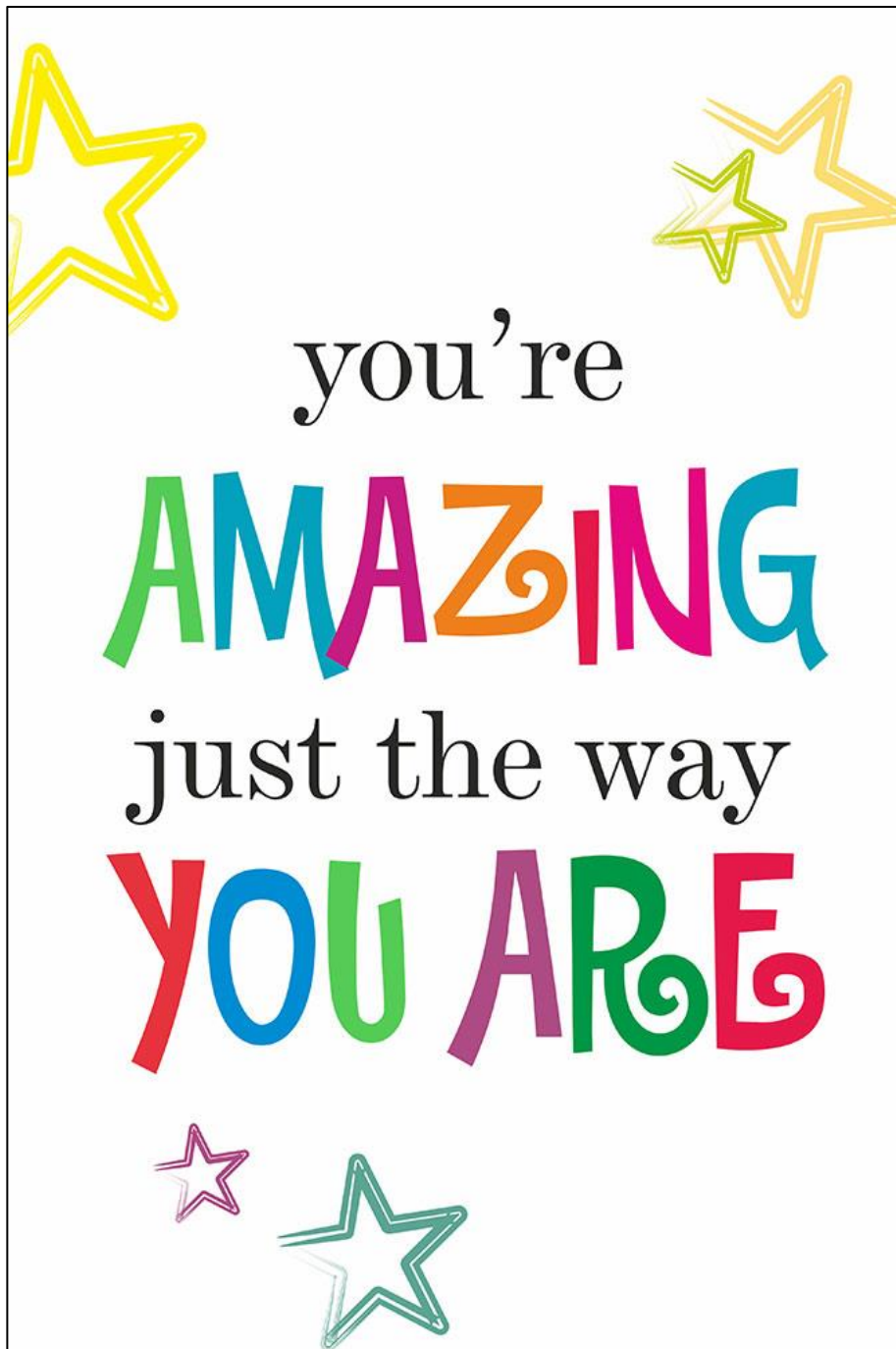


Grade 6 Life Skills (PSW)

Worksheet Pack

(Adapted from e-classroom.co.za notes)

Term 2, Week 4



(Adapted from eclassroom.co.za)

Day 1: Responsibilities

Grade 6s, you are almost teenagers, and with this new identity you will be given more responsibilities as you grow and mature. Responsibility is a word often used around you, especially by your teachers and parents or guardians. We are either telling you to be responsible, act responsibly, or asking you to take responsibility for your actions. These are all related to what you are supposed to be doing, and accepting the outcomes of your actions, whether they are negative or positive. Responsibility can therefore be described as: **the things you are expected to do and accepting the consequences (results) of your actions.**

Knowing the above, write down at least 5 of the responsibilities you have at home under the following heading: **My responsibilities at home**

Thereafter, write down at least 5 of the responsibilities you have at school under the following heading: **My responsibilities at home**

Now that you have noted the responsibilities you have, you need to understand that there will also be consequences or results based on what you do and how you handle your responsibilities. For instance, if you do not brush your teeth every day you will more than likely develop cavities, this is a consequence for your lack of responsibility. Another example would be when you wash the dishes every, your parents will more than likely reward you with pocket money, this is a positive result for being responsible at home.

Read the following scenarios and answer the questions that follow:

Scenario 1:

Sarah is a grade 6 learner who needs to meet her little sister in front of their school at the end of the day so that they can walk home together. Sarah's friend wanted her to play a bit of Netball after school on the playground, just for a few minutes. Before she knows it, 30 minutes have already passed.

1. What was Sarah's responsibility?
2. Was she being responsible?
3. What are some of the possible consequences (results) of her actions?

Scenario 2:

Carlos was playing soccer at the park with some of his friends. His mom has asked that he returns home by 18:00 for dinner. At 17:55 his friends ask that he plays just one more game with them, but he knew that if he didn't go home then, he wouldn't make it to be home by 18:00. Carlos walks home, instead of playing another game.

1. What was Carlos' responsibility?
2. Was he being responsible?
3. What are some of the possible consequences (results) of his actions?

Scenario 3:

Beth is supposed to assist her grandmother in the garden on Sunday. It is a rainy day and she really doesn't want to go, but she knows that her grandmother needs her help. Beth puts on her raincoat and gumboots and goes to help her grandmother.

1. What was Beth's responsibility?
2. Was she being responsible?
3. What are some of the possible consequences (results) of her actions?

Scenario 4:

Tom got a new bicycle for his birthday and his parents expected him to take good care of it. Tom laid his bike down in the driveway behind his dad's car and then ran inside to get a snack. Tom's dad was hurrying out and he didn't see the bike on the ground behind his car. He reversed over it and crushed the wheel.

1. What was Tom's responsibility?
2. Was he being responsible?
3. What are some of the possible consequences (results) of his actions?



Day 2: How to manage your time effectively

Life can become very busy, particularly when our lives are running their normal course. A normal school week is filled with various activities such as school, extra murals, and tutoring sessions. Sometimes our weekends are filled with these activities too. Fortunately, there are ways for you to ensure that you are spending time with things that are important. **Dr Stephen Covey** developed an idea called ***Urgent Important Matrix***. The idea is that everything we do falls into four categories:

| | URGENT!! | NOT URGENT |
|---|---|--|
| I M P O R T A N T | <p>DO FIRST</p> <p>These are important things that need to be done as soon as possible e.g.</p> <ul style="list-style-type: none"> • Finishing the homework that is due for tomorrow • Studying for a test that is happening in two days' time • Netball practice today to prepare for the match on the weekend • Preparing and eating healthy food for today • emergencies | <p>DO SECOND</p> <p>These are important things that need to be done, but not right away e.g.</p> <ul style="list-style-type: none"> • Spending time with family • Spending time with friends • Planning what you will do on the weekend • Practising the piano • Going to the dentist for a check-up • Going for a hair-cut • Going to church or Friday prayer or shul |
| N O T I M P O R T A N T | <p>DO THIRD</p> <p>These are things that are not important but seem urgent. You can choose to do less of these e.g.</p> <ul style="list-style-type: none"> • Interruptions when you are trying to do something important • Answering text messages from demanding friends who expect you to be available all the time • Other people's small problems • YouTube updates that don't need to be seen right away • Some fun activities like computer games (limited time) • Hobbies | <p>SPEND LESS TIME DOING</p> <p>These things are not urgent and not important and should take up the least amount of your time e.g.</p> <ul style="list-style-type: none"> • Wasting time on social media • Wasting time on gaming • Gossiping about others • Doing work on things that don't really count for anything |

Once you have read through the above diagram, and perhaps asked your parent/guardian or an older sibling to read over it with you, try to place your own activities into the above categories using the following as a guide.

1. Think of **twelve to fourteen** things that you do on an average school day and write them down on an exam pad page.
2. Redraw the matrix (as it is below) on your exam pad page, filling in your activities in the appropriate categories.

| | | | |
|--|---|--|--|
| | URGENT!! | NOT URGENT | |
| I M P O R T A N T | DO FIRST These are important things that need to be done as soon as possible e.g. _____ _____ _____ _____ | DO SECOND These are important things that need to be done, but not right away e.g. _____ _____ _____ _____ | |
| | DO THIRD These are things that are not important but seem urgent. You can choose to do less of these e.g. _____ _____ _____ _____ | SPEND LESS TIME DOING These things waste your time - they are not urgent and not important and should take up the least amount of your time. _____ _____ _____ _____ | |
| | N O T I M P O R T A N T | | |

3. Your tasks that are most important are called **priorities**. For example, it is a priority for you to ensure that you eat regular, healthy meals.


Shade your activities in with the following colours:

- 1st priority – **urgent and important** – **red**
- 2nd priority – **not urgent and important** – **orange**
- 3rd priority – **urgent and not important** – **blue**
- 4th priority – **not urgent and not important** – **yellow**

Day 3: Bullying

We already went over what bullying is through our class discussions. Read the passage below that describe what bullying is and why someone may choose to bully.

Why do people bully and what are the different types of bullying?



Bullying happens when one person or a group of people deliberately and repeatedly act harmfully towards another person. The target of bullying is usually someone that the bully believes is inferior to him or her.

People bully because they enjoy having a feeling of power and control over someone else. They may have experienced something very difficult themselves, for example their parents splitting up or a relative dying, or they may be having a very tough time at home. Instead of handling their feelings positively, they take out their pain on others. Sometimes when children are not allowed to express their unhappy feelings, their anger builds up and then comes out as aggression. Bullies often have a very poor view of themselves - they may hate the way they look or act.

People who bully have often been bullied themselves and are caught in a vicious cycle of copying what was done to them, and perhaps no-one has ever explained to them that their behaviour is wrong.

Finally, they may bully because that is what they have to do to feel accepted by a certain group of people and to keep friendships. People who bully need help to change their behaviour.

Now that we've revised why people might bully, let's look at different types of bullying that we learnt about in class before the holiday and then lockdown. Let us revise these types of bullying below:

Physical bullying:

This happens when someone physically hurts or takes control over another person. This can either be through hitting, punching, kicking, shoving, tripping or any other physical form of attack.

Verbal bullying:

This happens when someone uses what they say to hurt or take control of another person and what others might think of that person. The bully may make statements about their victim or call them names. These statements and names will often be used to humiliate, embarrass or hurt the other person. This type of bullying may go unnoticed at times, since nobody can physically see that the victim is being bullied.

Social bullying:

This happens when someone teases, ignores, excludes, insults or intimidates another person on purpose.

Cyber bullying:

This form of bullying is very prevalent today due to wide access to social media, technology and different devices like tablets and cellphones. This happens when someone uses the internet or their phone to embarrass, harass, threaten or target someone. This can take the form of posting inappropriate or crude pictures of their victim or by sending threatening text messages, making hurtful comments on social media posts or creating hate groups or pages against someone. Cyber bullying is particularly cruel as the bully often has more courage, particularly if he/she remains anonymous (**hides who they are by creating a fake social media account**) to say things they may not be able to say face-to-face.

The last form of bullying was not covered in class, but it does happen, and so I feel it is important to mention it –

Prejudicial bullying:

This type of bullying can take the form of physical, verbal, social or cyberbullying. It happens when someone hurts another person through bullying because of that person's race, religion, disability, gender or any other kind of difference they may have.

With this knowledge, read the scenarios below and answer the questions that follow.

Scenario 1

Sam is in a wheelchair because of a disease that has damaged the nerves in his body. A group of boys in his class pretend to be his friend, but then they make jokes about him saying things like, "don't run me over" or "do you have a licence to drive that thing?"

- 1. What types of bullying is Sam experiencing?**

Scenario 2

Sikiwe is sad because some days her friend Chipso will talk to her and other days she ignores her completely or asks other people, "Have you seen Sikiwe?" even though Sikiwe is right next to her in the room, and then the other girls laugh.

- 2. What two types of bullying are these?**
- 3. What are two things you would do if you were Sikiwe?**

Scenario 3

John makes funny noises as certain people walk past which makes his friends laugh. He also punches some people painfully on the arm and then laughs and says he was just being friendly.

- 4. What are three things that might make John behave that way?**

Scenario 4 (Refer to the picture below)

5. What do you think is happening in the picture below?
6. What two types of bullying are happening here?
7. How do you think the girl on her own is feeling?
8. What are two things that you think the girl on her own should do or say in this situation?
9. What does the word “by-stander” mean?
10. What should you do or say if you are a by-stander in this situation?



Day 4: Kindness Activity



**K.I.N.D.N.E.S.S
Poem**

Kindness is something that everyone can share - and it makes a difference!
Write a word or line of poetry that starts with each letter in the word
KINDNESS. It can be about helping others, making a difference, or being a
good classmate.

K _____

I _____

N _____

D _____

N _____

E _____

S _____

S _____