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& training

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FOUNDATIONAL LIFE SKILLS

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ICONS


	Individual activity. This means that you must work on your own. You can ask for help but it must be your own work.
	Work in pairs. This means that you must work with another student. You must work together.
	Work in groups. This means that you must work with three or four other people.
	Read before the discussion.
	Resources to use (such as a textbook, additional reading material)
	A test, assignment or an important reminder
	Reflect on what you have learnt. This means you need to go back on the work that you have learnt and how you will use it.

Managing Self & Others


MODULE 1

UNIT 2: MOTIVATION

Activity 2.1.1

	Complete the following example of the process of motivated behaviour.
1. Need: Why are you studying?	
2. Drive: What are you going to do to make sure your studies are successful?	
3. Goal: What is your goal? (What do you want to do because of your studies?)	

Activity 2.2.1

		Are you internally or externally motivated? Read each question and answer “yes” if you agree or “no” if you don’t agree.	
		Yes	No
1	If I can do the work, I can get good marks, no matter how good or bad the lecturer is.		
2	If the lecturer is boring, I won’t do well.		
3	I believe I can decide what happens to me.		
4	I believe I can’t decide what happens to me.		
5	When I make a mistake, it’s usually my fault.		
6	When I make a mistake it’s usually because of someone else.		
7	My marks are the result of how much I study.		
8	My marks will only be good if I have a good lecturer.		
9	It is easy for me to change if I need to.		
10	I don’t like it when things change.		
11	When I fail a test it’s because I didn’t study enough.		
12	When I fail a test it’s because the lecturer did not explain the work.		
13	I don’t need anyone to make me study.		
14	I can’t seem to make myself study.		
15	I can motivate myself.		
16	I need someone or something to motivate me.		

Adapted from Kanar, 2014

If you have ticked “Yes” for 1;3;5;7;9;11;13;15 and “No” for the other numbers you are probably internally motivated.

If you have ticked “Yes” for 2;4;6;8;10;12;14;16 and “No” for the other numbers you are probably externally motivated.

Success happens by choice not by chance

If a person is internally motivated - motivated by the heart - they:

- Want to study,
- See studying as a way to be successful,
- Enjoy studying and learning new things, and
- Are more likely to succeed.

YOU HAVE A CHOICE to succeed and you can choose to motivate yourself and make a success of your life.

Activity 2.2.2



Use the story about Reggy in your student guide and answer the following questions.

You will have discussed them in class already, but now you need to give your own answers.

1. Describe how the story of Reggy makes you feel about your own studies?


2. Do you think Reggy's success was by chance or by choice?

3. What can you do to motivate yourself to make a success of your studies?

4. Who would you speak to if you can feel you are not feeling motivated to study and work hard anymore? Why?

UNIT 3: SELF ESTEEM AND CONFIDENCE

Activity 3.1.1

	<p>You have learnt about good and bad characteristics. Go back to the list you spoke about in class and choose your three best characteristics. Then choose the three that you think are your bad characteristics. Answer the questions below. Write your answers on a separate piece of paper and put it behind this page.</p>
Good Characteristic 1:	
1	Why do you think this is one of your good characteristics?
2	Can you give an example of when you showed this characteristic?
Good Characteristic 2:	
1	Why do you think this is one of your good characteristics?
2	Can you give an example of when you showed this characteristic?
Good Characteristic 3:	
1	Why do you think this is one of your good characteristics?
2	Can you give an example of when you showed this characteristic?
Bad Characteristic 1:	
1	Why do you think this is one of your bad characteristics?
2	Can you give an example of when you showed this characteristic?
3	What can you do to improve it?
Bad Characteristic 2:	
1	Why do you think this is one of your bad characteristics?
2	Can you give an example of when you showed this characteristic?
3	What can you do to improve it?
Bad Characteristic 3:	
1	Why do you think this is one of your bad characteristics?
2	Can you give an example of when you showed this characteristic?
3	What can you do to improve it?

UNIT 4: TIME MANAGEMENT



Choose a typical day of the week (not over a weekend) and write down everything that you do for **every minute of that day** (even washing and getting dressed). It is even a better idea to complete one of these for every day of the week (for seven days).

Activity 4.1.1


Date	ACTIVITY	Time spent in min.
6:00 – 7:00		
7:00 – 8:00		
8:00 – 9:00		
9:00 – 10:00		
10:00 – 11:00		
11:00 – 12:00		
12:00 – 13:00		
13:00 – 14:00		
14:00 – 15:00		
15:00 – 16:00		
16:00 – 17:00		
17:00 – 18:00		
18:00 – 19:00		
19:00 – 20:00		

20:00 – 21:00		
21:00 – 22:00		
22:00 – 23:00		
23:00 – 00:00		
00:00 – 01:00		
01:00 – 02:00		
02:00 – 03:00		
03:00 – 04:00		
04:00 – 05:00		
05:00 – 06:00		


Calculate the time you spent (according to the table you have completed):

Class attendanceminuteshmin.
Studying and preparing for class		
Assignments		
Gathering information to complete an assignment or making photocopies for study purposes		
Working		
Travelling		
Laundry		
Formal sport activities		
Eating		
Sleeping		
Dressing, washing and brushing your teeth		
Cell phone, talking to friends, social media		
Shopping		
Watching television		
Other:		

Activity 4.1.2

	Identify your time wasters and complete the table. Then divide into groups and share ideas how to stop wasting time.	
Time waster	How does it affect you?	How can you stop doing this?

Activity 4.3.1

	One way to manage your time is to plan. Use the templates on the pages that follow to do your weekly plan as well as what you need to do from now until the end of the year to make the most of your studies.
---	--

MONTH:

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

MONTH:

Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

MONTH:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

MONTH:

Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

MONTH:

Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

MONTH:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

MONTH:

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Monday					
Sunday					

MONTH:

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

MONTH:

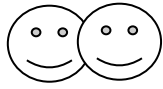
Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

MONTH:

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

UNIT 5: VISION AND GOALS

Activity 5.1.1



Complete the following and discuss your answers with the student next to you:

What kind of a person are you?

What kind of people do you enjoy spending time with?

Where and how do you want to live one day?

What do you want to do to earn money one day?

Activity 5.1.2



This is a fun activity to help you “see” your dreams. It is called a vision board. To make your vision board your lecturer will provide you with old magazines, crayons, glue and scissors. Below is an example for you to look at.

To make your vision board:


1. Write down your vision – it could be anything – and write that in the middle of a sheet of paper.
2. Now think about how you will achieve it.
 - a. Things you want to learn
 - b. Goals for the PLP year
 - c. A problem you would like to solve
 - d. The life you hope to have after graduation
3. Go through the magazines and cut out pictures about your dream and what you need to do and glue them on the piece of paper.
4. If you want to decorate your vision board further – do so it is yours!



Activity 5.2.1

	<p>Write a good <u>short-term goal</u> for each one of your PLP subjects. The time frame should be “by the end of the term” or “by the end of this year”: (Keep in mind what you want to do and the marks you need to achieve).</p>

Activity 5.3.1

	<p>Rewrite your short-term goals for each subject that you completed in the previous activity.</p> <p>Now think about the tasks you need to do to achieve each goal.</p>	
Goal 1		
Tasks	Completion date	
For example: Do revision of unit 1	28 Feb	
Goal 2		
Tasks	Completion date	

Goal 3		
Tasks		Completion date
Goal 4		
Tasks		Completion date

UNIT 6: MY CHOSEN CAREER


There are no additional activities for Unit 6. This gives you time to do revision of the work you did so far!

Managing my Studies

MODULE 2

UNIT 1: HOW DO I LEARN?

Activity 1.2.1

	<p>Let's find out how you learn!</p> <p>We hope that this activity will be fun to do. This is not a test – it's just for your own information – but it is based on studies done by many wise people about how we learn and why it is good to know what our own intelligences are.</p> <p>Read through each sentence and if it is something you do often then make a tick (✓) next to it.</p> <p>You can tick as many as you like. Have a good time and enjoy yourself!</p>
	1. I like to read a book
	2. I am enjoying the PLP Mathematics and Science classes
	3. I like drawing and painting
	4. I like doing things outside
	5. I like to sing
	6. People always ask me to help them
	7. I know what my goals are and I think about them all the time
	8. I love animals
	9. I like the PLP English and Life Skills classes more that Maths and Science
	10. I like patterns for example the black and white notes of a piano
	11. I like taking things apart and then putting them together again
	12. I don't like sitting still for a long time
	13. I listen to music all the time
	14. I like going to parties
	15. When I want to do something, I don't ask others what they think first
	16. I like watching nature shows on TV
	17. When I talk to people, I can make them change their mind
	18. I enjoy the activities we do in the PLP Science class
	19. When I watch a movie, I "see" it but don't really listen to what they say
	20. I don't fall over stuff when I am walking

	21. I can play or would like to play a musical instrument
	22. I don't like to fight with people
	23. I talk to myself all the time
	24. I like sitting outside and listening to the birds
	25. I enjoy the Bingo and puzzles in the PLP English class
	26. I know there is an answer for any mathematics problem
	27. When I close my eyes I can see a picture that I looked at clearly
	28. I enjoy playing sport and I am good at it
	29. People say I dance very well
	30. I enjoy working with other people
	31. I often spend time alone thinking about things that are important to me
	32. I know the names of at least 10 different kinds of plants
	33. I like to learn new words and know their meanings
	34. When we play a game, I am always the one to organise the others
	35. I am good at reading a map to find my way to a new place
	36. I don't like being part of a team when we play a game
	37. When I hear a song, I know who the person or band is who sings it
	38. Other people say I am a leader
	39. I would rather spend my holiday at home than go away somewhere
	40. I would really like to go to a zoo one day to see all the animals for real
	41. I remember my work easily when I study
	42. I like doing my PLP Mathematics homework because it is easy
	43. I like some colours better than others
	44. I like helping around our house to fix things
	45. I often hum a song in my head or out loud
	46. When I have a problem with my homework, I ask my friends to help me
	47. I know what I am good at and what I am not so good at
	48. I love being outside, no matter what the weather is like
	49. I like looking up new words in the dictionary

	50. I like to ask other people questions to try and understand things better
	51. I like to make drawings while I think
	52. I use my hands when I talk
	53. I like to make up my own songs
	54. I have at least three close friends that I spend a lot of time with
	55. I like doing my hobbies on my own
	56. I like eating outside (braai or picnic)
	57. I like to talk to people more than watching TV
	58. I think mathematics is easy
	59. I like looking at pictures more than reading
	60. I would rather play a sport than watch it on TV
	61. When I listen to music I tap my foot in time with the music
	62. I am easy for people to be friends with me
	63. I want to have my own business one day
	64. I like helping to clean up the streets in my community
	65. I like to write stories and poems
	66. I like it when things are organised
	67. I am good at solving puzzles
	68. I like acting and singing
	69. I can predict who is going to win "Idols"
	70. I like being part of a crowd of people
	71. I would rather spend time on my own than with friends
	72. I like to move rocks to see what is under them
	73. I am good at describing things in my own words
	74. It is easy to add numbers in my head
	75. I can remember people's faces but not their names
	76. One of my hobbies is to build things
	77. I know what kind of music I like listening to and can recognise it (R & B, Kwaito etc.)


	78. I make new friends easily
	79. I always think about it before I do something
	80. I like working in the garden and watching plants grow.

Well done!

Now you need to circle the numbers below that you ticked. Then count how many **circles** you have in each **column**, and write that number at the bottom of each column.

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80


How many circles in each column?								
Intelligence	Verbal	Math	Visual	Bodily	Music	Intra	Inter	Nature

	Are your results what you thought it would be?
1. What are your three highest intelligences? (Where you have the most ticks?)	
2. What three intelligences have the lowest ticks?	

Go back to the intelligences. How are you going to use this activity to study better – write down some ideas?


UNIT 2: MEMORY

Activity 2.3.1

	<p>Let's practice!</p> <p>Your lecturer will split you into smaller groups.</p> <p>Go to any of your subjects for the PLP create four flash cards using any technique you have learnt (acronyms, acrostics, visualisation) to summarise your work.</p>
<p>Write down the subject and pages you summarised here.</p>	

UNIT 3: CRITICAL THINKING AND QUESTIONING

Activity 3.2.1

	<p>Here is a KWHL Chart for Nelson Mandela. You have been provided with some information about him. Your lecturer will now split you into pairs and you need to come up with what you want to find out about him and how you can learn more.</p>		
What I know	What I want to find out	How I can learn more	What I have learnt
His nickname is Madiba	Did he have any other nicknames?		
He got a law degree at Wits	Did he ever work as a lawyer?		
Mandela was jailed on Robben Island?	What is the history of Robben Island?		
Mandela wrote the book "Long Walk to Freedom"	What is the book about?		

Adapted from www.enchantedlearning.com

Activity 3.2.2



For homework, make and complete a KWHL Chart for one topic from your PLP subjects. Choose the topic you enjoyed learning about and now want to know more about.

What I know	What I want to find out	How I can learn more	What I have learnt

UNIT 4: PROBLEM SOLVING

Activity 4.1.1



Complete the activity for homework. Write down one problem you have had since starting with your studies at the beginning of this year. Use the example in 4.1 in your Study Guide to complete it. Do the activity on a separate page and place it behind this activity in your file.

Activity 4.2.1




Complete the activity on your own for homework. Read through the scenario and use the IDEAL method to solve the problem. Put all your work behind this page.

Scenario:


You share a three room place with two friends. It is very small but that is all you can afford. All three of you are studying at the same college. One of your friends have friends over all the time. They never bring anything, but eat all your food. They leave the place dirty because they never clean up after themselves. You and your other friend haven't spoken to your roommate but this is really becoming a big problem. Not only do they leave your place in a mess, it is also noisy and both of you are struggling to study.

UNIT 5: NOTE TAKING

Activity 5.3.1

	<p>Take notes of any of your other subjects in the PLP using either the Outline or Split Page method. Put your work behind this page.</p>
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Activity 5.4.1

	<p>Summarise your notes from class for any of your PLP subjects using one of the three methods in Section 5.4. Put your work behind this page.</p>
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UNIT 6: REVISION FOR TESTS AND EXAMS

Activity 6.5.1



Use the template on the next page to prepare your own study plan for ALL your subjects. Better still! Prepare it on the computer during IT class!

Module: Test or exam	Total number of pages and due date		Planned progress e.g. chapter and number of pages you plan to finish for each day of revision			Revision techniques	Progress made and notes of action needed
	Total number of pages	Due date	Revision date	Number of pages	Time		
1	2	3	4	5	6	7	8

Module: Test or exam	Total number of pages and due date		Planned progress e.g. chapter and number of pages you plan to finish for each day of revision			Revision techniques	Progress made and notes of action needed
	Total number of pages	Due date	Revision date	Number of pages	Time		
1	2	3	4	5	6	7	8

Module: Test or exam	Total number of pages and due date		Planned progress e.g. chapter and number of pages you plan to finish for each day of revision			Revision techniques	Progress made and notes of action needed
	Total number of pages	Due date	Revision date	Number of pages	Time		
1	2	3	4	5	6	7	8

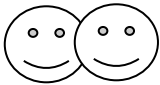
Module: Test or exam	Total number of pages and due date		Planned progress e.g. chapter and number of pages you plan to finish for each day of revision			Revision techniques	Progress made and notes of action needed
	Total number of pages	Due date	Revision date	Number of pages	Time		
1	2	3	4	5	6	7	8

Managing my Health

MODULE 3

UNIT 1: DEALING WITH STRESS

Activity 1.2.1

		<p>Here are some events that happen to all of us. Work in pairs and read each scenario. We have given you an example where the beliefs are negative and so the consequences (what happens) are negative. By being positive (as you saw in the example), the event becomes less stressful. Turn the negative beliefs and consequences for each scenario into positive beliefs and consequences.</p>	
Scenario 1			
A	The Activating event (what happened)	A fight with my Mom	A fight with my mom
B	Your beliefs (What went on in your head)	She is just not listening to me	Mom was angry, let me leave it for a while and then go and talk to her.
C	The consequences (What happened)	Scream and decide to ignore her, headache and feeling sad	A calm discussion with Mom about the problem. We understand each other's point of view and agree to both work on doing things differently.
Scenario 2			
A	The Activating event (what happened)	I failed a test	
B	Your beliefs (What went on in your head)	I am stupid, I am not good enough, I can't study	
C	The consequences (What happened)	Lock yourself in your room, eat chips and cry	
Scenario 3			
A	The Activating event (what happened)	I have to do a presentation in class tomorrow	

B	Your beliefs (What went on in your head)	I am not good at speaking in front of other people	
C	The consequences (What happened)	You forget because you are so nervous and start crying	
Now think about something that caused you stress recently and do your own:			
A	The Activating event (what happened)		
B	Your Beliefs (What went on in your head)		
C	The Consequences (What happened)		

Activity 1.3.1



Think about a situation where you were stressed or anxious this past month or two and complete the activity.

Describe the situation:

How did you feel?

What were your thoughts?

What were the consequences?

What can you do to cope with the situation better next time?

UNIT 2: EMOTIONS AND MANAGING CONFLICT

Activity 2.2.1



Write down your answers for the following questions, then discuss them as a class.

What is your style of conflict management?

Do you use more than one style (you did not mark only a's, b's, c's or d's).

Think about college and home. Would you use the same style at both? Why?

Activity 2.3.1



Let's practice! Here are three scenarios that you are going to role-play to resolve a specific conflict. Use the four steps to resolve conflict you have just learnt about to find solutions for each of the problems.

Dumi and Mpho started a little business on the side making flower hanging baskets out of old milk bottles. The gardening store in their town is willing to buy every basket they can make. Mpho is saving money for university, so she wants to make as many baskets as she can during the college break. Mpho is upset because she feels Dumi has been slacking off leaving her to do most of the work, but he still gets the same amount of money as she does. Dumi feels he's doing as much as he can, but since he joined a new band he does not have as much time and he is getting upset because Mpho is putting so much pressure on him. Dumi still wants to be part of the business.

There is a new student in your class. Your best friend is suddenly ignoring you and spending all of their time with the new student. Sitting in the cafeteria at lunchtime, you overhear the new student saying mean things about you to your best friend. Your best friend looks at you uncomfortably, but then just laughs. You are feeling very hurt and angry. What do you do?

You have a team project to complete for Science. Although you all sat down and decided who would do what at the beginning, you find out that no one has done any of the work for the project they were supposed to do. You are feeling really upset because the project must be submitted in three days and you don't want to fail. You can do all the work yourself but this makes you feel really angry because you don't think this is fair.

Activity 2.3.2



Think about what you have learnt about conflict and complete the work below.

Think about a conflict you had since you started the PLP course. Describe what happened.

How did you deal with it then? How did you resolve it? Was it resolved?

Based on what you learnt in this unit, how would you deal with it now?

UNIT 3: DRUG ABUSE

Assessed Project: The Drug Dope Show



Assessed project – the Drug Dope Show

Your lecturer will show you some video clips as examples of what you need to do. You will be presenting a talk show entitled "The Drug Dope Show".

Your lecturer will let you draw a little piece of paper from a box. There will be seven teams each working on a different group of drugs.

After you have drawn your piece of paper look at the name and find your classmates who drew the same name – this will be the team you will be working in.

Each group will be responsible to find information about the following:

1. Drug types (what it is, what it looks like, street name etc.)
2. Short term and long term effects on the body
3. The addiction/recovery processes and treatment
4. Effects of drug abuse on society, family, friends, work, school, etc.

On the first day of the lesson, you will spend planning with your team, dividing research responsibilities, and deciding who will do what.

On the second day, you will continue research, in books or on the Internet, and write down what you have found.

The third day will be spent working in your teams to organize your talk show and materials you are going to present. You can decide how you want to do it. Here are some ideas:

- A "guest interview" where one student is the "host" and others play recovering addicts, treatment counsellors, doctors, etc.
- A "panel" format where members of your group play experts and take questions from the class
- A "lecture" with a PowerPoint slideshow presented by the "experts" in your team (each person gets a turn to present a few slides)

The fourth and fifth days will be spent presenting the talk shows and assessment.

Assessment

You will be assessed individually and as a team:

Discussed the category and forms of the drug, and how it is taken: 15 points

Discussed street or common names of the drug: 10 points

Addressed other drugs within the same category: 10 points

Addressed short-term and long-term effects on the body: 10 points

Addressed the addiction and recovery process: 15 points

Showed planned and organised research : 15 points

Completed well-prepared, interesting presentation: 15 points

Contributed to team effort: 10 points

HAVE FUN!!!

UNIT 4: SEXUALLY TRANSMITTED INFECTIONS

Activity 4.3.1



There is no activity for this unit but you are likely to get some questions on it in the upcoming test as well as the exam. Use a mind map to summarise the unit. Put your work behind this page.

Managing Life

MODULE 4

UNIT 1: VALUES

Activity 1.2.1



Complete the work below on your own.


1. Write your understanding of “Personal values” in your own words.

2. Why would someone make a decision that goes against what he or she values? What problems could this cause?

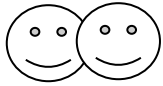
3. Describe a decision you have made in your life, and explain how this decision relates to your personal values.

UNIT 2: INTEGRITY AND RESPONSIBILITY

Activity 2.2.1

	<p>Revise the characteristics of trustworthiness in your student guide (Section 2.2). Give one example of what you will do to show people that you are a trustworthy person. This is an individual activity and you do not have to share - be honest with yourself.</p>
Your parents	
Your family	
Your friends	
Your best friend	

Activity 2.3.1



Being responsible means that you accept your duty to make the right decisions, and when you do make a mistake you will face the consequences of your actions. Follow the instructions to complete the activity. When you are done your lecturer will let you share your answers in class.

Responsible people do what they are supposed to do.

Use the space below to make a list of three things that you know you are supposed to do. This can be related to your studies or responsibilities at home.

- 1.
- 2.
- 3.

Responsible people always give their best at any task

List three ways that you can give your best to a task:

E.g. Instead of rushing through the assigned reading for English, I will read slowly, making sure I understand the text.

- 1.
- 2.
- 3.

Responsible people consider the consequences of not doing the right thing

Use the list you made in the first block and write down what the consequences could be if you did not do what you were supposed to do.

- 1.
- 2.
- 3.

Responsible people face the consequences, even if they are not pleasant

Use the list of consequences you just wrote to elaborate on how you could demonstrate responsibility rather than trying to avoid the consequences

E.g. Even though I did not complete my homework, I will not lie to the lecturer about it, and I will rather do the extra exercises as punishment.

- 1.
- 2.
- 3.

Activity 2.4.1



This activity is about realising just how great you are and what you have achieved this year! In the block below write a list of “I am” sentences. Here are some examples:

“I am a hard worker.” and “I am good at presentation.” Each sentence must begin with “I am...” Write down as many positive attributes and qualities about yourself as you can think.

You can decorate your list by adding magazine cut outs of things you like or by drawing, etc. When you are feeling down or stressed, have a look at this list again to remind yourself that you are GREAT.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Activity 2.6.1



Go back to the goals you set for yourself in Module 2 for each subject and review them.


How far are you from achieving your goals?

Did you use your action plan to achieve your goals? If not, why not?





What can you do now to get back on track / stay on track to achieve your goals?

UNIT 3: COMMUNICATION, LISTENING AND TEAMWORK

Activity 3.2.1


	<p>Find a classmate who is wearing clothes of a similar colour to you. Discuss your next test or exam. Complete and discuss the following after your three minute conversation:</p>
<p>What was the other person's verbal and non-verbal communication while you were talking?</p>	
<p>How do you feel when you were talking and it may have felt like the other person was not listening?</p>	
<p>Give the other person some advice on becoming a more active listener.</p>	

Activity 3.4.1

	<p>Crazy Comics</p> <p>In this activity you will create a comic as a team. Your lecturer will split you into teams of 5 people each. Each person will draw one frame of the comic to make up the story.</p>
	<p>Instructions for the team: (Your lecturer will give you 20 minutes to do this)</p> <ol style="list-style-type: none"> 1. Decide what your story is going to be about - remember you need to tell your story in five frames (pictures). 2. Next decide who the people (or animals) in your story will be and what their names will be. 3. Write your story down in five sentences and give each person a sentence to draw. 4. Make sure each person has an A4 piece of paper. The drawing must fill the whole page.
	<p>After 20 minutes your lecturer will split the teams up – while you are drawing your picture YOU ARE NOT ALLOWED TO TALK TO THE REST OF YOUR TEAM.</p> <p>During the next 15 minutes you must draw your part of the comic and fill in what needs to be said in that frame.</p>
	<p>After 15 minutes, you will go back to your teams and put your comics together. Discuss the following questions:</p>
<p>1</p>	<p>Did your stories work out?</p>
<p>2</p>	<p>Do the people (or animals) all look the same? Why or why not?</p>
<p>3</p>	<p>What would have made the team's comic more successful?</p>
<p>4</p>	<p>What is the most important thing you learnt about teams?</p>

UNIT 4: POSITIVE RELATIONSHIPS

Activity 4.1.1

	<p>Take the notes you made in class about the person who has a different culture from you. Go onto the internet and do research on that person's culture. Write down five interesting things about their culture that they did not share with you in class.</p>
1	
2	
3	
4	
5	

INDIVIDUAL ASSIGNMENT – CURRICULUM VITAE



In your Individual assignment you need to prepare your first CV.

You will be assessed as follows:

Correct lay-out and punctuation: 10

Correct information: 10

Correct spelling: 10

Good grammar: 10

General look and feel of the document: 10


50

Managing Technology

MODULE 5


UNIT 1: WHAT IS A COMPUTER

Activity 5.1.1


	Your lecturer is going to show you how to work with your computer's interface. After the explanation, try and do it yourself on your PC. Make notes as you go along so that you can look at it again if you struggle later on.
Log out of your computer and switch it off	
Switch you computer on and log in	
Open the "My Documents" Folder	
Open the folder called "Practice"	
Open the file called "Success"	
Scroll to the end of the file	
Minimize the file called "Success"	
Maximise the file called "Success"	
Close the file called "Success"	
Your lecturer will take you through your specific operating system and also show you how to use icons, buttons and drop down menus. Make note below of everything you are shown so that you can use it in the future.	

UNIT 2: MICROSOFT WORD


Activity 5.2.1

	<p>In the document you opened type your name ten times underneath each other (use the “Enter” key on your keyboard). “Play” by changing the colours, fonts, sizes in the dialogue box. You lecturer will show you how to highlight your text to change it.</p>
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Activity 5.2.2


	<p>Go to the folder called “Practical” on your desktop. Open the file called “Setting_Goals_for_Yourself”. Follow the instructions below and make notes as you work.</p>	
Highlight the heading “Setting Goals for Yourself” and make it Heading 1.		
Save your work		
Highlight the first three paragraphs and click “Normal” in the Styles Gallery		
Highlight “SMART Goals” and make it Heading 2.		

Activity 5.2.3


	<p>Open the file called “Setting_Goals_for_Yourself”. Follow the instructions below and make notes as you work.</p>	
Highlight the five parts of the SMART goal and number them.		
Enter twice (What happened?)		
Type the first three things you did this morning e.g. wake up, eat breakfast, get dressed etc		

Highlight what you have typed and bullet it.	
--	--

Activity 5.2.4


	Watch what your lecturer does first and then do the same. Ask if you need help.
Minimise the file you have been working in.	
Go to the Documents folder and open it.	
Open the "Practical" folder and then open the "Success" file.	
Copy the first paragraph and paste it at the end of the document.	
Highlight the paragraph and change the font to red.	
Go back to the top of the document and cut the second paragraph.	
Scroll down to the end of the document and paste it below the red paragraph.	
Highlight the paragraph and choose a different colour for it under the in the font section.	

Activity 5.2.5


	Go to you PLP Assessment Calendar in the front of your PLP Foundational Life Skills student guide. Copy the tables and type all the information into them. Hopefully you completed the tables at the beginning of your course by hand!
Open a new file in MS Word	
Type a heading for your page (Use Heading 1)	
Press enter twice	
Type the name of the first subject (Use Heading 2)	

Insert your table	
Repeat the steps until you have made tables for all the subjects	


Activity 5.2.6

	Insert a picture into a document. Ask for help if you need to.	
Open a new file in MS Word		
Click on insert and then on "Pictures"		
Navigate to the Practice Folder		
Choose the file "Determination"		
Click on Insert		

Activity 5.2.7


	Follow the instructions below and insert a page number at the bottom of the document. Now add the date as a header to the document.	
Navigate to the "Practical" folder and open the file called "The_Old_Woman"		
Click on Insert and then click on "Page Number"		
Choose a page number and click insert		
Click on "Header" and type in "The Story"		
Click on "Footer" and type in today's date		

Activity 5.2.8

	Open the file called "Read" in the "Practical" folder. Follow the instructions below.	
Change the page orientation to landscape		
Change the orientation back to portrait		
Check that your paper size is set on A4		


Change the margins of your page to 1"	
Change the line spacing to 1,5 lines	
Indent the second paragraph	
Insert a page number at the bottom of the page	

Activity 5.2.9


	Open the file called "Read" in the "Practical" folder. Follow the instructions below.	
	Put a footnote on the first page.	
	Put an endnote in the document.	
	Make headings for the whole "Read" document. Use Heading 1.	
	*Create a table of contents.	

*Your lecturer will show you how to make a new page at the beginning of the "Read" document by creating a page break.


Activity 5.2.10

	Watch what your lecturer does first and then do the same. Open the file called "Spelling" in the "Practical" folder. Follow the instructions below.	
	Check and correct the spelling and the grammar	
	Choose a word and open the Thesaurus	

Activity 5.2.11

	Open the "Spelling" file and follow the instructions below.	
	Do a word count for the document	
	Add a comment to the letter	

Activity 5.2.12

	<p>Let's practice everything you have learnt about MS Word. Open the document "Formatting Fun" in the Practical folder. Follow the instructions to complete the practice. Tick each activity off under the done column. When you are done, save the document as "Yourname_Word_Practice"</p>	
<p>What must I do?</p>	<p>Done</p>	
<p>Open the file and "Save As" "Yourname_Word_Practice"</p>		
<p>Use Heading 1 and Heading 2 to create headings for your document</p>		
<p>Justify two paragraphs</p>		
<p>Read the article and bold some key words and underline other key words</p>		
<p>Change the font size to 14 for one sentence</p>		
<p>Number the points under the heading "Would I be a good engineer?"</p>		
<p>Bullet the points under the heading "Reasons to study engineering"</p>		
<p>Insert a table where you are instructed to (see red in document) and create two columns. Copy and paste the four types of engineering into the table: Type of engineering in the left column and the description into the right column.</p>		
<p>Insert a picture below the first heading. To find the picture go to the practical folder and select "Engineering_Picture".</p>		
<p>Insert a page number and date in the footer</p>		
<p>Insert "Engineering is Fun" in the header – align it right</p>		
<p>Insert an endnote in the document.</p>		
<p>Do a spell check on your work</p>		
<p>Choose a word you don't know and look it up in the Thesaurus. Type the word and its meaning at the end of you document.</p>		
<p>Create a Table of Contents for your document</p>		
<p>When you have finished your document, print it and put it in your file.</p>		

Activity 5.3.1



Let's practice everything you have learnt about MS PowerPoint. You have been on the PLP for a few months now. Create a PowerPoint presentation of between 6 and 8 slides about your experiences of college life. Here is a hint, for pictures take some photos of your campus and your class mates to use in your presentation. Ask your lecturer to help you download the photos onto your computer.