

STANDARD 3 LIFE SKILLS SUMMARY

UNIT 1: FOOD AND HEALTH

Food sources

- Shops
- Markets
- Rivers
- Lakes

Table showing food types, examples and its function

TYPES OF FOOD	EXAMPLES	FUNCTION
Fruits	Oranges, mangoes, bananas, nthudza, mapoza, katope and masuku	-Provide minerals and vitamins. -Protect the body from infections.
Vegetables	Rape, cabbages, mpiru, kholowa, bonongwe, chigwada, limanda and tomatoes.	-Provide minerals and vitamins to protect the body from infections.
Cereals	Maize, sorghum, millet and rice.	-Provide energy to the body.

Legumes	Beans, soya beans, groundnuts and cow peas.	-provide proteins for growth.
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Tubers	Cassava, sweet potatoes, Irish potatoes and cocoa yams.	-Provide energy to the body.
Meat	Beef, chicken, eggs, fish, mice and milk.	-Provide proteins for growth.
Insects	Ngumbi, mafulufute, sesenya, inswa and mbeleswa.	-Provide proteins for growth.

UNIT 2: SAFE DRINKING WATER

Uses of water

- Drinking
- Bathing
- Irrigating crops
- Cooking

Sources of water

- Rivers
- Streams

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-Lakes -Wells

-Boreholes

-Dams

-Taps

-Rain

Ways of making water safe for drinking

-Treating with chemicals or boiled appropriately to kill germs.

-Boil and filter appropriately before drinking.

Importance of drinking enough water

-Water makes up 70% of the composition of a human body.

-On average, a person should drink two litres of water per day.

UNIT 3: HIV AIDS RELATED DISEASES HIV

and AIDS related diseases -Tuberculosis

(TB).

-Diarrhoea

-Pneumonia

-Persistent fever

-Cough

NB: To be sure on one's HIV status, one has to go for HIV Testing and Counselling (HTC).



General signs and symptoms of HIV and AIDS related diseases -Drastic weight loss.

-Persistent fever.

-Loss of appetite.

-Persistent opening of bowels.

NB: Not all people that look weak and underweight have HIV or are ill with AIDS related diseases.

UNIT 4: SELF AWARENESS

Identification of strengths

-It is necessary to identify strengths and weaknesses early in life.

-Having known strengths, you can capitalise on them to achieve maximum potential.

-Having known weaknesses, you can work to improve on them.

Ways of developing strengths -Desire to pass examinations.

-Ability to defend their siblings and best friends.

-Striving to have the best.

-Ability to counsel or assist peers.

-Defending oneself in time of danger.

-Ability to choose good friends. **Common weaknesses of young people** -Fighting in order to have good things.



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- Forcing parents to provide them with things that are not proper for their age.
- Demanding things that are very expensive.
- Cheating when writing tests and other class exercises.
- Telling lies to impress others.
- Being easily influenced by peer pressure.

UNIT 5: INTERPERSONAL RELATIONSHIPS IN THE FAMILY

Nature, roles and responsibilities of interpersonal relationships in the family

TYPE OF INTERPERSONAL RELATIONSHIPS	RELATIONSHIP	ROLES AND RELATIONSHIPS
Wife	Mother	Sourcing food, cooking, providing shelter, cleaning and caring for children, husband and others.
Husband	Father	Providing shelter, sourcing food, caring for wife, children and others.
Sisters, brothers, cousins, nieces and nephews.	Children	Obedying parents, helping with household chores, working hard at school, emulating acceptable morals and values.



Grandparents, uncles and in-laws.	Relatives	Counselling and guiding other family members, sourcing food and other important aspects for the family.
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NB: Different roles and responsibilities can be played by both males and females. This can lessen the work load on family members and ensures the effective running of the family.

Factors that can enhance interpersonal relationships

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Cooperation

Tolerance

Respect for each other

-Empathy

-Love

-Understanding

-Praying together

-Knowledge and skill sharing

Factors that destroy relationships in the family

-Dishonesty

-Hatred

-Lack of cooperation

-Laziness

-Lack of appreciation of each other's roles

-Gender bias

-Selfishness

-Mistrust

-Not performing one's roles appropriately.



UNIT 6: MORALS AND VALUES IN THE FAMILY AND COMMUNITY

Acceptable morals in the family and community -Respect for

elders.

-Cooperation.

-Honesty.

-Empathy.

-Love.

-Studying

-Fairness

-Praying -Trust worthiness.

-Abstinence. -Sharing

-Cleanliness.

How morals and values are passed on in the family and community

-Through songs

-Through dances

-Through religious ceremonies

-Language



- Interaction between parents and children.
- Festivals
- Marriage
- Interaction between individuals in schools and other institutions.

How family and community morals and values can assist learners to achieve their goals

- Help them to make the right choices.
Help them to interact with other people properly.
- Enable them to understand other people's feelings and experiences.
- Assist them from indulging in bad behaviour.
- Help them to develop good interpersonal relationships.
- Assist them to respect others.
- Enable them to make careful and sensible decisions.
- Helps to protect human rights.
- Help to promote corruption-free government.
- Assist them to stand for the truth regardless of the consequences.
- Help to reduce and resolve conflicts.
- Assist to promote law and order.

UNIT 7: MORALS AND VALUES IN THE SCHOOL

Morals and values

- Morals are principles or standards of right conduct and behaviour.
- A value is something that is chosen after considering all possible alternatives.
- Morals and values originate from the family, school and the society derive their morals and values from the culture of the society.

Acceptable things in the school

- Unity
- Loyalty -Obedience -Discipline.
- Love



Trustworthiness

Justice

Faithfulness

-Integrity -Humility

-Empathy

-Commitment

-Accountability

-Responsibility

-Abstinence

Unacceptable things in the school

-Divisions

-Disloyalty

-Disobedience

-Indiscipline

-Stealing

-Use of foul language

-Laziness



- Fighting
- Selfishness
- Disrespect for others
- Dishonesty

Importance of morals and values They promote peaceful co-existence, fairness and cooperation.

They help individuals and society to achieve goals.

They help in the development of self-esteem, assertiveness and self-respect.

- They are used to judge whether actions are proper or not.
- Values serve as guidelines in determining how to act upon available choices.

UNIT 8: EFFECTIVE COMMUNICATION ABOUT SEXUAL ABUSE IN THE HOME

Sexual abuse

- This is an act of sexual nature upon or with a child or any other person without their free given consent.
- The abused person may be trapped, forced or bribed into a sexual act that might be visual, verbal or physical behaviours.
- Sexual abusers often begin by being kind and giving gifts to the children they intend to abuse.



Indicators of sexual abuse against children

- Screaming
- Night mares
- Showing aggressive behaviour towards family members or friends.
- Complaining of pain when urinating.
- Failing to work properly because of physical damage in the genitals.
- Bed wetting.
- Loss of appetite.
- Unusual fear of certain places.
- Experiencing unexplained periods of sudden panics.
Sudden interest in sex.

Having sexually transmitted infections (STIs). Steps to follow when reporting sexual abuse

- The child should report to parents, teachers or trusted adults or religious leaders.
- The child accompanied by an adult should report the abuse to a nearest police station.
- The child should be taken to a hospital for medical examination.

UNIT 9: PEACEFUL CONFLICT RESOLUTION AT HOME AND AT SCHOOL



Peaceful conflict resolution

-Peaceful conflict resolution means bringing to an end a disagreement in a peaceful way.

Situations that may lead to conflicts in the home and school

a) Teenage pregnancies



When a teenage falls pregnant, she may be in a conflict with the family, friends and the person responsible for the pregnancy. b) **Abortion**

-Abortion may cause complication and death which may result in conflict among the family. c) **Rape**

-It refers to forced sexual intercourse.

-This may lead to transmission of STIs including HIV, pregnancies and physical injuries which may lead to conflicts.

d) **Forced marriage**

-Conflicts may arise between a child and family members especially when the child wishes to continue with education or does not the person he or she is being forced to marry to.

e) **Drug and substance abuse**

-People involved in this sometimes pick up quarrels with other people as well as engage in violence and vandalism since sense of judgement is impaired. f)

Violation of human rights

-Rights may be violated e.g. right to life which may lead to conflicts.

g) **Property grabbing**

-Refers to taking the property of the deceased person unlawfully. This may cause conflicts within the family and may also involve other relatives. h) **Boy and girl**

relationship

-Refers to an irresponsible relationship between a girl and a boy. This may lead to sexual intercourse and infected with HIV & AIDS including early pregnancy which may lead to conflicts. i) **Illness**

-Conflict can occur between the sick and the care provider or when both do not appreciate each other's problems e.g. when one develops AIDS related diseases.

Ways of resolving conflicts peacefully in the home and school -Not blaming or insulting each other's party.

-Approach in a peaceful way.

-Listen carefully to what the other person is saying.

Importance of resolving conflicts peacefully

-To promote peace, unity, cooperation and development in the home and schools.

-Helps to create good relationships among people.

-Prevents violence thereby protecting life and property.

UNIT 10: DECISION MAKING AND PROBLEM SOLVING

Decision making

-This is the process of choosing what is best.

-This involves analysing issues and thinking critically in order to solve a problem.

Situations that require decision making

-Adolescence



- Choosing a career
- Choosing friends
- Child abuse
- Choosing things e.g. clothes and religion.

Situations leading to problems

- Lack of respect for parents
- Stealing
 - Lack of money for everyday needs
- Lack of enough food in the home
- Peer pressure
- Being orphaned

Ways of avoiding situations that lead to problems

- Respect for human rights
- Respect for others
- Guidance and counselling
- Spiritual support
- Respect for acceptable cultural values.
- Honesty

UNIT 11: STRESS AND ANXIETY

Stress and anxiety

-Stress and anxiety refers to conditions that people experience when responding to situations that threaten or challenge them.

-These situations are called [stressors](#).

Situations that lead to stress and anxiety

-Quarrels between parents, relatives and friends.

-Death of a loved one

-Illness

-Contracting STIs including HIV and AIDS.

-Unplanned pregnancy

-Peer pressure

How situations may lead to stress and anxiety in the home a)

[Quarrels between parents, relatives and friends](#)

-There are a lot of conflicts that may occur between parents, relatives and friends. If these conflicts are not resolved peacefully, they can influence or cause stress and anxiety.

b) [Death of a loved one](#)

-This may lead to hopelessness and insecurity on realising that the deceased would not support them anymore. c) [Illness](#)

-It makes many people unhappy because of the pain they experience which may cause stress and anxiety.

d) [Contracting STIs including HIV and AIDS](#)

-This can make someone feel sad and think that this may be the end of their lives. This may lead to stress and anxiety.

e) **Unplanned pregnancy**

-This can cause dropping out of school, contracting STIs including HIV and AIDS and being punished by parents. This may lead to stress and anxiety.

f) **Peer pressure**

-The youth may press one another to indulge in risky behaviours such as sexual relationships and drug and substance abuse. This may lead to stress and anxiety because the youth might not know the right things to choose.

UNIT 12: MY PLANS

What planning involves

-Planning involves identifying the activities to be done, putting them in order of importance and allocating time to each of them.

Importance of planning

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Help people to achieve their goals.

Assist people to increase their productivity.

-Help people to use time and other resources efficiently and effectively.

-It guides people on when to do something.

-It can help one to avoid contracting STIs including HIV and AIDS.

Situations that may affect a plan

-Death

-Accidents

-Illness

-Change of weather

UNIT 13: THE DEMANDS AND CHALLENGES OF PHYSICAL DEVELOPMENT

Demand

-A demand is a need in one's life.

The demands boys and girls face as they grow up -Going to school.



- Passing examinations.
- Obeying their parents, guardians and elders.
- Going for initiation ceremonies.
- Participating in relevant household chores and school activities.
- Loving their peers and others.
- Participating in spiritual activities.

Examples of negative demands Abusing

drugs or substances.

Dropping out of school.

-Stealing

Challenges that boys and girls face as they grow up -Dealing with the issues of child abuse.

- Child labour.
- Harmful cultural practices.
- Sexual relationships.
- Negative peer pressure.

- Rape.
- Drug and substance abuse.
- HIV and AIDS.
- Hunger.
- Orphan hood.
- Teenage pregnancies.
- Incest.
- Early marriages.
- Violence and delinquency.
- Refraining from bad behaviour.
- Resisting negative peer pressure.
- Gender disparities.
- Failing examinations.

Ways of overcoming demands and challenges

- Decision making
- Problem solving
- Effective communication



- Self-esteem
- Self-awareness
- Peer pressure resistance
- Coping with emotions
- Coping with stress
- Interpersonal relationship
- Peaceful conflict resolution
- Entrepreneurship
- Critical thinking
- Planning
- Creative thinking



Empathy

UNIT 14: INCOME GENERATING ACTIVITIES

Income generating activities

-Income generating activities are businesses through which one can earn money.

Examples of income generating activities

-Growing vegetables

-Making toys

-Baking scones

-Keeping chickens

Skills needed in income generating activities

Decision making

-Problem solving

-Creative thinking

-Perseverance

-Negotiation -Planning

-Self-esteem

Importance of income generating activities



- Help one to have some money to improve one's living standards.
- Help one to use available resources e.g. time and land efficiently and effectively.
- Help one to become economically empowered.

GLOSSARY

Contract: Catch a disease.

Cereals: Crops in the grass family.

Balanced diet: Meal containing all the required nutrients.

Goitre: Swelling on the throat caused by lack of iodine.

Rickets: Disease which softens the bones of children due to lack of Vitamin D.

Signs: What medical practitioners' see in a person who is ill.

Symptoms: Are what one feels when sick

Nutrition: Food containing all the necessary values for the body.

Vulnerable: Easily attacked.

Opportunistic infection: Diseases that affect a person who has low body immunity.

Morals: The principles of right or wrong or acceptable standard of behaviour.

Values: Guidelines which determine how one acts upon available choices.

Humility: Being simple and modest.



Fairness: Ability to treat people without bias.

Justice: Fair treatment of other people.

Misconception: Idea or belief not based on facts.

Sexual abuse: Unwanted or unacceptable sexual advance towards a person including a child.

Conflict: Disagreement between two or more people.

Drug: Any substance that can be used as medicine.

Drug and substance abuse: Wrong use of drugs and substances.

Peace: Free from disorder and calm.

Resolution: Formal statement of agreement.

Substance: Any particular kind of matter. **Violence:**

Use of physical force on others.

Decision making: Making choices.

Problem solving: Finding solutions to challenges.

Rational decision: Reasonable decision.

Stress: Pressure or concern caused by a problem.

Anxiety: The state of feeling worried.

Planning: Sequencing of activities and proper management of resources.

Goal: Something you would want to achieve within a given period of time.

Demand: Need in one's life.

Challenge: Problem or something that requires solving.

Income generating activity: Any activity from which one can earn income.

REFERENCE

Standard 3 Life Skills Teacher's Guide

