

# Grade 6 & 7: Week 6



English, Mathematics and Science



# Index

3

English

Grade 6 &amp; 7

10

Mathematics

Grade 6

13

Mathematics

Grade 7

17

Science

Grade 6

21

Science

Grade 7



**This publication is a collaboration between the Ministry of Education, Arts and Culture and Namibia Media Holdings. This publication is sponsored by the Ministry of Education, Arts and Culture and UNICEF.**

**Copyright © Ministry of Education, Arts and Culture.** All parts of this specific publication cannot be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior permission of the Ministry of Education, Arts and Culture or the Publisher.

**Production by: Namibia Media Holdings**

**Printing: Newsprint Namibia**



## Revision of Nouns

**Learning Objectives:** Apply knowledge grammatical structures and conventions at word and phrase levels. Learners should be able to identify and use nouns (common, countable, uncountable, plural, proper, diminutive, collective and abstract nouns).

### What are they?

- Common nouns are names given to ordinary people, places and things.  
**e.g.** book, car, table, tree, person
- Common nouns can be countable. You can put “a”, “an”, “the” or a number in front of a countable noun.  
**e.g.** a boy, six trees, the baby
- Common nouns can also be uncountable. Uncountable nouns are abstract ideas/qualities, or a substance. You cannot place “a”, “an” or a number in front of an uncountable noun.  
**e.g.** His progress is remarkable. Mary spilt the milk on her dress.
- Proper nouns are special names given to particular places, people and things. They always start with a capital letter. Most proper nouns are not in a dictionary.  
**e.g.** Oswald lives in Windhoek, in Namibia and drives a Toyota.
- Abstract nouns are nouns that refer to something that we cannot see, touch, or measure. It is feeling, a quality or an idea.  
**e.g.** The naughtiness of Mary tried the patience of her teacher.

- Collective nouns are names given to groups or collections of similar things. Collective nouns are one unit and are singular.  
e.g. a **herd of cattle**, a **flight of stairs**
- Diminutive nouns are words used for the young and smaller people, creatures, or things  
e.g. **puppy**, **tadpole**

## Activities

### 1. Read the text below

My name is John Matt. I was born in Oshakati on the 1st of May 2006. I live in Windhoek, which is the capital city of Namibia. I live with my mother and father. My mother drives me to school in her old Ford. We always travel to our neighbouring country South Africa for December holidays. Sometimes we visit my aunt in Swakopmund. Botswana is my favourite destination in spring, especially in September. When we travel to Swakopmund, my father drives his Isuzu. That car has been in my family for years. My father goes to rent a Toyota Land Cruiser for our drive on the dunes. I always enjoy our travels.

**Write proper nouns from the text that name the following:**

a. Three makes/brands of cars:

\_\_\_\_\_

b. Three Namibian towns:

\_\_\_\_\_

c. Three months of the year:

\_\_\_\_\_

## 2. Arrange the nouns in alphabetical order in each column.

horse ape giraffe dog frog	mud mammals mouse mill meat	train tablet tank table trap

What type of nouns are these? \_\_\_\_\_

## 3. Complete the following sentences with the correct diminutive nouns.

- Pig is to piglet, as duck is to \_\_\_\_\_.
- Bull is to bullock, as book is to \_\_\_\_\_.
- Cigar is to cigarette, as statue is to \_\_\_\_\_.
- Eagle is to eaglet, as river is to \_\_\_\_\_.

## 4. Choose the most suitable collective noun to complete the sentences.

choir      plague      convoy      library      troupe      platoon

- The school has a large \_\_\_\_\_ of books.
- Farmers fear a \_\_\_\_\_ of locusts.
- The \_\_\_\_\_ of singers was more popular than the \_\_\_\_\_ of dancers.
- A \_\_\_\_\_ of trucks took the \_\_\_\_\_ of soldiers to the field.

## 5. Identify the abstract nouns in these sentences.

- Greed and envy are two qualities that no one likes.
- Pride comes before a fall.
- My grandmother always reminds us of the importance of obedience and respect.
- All people appreciate honesty and kindness.

## 6. Colour in the letters to find these abstract nouns. Cross out the words as you find them. Words may run vertically, horizontally or diagonally.

dedication  
friendship

anger  
happiness

beauty  
hunger

health  
truth

confidence  
wisdom

b	t	m	p	h	c	t	t	b	p	c	a	n	g	e	r	s
p	s	s	e	g	r	h	w	w	f	a	m	c	y	w	a	t
h	u	b	f	s	p	c	a	p	r	n	c	a	e	s	t	b
h	g	i	h	y	s	f	l	s	i	n	d	w	u	y	d	d
a	l	f	u	p	y	p	o	m	e	o	c	r	s	s	p	r
p	w	i	s	d	o	m	c	o	n	f	i	d	e	n	c	e
p	b	e	a	u	t	y	o	i	d	d	m	a	s	e	o	d
i	w	a	w	h	s	u	f	b	s	g	e	l	l	a	s	n
n	f	b	a	y	n	m	g	n	h	a	c	m	g	p	m	u
e	p	r	s	a	c	y	u	h	i	t	t	r	u	t	h	p
s	i	f	y	d	r	p	b	a	p	m	n	i	s	l	s	b
s	p	r	b	w	f	n	w	d	d	g	c	b	a	e	h	c
g	r	t	r	s	m	h	h	u	n	g	e	r	b	f	t	y
w	p	p	h	d	e	d	i	c	a	t	i	o	n	o	t	i
o	w	u	r	i	w	h	e	a	l	t	h	n	y	w	m	y
o	n	o	d	w	r	b	s	y	u	m	n	i	s	t	o	p
i	f	t	c	t	h	n	l	n	u	f	s	d	t	s	n	u



## 7. Read the fable and answer the questions that follow.

### The Man, the Boy and the Donkey

One day an old man and his son were taking their donkey to sell at the market.

A young man passed by and said, "What a silly idea. You are walking that donkey when you could be riding it instead. What is a donkey for, but to ride on?" Hearing this, the man put his boy on the donkey's back and they went on their way.

Soon they passed a crowd of women caring for a flock of sheep. One of the woman said, "You should be ashamed of yourself young man. Your father who is older than you should be riding and you should be walking." Red-faced, the boy jumped down so that his father could ride on the donkey.

They had not gone far when they passed a man and a woman

walking their calves. They said to each other,

"Doesn't he know that they can both fit on that donkey? His son doesn't have to walk in the dust." The man quickly picked up his son and sat him down in front of him on the donkey. When they reached the town, the people began to jeer and point at them.

"You are overloading that poor donkey. How can the two of you sit on the poor donkey? You both have strength! You would be better off carrying the donkey yourselves."

They climbed off the donkey, cut down a pole and

tied the donkey's feet to it. They raised the pole to their shoulders and carried the donkey towards the market. The people laughed so much that a gaggle of geese with their goslings rushed by, frightening the donkey. The donkey's hooves slipped loose from the ropes and it fell. The terrified donkey immediately rose to its feet and ran away kicking and bucking.

"That will teach you," said an old man who had followed them the whole way. "Try to please everyone and you will please no one."



a. Where were the old man and his son taking the donkey?

---

b. Why did the old man put the boy on the donkey?

---

c. What happened after they passed a man and woman?

---

d. What do you think is the moral of the story?

---

e. What part of speech is “man” and “boy”?

---

f. Create a proper noun for “man” and “boy”.

---

g. Find abstract nouns in paragraphs 2 and 4.

---

h. Find diminutive nouns in paragraphs 4 and 5:

---

i. Find collective nouns in paragraphs 3 and 5:

---

j. What is the collective noun be for many donkeys?

---

k. What is the diminutive for sheep?

---





# Mathematics

Grade 6

WEEK 6 - LESSON 6

## Factors

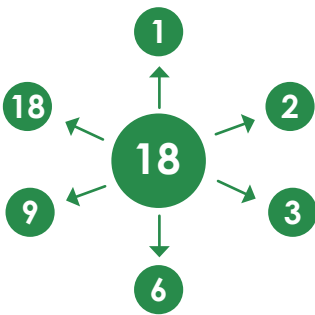
**Learning Objectives:** Know factors and their properties.

**Competencies:**

- Determine the factors of any number up to 100, e.g. the factors of 24 are 1, 2, 3, 4, 6, 8, 12, 24.

### What is a Factor?

Factors are numbers that can divide into a number without leaving a remainder. e.g.  $2 \times 5 = 10$  or  $2 \times 3 \times 5 = 30$ .



**The factor pairs of 18 are:**

$18 \times 1 = 18$   
 $9 \times 2 = 18$   
 $6 \times 3 = 18$

1	1	2	3	4	5	6	7	8
2	2	4	6	8	10	12	14	16
3	3	6	9	12	15	18	21	24
4	4	8	12	16	20	24	28	32
5	5	10	15	20	25	30	35	40
6	6	12	18	24	30	36	42	48
7	7	14	21	28	35	42	49	56
8	8	16	24	32	40	48	56	64

2,4 and 8 are factors of 8. On the other hand 3,5,6 and 7 are not factors of 8.

## Example

Consider the numbers 12 and 18.

- Find all the factors of 12 and 18
- Discover all the common factors of 12 and 18
- Find the Highest Common Factor (HCF) (The biggest number among the common factors)

<b>a. All the factors</b>												
<b>12</b>	1	2	3	4	6	12						
<b>18</b>	1	2	3	6	9	18						
<b>b. Common factors</b>	1, 2, 3 and 6											
<b>c. The Highest Common Factor</b>	6											

## Activities

1. Identify the factor pairs of:

a. 24

---



---



---



---



---

b. 36

---



---



---



---



---

2. List the factors of:

a. 35: \_\_\_\_\_

b. 48: \_\_\_\_\_

c. 72: \_\_\_\_\_

### 3. Consider the numbers 12 and 20

- Find the all the factors of 12 and 20.
- Discover all the common factors (these are factors that appear in both sets of factors of 12 and 20).
- Find the Highest Common Factor (HCF) (The biggest number among the common factors).

<b>a. All the factors</b>													
12													
20													
<b>b. Common factors</b>													
<b>c. The Highest Common Factor</b>													

### 4. Consider the numbers 24 and 54

- Find the all the factors of 24 and 54.
- Discover all the common factor (these are factors that appear in both sets of factors of 24 and 54).
- Find the Highest Common Factor (HCF) (The biggest number among the common factors).

<b>a. All the factors</b>													
24													
54													
<b>b. Common factors</b>													
<b>c. The Highest Common Factor</b>													

### 5. Fill in the missing factors:

a.  $5 \times \underline{\quad} = 30$

b.  $\underline{\quad} \times 4 = 12$

c.  $10 \times \underline{\quad} = 60$

d.  $6 \times \underline{\quad} = 36$



## Factors

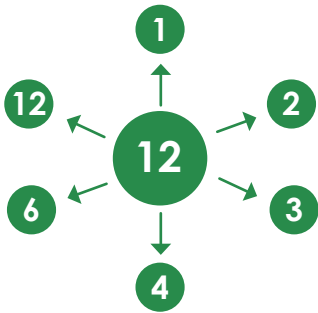
**Learning Objectives:** Know factors and their properties.

**Competencies:**

- Know factors of a given number smaller than 100.
- Find the highest common factor of two whole numbers.

### What is a Factor?

Factors are numbers that can divide into a number without leaving a remainder.



$$\begin{aligned}1 \times 12 &= 12 \\2 \times 6 &= 12 \\3 \times 4 &= 12\end{aligned}$$

Factors are usually written as an ordered list.

E.g.12: 1; 2; 3; 4; 6; 12.

### Example

1. Write down the factors of 24.

1, 2, 3, 4, 6, 8, 12 and 24

**Because:** these numbers can be divided into 24 without a remainder.

2. Write down all the factors of 48.

1, 2, 3, 4, 6, 8, 12, 16, 24, 48.

3. Write down all the factors of 50

1, 2, 5, 10, 25, 50.

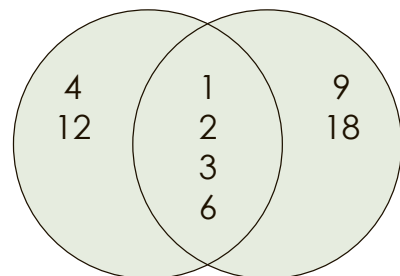
### How do we determine the HCF of two whole numbers?

**Highest** - the biggest number

**Common** - found in both sets

**Factor** - revise from explanation above

Factors of 12      Factors of 18



**Example 1****Use the numbers 12 and 18**

- Find all the factors of 12 and 18
- Discover all the common factors
- Find the Highest Common Factor (HCF)

<b>a. All the factors</b>												
<b>12</b>	1	2	3	4	6	12						
<b>18</b>	1	2	3	6	9	18						
<b>b. Common factors</b>	1, 2, 3, 6.											
<b>c. The Highest Common Factor</b>	6											

**Example 2****Use the numbers 24 and 36**

- Find all the factors of 24 and 36
- Discover all the common factors
- Find the Highest Common Factor (HCF)

<b>a. All the factors</b>												
<b>24</b>	1	2	3	4	6	8	12	24				
<b>36</b>	1	2	3	4	6	9	12	18	36			
<b>b. Common factors</b>	1, 2, 3, 4, 6, 12.											
<b>c. The Highest Common Factor</b>	12											

**Activities**

- Write down all the factors of 27.

---

- Write down all the factors of 35.

---

- Write down all the factors of 72.

---

4. Write down all the factors of 84

---

5. Write down all the factors of 99.

---

**b. Complete the following tables:**

**1. Use the numbers 9 and 21**

a. Find the all the factors of 9 and 21

b. Discover all the common factors

c. Find the Highest Common Factor (HCF)

<b>a. All the factors</b>													
9													
21													
<b>b. Common factors</b>													
<b>c. The Highest Common Factor</b>													

**2. Use the numbers 45 and 54**

a. Find the all the factors of 45 and 54

b. Discover all the common factors

c. Find the Highest Common Factor (HCF)

<b>a. All the factors</b>													
45													
54													
<b>b. Common factors</b>													
<b>c. The Highest Common Factor</b>													

**3. Fill in the missing factors:**

a.  $9 \times \underline{\quad} = 45$

b.  $\underline{\quad} \times 4 = 36$

c.  $12 \times \underline{\quad} = 60$

d.  $6 \times \underline{\quad} = 54$

# Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**Copyright © Ministry of Education, Arts and Culture.**  
All rights reserved. No part of this specific publication  
may be reproduced without prior permission.





## Social Health

### Substance abuse

#### Learning competencies

- Describe how media influences people in using alcohol.
- Discuss ways in which way substance abuse can negatively influence their future.
- Identify sources of support for substance abusers and/or their families/loved ones.

#### Vocabulary

- **Media:** communication channels through which we get information. e.g. television, newspapers, radio, billboards etc.
- **Influence:** to have an effect on someone or something.
- **Sources:** a place, person, or thing from which something can be obtained.

#### How does the media influence people to use alcohol?

- Media publish or broadcast advertisements that include alcohol.
- Alcohol is promoted on billboards around towns.
- Companies that produce alcohol often promote their products by sponsoring soccer or rugby teams.

#### Discuss how substance abuse influence our future

- Substance abuse influences our future **NEGATIVELY**.
- What do we mean when we say this?
- Substance abusers who are still in school may drop out due to many lessons missed or a lack of money to continue with their studies.

## Alcohol abuse causes:



Road accidents



Violence



Divorce



Death

## Identify sources of support for substance abusers and/or their families/loved ones.

- Alcoholics Anonymous Namibia (Windhoek – 081 325 6144) (alcoholicsanonymous@gmail.com)
- Lifeline/Childline (Windhoek – 061 – 226 889)
- Ministry of Health and Social Services (Windhoek – 061 – 203 9111)
- Roman Catholic Church (Windhoek – 061 – 269 175)



### Activities

1. Describe how the media is used to influence people to use alcohol.

---

---

---

2. Discuss ways in which substance abuse can negatively influence your future.

---

---

---

3. Identify sources of support for substance abusers and/or their families/loved ones.

---

---

---

---

# Notes

Lined writing area for notes.

Grade 7

WEEK 6 - LESSON 6

## Teenage pregnancy and family planning

### Competencies

- Discuss what it means to be a responsible parent and what qualities and resources are needed.
- Discuss why abstinence, contraceptives and condom use are requirements to prevent teenage pregnancy.
- Explain why teenage pregnancy should be prevented (both for mother and child).
- Define fertilisation as the joining of male and female sex cells.

### Vocabulary

- **Abstinence** - To stay away from something.
- **Contraceptives** - Methods used to prevent a woman from becoming pregnant.
- **Condom** - A thin rubber covering that a man can wear on his penis during sex to stop a woman from becoming pregnant or to protect against infections.
- **Resources** - useful possession of a person.
- **Responsible** - To have control over something.

- **Qualities** - a standard of something as measured against other things of similar kind.

### **Discuss what it means to be a responsible parent?**

- As a parent you must be able to look after your child by providing him/her with basic essential needs like food, clothing, shelter etc.
- Be a good role model.

### **Qualities needed to be a responsible parent:**

- Love and care
- A team builder
- A guider
- A good planner
- A supporter
- A provider
- A loyal and honest person etc.
- Hard worker

### **Resources needed to be a responsible parent:**

- A parent must secure a job with an income to sustain the family.

### **How to prevent teenage pregnancy:**

- Abstinence
- Contraceptives
- Condom use

### **Discuss why abstinence, contraceptives and condom use are requirements to prevent teenage pregnancy:**

#### **Abstinence**

- No sexual intercourse. If you do not have sexual intercourse, fertilisation will not take place.

#### **Condom use**

- Condoms trap sperms so that they do not enter a vagina, this will make fertilisation impossible.

#### **Contraceptives**

- These are pills, injections, loop, implant etc, that are used by females,



- They make the ovaries not to release an egg cell so that fertilisation does not take place.

**Why teenage pregnancy should be prevented:**

- For economic reasons - Teenagers do not have money to support a child
- For educational reasons - A teenager might drop out of school to take care of the baby
- For health reasons - Teenagers' bodies have not yet fully develop to grow an unborn baby.

**Fertilisation** is the joining of male and female sex cells.

**Activities**

**1. Discuss what it means to be a responsible parent.**

---

---

---

**2. Discuss why abstinence, contraceptives and condom use are requirements to prevent teenage pregnancy.**

---

---

---

**3. Explain why teenage pregnancy should be prevented (both for mother and child).**

---

---

---

**4. Define fertilisation.**

---

---

---





# MEMORANDUM

## English

### Activities

1. **a.** Ford, Isuzu, Toyota, Land Cruiser  
**b.** Windhoek, Oshakati, Swakopmund  
**c.** Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune  
**d.** May, September, December

<b>ape</b> <b>dog</b> <b>frog</b> <b>giraffe</b> <b>horse</b>	<b>mammals</b> <b>meat</b> <b>mill</b> <b>mouse</b> <b>mud</b>	<b>table</b> <b>tablet</b> <b>tank</b> <b>train</b> <b>trap</b>
---	--	---

All of these words are common nouns.

3. **a.** duckling    **b.** booklet    **c.** statuette    **d.** rivulet
4. **a.** library    **b.** plague    **c.** choir, troupe    **d.** convoy, platoon
5. **a.** Greed and envy are two qualities that no one likes.  
**b.** Pride comes before a fall.  
**c.** My grandmother always reminds us of the importance of obedience and respect.  
**d.** All people appreciate honesty and kindness.

6.

b	t	m	p	h	c	t	t	b	p	c	a	n	g	e	r	s
p	s	s	e	g	r	h	w	w	f	a	m	c	y	w	a	t
h	u	b	f	s	p	c	a	p	r	n	c	a	e	s	t	b
h	g	i	h	y	s	f	l	s	i	n	d	w	u	y	d	d
a	l	f	u	p	y	p	o	m	e	o	c	r	s	s	p	r
p	w	i	s	d	o	m	c	o	n	f	i	d	e	n	c	e
p	b	e	a	u	t	y	o	i	d	d	m	a	s	e	o	d
i	w	a	w	h	s	u	f	b	s	g	e	l	l	a	s	n
n	f	b	a	y	n	m	g	n	h	a	c	m	g	p	m	u
e	p	r	s	a	c	y	u	h	i	t	t	r	u	t	h	p
s	i	f	y	d	r	p	b	a	p	m	n	i	s	l	s	b
s	p	r	b	w	f	n	w	d	d	g	c	b	a	e	h	c
g	r	t	r	s	m	h	h	u	n	g	e	r	b	f	t	y
w	p	p	h	d	e	d	i	c	a	t	i	o	n	o	t	i
o	w	u	r	i	w	h	e	a	l	t	h	n	y	w	m	y
o	n	o	d	w	r	b	s	y	u	m	n	i	s	t	o	p
i	f	t	c	t	h	n	l	n	u	f	s	d	t	s	n	u

7. a. The old man and his son were taking the donkey to the market to sell.  
 b. The old man put his son on the donkey when a young man told him it was silly to walk next to the donkey and not ride it.  
 c. The man and woman told the old man that both he and his son should ride the donkey.  
 d. Trying to make everyone happy will create problems.  
 e. common noun  
 f. Mario and Ben (or any other appropriate name for a man and boy)  
 g. idea, strength  
 h. calves, goslings  
 i. flock of sheep and gaggle of geese  
 j. herd  
 k. lamb

# Mathematics

**Activity**  
**Grade 6**

**1. Identify the factor pairs of:**

**a. 24**

- $1 \times 24 = 24$
- $2 \times 12 = 24$
- $3 \times 8 = 24$
- $4 \times 6 = 24$

**b. 36**

- $1 \times 36 = 36$
- $2 \times 18 = 36$
- $3 \times 12 = 36$
- $4 \times 9 = 36$
- $6 \times 6 = 36$

**2. List the factors of:**

- a. 35:** 1; 5; 7; 35
- b. 48:** 1; 2; 3; 4; 6; 8; 12; 16; 24; 48
- c. 72:** 1; 2; 3; 4; 6; 8; 9; 12; 18; 24; 36; 72

**3. Consider the numbers 12 and 20**

- a.** Find the all the factors of 12 and 20
- b.** Discover all the common factors (these are factors that appear in both sets of factors of 12 and 20)
- c.** Find the Highest Common Factor (HCF) (The biggest number among the common factors)

<b>a. Factors of numbers.</b>													
<b>12</b>	1	2	3	4	6	12							
<b>20</b>	1	2	4	5	10	20							
<b>b. Common factors</b>	1; 2; 4												
<b>c. The Highest Common Factor</b>	4												

**4. Consider the numbers 24 and 54**

- a.** Find the all the factors of 24 and 54
- b.** Discover all the common factor (these are factors that appear in both sets of factors of 24 and 54 )
- c.** Find the Highest Common Factor (HCF) (The biggest number among the common factors)

<b>a.</b>	<b>Factors of numbers.</b>											
<b>24</b>	1	2	3	4	6	8	12	24				
<b>54</b>	1	2	3	6	9	18	27	54				
<b>b.</b>	<b>Common factors</b>											
	1; 2; 3; 6;											
<b>c.</b>	<b>The Highest Common Factor</b>											
	6											

### 5. Fill in the missing factors:

a.  $5 \times 6 = 30$

b.  $3 \times 4 = 12$

c.  $10 \times 6 = 60$

d.  $6 \times 6 = 36$

### Activity

#### Grade 7

A. 1. 1, 3, 9, 27

2. 1, 5, 7, 35

3. 1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72

4. 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84

5. 1, 3, 9, 11, 33, 99

### B. 1. Use the numbers 9 and 21

a. Find the all the factors of 9 and 21

b. Discover all the common factors

c. Find the Highest Common Factor (HCF)

<b>a.</b>	<b>All the factors</b>											
<b>9</b>	1	3	9									
<b>21</b>	1	3	7	21								
<b>b.</b>	<b>Common factors</b>											
	1, 3											
<b>c.</b>	<b>The Highest Common Factor</b>											
	3											



**2. Use the numbers 45 and 54**

- a. Find the all the factors of 45 and 54
- b. Discover all the common factors
- c. Find the Highest Common Factor (HCF)

<b>a.</b>	<b>All the factors</b>											
<b>45</b>	1	3	5	9	15	45						
<b>54</b>	1	2	3	6	9	18	27	54				
<b>b.</b>	<b>Common factors</b>											
	1, 3, 9											
<b>c.</b>	<b>The Highest Common Factor</b>											
	9											

**3. Fill in the missing factors:**

- a.  $9 \times 5 = 45$
- b.  $9 \times 4 = 36$
- c.  $12 \times 5 = 60$
- d.  $6 \times 9 = 54$

# Science

**Activity**  
**Grade 6**

1. • Media publish or broadcast advertisements that include alcohol.
  - Alcohol is promoted on billboards around towns.
  - Companies that produce alcohol often promote their products by sponsoring soccer or rugby teams.
  
2. • Substance abusers who are still in school may drop out due to many lessons missed or a lack of money to continue with their studies.
  - Alcohol abuse causes road accidents, violence, divorce and even death.
  
3. (b) Alcoholics Anonymous Namibia
  - (a) Lifeline/Childline
  - (b) Ministry of Health and Social Services
  - (b) Roman Catholic Church

## Activity

### Grade 7

1. • Looking after your children.
  - Being responsible for their clothes, food, medical needs etc.
  - Be a good role model.
  - Discipline children accordingly.
  - Overall: give love, care and support to your children equally

## 2. Abstinence

- No sexual intercourse. If you do not have sexual intercourse, fertilisation will not take place.

### Condom use

- Condoms trap sperms so that they do not enter a vagina, this will make fertilisation impossible.

### Contraceptives

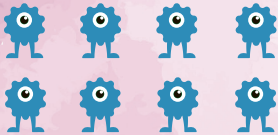
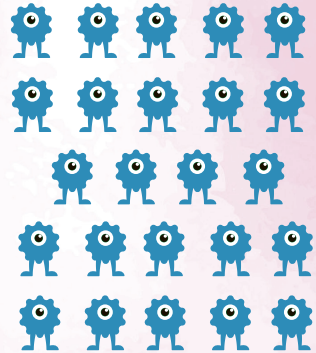
- These are pills, injections, loop, implant etc, that are used by females,
- They make the ovaries not to release an egg cell so that fertilisation does not take place.

3. • For economic reasons - Teenagers do not have money to support a child
  - For educational reasons - A teenager might drop out of school to take care of the baby
  - For health reasons - Teenagers' bodies have not yet fully develop to grow an unborn baby.
4. Fertilisation is the joining of male and female sex cells.

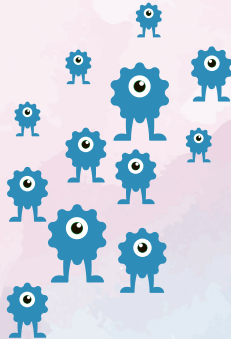


# How to teach your child the importance staying active.

Play with family members, stay 1.5m away to practice social distancing.



Stay active and eat healthy so that your body can stay strong.



# Success begins with education

Parents will be able to visit the website and watch daily videos from a teacher that will teach their children about various topics in the booklet. One can also download the PDF version of the book on the website.

ONLINE

Start learning anywhere - on your smartphone, tablet or desktop computer at home or follow the instructions on each printed page.



How does it work?

## Register at zoshy

You can save your favourite lessons and find them easier

## Easy peasy steps to follow

- Step 1:** Find us at [www.zoshy.online](http://www.zoshy.online) or scan the QR code
- Step 2:** Find your grade
- Step 3:** Choose which book you want to learn out of today
- Step 4:** Choose lessons from what lessons there are
- Step 5:** Download booklet if you do not have it
- Step 6:** Watch and follow the teacher as she explains what to do in the book
- Step 7:** Follow us on Facebook (Zoshy) to never miss a video and join the community



www.zoshy.online

In collaboration with the Ministry of Education, Arts and Culture

PRINT

- 1** Turn the booklet to landscape.
- 2** Take a ruler & tear the booklet at the top long fold.
- 3** Fold the booklet in half.
- 4** The learning journey can start.



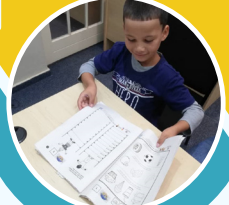
**STEPS**  
HOW TO TEAR & USE  
THE BOOKLET



  
Ministry of Education  
Arts and Culture



unicef   
for every child



  
ONLINE SCHOOL

