

UNIVERSITY OF FORT HARE

EAST LONDON CAMPUS

LSE212E

Life Skills Education 1

BACHELOR OF EDUCATION

Year 2

June Examination 2023 (MEMO)

Time: 3 Hours

Subject: Life Skills Education 1

Marks: 100

This memo consists of 8 pages including the cover page

Examiner
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Internal Moderator
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Instructions:

1. There are five compulsory questions in this examination paper.
2. Answer ALL questions.
3. Please number your questions correctly.
4. Please ensure that your student number is clearly written on the front page of your examination book.

QUESTION 1

"The Life Skills subject is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated." (CAPS)

1.1 List and briefly explain the four study areas for Life Skills in the Foundation Phase. (10)

Beginning Knowledge

The content and concepts of Beginning Knowledge have been drawn from Social Sciences (History and Geography); Natural Sciences and Technology.

Social science concepts; conservation, cause and effect, place, adaptation, relationships and interdependence, diversity and individuality, and change;

Natural Science concepts; life and living, energy and change, matter and materials; planet earth and beyond;

Scientific process skills; the process of enquiry, which involves observing, comparing, classifying, measuring, experimenting, and communicating; Technological process skills; investigate, design, make, evaluate, communicate

Personal and Social Well-being:

This study area includes social health, emotional health, and relationships with other people and our environment, including values and attitudes. The study area Personal and Social Well-being will help learners to make informed, morally responsible and accountable decisions about their health and the environment, and environmental health. Learners will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society

Creative Arts

Creative Arts exposes learners to four art forms: dance, drama, music and the visual arts.

The main purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts.

It also provides basic knowledge and skills to be able to participate in creative activities.

Learners should be guided to use their natural inclinations to use their imagination, manipulate and work with materials, move and make music and tell stories

Physical Education

The development of the learner's gross and fine motor skills and perceptual development is fundamental in the Foundation Phase. Physical and motor development is integral to the holistic development of learners.

It makes a significant contribution to learners' social, personal and emotional development.

Play, movement, games and sport contribute to developing positive attitudes and values.

This area focuses on perceptual and locomotor development, rhythm, balance and laterality.

The focus in the Foundation Phase is on games and some activities that will form the basis of participating in sports later on

1.2 *A safe environment will instill confidence into learners to explore their learning environment.*

Describe five safety measures that Foundation Phase teachers need to be aware of. (15)

Fire safety: fires and burns pose a risk to learners. Learners may not play with matches or lighters. Educators should:

(4)

- Be aware of building exits and emergency evacuation procedures.
- Practice monthly fire drills and alternative evacuation routes make sure that no extension cords are used in classrooms.
- Ensure that electrical outlets are covered with safety caps.
- Liaise with local fire departments to assist the school with an emergency plan.

Bathroom facilities: Sufficient bathroom facilities should be accessible to learners. These should be kept in mind.

(4)

It is advisable that child-sized fixtures, such as toilets, sinks and soap dispensers be available so that learners can take care of their own needs.

- One toilet and sink are advisable for ten to twelve learners.
- Hand washing facilities near toilets are recommended.
- The use of individual paper towels and cups will enhance sanitation and limit the spread of infectious illness (depending on affordability).

Surface and finishing: should ensure safety:

(4)

- Furnishing should be safe, strong, durable, and free from splinters or sharp edges.
- Learners should each have a table and chair to sit at. Other furnishings may include open shelves, bookshelves, lockers, or coat hooks.
- Floors and floor coverings should be clean and free of debris or tripping hazards. Use carpet tape or rubber backing to prevent rugs from curling or slipping. Check floor tiles and baseboards for loose material, protruding nails, or splinters.
- All cleaning supplies, bleach and other toxic materials should be stored outside the learners' space or in a locked cabinet.

Indoor air quality: to ensure good air quality indoors, school managers and educators should:

(4)

- Increase ventilation by opening doors and windows daily.
- Inspect air systems regularly and establish a maintenance plan.
- Change filters regularly.
- Provide outdoor air ventilation.
- Clean air supply diffusers, return registers and outside air intake.

Building security: security measures need to be taken care of:

(4)

- Outside doors and gates should be locked and always bolted during the school day to control unauthorized visitors.
- Visitors should use the main door to the school and the receptionist is responsible for addressing requests.
- Educators should be aware of people entering the building and should greet them.
- Surveillance cameras could be separated from play areas.

[25 marks]

QUESTION 2**2.1 Multiple Choice Questions (Please number and write only the answer)**

2.1.1 Who proposed the bio-ecological systems theory? (2)

- a) Bronfenbrenner
- b) Hahn
- c) Elliott
- d) Tudge

2.1.2 What is the outermost system in the ecological model? (2)

- a) The exosystem
- b) The mesosystem
- c) The microsystem
- d) The macrosystem

2.1.3 Which level in the bio-ecological model is characterised by interactions between immediate environments? (2)

- e) The exosystem
- f) The mesosystem
- g) The microsystem
- h) The macrosystem

2.1.4 In which bio-ecological system would the parents' workplace be located? (2)

- a) The mesosystem
- b) The microsystem
- c) The chronosystem

Answers

d) The exosystem

2.1.5 In which system of Bronfenbrenner's theory are links between the family and the school important? (2)

- a) The mesosystem
- b) The exosystem
- c) The chronosystem
- d) The microsystem

[10 marks]

QUESTION 3

3.1 Explain how the Mesosystem influences a child's development? (5)
 A mesosystem is where all of a child's immediate influences (family, school, community, church, etc.) interact. Mesosystems are where a child's microsystems connect and influence one another - for example, a child's parents connecting with their teachers at school. The mesosystem includes links between the child's microsystems.

3.2 Discuss why Bronfenbrenner's theory is important to educators? (5)

It allows educators to think more clearly about the different, often interrelated, factors that influence how they work and succeed with the children in their class.

3.3 Which system does Bronfenbrenner say is the most influential on a developing child? Why do you say so? (5)

The microsystem is the most influential level of the ecological systems theory. This is the most immediate environmental settings containing the developing child, such as family and school

[15 marks]

QUESTION 4

"Healthy self-esteem is like a child's armour against the challenges of the world"

4.1. Explain what you understand by the term **"self-esteem"**. (2)

Self-esteem is a way of thinking and feeling about yourself. Each one of us has self-esteem.

Self-esteem is your subjective sense of overall personal worth or value.

Self-esteem is made up of the thoughts we have about ourselves and plays a role in almost everything we do.

Having healthy self-esteem is important as it helps you make positive choices in your everyday life,

Having healthy self-esteem gives you the courage to be your own person, have good relationships and helps you deal with difficult situations.

4.2 Describe the signs of *unhealthy* and *healthy* self-esteem in children. (8)

Children with healthy self-esteem:

- feel good about themselves
- feel proud of what they can do
- believe in themselves, even when they don't succeed at first
- see their own good qualities, such as being kind or capable
- feel liked, loved, and respected
- accept themselves, even when they make mistakes

Children with low self-esteem:

Low self-esteem can have harmful effects on your mental health, your decisions about your appearance and ultimately, your future. It's not easy to like every part of the way you look, but getting stuck on negatives can really bring down a child's self-esteem.

- don't feel good about themselves
- don't think they are as good as others
- think mostly bad things about themselves
- think of the times they fail, rather than the times they do well
- are hard on themselves and give up easily
- don't feel liked, accepted, or respected

4.3 Name and discuss the five needs of the Foundation Phase learner according to Maslow's hierarchy of needs.

- ✓ **Physiological needs (need for oxygen, food, and water:** these are strongest needs for basic survival. If the Foundation Phase learner has not had dinner the night before or breakfast today, he or she will not be able to pay attention or to concentrate). (4)
- ✓ **Safety needs:** It includes security and safety. These are ones for safety, psychological well-being (emotional wellness) and protection (security). If a learner fears or anxiety it will have a negative impact on his or her learning. (4)
- ✓ **Belongingness and love need:** It relates to intimate relationships with friends. We have a need to give and receive love and affection, as well as a sense of belonging. The educator needs to accept every learner unconditionally and show love for each learner. (4)
- ✓ **Esteem needs: prestige and a feeling of accomplishment.** This refers to a need for a sense of personal competence and social acceptance. When these needs are met, one feels inferior, weak, helpless, and worthless. (4)
- ✓ **Self – actualization:** achieving one's full potential, including creative activities. These needs represent a learner's need to know and understand. One of the roles of an educator is to motivate. (4)

[30 marks]

QUESTION 5

5.1 Explain why planning a physical education lesson is important (5)

Time invested in thorough planning is time well spent.

Good physical education lessons do not just happen - They require good planning and organisation.

- Good planning can make all the difference to the safety, enjoyment, and success of a lesson.
- Planning is particularly important when you teach large groups, groups with varied abilities, and children with whom you are not familiar.
- It is also vital if your access to resources, equipment and space is limited.
- It helps you make the most of your teaching time and prevents time being wasted on irrelevant activities

5.2 With reference to the Curriculum and Assessment Policy Statement (CAPS) – Physical Education

Skill: *Spatial Orientation – using beanbags*

Develop *comprehensive lesson ideas* for the teaching of this topic to a grade 2 class. Include:

- 5.2.1 Lesson outcomes. 3 (3)
- 5.2.2 Warm up activities. 2 (2)
- 5.2.3 A variety of activities using the bean bags that will develop spatial orientation. 6 (6)
- 5.2.4 A game using the bean bags. 2 (2)
- 5.2.5 Cool down activities. 2 (2)

Since this is an open-ended question it, different responses are expected and will be marked accordingly.

- I will award marks for originality of ideas, linking theory to practice, grade appropriateness
- I will be looking for activities that captures the learners interest
- Activities that are interesting and child centered especially thoughts on inclusivity in the classroom
- The consolidation of activities that encourages reflection.
- Some ideas for integration with the other learning areas

(15)

[20 marks]

TOTAL [100]

END OF EXAMINATION