HEALTHY LIFESTYLE CHOICES FOR TEENAGERS
TEACHER'S RESOURCE PACK

3 ENTREPRENEURSHIP

EMPLOYABILITY

EDUCATION
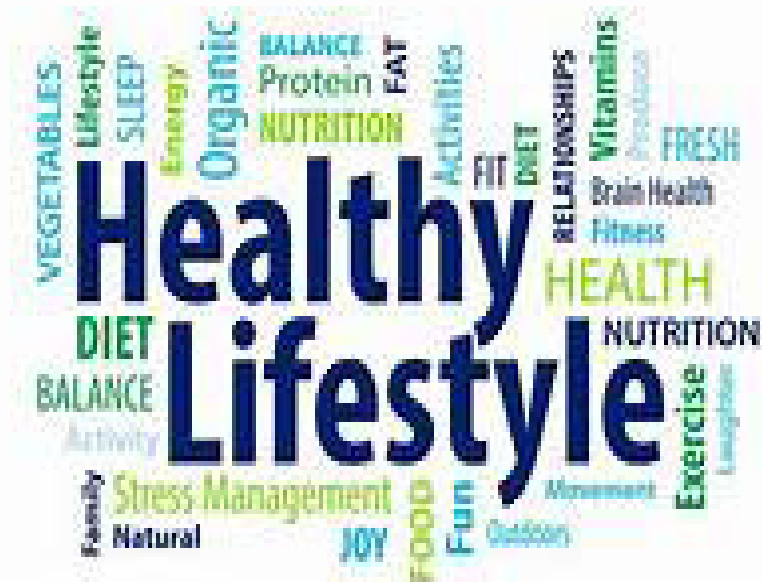
Playful Project-based Learning | Life Orientation | TERM 3

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

NDP 2030

GRADE **11**

5 Risky Teen Behaviors

1. Alcohol and Marijuana. Alcohol and marijuana abuse are always at the top of the list when experts survey teens on risky behaviors.

2. Prescription Drug Abuse. Prescription drug abuse has skyrocketed among teens over the past decade.

3. Sexting

4. Eating disorders.

5. Risky behavior behind the wheel.

Source *5 Risky Teen Behaviors* | www.justmommies.com

www.justmommies.com/tweens-and-teens/parenting-tweens-and-teens/5-risky-teen-behavi

RISK BEHAVIOURS AND SITUATIONS IN PICTURES
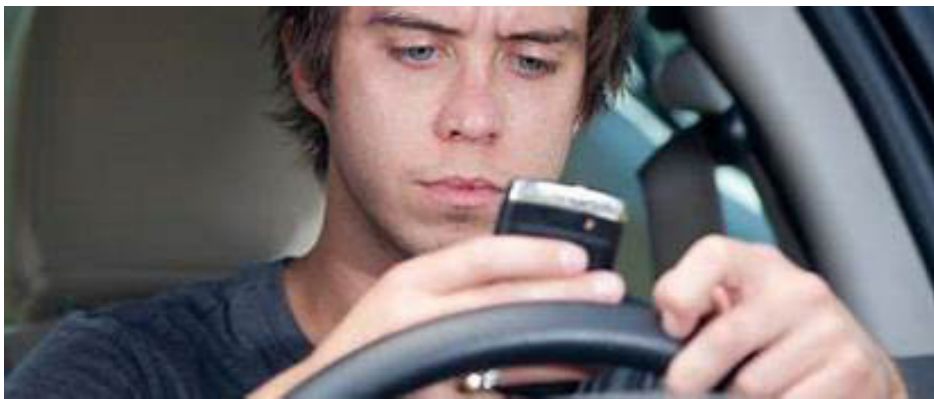
Changing youth behaviour in South Africa

Nelisiwe Khuzwayo,[✉][1] Myra Taylor,[1] and Catherine Connolly[1]

Author information Article notes Copyright and License information

Background

Globally, youth risk behaviour, including risky sexual behaviour, drug abuse and violence, is a public health concern, and South Africa is no exception. A range of behaviours place youth – and in the context of this study, South African youth – at risk. Although numerous interventions have been conducted to mitigate risk-taking, young people continue to practise unsafe sex, binge drink and use illicit drugs, and are involved in violence. The latest South African survey on youth risk behaviours reports that adolescents initiate alcohol use prior to the age of 13 years, and that men were more likely than women to use alcohol, engage in binge drinking, to have driven or walked under the influence of liquor and engaged in physical fighting (Burton & Leoschut 2013a; Shisana et al. 2015). Furthermore, in South Africa, although the human immunodeficiency virus (HIV) infection rate is decreasing, youth are severely affected by HIV, violence and unplanned teenage pregnancy (District 2012; National Department Health 2012; Mkhwanazi 2010). It is also widely acknowledged that the high prevalence of HIV and other sexually transmitted infections and rate of teenage pregnancy are fuelled by high-risk behaviours (Harrison et al. 2010a).

Evidence shows that substance abuse has detrimental consequences for youth (Scott-Sheldon et al. 2013; Yach et al. 2015). The results of the South African national violence survey reported that of the 47% learners who smoked marijuana at school, 31% reported witnessing learners who were high and 27% reported knowing learners who were drunk at school (Burton & Leoschut 2013a). This is undesirable in a teaching and learning environment and particularly concerning, as alcohol abuse has been associated with violent behaviour (Peltzer, Davids & Njuho 2011). The prevalence of violence in South African schools has been reported to be high (Schuld 2013). One in four learners reported knowing learners who brought weapons such as firearms, knives and other sharp objects to schools (Burton & Leoschut 2013a; Ward et al. 2012). These learners may carry weapons to initiate or threaten other students, or for self-defence. The prevalence rates of students reported carrying weapons vary across the country (Burton & Leoschut 2013a). Learners from KwaZulu-Natal province were aware of learners who had brought a weapon to school, and 8.2% stated that they were threatened whilst at school (Burton & Leoschut 2013a).

Another concern is the lack of contraceptive use (Bhana et al. 2010; Catalano, Gavin & Markham 2010). In the third South African Youth Risk Behaviour Survey (SAYRB [2011]), learners reported condom use (45.1%) as the main method to prevent pregnancy; this was followed by contraceptive injections (7.0%) and use of pills (4.7%) as other birth control methods. Gender-based violence, especially amongst female students (Harrison et al. 2010a), is a particular concern as some of them are dating older men (Dellar, Dlamini & Karim 2015; Haberland & Rogow 2015). Evidence shows that they are unable to negotiate condom use because their male partners are older and tend to have many casual partners (Onoya et al. 2012; Potgieter et al. 2012).

South Africa has responded through numerous interventions, including condom distribution programmes (Dellar et al. 2015; Prinsloo 2007) and HIV education (Harrison et al. 2010a). There have also been a number of well-publicised HIV awareness campaigns using a variety of media, including Khomanani, Love Life, Soul City and Soul Buddy (Bekker et al. 2015; Chandra-Mouli et al. 2015). The 2012 National Communication Survey on HIV/AIDS evaluated these national campaigns and found that they were having a positive effect, particularly on students aged 15–24 years, with an increase in condom usage, HIV testing, counselling and male circumcision (Peltzer et al. 2012). However, research interventions, which included large trials, have shown mixed results with regard to the reduction of risk behaviour (Harrison et al. 2010a). Students aged 15–24 years in South Africa continue to have poor health outcomes because of their high-risk behaviour (Harrison et al. 2010a; National Department Health 2012). There is an urgent need to find interventions that may prevent and reduce youth risk behaviour.

We thus developed, implemented and evaluated a context-based behavioural risk-reduction intervention in uMgungundlovu District Municipality, KwaZulu-Natal province, aimed at reducing risky sexual behaviour, use of alcohol and other drugs and violence enacted by learners.

How to make a brochure

A brochure is an informative paper document that can be folded into a template, pamphlet, or leaflet. Below are some fold types to consider. The fold type should effectively support the type of information shared in the document.
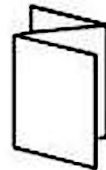
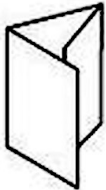## Fold Types

Half Fold
1 fold, upright

Z Fold:
2 folds, accordian

Letter Fold:
2 parallel folds

Right Angle:
2 folds, Half fold vertical and horizontal

Double Parallel:
2 parallel folds

Creative tips for great brochures:

1. **Know the purpose**
   Start by asking your target audience why they think they need a brochure. Or what would they like to read in such a brochure. How much time will they spend scanning it?

2. **Limit fonts**
   You don't need many fonts – just a heading, subheading and body copy font. Don't overbear the reader. Keep it simple.

3. **Get the copy right**
   Great copy is often undervalued in brochure design. Spend a lot of time on copy and rewrite or rework until it is perfect. Headlines should be decided on last. First get the message right.

4. **Keep end in mind**
   Always keep the end purpose of your brochure in mind. What is the message you want to convey when someone opens it?

5. **Plan first**
   Start by putting ideas on paper and sketching designs. Start asking for feedback in the early stages.

6. **Make a good first impression**
   Does the brochure draw attention? Do you want to pick it up to read more?

7. **Get the imagery right**
   You need a good and clean design for a brochure to be effective. One idea must follow the next. Don't overuse colour and imagery. Sometimes simple is really effective.

SOURCE: Mimeo.com

HOW TO PREPARE A GREAT PRESENTATION

1. Show your Passion and Connect with your Audience

It's hard to be relaxed and be yourself when you're nervous.

But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion for the subject shine through. Be honest with the audience about what is important to you and why it matters. Be enthusiastic and honest, and the audience will respond.

2. Focus on your Audience's Needs

Your presentation needs to be built around what your audience is going to get out of the presentation.

As you prepare the presentation, you always need to bear in mind what the audience needs and wants to know, not what you can tell them. While you're giving the presentation, you also need to remain focused on your audience's response, and react to that. You need to make it easy for your audience to understand and respond.

3. Keep it Simple: Concentrate on your Core Message

When planning your presentation, you should always keep in mind the question:

What is the key message (or three key points) for my audience to take away? You should be able to communicate that key message very briefly. Some experts recommend a 30-second 'elevator summary', others that you can write it on the back of a business card, or say it in no more than 15 words. Whichever rule you choose, the important thing is to keep your core message focused and brief. And if what you are planning to say doesn't contribute to that core message, don't say it.

4. Smile and Make Eye Contact with your Audience

This sounds very easy, but a surprisingly large number of presenters fail to do it.

If you smile and make eye contact, you are building rapport, which helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people. To help you with this, make sure that you don't turn down all the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.

5. Start Strongly

The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.

They will give you a few minutes' grace in which to entertain them, before they start to switch off if you're dull. So don't waste that on explaining who you are. Start by entertaining them. Try a story (see tip 7 below), or an attention-grabbing (but useful) image on a slide.

6. Tell Stories

Human beings are programmed to respond to stories.

Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story. Think about what story you are trying to tell your audience, and create your presentation to tell it.

SOURCE: https://www.skillsyouneed.com/present/presentation-tips.html

> **How to reference the source:** Staff writer, 2019, *Presentation skills you need*, viewed 2 June 2020, <https://www.skillsyouneed.com/present/presentation-tips.html>

PRODUCT DEVELOPMENT
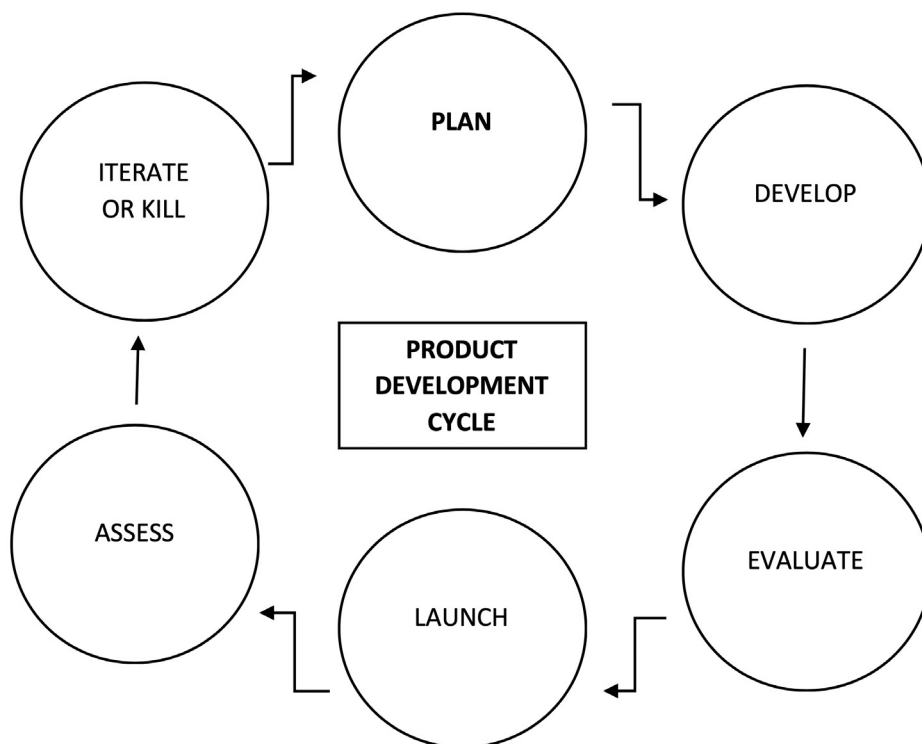
PLAN

The planning stage consists of work that needs to be done before any development commences. You want to make sure you have a valid business case for the product and a solid strategic plan to give your startup the best chance of success.

To begin, Market Research and Competitive Analysis should be carried out, to get an understanding of the market, and the key players in them. This research will need to answer questions such as:

- Who is your target audience?
- Is there a need for the product? Can it be validated by thing like surveys, customer interviews or consumer spending figures?
- Who are the competitors in the market and how will the product be able to compete with them?
- What is the potential market share for the product?

DEVELOP

Simply put, this is when the product or service business is built. The first release is likely to be an MVP (Minimum Viable Product) containing the core features necessary for the product to be of use to your customers and succeed in the market.

EVALUATE

Early feedback is key to test the assumption made during the Plan stage. There is no need to wait until the product is completed to perfection before you start evaluating its features the sooner features can be validated the better. If the feedback from the evaluation says that some features need changing, then tweak them.

LAUNCH

Launching the product involves letting your target audience know the product is live. This can be done with Press Announcement & Interviews, advertising, creating public launch events, etc.

ASSESS

Similarly to the Evaluation stage, each feature of the product will need to be tested and evaluated to see if a feature is worth keeping and iterated on or should be dropped from the product completely. During the assessment stage you will also need to support marketing & sales efforts. This is done by assessing what effect advertising, social media and CRM (Customer Relationship Management) campaigns have on product engagement and revenue.

ITERATE

Once assessment and evaluation of the product features is complete, a decision needs to be made on which features to keep and upgrade and which to remove. For the features that prove not useful for the customer, and don't generate engagement or revenue, those should be removed. For the features that are kept, they will need to be iterated on and upgraded, to ensure competitiveness. This involves starting the Product Development Cycle all over again. HOW TO reference this source: Farbey, Y, 2016. The product life cycle and product development cycle, viewed on 2 June 2020,