A healthy relationship
- c) Why do you think this relationship is healthy or unhealthy?
It is a healthy relationship because Sam is happy, he enjoys spending time with the step brother and he is included in all the family activities
4. Why are some relationships stressful or hard?
 Relationships are stressful and hard because differences between people get in the way, and people don't know how to deal with them effectively, most times they are confused about what it takes to create a happy, successful, long term relationship.
5. How can you improve the way in which you relate to others so your relationships are happy and respectful?

No standard answers. Answers may vary

TOPIC 4

COMMUNICATION SKILLS IN RELATIONSHIPS

In This Topic You Will Learn About:

- Communication Skills
- Assertiveness in a Relationship
- Empathy and Respect
- Emotional Support

TOPIC 4: INTRODUCTION

COMMUNICATION SKILLS IN RELATIONSHIPS

Welcome to Topic 4 on Communication Skills in Relationships. In this topic you will learn about Communication Skills, Assertiveness in a Relationship, Empathy and Respect, Emotional Support.

There are four lessons:

Lesson 1: Communication Skills

In this lesson you will define role, responsibility, and rights in families and identify one's role, responsibility, and rights in a family.

Lesson 2: Assertiveness in a Relationship

In this lesson you will identify family conflict and its causes and ways of dealing with conflicts within a family.

Lesson 3: Empathy and Respect

In this lesson you will define marriage and identify the types of marriages.

Lesson 4: Emotional Support

In this lesson you will define parenting and identify parental responsibilities and good parenting skills.

In doing so, you will find out more different ways you can communicate and the barriers to communicating. You will identify the different ways of dealing with conflicts in relationships and identify situations where conflicts may arise

We hope you will enjoy studying this Topic.

Lesson 14: Breakdown of Relationships



Welcome to lesson 14 of unit 1. In the last lesson you learnt about qualities of relationships. In this lesson you will learn about breakdown of relationships.



Your Aims:

- Identify the causes of breakdown in relationships

Breakdown of Relationships

Over the course of our life, we learn to establish different relationships with different values, expectations and commitments. It is not necessary for all relationships to be based on love. There are some relationships that we learn to right from the time we are born, there are others that need to have social consent, and a third kind that has to be recognized by the law such as marriage.

Relationships are not always healthy. Often they happen because some family members are growing and changing and other family members are not accepting the changes. Parents can grow apart from each other; adolescent children can develop different lifestyles to their parents and so on. Family conflicts which are not dealt with can be very painful for all involved.

Unresolved conflict with our friends, boyfriends and our peers can also be hurtful. This seems to be mainly true during our adolescent years when we are just learning about ourselves and about relationships.

Sometimes one person may want to end a relationship while the other person wants the relationship to continue. It is important to remember that the best relationship is one that both people want to be in. If someone does not want to be another person's friend, boyfriend, girlfriend, wife, husband or partner that is the person's right. We cannot make people like or love us, and even though it may hurt us greatly that someone stops caring about us, everyone has a right to their own feelings. In many cases where conflict is not resolved the relationship ends.

Human beings are essentially social animals and our personalities follow greatly from our abilities to establish and maintain interpersonal relationships.

Activity 14.1



This activity consists of 2 short answer questions.

1. Why would a person try to end a relationship with someone?

2. If a relationship has a conflict, how could this be harmful to both people involved?

Factors in relationships that if not followed may lead to a break down in relationships

Interpersonal relationships refer to individuals with similar mindsets entering into an association. Individuals who share identical goals and interests enter into an interpersonal relationship. It is essential for individuals in a relationship to get along well.

Some factors affecting interpersonal relationship include:

- Compatibility
- Communication
- Honesty
- Stay calm
- Forgiving
- Smile.
- Time
- Praise

Activity 14.2

This activity consists of

This activity consists of an article and short answer questions.

Read the following article

Factors in breakdown of relationships

Occasionally, relationships break down without any apparent sign that there is something wrong—sometimes one partner chooses to leave for reasons they never share. However in the majority of cases the breakdown of a relationship is more gradual with clear signs and signals along the way. Many people look back and realize there were indicators long before real problems arose. Here are some of the most common signs that there may be trouble ahead.

- Communication breakdown. Do you spend hours with your partner but never talk about anything other than what's for dinner? A breakdown or deterioration in the type and level of communication is usually one of the first symptoms of a major relationship problem.
- Needing reassurance. Are you constantly moaning about your partner to your friends or even anyone who will listen? Do you ask other people what they think of your relationship more than you discuss your relationship with your partner?
- Covering up. Do you find yourself putting on a brave face and pretending that everything is OK whilst inside you have a heavy heart?
- Feeling secure. Are you always comfortable being yourself or do you worry about everything you say or do in case it upsets your partner or makes them want to leave you?
- You are the last to know. Does your partner talk to you about their life, their work, or their habits? Or do you find out where they've been or how they feel about things from their friends or family? When you question your partner are they evasive or dismissive?
- Change in appearance behaviour. Have you noticed any recent changes in your partner?

List down three reasons why relationships break down.

1. _____

2. _____

3. _____

SUMMARY



- Over the course of our life, we learn to establish different relationships with different values, expectations and commitments.
- It is not necessary for all relationships to be based on love.
- It is important to remember that the best relationship is one that both people want to be in.
- Everyone has a right to their own feelings.
- Our personalities follow our abilities to start and maintain relationships.
- Individuals who share identical goals and interests enter into an interpersonal relationship.
- It is essential for individuals in a relationship to get along well.
- Many factors affect relationships, such as compatibility, Communication, Honesty, Stay calm, Forgiving, Smiling, giving time and praise

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE

Practice Exercise 14



This exercise consists of an article and 4 short answer questions.

Relationships can breakdown over a long period of time. Look at the case study below.

Ben and Vickie: grew up and grew apart

Vickie and Ben have been married since they were teenagers. Vickie became pregnant when she was 16 but had a miscarriage. They married when Vickie was 17 and Ben was 18. They have been married for 10 years and have one child, Brad (4).

Ben has been a hard worker, but has not been able to keep a job more than two years at a time. He starts out okay, but soon becomes disillusioned and feels taken advantage of. He usually gets in an argument with his boss or co-workers over a perceived injustice and walks off the job. He is a skilled mechanic and soon finds work elsewhere. Vickie works as a secretary for a small business and has had the same job since she was 19. Even though she has no college education, she has worked her way up to a responsible position and is well paid.

Ben started another new job and was away at a specialized training when Vickie realized that she felt more relaxed and happier when Ben wasn't there. She was able to work, take care of the household duties and have fun with Brad and still have energy left over. She got together with friends a few times and enjoyed relaxing in a social setting.

When Ben got home, Vickie asked for a separation. She told Ben how relaxed and happy she felt when he wasn't there, and started complaining about how he couldn't hold down a job, never helped around the house and was almost a stranger to his son. Ben defended himself by saying he is trying, he loves her and he's tired all the time from working so hard. He promises to be a better father and help more around the house. Knowing he had promised this before, Vickie says she'll give him one more chance to change...or she's leaving. After a brief attempt to fulfil his promise, Ben falls back into his old habit.

One day he returns from work and there is a note from Vickie saying she's moved out to stay with a girlfriend to 'see what she wants to do about the marriage'. She leaves 4 year old Brad with Ben and asks Ben not to try to contact her...she'll call him when she's ready to talk.

1. According to the case study above, were both Ben and Vickie happily married?

2. What was the main problem with Ben and Vickie?

3. Could Ben and Vickie been able to solve their problems? Why?

4. Look at the following terms below. Each of them is a factor in a break down in any relationship. Write a short sentence how each of them may have a negative effect on a relationship.

i) Communication

ii) Honesty

iii) Time

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3

Answers to Lesson Activities

Activity 14.1

1. No communication, different attitudes or beliefs, not being honest, poor emotional control (constant anger), not enough time together
2. Yes. Because the people involved might end up making wrong decisions that could have negative effects on them.
3. The best relationship is one that both people want to be in.

Activity 14.2

List down three reasons why relationships break down.

1. Trust- there is no trust in that relationship
 2. They have no respect for one another
 3. They don't understand each other's needs
 4. Lack of patience
 5. Sometimes one partner may have a 'perfect' view of how things should be.
-

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Lesson 15: Communication Skills



Welcome to lesson 15 of unit 1. In the last lesson you learnt about breakdown of relationships. In this lesson you will learn about communication skills.



Your Aims:

- define communication
- identify different ways of communicating
- identify barriers to effective communication

Communication is more than saying what you think. It is a two-way process that involves sharing of information, thoughts, ideas or feelings in a respectful way. By exploring the different styles of communication, you can gain an insight into how to communicate effectively.

Creating connections with people relies on effective communication. The communication may be between two people or between one person and a group of people. It may be verbal or nonverbal and may include listening, speaking, tone of voice and body language. It does not matter whether you consider yourself to be a good communicator or not; everyone can learn how to communicate more effectively. Learning how to communicate feelings and thoughts clearly can improve our connections with others.

We need to know the different communication skills in order to develop and maintain our relationships.

Styles of Communicating

Communication is the process of sending and receiving messages about facts, ideas, opinions and feelings. You communicate your message to other people clearly in a way they can understand by:

- Using words, spoken or in written
- Using body language, for example raising your eyebrow, a smile, a wink or a hand movement.



Communication is sharing of information between at least two people.

There are three recognised styles of communication.

1. Aggressive communication
2. Passive communication (non-assertive)
3. Assertive communication

Aggressive communication

A person showing aggressive communication is likely to:

- Raise their voice, stare and make threatening gestures
- Stand up for themselves while often ignoring the feelings and rights of the other person.
- Believe that they must win, that they must be right and that some people respond better when forced to do something.
- Use phrases such as 'You are always.....' 'You are wrong.....' and 'You never.....'.

Passive (non-assertive) communication

A person showing passive or non-assertive communication is likely to:

- Remain quiet, just agree with their peers or walk away rather than state how they feel.
- Believe that they need others' approval, that their rights are not as important as those of their peers and that they shouldn't cause conflict
- Be ignored and exploited over time, which may lead to the development of stress, headaches, and stomach pains. They may even develop hostile thoughts and resentments because they have hidden their true feelings
- Use phrases such as 'It doesn't matter.....' 'I am happy to do what you want' or 'I'm ok.....'

Passive communication does not foster healthy relationships
--

Assertive communication

A person showing assertive communication is likely to:

- Communicate their thoughts, opinions and feelings in an honest and confident manner while taking into consideration the rights and feelings of the other person
- Believe that everyone has the right to their opinion and to stand up for themselves.
- Use phrases including 'I' statements. For example, 'I feel.....and what I would like is

Activity 15.1



This activity consists of three short answer questions.

1. What is communication?

2. What are the three recognised styles of communication?

3. Give an example of a person showing each of the three recognised styles of communication

Communication Skills

You communicate in a number of ways using words, facial expression, and body language. Words can mean different things to different people, genders, generations or cultural groups. Different communication skills include the following:

- Speaking(verbal)
- Listening
- Writing
- Non-verbal

Non-verbal communication

Non-verbal messages are important when communicating. You communicate with your body. It is not what you say, but how you say it. Non-verbal communication involves:

- Eye contact
- Facial expression
- Gestures
- Posture and body movement
- Proximity

What is effective communication?

Effective communication involves being clear about what you want to communicate, usually by taking some time to think about what you want to say and figure out what you are feeling. It also involves communicating your message so it can be understood. To do this, you need to be calm and clear; do not be drawn into arguments. Remember communication is a two way process. You need to be aware that you communicate not only with words but also with your body language. Your posture, tone of voice and facial expression should reflect the message you are trying to say.

Your body language is an important part of communication

Barriers to effective communication

It is not always easy to communicate what we are thinking or feeling to others. For some people who are shy or lack self-confidence, it is even more difficult.

There are various barriers to effective communication, things that either stop us from communicating or stop our message from being heard or interpreted correctly.

Barriers to effective communication include:

- Emotions – if the topic reminds you of painful memories or you are upset or angry about what you want to discuss, you may find it hard to communicate.
- Personality – some people are very shy or passive and find it difficult or uncomfortable to talk about certain things.
- Poor understanding – it is impossible to communicate clearly if you have not worked through your own feelings, thoughts or what you want to say about the topic
- Poor listening – communication is a two- way street; if the receiver does not want to engage in communication or try to understand your message, then communication will break down.
- Sensitive topic – some things are hard to talk about , such as discussing sex at the start of a relationship.
- Environmental conditions – loud noises, being outdoors or extreme weather
- Poor language – using words that are difficult to understand
- Conflicting messages – giving nonverbal messages that conflict with what is being said.

Activity 15.2

This activity consists of a two exercises.

1. Make a list of 5 barriers to effective communication:

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

2. Give three types of communication skills

- i) _____
- ii) _____
- iii) _____

SUMMARY

- Communication is more than saying what you think. It is a two-way process that involves sharing of information, thoughts, ideas or feelings in a respectful way
- We need to know the different communication skills in order to develop and maintain our relationships
- There are different styles of communicating which include, aggressive communication, passive communication (non-assertive) and assertive communication.
- Non-verbal communication involves: eye contact, facial expression, gestures, posture and body movement and proximity
- There are various barriers to effective communication, things that either stop us from communicating or stop our message from being heard or interpreted correctly.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE

Practice Exercise 15



This practical exercise consists of two short answer questions.

1. Explain what is effective communication

2. Name and explain three types of barriers to effective communication

i) _____

ii) _____

iii) _____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4

Answers to the Activities

Activity 15.1

- 1.
2. Communication is the process of sending and receiving messages about facts, ideas, opinions and feelings
3. The three recognised styles of communication are:
 - i) Aggressive communication
 - ii) Passive communication (non-assertive)
 - iii) Assertive communication
4. A person showing aggressive communication is likely to raise their voice, stare and make threatening gestures
A person showing assertive communication is likely to communicate their thoughts, opinions and feelings in an honest and confident manner while taking into consideration the rights and feelings of the other person.
A person showing assertive communication is likely to communicate their thoughts, opinions and feelings in an honest and confident manner while taking into consideration the rights and feelings of the other person

Activity 15.2

1. List of 5 barriers to effective communication
 - i) Emotions – if the topic reminds you of painful memories or you are upset or angry about what you want to discuss, you may find it hard to communicate.
 - ii) Personality – some people are very shy or passive and find it difficult or uncomfortable to talk about certain things.
 - iii) Poor understanding – it is impossible to communicate clearly if you have not worked through your own feelings, thoughts or what you want to say about the topic
 - iv) Poor listening – communication is a two- way street; if the receiver does not want to engage in communication or try to understand your message, then communication will break down.
 - v) Sensitive topic – some things are hard to talk about, such as discussing sex at the start of a relationship.
2. Different communication skills include the following:
 - i) Speaking(verbal)
 - ii) Listening
 - iii) Writing

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www.learningthroughlistening.org

www.life123.com

Lesson 16: Listening Skills



Welcome to lesson 16 of unit 1. In the last lesson you learnt about breakdown of relationships. In this lesson you will learn about communication skills.



Your Aims:

- define the term listening as part of a skill of communicating
- identify the different ways of listening

Communication is important in every relationship. But communication does not mean opening your mouth at every chance you get without trying to understand what your partner or friends are saying.

The only way to understand a person is by listening. Listening is a key to building a better relationship with someone.

How to be a good listener

Give the person a chance to talk so they can express what they are feeling and thinking. Often you will be tempted to tell a similar story you have experienced; try not to do this. Be open minded and do not judge the person for what they are feeling or thinking; try to discuss things openly.

Avoid giving advice; try to help the person work through things and work out what are the best strategies for them. Remember that everyone is different, so what has helped you in the past may not be good for them.

Let them know you are listening and are interested in what they are saying by asking questions and using open body language. This includes having eye contact with the person and sitting in a comfortable position with your arms by your side in your lap. Let your friend know that what they are feeling is ok.



The difference between the sense of hearing and the skill of listening is attention.

Being an active listener

Good listeners do more than just passively hear what the other person says. To be good listeners we need to be active in our listening. We need to:

- Pay attention to what the other person is saying
- Try to understand the person's feelings as well as words
- Ask questions if we do not understand
- Give a brief summary of what we think the person is saying
- Give a statement of what we think the person is feeling

Activity 16.1



This activity consists of three short answer questions.

1. What is listening?

2. Why is listening important?

3. Is a good listener someone who agrees with all the things you say? Why?

Hearing is not the same as listening

When you're in a conversation, how often are you thinking;

- What you'll say next?
- You already know the solution for the problem?
- What you'll be having for lunch or dinner?

When you're listening more to your own thoughts than to the person speaking you're missing the conversation and eroding trust (the person will probably know you're not listening). Listening is often taken for granted. It's not a passive skill. If you think it is then you're probably just hearing.

Hearing is not the same as listening. Hearing is the anatomical part (sound entering your ear). Listening is what you do with the sound.

So what you're thinking influences what you hear.

Activity 16.2



This activity consists of a single exercise.

1. Make a list of 5 ways you can tell if someone has not heard what you have been saying or is not listening:

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

SUMMARY



- Give the person a chance to talk so they can express what they are feeling and thinking. Avoid giving advice
- Let them know you are listening and are interested in what they are saying by asking questions and using open body language.
- Good listeners do more than just passively hear what the other person says. To be good listeners we need to be active in our listening.
- Hearing is not the same as listening
- What you're thinking influences what you hear

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE

Practice Exercise 16



This exercise consists of a case study and three short answer questions.

Read the following article

Hearing is not the same as listening to your teen.

It is just another Monday. A mother takes her kids to school, does a few hours of work, runs an errand and then heads back to the school to pick her kids.

She arrives at the primary school and her daughter is about 20 minutes late. Then she rushes straight to the high school to pick up her Grade 9 son. He gets in the car and starts barking! He is upset that she is 15 minutes late, annoyed that his sister is sitting in the front seat and mad that he has to go to his aunt's house for dinner that evening.

The mother recognizes that he is upset and says, "How was your day? Are you ok?" he responds with "**NO!** I am not ok! **AND** I don't want to talk about it!" noticing how upset he is, she decides to sit quietly. Unfortunately he keeps going. He starts drilling her about being late. "You are always! I should just take the bus to school!" then he moves onto his sister. "Why are you sitting in the front!? You know I sit in the front seat!" at this point the daughter says, "I don't know why you think you're so special that you always get the front seat!".

For the mother, there is nothing to do but declare silence in the car. She says, "Clearly there are some bad feelings in the car. I think it is best if we don't talk to one another until we get home.

So, she drove the remaining 10 minutes in silence and everyone separated to different corners of the house when they got home

1. According to the case study, what is the main problem with the family?

2. Give an example of how the mother did not show communication with her son.

3. What are some things that could have been done to make the situation better for the family?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4

Answers to Lesson Activities

Activity 16.1

1. *Listening is an activity that we do everyday and involves understanding what is being heard.*
2. *Listening is important because we are then able to understand things that are being said or heard and to develop a relationship or improve on a relationship.*
3. *A good listener is not somebody who simply agrees with what you are saying. But will try to understand what you are saying and show that they have understood how you feel.*

Activity 16.2

1. The following answers may be used:

Often when someone is NOT LISTENING, the person is,

- *Preparing for what to say next*
 - *Listening for certain things and ignoring the rest of the conversations*
 - *Listening for the purpose of talking, rather than to hear the other person*
 - *Listening because of obligation (being nice, trying to gain their interest/affection, or feeling stuck- you don't know how to exit the conversation)*
 - *Listening for the other person's weaknesses or vulnerabilities*
 - *Trying to be right: listening for ammunition or weak points in the other person's argument*
-

Reference

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www.learningthroughlistening.org

www.life123.com

Lesson 17: Conflict



Welcome to lesson 17 of unit 1. In the last lesson you learnt about breakdown of relationships. In this lesson you will learn about communication skills.



Your Aims:

- define conflict
- identify the different ways of dealing with conflicts in relationships and,
- identify situations where conflicts may arise

Conflict

Conflict can occur when there are differences. It can be expressed as an argument, a quarrel, a fight or a struggle.

Conflict occurs in relationships because needs, wants or beliefs differ. For example you may want or need space but, being a member of a large family, you have to share a room. You may grow to resent the other person because he or she always wants to chat and be near you more than you want to chat or be near them.

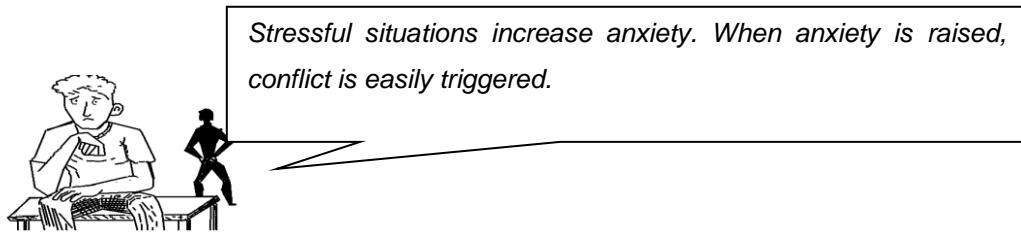
Conflict can be:

- Minor (e.g. toddlers squabbling)
- Major (e.g. physical violence etc.)

Conflict at a personal level usually occurs:

- Between members of a family
- In friendship (peer group, boy/girl relationships)
- In the work situation (between colleagues or with employers)
- At school (with teachers, among classmates)

These conflict situations can be relatively minor, or they can cause problems at a local, national or international level, often resulting in legal battles and war.



Activity 17.1

This activity consists of three short answer questions.

1. Define the term Conflict in your own words.

2. Why is it that the 'silent treatment' is not a good reaction in a conflict?

3. Why do people fight or have disagreements?

Dealing with conflict

Conflict is a normal part of relating to others. It can be resolved if it is handled well. When conflict is badly handled, it can result in fights, broken friendships, being fired from work or being unhappy at school.

When it is handled well, it can bring issues into the open, create respect for other people's ideas and generate closeness when the conflict is resolved.

People deal with conflict in many ways, not always with the desired results. Here are some of the most common reactions:

- **Physical violence:** minor violence might include children hitting out at each, or parents spanking a naughty child. More serious violence may include wife- or husband-bashing, child abuse, fights which inflict serious injury or even murder.
- **Withdrawal:** some people cannot face arguments and will simply walk away. Perhaps they are embarrassed, or they may hope to punish the other person by not telling them where they are going or how long they will be away.
- **Silence:** people involved in conflict may refuse to speak to each other. Husbands and wives, brothers and sisters, boyfriends and girlfriends often use this method to handle conflict.
- **Explosion:** when confronted with conflict, some people just 'blow up'. This is their method of 'letting off steam' and *getting* their anger out of their systems. Ignoring the problem: some people pretend there is no conflict and refuse to be drawn into an argument.

In spite of the fact that none of these methods work too well, most of us use one or another of these behaviour patterns. However by learning new ways of handling conflict, we can turn the experience into a positive one where there is no unnecessary hurt. It is important that no-one feels they have 'lost' as a result of a conflict.

Why have Conflict?

Conflict arises when there are differences in opinions, goals or values, or when someone has hurt another person in some way. Conflict a part of life, so how we deal with the

conflict is what matters. Ignoring conflicts does not help; in fact it can make matters things worse. Resolving conflict takes certain skills that people learn with experience.

Parent conflict

You will have disagreements and arguments with your parents as you go through adolescence. This is because you have differing opinions about things; for example, curfew times, the people you spend time with, keeping your room tidy or how much time you spend on study. You are trying to establish your own identity separate from that of your parents. You will seek independence to find your way in the world. As you do this, you will challenge the values and opinions of your parents.

Here are some ideas to help you deal with conflict with your parents:

- Remember that even though you may not agree with your parents, they are acting in your best interests
- Try to discuss issues with your parents and negotiate a compromise where possible
- Listen to what your parents have to say, state your feelings and be calm
- Recognize that your parents have experience and what they are saying may be good advice
- Honour your agreements with your parents so they know they can trust you.

Peer conflict

Having disagreements or arguments with friends is also something you will experience. Sometimes, your friends can do and say things that hurt or disappoint you and that show little respect for you. It is hard to deal with these conflicts and, sometimes it is hard figuring out who are your trusted friends. Some tips for dealing with conflict between friends are:

- Writing down your thoughts and feelings before talking to your friend, to help sort things out in your mind first
- Letting your friend know how you feel by talking to them. It is best to do this when you are both calm, so taking some 'time out' may be a good thing before you talk.
- Remembering that everyone is different. That means sometimes your friends' views and opinions will be different from yours
- Talking to someone else you can trust beforehand to help you sort thoughts and feelings and work out what is the best way of dealing with the situation
- Listening to your friend. Try not to interrupt; just let them tell their side of the story
- Trying not to blame. When you talk to your friend, express how you are feeling. To help you talk about how you feel, start your sentences with 'I feel...'

Activity 17.2

This activity consists of 4 short answer questions.

1. *In what situation, may conflict occur?*

2. *Give three reasons why conflict occurs*

i)

ii)

iii)

3. *If some people 'blow up' or 'let off steam'. What do we mean by 'bottling up'?*

Look at the following short scenarios below.

Your friend visits your house and steals some money from your room

- Your parents won't let you go to your friends party on Saturday because no adults will be attending the party
- Your best friend tells the other people in your social group a secret that you confided to him or her.

4. What is one positive way of dealing with any of the above problems?

SUMMARY



- Conflict occurs in relationships because needs, wants or beliefs differ.
- Conflict is a normal part of relating to others. It can be resolved if it is handled well.
- When conflict is badly handled, it can result in fights, broken friendships, being fired from work or being unhappy at school.
- People deal with conflict in many ways, not always with the desired results.
- Common reactions to conflict are; Physical violence, Withdrawal, Silence, Explosion
- You will have disagreements and arguments with your parents as you go through adolescence. Because you are trying to establish your own identity separate from that of your parents.
- Having disagreements or arguments with friends is also something you will experience.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT

Practice Exercise 17



The practice exercise consists of 2 short answer questions and a diagram to fill in the blanks.

1. How could conflicts have an impact on your emotions?

2. What are three inappropriate ways of dealing with conflicts?

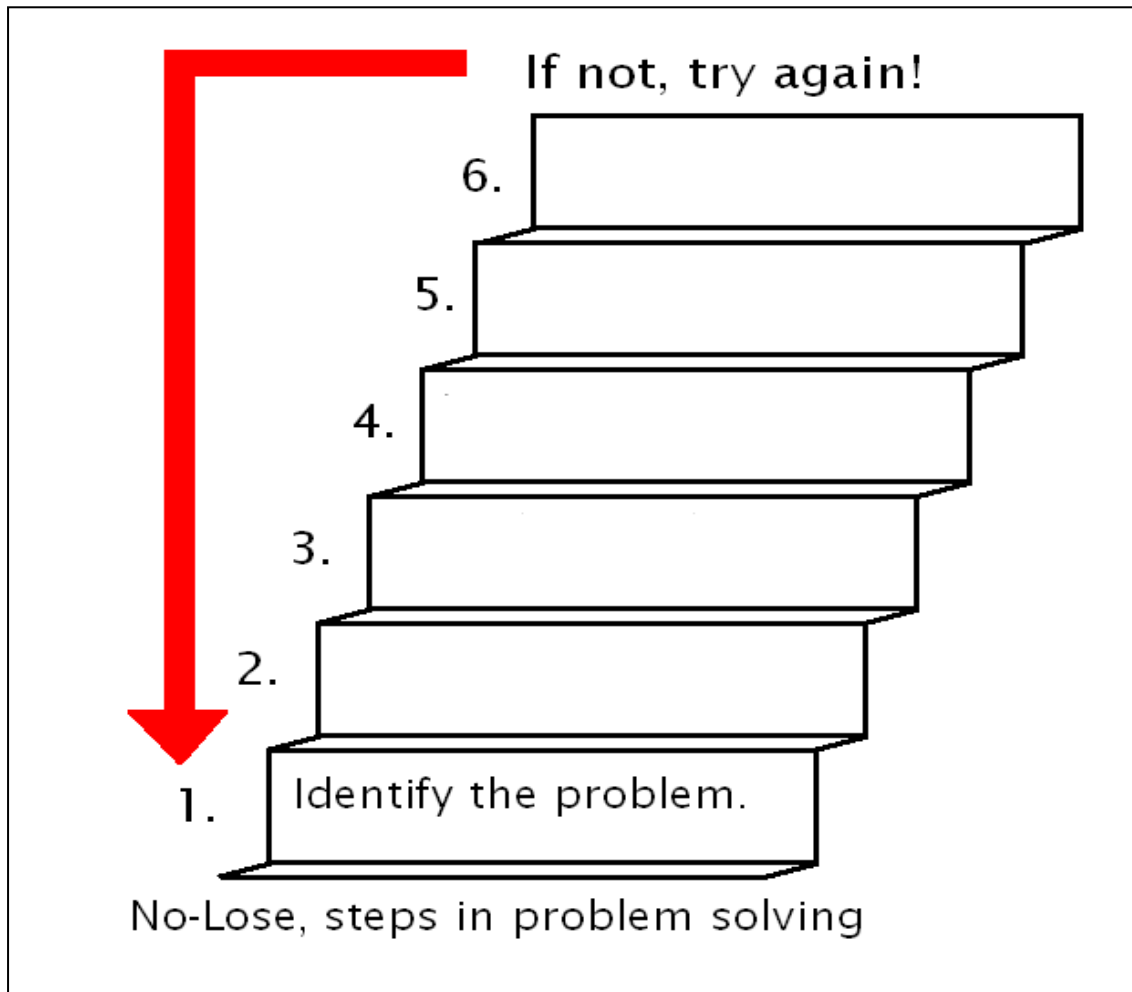
i)

ii)

iii)

A method of solving conflicts is the no-lose method. It has six steps.

3. Look at the diagram of the six consecutive steps in solving a conflict. Fill in the missing terms in the boxes below by writing the correct sentence for each step in the box provided:
- a)** Put the solution into action, **b)** Suggest possible solutions, **c)** Did the solution work? **d)** Judge the solutions, **e)** Pick the best solution



CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4

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Answers to Lesson Activities

Activity 17.1

1. *A conflict is a disagreement over an issue or difference in opinion or belief.*
2. *The silent treatment is not a good approach because the people involved are not directly communicating. They have no way of solving their conflict.*
3. Some reasons may include:
 - *Interest and need conflict- when one person's needs or best interests are violated by another's*
 - *Value conflict- when people disagree over what is most important (e.g. whether to spend money on a holiday or for things in the house)*
 - *Role conflict- when two people have different ideas of how one person should behave (e.g. father disapproves because mother refuses to cook)*
 - *When two roles of one person (e.g. mother/teacher) interfere with each other (e.g. placing child with babysitter while she works)*
 - *Power issues and frustration occur when there is conflict. When two people cannot agree, they try to gain control over each other. When individual needs are not met, frustration results.*

Activity 17.2

1. *Conflicts may occur at work, at school, inside your home with your family or friends and even people in the community that you are in.*
2. *Conflict may occur because of the following situations:*

Population increase, new family members, money, space, different views, beliefs, culture politics, and also relationships.

3. *Bottling up is a term that means instead of getting angry we hold all our anger and emotions inside us.*

Answers to Practice Exercises 14-17

Answers to Practice Exercise 14

1. No
2. Ben was not prepared to be a married, father or settle down.
3. Could Ben and Vickie been able to solve their problems? Why?
 - i) It is important that both people in the relationship understand each other's feelings and opinions. If they don't communicate, this will lead to a misunderstanding. Where you might say something but the other people will get the message in a different way.
 - ii) When a person is not honest in a relationship, there is mistrust and doubt. This will lead the people in the relationship to have little or no faith.
 - iii) Frustrations arise when people do not have time to meet or interact with each other. The other person in the relationship may not feel important if you don't put in the effort to give or spend quality time together
4.
 - i. Communication – Have lack of privacy, and maybe forced to share everything with the other person
 - ii. Honesty - Notice one of you has to justify your actions (e.g. where you, who you see)
 - iii. Time - Do not take time to spend with one another

Answers to Practice Exercise 15

1. Explain what is effective communication

Effective communication involves being clear about what you want to communicate, usually by taking some time to think about what you want to say and figure out what you are feeling.
 2. Name and explain three types of barriers to effective communication

Barriers to effective communication include:

 - i) Emotions – if the topic reminds you of painful memories or you are upset or angry about what you want to discuss, you may find it hard to communicate.
 - ii) Personality – some people are very shy or passive and find it difficult or uncomfortable to talk about certain things.
 - iii) Poor understanding – it is impossible to communicate clearly if you have not worked through your own feelings, thoughts or what you want to say about the topic
-

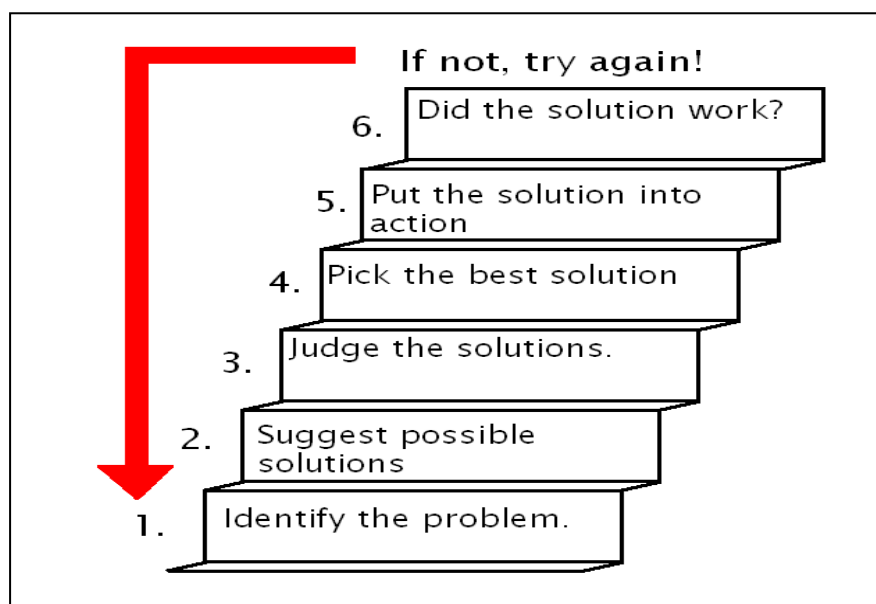
Answers to Practice Exercise 16

1. According to the case study, what is the main problem with the family?
The mother did not actually listen to her son.
2. Paragraph 3 line 1, the mother asks questions that don't relate to the son's problems.

Paragraph 4, line 4, the mother realizes there's a problem but ignores it and tells everyone not to talk.
3. The mother could have listened to her son and tried to understand the problems he was having. Then she could have got a better response. This would have given her an opportunity for her to explain to her son why she was late.

Answers to Practice Exercise 17

1. Conflict creates tension which puts your emotions very close to each other. You will have the following emotions during conflicts:
Anger, fear, anxiety, worry, sadness, frustration and fatigue.
2. What are three inappropriate ways of dealing with conflicts?
 - i. Ignore the problem
 - ii. Disrespect the other person
 - iii. Complaining
 - iv. Delay dealing with the problem
 - v. Indirect reactions (taking it out on someone else)
 - vi. Retaliate
 - vii. Shout



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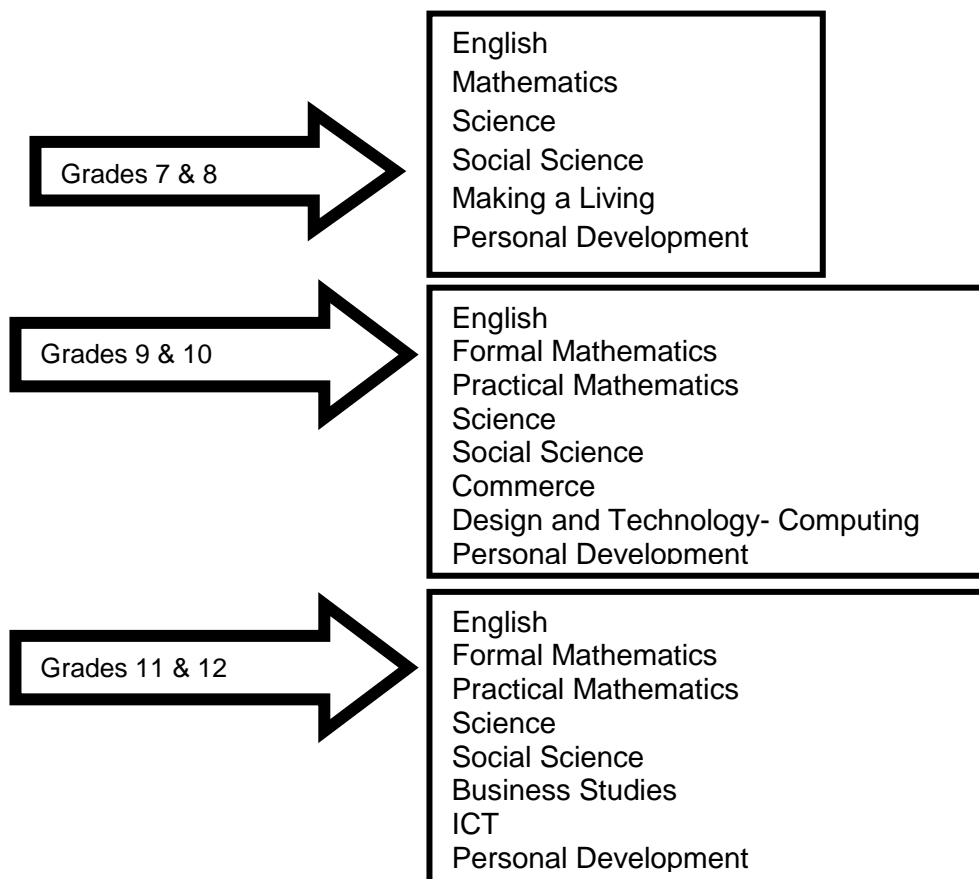
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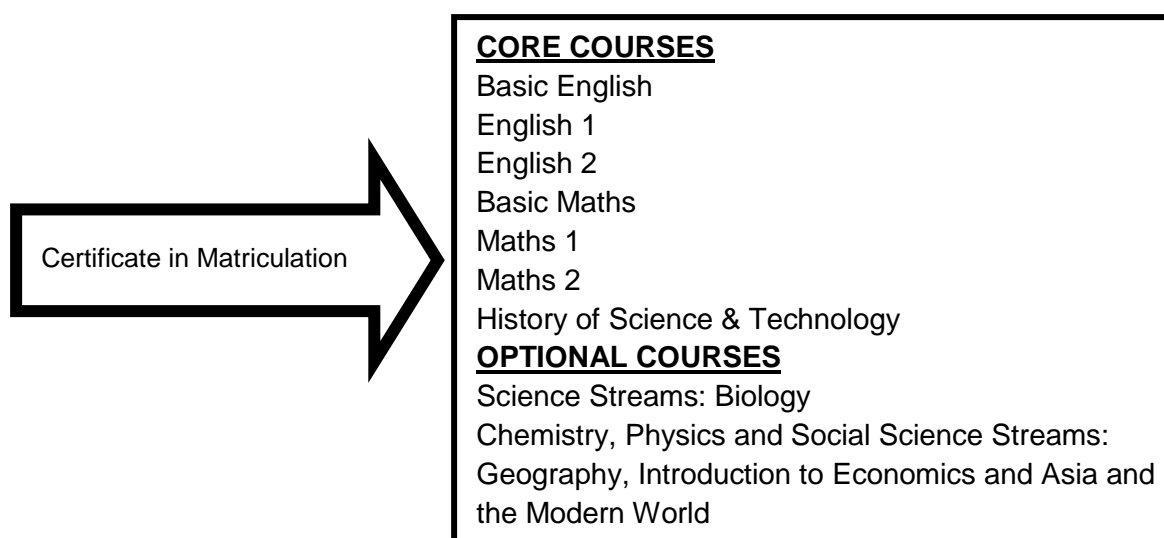
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SUBJECT AND GRADE TO STUDY



REMEMBER:

In each grade, you must study English, Formal Mathematics, Science and Social Science. Commerce and Practical Math are optional. Your Provincial Coordinator or Supervisor will give you more information regarding each subject.



REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional

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14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	7222906 5
15	RABAUL	P. O. Box 83, Kall rightopo	9400314	72228118	Mr Ereman Pinia	77522855	Mrs Verlyn Vavai	7222906 7
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Ms Betty Boas	77522856	Mr John Lasisi	7222906 9
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Mr Simon Kelle	77522857	Mr Marlyne Meiskamel	7222907 3
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Vacant	77522858	Ms Roslyn Keket	7222908 0
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	Mrs Erica Inai	77522859	Mrs Marina Tomiyavau	7222908 1
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Mr Paul Nepao	77522860	Mr Salas Kamberan	7222908 2
21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	7222908 3
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	722290 85