



Personal & Social Well-being & P.E. (Life Skills 1) – Grade 5

Welcome to your Conquesta Olympiad. When you have decided which of the answers is correct, scratch out the letter in the matching square on your answer sheet. Example:- If the answer to question 4 is c, then scratch out the letter c in the square containing c next to the number 4 (see example 1 below). If you've made a mistake and b should have been the answer, neatly cross out the mistake and then scratch out b (see example 2 below).

Example 1:- 4. a b ~~c~~ d

Example 2:- 4. a ~~b~~ ~~c~~ d

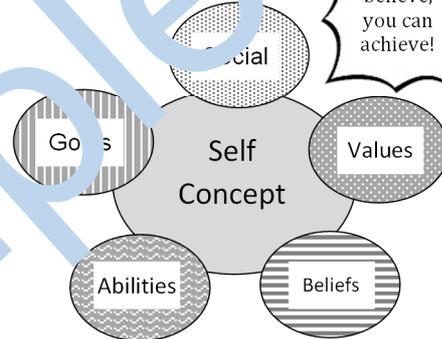
Self-development

Read the extract on the right and look at the diagram below and select the answer that suits formation of a positive self-concept, for questions 1 – 10.

- The weakest social quality is that you are**
 - trustworthy when you are working with your peers.
 - disinterested in your friend's achievements.
 - adaptable when you do group work and do not think your ideas are the best.
 - confident and speak your mind when planning a project.
- The goal you do not want to achieve is to**
 - be unsupportive to your friends.
 - be self-disciplined and punctual for lessons.
 - try and do your very best in everything you do.
 - strive to be popular at school because you are friendly and supportive.
- What ability do you want to improve about yourself?**
 - You have a creative mind, but you are shy to voice your opinion in a group.
 - You are a good ball player, but struggle to score points for the team.
 - You achieve at school, but are disorganised.
 - You feel that you should improve on all the points mentioned above.
- The adults in your life instilled beliefs in you while you are growing up by**
 - not teaching you right from wrong.
 - not leading by example.
 - teaching you honesty and love.
 - being disinterested in your problems.
- Which value, or code by which to live your life, was most emphasised by the adults in your life?**
 - Walk over people to get what you want.
 - It is not important to have good manners.
 - Everyone is equal, so respect everyone.
 - If you want it, take it.

Positive self-concept formation

A positive self-concept is to have a better understanding of who you are. You might think, 'I am good at reading books', 'I am a good friend' or 'I do not like boys with bad manners'. You create an image or 'picture' about yourself through the interactions you have with other people. Your self-concept is constructed by the way you behave, your natural talents and your own unique characteristics.



If you believe, you can achieve!



Look at the pictures below at questions 6 and 7, and choose the action shown that will ensure a positive self-concept.

6. 
 - Be disrespectful.
 - Be stubborn.
 - Be rude.
 - Be well-mannered.

7. 
 - Be selfish.
 - Respect people older than you.
 - Sulk and don't talk.
 - Laugh behind their backs.

- How should you improve your confidence to build a more positive self-concept?**
 - Think that you are better than your friends.
 - Boast how good you are at sport.
 - Learn to solve your own problems.
 - Seek attention from your teachers.
- What will you say to a friend to build up his/her self-concept?**
 - "Even if you have doubts, I know you can do it!"
 - "Stop crying over everything."
 - "Running to your Mom again, hey?"
 - "Stop bragging about how good you are!"
- If you have a healthy self-concept you will**
 - strive to achieve great things in life.
 - struggle to accomplish your goals.
 - have an arrogant attitude towards people.
 - be held back from achieving at school.

Read the extract below to answer questions 11 – 18.

Giving and Receiving Feedback

It is very difficult to report on a friend’s performance, because you do not want to spoil the relationship by having to say negative comments. However, if you are required to give feedback you must be honest and direct. Remember ‘the goal is to use peer-to-peer feedback to help teammates improve on their weaknesses, but always stay polite.’

11. **Why give feedback on a friend’s performance?**
 (a) To make him/her aware of the poor quality of work he/she is delivering.
 (b) To cause tension in a close friendship.
 (c) To make you look good while you make him/her look bad.
 (d) To make him/her aware that there is room for improvement and growth.
12. **When you give positive feedback to a friend on a task he/she did, you will say**
 (a) “Shame, you tried, but failed by not including sufficient information.”
 (b) “Let’s have another look at the task, and together we will grow to the next level.”
 (c) “Why do you bother to do the task?”
 (d) “Just leave it, as you will never improve.”

Use the picture on the right to answer questions 13 and 14.



13. **What is the mood of the child in this picture?**
 (a) Happy. (b) Vicious.
 (c) Fearful. (d) Fair.
14. **What could the angry teacher be saying to the child?**
 (a) “You scored a good mark for the test.”
 (b) “Your behaviour is always supportive.”
 (c) “You have detention for being late.”
 (d) “Your studies are improving.”

Use the picture on the right to answer questions 15 and 16.



15. **What is the mood of the teacher in this picture?**
 (a) Suspicious.
 (b) Helpful.
 (c) Anxious.
 (d) Upset.
16. **What could the teacher be saying to the learner?**
 (a) “Your spelling can improve if you read more.”
 (b) “Even if you study harder your mark will stay the same.”
 (c) “If you write neatly maybe I could actually read your handwriting!”
 (d) “You are one of my most useless learners!”

17. **How should you not react when you receive negative feedback?**
 (a) Stay polite.
 (b) Take it as constructive criticism.
 (c) Sulk and refuse to communicate.
 (d) Listen to the feedback in order to improve.
18. **How should you behave when you receive positive feedback?**
 (a) Roll your eyes and look up.
 (b) Listen properly and thank them.
 (c) Think the person is biased against you.
 (d) Interrupt the person.

Read the extract below for questions 19 – 29.

Coping with emotions

- **Empathy:** to understand and share the feelings of another; to show support and care.
- **Compassion:** displaying concern and understanding towards other people.
- **Anger:** a strong feeling of dislike and displeasure.
- **Disappointment:** an act, instance or emotion that leaves a person aghast, surprised or hurt.
- **Sadness:** to be emotionally drained; without hope or joy.
- **Exercise** releases reward and pleasure chemicals in the brain such as dopamine, which makes you feel better. Being fit also makes you healthier, which helps in managing emotions.
- **Notice the good things in your life.** Count your blessings. Finding the right balance that can help reduce your stress levels and may help fight feelings of sadness.

19. **What are emotions?**
 (a) Ideas. (b) Thoughts.
 (c) Feelings. (d) Words.

Your face is the biggest reflector of your emotions.

Select the emotion from (a) – (d) for the facial expression at questions 20 – 25.

20.  (a) Sadness.
 (b) Anger.
 (c) Neutral.
 (d) Empathy.
21.  (a) Empathy.
 (b) Sadness.
 (c) Compassion.
 (d) Neutral.
22.  (a) Neutral.
 (b) Empathy.
 (c) Sadness.
 (d) Disappointment.
23.  (a) Sadness.
 (b) Empathy.
 (c) Neutral.
 (d) Anger.
24.  (a) Compassion.
 (b) Anger.
 (c) Neutral.
 (d) Disappointment.
25.  (a) Disappointment.
 (b) Sadness.
 (c) Neutral.
 (d) Compassion.